

# School Improvement Plan (SIP)

## CHARTER SCHOOL VERSION

Proposed for 2016-2017

*A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.*

School Name: Innovation Charter School School Location Number: 5177

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### 2016-2017 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

##### School Information

<b>Complete School Name:</b> Innovation Charter School	<b>District:</b> Broward
<b>School Location Number:</b> 5177	
<b>Principal:</b> Tiffanie Holm	<b>District Superintendent:</b> Robert Runcie
<b>Governing Board Member(s):</b> Chad Causey, David Salvatelli, Nicole Johansson, Tammy Hoskins, Leiza Gomes	<b>Date of School Board Charter Approval:</b>

##### **Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Tiffanie Holm	Director's Credentials; B.A. Elementary Education K-6 / Spanish minor; Pursuing M.Ed. Leadership	13 mos.	4+	<p><b>2015-2016: Innovation Charter School - Principal</b> Grade: F (50/200 points) Reading Proficiency: 21% Math Proficiency: 29%</p> <p>Calvary Christian Academy, Ft. Lauderdale, FL -8 years experience -Taught Kindergarten -Team Leader -Assistant Director of Early Childhood</p> <p>Faith Christian School, Roanoke, VA -Kindergarten Teacher</p>
Director of Curriculum, Assessment & Technology	Kori Ellis	M.Ed. Education Administration (2015), B.S. Sociology (1998), FL Elementary Education Grades K-6 Certified (through June 2018)	1.5 years (since April 2015 - prior to 1st year opening in August 2015)	4.5 years	<p><b>2015-2016: Innovation Charter School - Dir. Curriculum, Assessment &amp; Technology</b> Grade: F (50/200 points) Reading Proficiency: 21% Math Proficiency: 29%</p> <p>Calvary Christian Academy, Ft. Lauderdale, FL</p> <ul style="list-style-type: none"> <li>- 10 years experience</li> <li>- Taught 5th / 6th grade</li> <li>- Team leader</li> <li>- Lead Technology Integration Specialist (3 years)</li> <li>- Academic Advancement Team</li> <li>- Accreditation Team</li> </ul>

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach / Math Coach / MTSS Coordinator	Valerie Hall	B.A. Elementary Education M.S. Elementary Education, Reading, Mentally Handicapped, and Learning Disabled Ph.D. Curriculum and Instruction (Reading) Certifications: Elementary Education, ESE, Reading Endorsed	1 year	<1	<b>2015-2016: Innovation Charter School - ESE Specialist</b> Grade: F (50/200 points) Reading Proficiency: 21% Math Proficiency: 29%
ESE/ ESOL	Evie Iles	B.A., International Business M.Ed., Education Leadership Certifications: National Board Certification (Reading); Exceptional Student Education (K-12); ESOL Endorsed; Mathematics (6-12); Middle Grades Integrated Curriculum (5-9); Pre-School Education (Birth-Age 4); Reading	<1	5	<b>2015-2016: iGeneration Charter School – ESE Specialist/Teacher</b> <b>2014-2015: Central Charter School –Reading Coach</b> <b>2013-2014: Martin Luther King Elem –Reading Interv.</b> Grade: F (338 points) Reading Proficiency: 31% Math Proficiency: 20% Writing Proficiency: 31% Science Proficiency: 16% Reading Learning Gains: 66%; Math Learning Gains: 39% Lowest 25% Reading Learning Gains: 70%; Math Learning Gains: 65% AMO Targets Unmet in: Reading – all students Math- all students AMO Targets met in:

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

		<p>Endorsed; Gifted Endorsed; Educational Leadership (All Levels); Elementary Education (K-6);</p>			<p>Learning Gains Progress for Lowest 25% Reading Learning Gains Progress for Lowest 25% Math  <b>2011-2013: Kathleen C. Wright Charter – Ind. Contractor for ESE Specialist and Reading Coach; Grade: F (308 points)</b>                  Reading Proficiency: 35%                  Math Proficiency: 31%                  Writing Proficiency: 57%                  Science Proficiency: 35%                  Reading Learning Gains: 45%; Math Learning Gains: 55%                  Lowest 25% Reading Learning Gains: 55%; Math Learning Gains: 72%                  AMO Targets Unmet in:                  Reading – all students                  Math- all students  <b>2010-2011: Ben Gamla Charter - ESE Specialist and Reading Coach; Grade: C</b>                  Reading Proficiency: 72%                  Math Proficiency: 69%                  Writing Proficiency: 50%                  Science Proficiency: 40%                  Reading Learning Gains: 62%; Math Learning Gains: 58%                  Lowest 25% Reading</p>
--	--	--	--	--	--

***Required components of the School Improvement Plan for Charter Schools:***

***1. Mission Statement***

*Provide your school's mission statement:*

The mission and vision of our school is to develop and nurture a collaborative community of learners with successful education models to impact tomorrow's world today. We exist to empower young ones as world changers, through highly talented teachers, using leading and innovative methods, in a *very loving* environment.

The mission of the school was cast by the Board of Innovation Charter School (ICS) and reflects their passions, dreams, and desires to serve the community of Pompano Beach, Florida. Equipping and nurturing children from lower socioeconomic strata with the technology, literacy and numeracy skills that will prepare them for fulfilling their future roles in a workforce that is increasingly global in its perspective as well as in its connectedness and reach is critical to their success in that environment and, ultimately, to the advancement of our community and culture within that technology-rich and knowledge-driven context.

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### 2. Academic Data

Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.0, FAIR-FS, BAS, etc.), if available:

Innovation Charter School's first year of operation was the 2015-2016 school year. The school served grades K-3, and as such, academic data is available for one year only. The results in the tables below reflect 2015-2016 Florida Assessment data for grade 3, FAIR data for grade 3, iStation Progress Monitoring data for grades K-3, and Primary End of Year Reading data for grades 1-2. **ICS will add NWEA / MAP testing in the 2016-17 school year to provide progress monitoring data in Math and Reading three times per year (Fall, Winter, Spring).**

#### Grade 3 Test Results: FSA and FAIR Spring 2016

Fifty-four students participated in the 2016 administration of the Florida Standards Assessment: English Language Arts. This represents 98% of the students eligible for testing in this cohort. Twenty percent of the students tested scored level 3 or higher, while 4% scored level 5. The subgroup data is reflected in the chart below:

**Table 1. Florida Standards Assessment (English Language Arts)**

Subgroup	Number Tested Reading	Percent Tested Reading	Reading % Scoring Satisfactory Level 3 & Above	Reading % High Performing Level 5
<b>ALL STUDENTS</b>	<b>54</b>	<b>98</b>	<b>20</b>	<b>4</b>
<b>AMERICAN INDIAN</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ASIAN</b>	<b>1</b>	<b>100</b>	<b>100</b>	<b>0</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>21</b>	<b>100</b>	<b>29</b>	<b>5</b>
<b>HISPANIC</b>	<b>26</b>	<b>96</b>	<b>8</b>	<b>0</b>
<b>WHITE</b>	<b>6</b>	<b>100</b>	<b>33</b>	<b>17</b>
<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>	<b>20</b>	<b>100</b>	<b>5</b>	<b>0</b>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>STUDENTS WITH DISABILITIES (ESE)</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>0</b>
<b>ECONOMICALLY DISADVANTAGED (F/R)</b>	<b>51</b>	<b>98</b>	<b>18</b>	<b>2</b>

**Table 2. Florida Standards Assessment (Math)**

Fifty-five students participated in the 2016 administration of the Florida Standards Assessment: Math. This represents 100% of the students eligible for testing in this cohort. Twenty-six percent of the students tested scored level 3 or higher, while 2% scored level 5. The subgroup data is reflected in the chart below:

<b>Subgroup</b>	<b>Number Tested Math</b>	<b>Percent Tested Math</b>	<b>Math % Scoring Satisfactory Level 3 &amp; Above</b>	<b>Math % High Performing Level 5</b>
<b>ALL STUDENTS</b>	<b>55</b>	<b>100</b>	<b>26</b>	<b>2</b>
<b>AMERICAN INDIAN</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ASIAN</b>	<b>1</b>	<b>100</b>	<b>100</b>	<b>0</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>21</b>	<b>100</b>	<b>14</b>	<b>0</b>
<b>HISPANIC</b>	<b>27</b>	<b>100</b>	<b>30</b>	<b>0</b>
<b>WHITE</b>	<b>6</b>	<b>100</b>	<b>33</b>	<b>17</b>
<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>	<b>20</b>	<b>100</b>	<b>21</b>	<b>0</b>
<b>STUDENTS WITH DISABILITIES (ESE)</b>	<b>10</b>	<b>100</b>	<b>30</b>	<b>0</b>
<b>ECONOMICALLY DISADVANTAGED (F/R)</b>	<b>52</b>	<b>100</b>	<b>23</b>	<b>0</b>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

**Table 3. Florida Assessment in Reading (FAIR) Data – 2015-2016 (AP3)**

Fifty-five students participated in the AP3 administration of the Florida Assessment in Reading (FAIR). Twenty percent scored within green or Tier 1 proficiency range. Sixty percent scored in the yellow or Tier 2 proficiency range. The remaining 20% scored within the red or Tier 3 proficiency range. Subgroup data is itemized in the chart below.

Subgroup	Number Tested	Percent Tested	% by Probability of Literary Success (PLS) Zone		
			Green Zone (>85% PLS)	Yellow Zone (16%-84% PLS)	Red Zone (<16% PLS)
<b>ALL STUDENTS</b>	<b>55</b>	<b>100</b>	<b>20</b>	<b>60</b>	<b>20</b>
<b>AMERICAN INDIAN</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ASIAN</b>	<b>1</b>	<b>100</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>21</b>	<b>100</b>	<b>19</b>	<b>57</b>	<b>24</b>
<b>HISPANIC</b>	<b>27</b>	<b>100</b>	<b>15</b>	<b>63</b>	<b>22</b>
<b>WHITE</b>	<b>6</b>	<b>100</b>	<b>33</b>	<b>67</b>	<b>0</b>
<b>ENGLISH LANGUAGE LEARNERS</b>	<b>20</b>	<b>100</b>	<b>5</b>	<b>63</b>	<b>32</b>
<b>STUDENTS WITH DISABILITIES (ESE)</b>	<b>10</b>	<b>100</b>	<b>25</b>	<b>50</b>	<b>25</b>



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>ECONOMICALLY DISADVANTAGED (F/R)</b>	<b>52</b>	<b>100</b>	<b>19</b>	<b>60</b>	<b>21</b>
---	-----------	------------	-----------	-----------	-----------

**Grades K-3 Test Results: iStation Progress Monitoring Data - AP 3**

The school has adopted iStation, a researched based progress monitoring tool to monitor student progress for grade levels not taking the FAIR.

**iStation Tier 1** equates to high probability of learning success: No Intervention needed

**iStation Tier 2** equates to moderate probability of learning success: Intervention needed

**iStation Tier 3** equates to low probability of learning success: Intensive Intervention needed

In May 2016, 226 K-3 students were tested in Reading using iStation, and the results are as follows:

**K-3 iStation Data Chart 1**

**Summary**

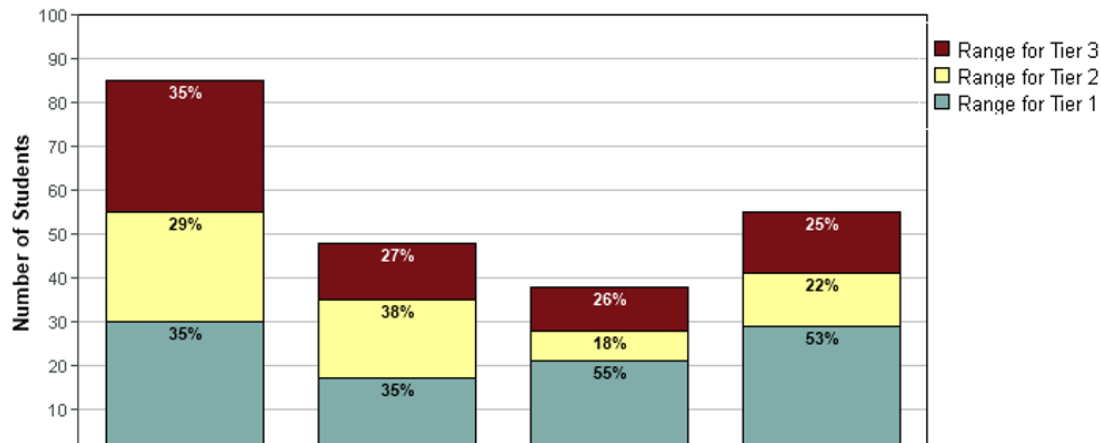
**ISIP™ Reading results for Innovation Charter School**

at Broward County Public Schools - 2015/2016 School Year

as of Fri Jun 03 2016 01:59:05 PM (-04:00)



**All Grades - May 2016**



Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

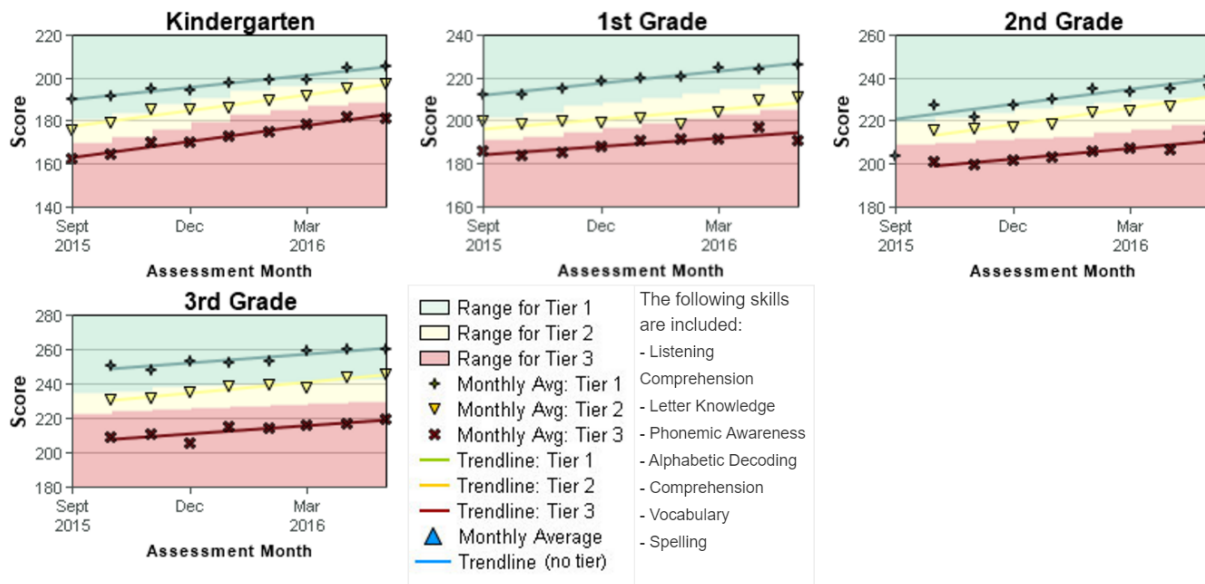
Summary of K-3 Tier Data for Chart 1 is as follows:

- 97 students in Tier 1
- 62 students in Tier 2
- 67 students in Tier 3

### K-3 iStation School-wide Growth Data Chart 2

This chart reflects the schoolwide growth for reading skills in each grade level for each tier.

#### ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### iStation Placement / Cut-scores / Achievement Levels Chart 3

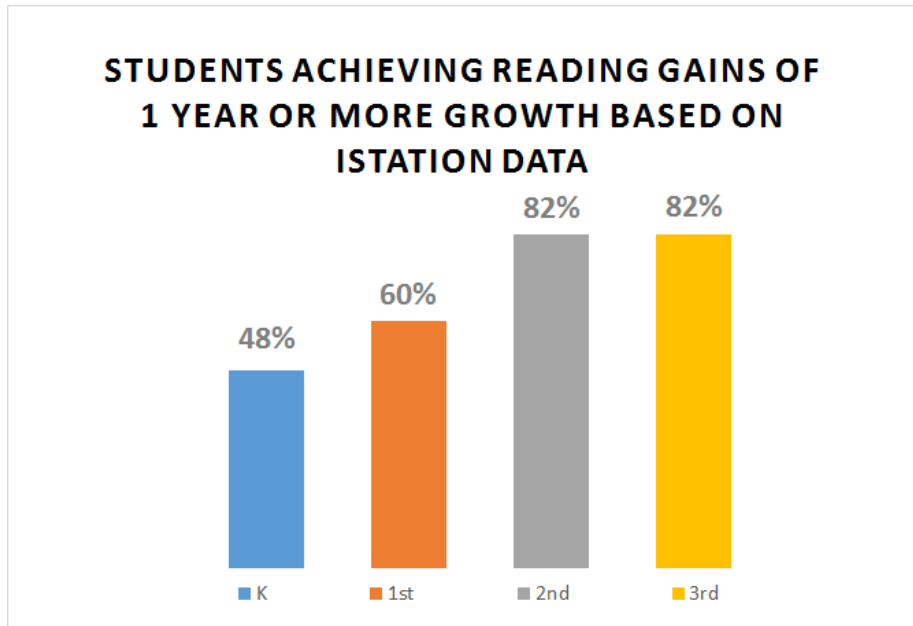
The chart belows shows cut scores for Tier 1 which represents proficiency, Tier 2 which represents intervention and Tier 3 which represents intensive intervention for Overall Reading.

Overall Reading	Listening Comprehension			Letter Knowledge			Phonemic Awareness			Alphabetic Decoding			Comprehension				
	Vocabulary	Spelling	Text Fluency														
Assessment Month	Pre-K			Kindergarten			1st Grade			2nd Grade			3rd Grade				
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1		
August	< 151	151-158	> 158	< 169	169-177	> 177	< 190	190-199	> 199	< 209	209-218	> 218	< 223	223-232	> 232		
September	< 154	154-161	> 161	< 171	171-180	> 180	< 192	192-201	> 201	< 210	210-219	> 219	< 224	224-234	> 234		
October	< 157	157-164	> 164	< 174	174-183	> 183	< 194	194-203	> 203	< 211	211-221	> 221	< 225	225-235	> 235		
November	< 160	160-167	> 167	< 177	177-187	> 187	< 196	196-206	> 206	< 212	212-223	> 223	< 226	226-237	> 237		
December	< 163	163-170	> 170	< 181	181-190	> 190	< 198	198-208	> 208	< 213	213-225	> 225	< 227	227-238	> 238		
January	< 165	165-173	> 173	< 184	184-193	> 193	< 200	200-210	> 210	< 214	214-226	> 226	< 228	228-239	> 239		
February	< 167	167-175	> 175	< 186	186-195	> 195	< 202	202-212	> 212	< 216	216-228	> 228	< 229	229-240	> 240		
March	< 169	169-177	> 177	< 188	188-197	> 197	< 204	204-214	> 214	< 217	217-229	> 229	< 230	230-241	> 241		
April	< 171	171-179	> 179	< 190	190-199	> 199	< 206	206-216	> 216	< 219	219-230	> 230	< 231	231-242	> 242		
May	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243		
June	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243		
July	< 173	173-181	> 181	< 192	192-201	> 201	< 207	207-218	> 218	< 220	220-231	> 231	< 232	232-243	> 243		

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### iStation Chart 4

The chart below represents the percentage of students who attained at least one year of growth in the 2015-2016 school year.



#### # of students in each grade level

K - 72

1st - 61

2nd - 40

3rd - 48

**Total % of students achieving reading gains of 1 year or more = 65%**

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

**Grades 1-2 Test Results: Primary End of Year Reading Test**

Forty-nine 1st grade students and thirty-eight 2nd grade students participated in the 2016 administration of the Primary End of Year Reading Test. This represents 100% of the students eligible for testing in this cohort. Thirty-one percent of 1st grade students tested scored 55% or higher, and 18% of 2nd grade students tested scored 65% or higher. The subgroup data is reflected in Tables 4 & 5 below:

**Table 4. 2015-16 Primary End of Year Reading Test (1st Grade)**

<b>Subgroup</b>	<b>1st Grade - Number Tested</b>	<b>% Scoring Satisfactory (55% or higher)</b>
<b>ALL STUDENTS</b>	<b>49</b>	<b>31</b>
<b>AMERICAN INDIAN</b>	<b>0</b>	<b>0</b>
<b>ASIAN</b>	<b>1</b>	<b>100</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>22</b>	<b>18</b>
<b>HISPANIC</b>	<b>23</b>	<b>30</b>
<b>WHITE</b>	<b>3</b>	<b>100</b>
<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>	<b>16</b>	<b>38</b>
<b>STUDENTS WITH DISABILITIES (ESE)</b>	<b>1</b>	<b>100</b>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

**Table 5. 2015-16 Primary End of Year Reading Test (2nd Grade)**

<b>Subgroup</b>	<b>2nd Grade - Number Tested</b>	<b>% Scoring Satisfactory (65% or higher)</b>
<b>ALL STUDENTS</b>	<b>38</b>	<b>18</b>
<b>AMERICAN INDIAN</b>	<b>0</b>	<b>0</b>
<b>ASIAN</b>	<b>0</b>	<b>0</b>
<b>BLACK/AFRICAN AMERICAN</b>	<b>16</b>	<b>25</b>
<b>HISPANIC</b>	<b>16</b>	<b>6</b>
<b>WHITE</b>	<b>6</b>	<b>50</b>
<b>ENGLISH LANGUAGE LEARNERS (ELL)</b>	<b>2</b>	<b>0</b>
<b>STUDENTS WITH DISABILITIES (ESE)</b>	<b>1</b>	<b>0</b>

**ICS will add NWEA / MAP testing in the 2016-17 school year to provide progress monitoring data in Math and Reading three times per year (Fall, Winter, Spring).**

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### 3. Student Achievement Objectives

*Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:*

ICS student achievement objectives were reflected in the following “SMART” Goals from our charter application.

1. **Increase in Student Growth Scores:** Students will make one year’s growth in one year’s time using both formative and summative measures such as: NWEA/MAP, FAIR, and real-time data from iStation.
2. **Closing Student Growth Gaps:** Growth gaps in reading and mathematics for the subgroups (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities, English Learners) will be identified during the first year of operation. Gaps will close by 2% each year until they have been eliminated.

As a result of the school grade findings in June 2016, Innovation Charter School’s Governing Board requested a plan of action to address areas of concern. The goals below have been drafted for the 2016-2017 school year:

1. 32% of 3rd and 4th grade students will score level 3 or higher on **FSA ELA** test in 2017.
2. 35% of 3rd and 4th grade students will score level 3 or higher on **FSA Math** test in 2017.
3. 50% of 4th grade students will show learning gains on **FSA ELA** test in 2017.
4. 57% of 4th grade students will show learning gains on **FSA Math** test in 2017.
5. 27% of the lowest 25% of 4th grade students will show learning gains on **FSA ELA** test in 2017.
6. 45% of the lowest 25% of 4th grade students will show learning gains on **FSA Math** test in 2017.

The chart below reflects the goals above as represented in the school charter application. The only changes made in this chart from the school charter application are that FAIR is now only available for 3rd-5th grades and iStation has been substituted for i-Ready.

#### Formative Reading Assessments and SMART Goals

Reading Assessment	Grade Level	Academic Improvement/Goal	Administration
FAIR	now 3-5	90% of students will be on or above grade level by the end of the year	Fall, Winter, and Spring

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

FLKRS - 2 part test	K	ECHOS - Consistently Demonstrating or Emerging/Progressing FAIR - above 67%	Fall - within the first 30 days of school
Journeys Common Core	K-5	80% of students will attain mastery of grade level <i>Journeys Common Core</i> expectations.	Ongoing: formative and end of unit assessments
iStation	K-5	90% of students will attain one year of growth in reading in one year's time	Ongoing presenting real time data

**4. Student Performance Data Analysis**

Provide a **detailed** analysis of the student performance data including academic performance by each subgroup:

**ICS School Report Card for Baseline Year (2015-2016): F**

Innovation Charter School is located in Pompano Beach, FL. Our feeder schools are Cypress Elementary School, Sanders Park Elementary School, Pompano Beach Elementary School, Charles Drew Elementary School, McNab Elementary School and Tedder Elementary School, with Cypress Creek and Sanders Park being our predominant feeder schools. ICS enrolled 65 students from Cypress Elementary, whose school grade went from an F to a D in 2015-2016. Additionally, 39 students were enrolled from Sanders Park, whose school grade went from a D to a B in 2015-2016. The location of ICS attracts a demographic of high-needs learners that typically show learning gains as opposed to level 3 proficiency. This is the demographic that the ICS charter was designed to reach.

As a first-year school testing only one grade level, the ICS school grade was calculated based on level 3 proficiency in reading and math only, and did not reflect the learning gains that *were* made by our students. We are confident that as we continue to address the academic needs of this underserved population, exponential growth (and therefore a much higher school grade) is on the horizon.

The data suggests that the subgroups with the greatest underperformance in FSA and FAIR testing are Black/African American, Hispanic, and English Language Learners.



## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### Analysis of 2016 FSA Results

**Reading:** Fifty-four students participated in the 2016 administration of the Florida Standards Assessment: English Language Arts. This represents 98% of the students eligible for testing in this cohort. Twenty percent of the students tested scored level 3 or higher, while 4% scored level 5. Eight percent of Hispanic students and 5% of ELL students scored level 3 or above in 2016, as compared to 21% of students in all subgroups combined. Of the (28) 3rd grade students who scored a Level 1 on the FSA ELA test, 16 of them either have a learning disability or are in Tier 3 of MTSS and may be suspected of having a learning disability.

**Math:** Fifty-five students participated in the 2016 administration of the Florida Standards Assessment: Math. This represents 100% of the students eligible for testing in this cohort. Twenty-six percent of the students tested scored Level 3 or higher, while 2% scored Level 5. Fourteen percent of Black/African American students scored Level 3 or above in 2016, as compared to 29% of students in all subgroups combined. Of the thirty-one 3rd grade students who scored a Level 1 on the FSA ELA test, 16 of them either have a learning disability or are in Tier 3 of MTSS and may be suspected of having a learning disability.

**Analysis of FAIR Progress Monitoring Data - AP 3 for 3rd grade:** Fifty-five students participated in the AP 3 Florida Assessment in Reading (FAIR) progress monitoring assessment. This represents 100% of the students eligible for testing in this cohort. Twenty percent of the students tested showed a Probability of Literacy Success (PLS) of 85% or higher (Green Zone which is tier 1 proficiency). Sixty percent of the students tested showed a PLS between 16% and 84% (Yellow Zone which is tier 2 proficiency - Intervention). Twenty percent of students tested showed a PLS of less than 16% (Red Zone which is tier 3 proficiency - Intensive Intervention). Five percent of ELL students scored in the Green Zone on the FAIR in AP 3, as compared with 20% of students in all subgroups combined. Furthermore, ELL student data accounted for the largest subgroup data (32%) in the Red Zone on the FAIR in AP 3.

### Analysis of iStation Progress Monitoring Data - AP 3 for all grade levels served (K-3)

Istation's Indicators of Progress assessment (ISIP™) provides **reliable data** with frequent, age-appropriate measurement for students in pre-K through 3rd grade. Adjusting to each student's ability, the interactive assessment keeps developing readers engaged while they work through fun activities. Research shows that Istation helps students grow in skills predictive of future reading success. Istation's computer-adaptive curriculum and assessment are research-based and aligned to individual state standards and Common Core state standards. Along with teacher resources for school and home, up-to-date reports and intervention tools help drive instruction and track progress.

As seen in the **K-3 iStation School-wide Growth Data Chart 2**, all grade levels show an upward trend in skill growth for overall reading in all tiers, with the steepest upward growth occurring in 2nd and 3rd grades. Specifically, 2nd grade started with only 31% of students in Tier 1 and

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

25% in Tier 2, and ended with 55% of students in Tier 1 and 18% in Tier 2. In 3rd grade, 33% of students started in Tier 1 and 31% started in Tier 2, but 53% ended in Tier 1 and 22% ended in Tier 2. Only 48% of Kindergarten students and 60% of 1st grade students showed reading gains of (1) year or more growth based on iStation data.

As shown in **iStation Chart 4**, 65% of students attained at least one year of growth in reading during the 2015-2016 school year.

**Analysis of Primary End of Year Reading Test Data for 1st & 2nd grade students:** Forty-nine 1st grade students and thirty-eight 2nd grade students participated in the 2016 administration of the Primary End of Year Reading Test. This represents 100% of the students eligible for testing in this cohort. Thirty-one percent of 1st grade students tested scored 55% or higher, and 18% of 2nd grade students tested scored 65% or higher. Eighteen percent of Black/African American 1st grade students scored 55% or higher on the Primary End of Year Test, as compared with 31% of 1st grade students in all subgroups combined. Six percent of Hispanic 2nd grade students scored 65% or higher on the Primary End of Year Test, as compared with 18% of 2nd grade students in all subgroups combined.

**ICS will add NWEA / MAP testing in the 2016-17 school year to provide progress monitoring data in Math and Reading three times per year (Fall, Winter, Spring).**

### 5. Student Performance Deficiency Plan

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline:

Deficiency	Plan	Person(s) Responsible	Resources Needed	Timeline
<p><b>3rd Grade Deficiency (based on data)</b></p> <p>21% of 3rd Grade students scored Level 3 or higher on FSA ELA in 2016.</p> <p>GOAL: 32% of the 3rd and 4th</p>	<p><b>1. We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled</b></p>	<p>1. MTSS Coordinator</p> <p>2. Director of Curriculum, Assessment &amp; Technology,</p>	<p>1. Journeys</p> <p>2. Reader's Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and</p>	<p>1. 2016-2017</p> <p>2. 2016-2017</p> <p>3. 2016-2017</p> <p>4. 2016-2017</p> <p>5. 2016-2017</p> <p>6. 2016-2017</p> <p>7. 2016-2017</p> <p>8. 2016-2017</p>

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>grade students, will score level 3 or higher on FSA ELA test in 2017.</p>	<p><b>Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters, and Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online resources.</b></p> <p><b>K-2 students will be grouped using progress monitoring data from iStation and NWEA/MAP. 3rd-4th grade students will be grouped using progress monitoring data from FAIR and NWEA/MAP. Groups will be adjusted as needed based on Journeys Chapter and Unit Assessments and new progress monitoring data.</b></p> <p>2. For grades 3-4, FAIR will be used to monitor students progress 3 times per year and determine <b>supplemental reading intervention</b>: Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader:Comprehension.</p> <p>For grades K-2, iStation will be used to monitor student progress monthly and determine <b>supplemental reading intervention</b>: Reader’s Tool Kit: Phonics,</p>	<p>MTSS Coordinator</p> <p>3. Director of Curriculum, Assessment &amp; Technology, ESOL Contact / ESE Specialist</p> <p>4. Director of Curriculum, Assessment &amp; Technology, Principal</p> <p>5. Director of Curriculum, Assessment &amp; Technology</p> <p>6. ESOL Contact / ESE Specialist, Principal</p> <p>7. ESOL</p>	<p>Write in Reader: Comprehension.</p> <p>3. Data Binders, USA Test Prep</p> <p>4. Florida ELA Standards, Performance Scales</p> <p>5. Focus Calendar</p> <p>6. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>7. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>8. USA Test Prep &amp; Ready Florida Test Prep</p>	
--	--	---	---	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p>3. Monitor K-4 student progress weekly via Data Chats to measure student growth in Key Ideas and Details; Craft and Structure, Integration of Knowledge and Ideas, and Language and Edition Tasks</p> <p>4. Increase instructional rigor in K-4 through scaffolding, identifying critical content and implementing standards based performance scales for instructional and learning.</p> <p>5. Integrate literacy across K-4 curriculum by implementing a cross curriculum focus calendar integrating literacy through social studies.</p> <p>6. Provide and document provisions of ESOL accommodations and Integration ESOL strategies throughout the Core and across the curriculum for both lesson planning and instruction.</p> <p>7. Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and instruction.</p>	<p>Contact / ESE Specialist, Principal</p> <p>8. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, Teachers</p>		
--	---	--	--	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>8. <b>After School Tutoring</b> Tutoring will be offered to students who are struggling in reading on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b></p> <p>The tutoring curriculum will consist of a blended model of direct and online instruction, including lessons, activities, and assessments via USA Test Prep and Ready Florida Test Prep.</p> <p><b>After School Tutoring Eligibility</b></p> <ul style="list-style-type: none"> <li>• 3rd &amp; 4th grade students scoring Level 1 or Level 2 on FSA ELA.</li> </ul>			
<p><b>3rd Grade Deficiency (based on data)</b></p> <p>Only 29% of 3rd Grade students scored Level 3 or higher on FSA Math in 2016.</p> <p>GOAL: 35% of 3rd and 4th grade students, will score Level 3 or higher on FSA Math test in 2017.</p>	<ol style="list-style-type: none"> <li>1. Differentiate Math instruction using Hess DOK, Intervention, On Level and Enrichment activities during the Math rotational model: small group and centers during Math Block.</li> <li>2. For grades K-4, NWEA / MAP testing will be used to monitor students progress 3 times per year and determine <b>supplemental math intervention:</b> Soar to Success, Strategic Intervention, and Intensive Intervention.</li> <li>3. Monitor K-4 student progress weekly via Data Chats to measure student growth in Operations, Algebraic Thinking, Numbers</li> </ol>	<ol style="list-style-type: none"> <li>1. MTSS Coordinator</li> <li>2. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator</li> <li>3. Director of Curriculum, Assessment &amp; Technology,</li> </ol>	<ol style="list-style-type: none"> <li>1. Go Math MAFS</li> <li>2. Soar to Success, Strategic Intervention, and Intensive Intervention</li> <li>3. Data Binders, USA Test Prep</li> <li>4. Florida ELA Standards, Performance Scales</li> </ol>	<ol style="list-style-type: none"> <li>1. 2016-2017</li> <li>2. 2016-2017</li> <li>3. 2016-2017</li> <li>4. 2016-2017</li> <li>5. 2016-2017</li> <li>6. 2016-2017</li> <li>7. 2016-2017</li> <li>8. 2016-2017</li> </ol>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>in Base Ten, Fractions, Measurement, Data, and Geometry.</p> <p>4. Increase instructional rigor in K-4 through scaffolding, identifying critical content and implementing standards based performance scales for instructional and learning.</p> <p>5. Integrate literacy across K-4 curriculum by implementing a cross curriculum focus math and science.</p> <p>6. Provide and document provisions of ESOL accommodations and Integration ESOL strategies throughout the Core and across the curriculum for both lesson planning and instruction.</p> <p>7. Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and instruction.</p> <p>8. <b>After School Tutoring</b> Tutoring will be offered to students who are struggling in math on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b>  The tutoring curriculum will consist of a blended model of direct and online</p>	<p>ESOL Contact / ESE Specialist</p> <p>4. Director of Curriculum, Assessment &amp; Technology, Principal</p> <p>5. Director of Curriculum, Assessment &amp; Technology</p> <p>6. ESOL Contact / ESE Specialist, Principal</p> <p>7. ESOL Contact / ESE Specialist, Principal</p> <p>8. Director of Curriculum, Assessment</p>	<p>5. Focus Calendar</p> <p>6. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>7. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>8. Go Math Reteach materials &amp; Personal Math Trainer</p>	
--	--	--	--	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>instruction, including lessons, activities, and assessments via Go Math! and Personal Math Trainer.</p> <p><b>After School Tutoring Eligibility</b></p> <ul style="list-style-type: none"> <li>• 3rd &amp; 4th grade students scoring below grade level norms on NWEA / MAP</li> <li>• K-2 students scoring below grade level norms on NWEA / MAP</li> </ul>	<p>&amp; Technology, MTSS Coordinator, Teachers</p>		
<p><b>3rd Grade Deficiency (based on data)</b></p> <p>35% of ICS 3rd grade students who took the Florida Standards Assessment (FSA) either have a learning disability or are in Tier 3 of MTSS and may be suspected of having a learning disability.</p> <p>Of the (28) 3rd grade students who scored a Level 1 on the FSA ELA test, 16 of them either have a learning disability or are in Tier 3 of MTSS and may be suspected of having a learning disability.</p> <p>Of the (31) 3rd grade students who scored a Level 1 on the FSA Math</p>	<p>Tier 3 and ESE students whose present level performance suggest intensive intervention levels significantly below grade level will continue to receive instructional support, interventions, and specialized instruction as appropriate to support learning gains reflected on standardized assessments and progress monitoring tools. Additionally, students with a learning disability are receiving the ESE services specified by their IEP.</p> <p>A consultant with immense experience in ESE compliance has been hired to train teachers in how to implement ESE student IEPs with fidelity, identify the prerequisite standards from CPALMS that have not yet been met, and provide the supplemental aids and accommodations itemized in each student’s IEP.</p> <p>An MTSS coordinator was hired to ensure</p>	<p>ESOL Contact / ESE Specialist, MTSS Coordinator</p>	<p>Salaries for the ESE Specialist and MTSS Coordinator are being paid from the General Budget.</p>	<p>2016-2017 and ongoing</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>test, 16 of them either have a learning disability or are in Tier 3 of MTSS and may be suspected of having a learning disability.</p> <p>(ICS enrolls all student applicants, including the influx of Tier 3 and ESE students that come through our doors.)</p>	<p>Tier 2 and Tier 3 supports are being implemented with fidelity at ICS.</p>			
<p><b>3rd Grade Deficiency (based on data)</b></p> <p>FAIR: 80% of students were on or above grade level by the end of 2016 (Green &amp; Yellow Zones).</p> <p>GOAL: 90% of students will be on or above grade level by the end of the year.</p>	<p>1. <b>We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters, and Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online resources.</b></p> <p><b>K-2 students will be grouped using progress monitoring data from iStation and NWEA/MAP. 3rd-4th grade</b></p>	<p>1. MTSS Coordinator</p> <p>2. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator</p> <p>3. Director of Curriculum, Assessment &amp; Technology, ESOL Contact / ESE Specialist</p> <p>4. Director of</p>	<p>1. Journeys</p> <p>2. Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p>3. PMRN, Computers, Data Binders</p> <p>4. Florida ELA Standards, Performance Scales</p> <p>5. Focus Calendar</p>	<p>1. 2016-2017</p> <p>2. 2016-2017</p> <p>3. 2016-2017</p> <p>4. 2016-2017</p> <p>5. 2016-2017</p> <p>6. 2016-2017</p> <p>7. 2016-2017</p> <p>8. 2016-2017</p>



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p><b>students will be grouped using progress monitoring data from FAIR and NWEA/MAP. Groups will be adjusted as needed based on Journeys Chapter and Unit Assessments and new progress monitoring data.</b></p> <p>2. For grades 3-4, FAIR will be used to monitor students progress 3 times per year and determine <b>supplemental reading intervention</b>: Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p>3. Monitor 3rd-4th grade student progress in FAIR 3 times a year to measure growth in student Probability of Learning Success, Word Recognition, Vocabulary, Comprehension, and Syntactic Knowledge</p> <p>4. Increase instructional rigor in 3rd-4th through scaffolding, identifying critical content and implementing standards based performance scales for instructional and learning.</p> <p>5. Integrate literacy across 3rd-4th grade curriculum by implementing a cross curriculum focus calendar integrating literacy through social studies.</p> <p>6. Provide and document provisions of</p>	<p>Curriculum, Assessment &amp; Technology, Principal</p> <p>5. Director of Curriculum, Assessment &amp; Technology</p> <p>6. ESOL Contact / ESE Specialist, Principal</p> <p>7. ESOL Contact / ESE Specialist, Principal</p> <p>8. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, Teachers</p>	<p>6. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>7. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>8. USA Test Prep &amp; Ready Florida Test Prep</p>	
--	---	---	---	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>ESOL accommodations and Integration ESOL strategies throughout the Core and across the curriculum for both lesson planning and instruction.</p> <p>7. Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and instruction.</p> <p>8. <b>After School Tutoring</b> Tutoring will be offered to students who are struggling in reading on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b></p> <p>The tutoring curriculum will consist of a blended model of direct and online instruction, including lessons, activities, and assessments via USA Test Prep and Ready Florida Test Prep.</p> <p><b>After School Tutoring Eligibility</b></p> <ul style="list-style-type: none"> <li>• 3rd &amp; 4th grade students scoring less than 70% Probability of Literary Success (PLS) on Florida Assessment in Reading (FAIR)</li> </ul>			
<p><b>K- 2nd Grade Deficiency (based on data)</b></p>	<p>1. <b>We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational</b></p>	<p>1. MTSS Coordinator</p>	<p>1. Journeys 2. Reader’s Tool Kit:</p>	<p>1. 2016-2017 2. 2016-2017 3. 2016-2017</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>iReady: 65% of students attained one year of growth in reading during the 2015-2016 school year.</p> <p><b>The school opted to use iStation instead of iReady (and received approval from BC’s curriculum department to do so).</b></p> <p>As seen in the <b>K-3 iStation School-wide Growth Data Chart 2</b>, all grade levels show an upward trend in skill growth for overall reading in all tiers, with the steepest upward growth occurring in 2nd and 3rd grades. <b>Only 48% of Kindergarten students and 60% of 1st grade students showed reading gains of (1) year or more growth based on iStation data.</b></p> <p>GOAL: 90% of students will attain one year of growth in reading in one year’s time based on iStation progress monitoring data..</p>	<p><b>model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters, and Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online resources.</b></p> <p><b>K-2 students will be grouped using progress monitoring data from iStation and NWEA/MAP. 3rd-4th grade students will be grouped using progress monitoring data from FAIR and NWEA/MAP. Groups will be adjusted as needed based on Journeys Chapter and Unit Assessments and new progress monitoring data.</b></p> <p>2. For grades K-2, iStation will be used to monitor students progress monthly and determine <b>supplemental reading intervention</b>: Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader:Comprehension.</p>	<p>2. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator</p> <p>3. Director of Curriculum, Assessment &amp; Technology, ESOL Contact / ESE Specialist</p> <p>4. Director of Curriculum, Assessment &amp; Technology, Principal</p> <p>5. Director of Curriculum, Assessment &amp; Technology, Principal</p> <p>6. Director of</p>	<p>Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p>3. iStation, Computers, Data Binders</p> <p>4. iStation, Computers</p> <p>5. Florida ELA Standards, Performance Scales</p> <p>6. Focus Calendar</p> <p>7. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>8. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>9. USA Test Prep &amp;</p>	<p>4. 2016-2017</p> <p>5. 2016-2017</p> <p>6. 2016-2017</p> <p>7. 2016-2017</p> <p>8. 2016-2017</p> <p>9. 2016-2017</p>
--	---	--	---	---

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<ol style="list-style-type: none"> <li>3. Monitor K-2 grade student progress in iStation monthly to measure growth in: Listening, Letter Recognition, Phonemic Awareness, Alphabetic Decoding, Vocabulary, and Spelling</li> <li>4. Implement an additional 30 minutes of Direct instruction and iStation to the technology special three times per week to provide students the opportunity to demonstrate skill growth on iStation</li> <li>5. Increase instructional rigor in K-2nd through scaffolding, identifying critical content and implementing standards based performance scales for instructional and learning.</li> <li>6. Integrate literacy across K-2nd grade curriculum by implementing a cross curriculum focus calendar integrating literacy through social studies.</li> <li>7. Provide and document provisions of ESOL accommodations and Integration ESOL strategies throughout the Core and across the curriculum for both lesson planning and instruction.</li> <li>8. Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the</li> </ol>	<p>Curriculum, Assessment &amp; Technology</p> <ol style="list-style-type: none"> <li>7. ESOL Contact / ESE Specialist, Principal</li> <li>8. ESOL Contact / ESE Specialist, Principal</li> <li>9. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, Teachers</li> </ol>	<p>Ready Florida Test Prep</p>	
--	---	---	--------------------------------	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>curriculum for both lesson planning and instruction.</p> <p>9. <b>After School Tutoring</b> Tutoring will be offered to students who are struggling in reading on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b></p> <p>The tutoring curriculum will consist of a blended model of direct and online instruction, including lessons, activities, and assessments via USA Test Prep and Ready Florida Test Prep.</p> <p><b>After School Tutoring Eligibility</b></p> <ul style="list-style-type: none"> <li>• K-2 students scoring in Tier 2 or Tier 3 on iStation.</li> </ul>			
<p><b>K-2nd Grade Deficiency (based on data)</b></p> <p>Primary End of Year Reading Test: Only 31% of 1st grade students scored 55% or higher, and only 18% of 2nd grade students scored 65% or higher</p>	<p>1. <b>We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters,</b></p>	<p>1. MTSS Coordinator</p> <p>2. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator</p> <p>3. Director of Curriculum, Assessment</p>	<p>1. Journeys</p> <p>2. Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p>3. iStation</p> <p>4. Focus Calendar</p>	<p>1. 2016-2017</p> <p>2. 2016-2017</p> <p>3. 2016-2017</p> <p>4. 2016-2017</p> <p>5. 2016-2017</p> <p>6. 2016-2017</p> <p>7. 2016-2017</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p><b>and Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online resources.</b></p> <p><b>K-2 students will be grouped using progress monitoring data from iStation and NWEA/MAP. 3rd-4th grade students will be grouped using progress monitoring data from FAIR and NWEA/MAP. Groups will be adjusted as needed based on Journeys Chapter and Unit Assessments and new progress monitoring data.</b></p> <p>2. For grades K-2, iStation will be used to monitor student progress monthly to determine <b>supplemental reading intervention</b>: Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p>3. Increase instructional rigor in K-2nd grade through scaffolding, identifying critical content and implementing standards based performance scales for instructional and learning.</p> <p>4. Integrate literacy across K-2nd grade curriculum by implementing a cross curriculum focus calendar integrating literacy through social studies.</p>	<p>&amp; Technology, Principal</p> <p>4. Director of Curriculum, Assessment &amp; Technology</p> <p>5. ESOL Contact / ESE Specialist, Principal</p> <p>6. ESOL Contact / ESE Specialist, Principal</p> <p>7. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, Teachers</p>	<p>5. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>6. Lesson Plans, and Teacher (Instructional) Evaluations</p> <p>7. USA Test Prep &amp; Ready Florida Test Prep</p>	
--	---	--	---	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>5. Provide and document provisions of ESOL accommodations and Integration ESOL strategies throughout the Core and across the curriculum for both lesson planning and instruction.</p> <p>6. Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and instruction.</p> <p>7. <b>After School Tutoring</b> Tutoring will be offered to students who are struggling in reading on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b></p> <p>The tutoring curriculum will consist of a blended model of direct and online instruction, including lessons, activities, and assessments via USA Test Prep and Ready Florida Test Prep.</p> <p><b>After School Tutoring Eligibility</b></p> <ul style="list-style-type: none"> <li>● 1st grade students scoring &lt; 55% on the Primary End-of-Year Reading Test</li> <li>● 2nd grade students scoring &lt; 65% on the Primary End-of-Year Reading Test</li> </ul>			
--	---	--	--	--

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### 6. *Approved Educational Program*

Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract and the rationale for **why** each component was not implemented:

<u>Has Not Been Implemented</u>	<u>Why</u>
<p>The only core curriculum that was specified in our application but not implemented during the 2015-2016 school year is Science Fusion.</p> <p>During the 2015-2016 school year, we did not implement the following supplemental curriculum and/or assessment programs which were referenced in our initial application.</p> <ol style="list-style-type: none"> <li>1. iReady</li> <li>2. Reading Plus</li> <li>3. Running Records</li> <li>4. Dibels Next</li> <li>5. FAIR K-2 Assessment</li> <li>6. Shirley Grammar</li> <li>7. Sitton Spelling</li> <li>8. ST Math</li> <li>9. CBM (Computer Based Measurement) Progress Monitoring</li> <li>10. NWEA / MAP (Northwest Evaluation Association) Testing for Reading &amp; Math</li> <li>11. Core Virtues Character Curriculum</li> </ol>	<p>For budget reasons and efficiency, the Core Knowledge curriculum was used for both Social Studies and Science instruction this year. ICS will add Science Fusion to our curriculum in the 2016-2017 school year.</p> <p>The reason for not implementing is listed next to each resource.</p> <ol style="list-style-type: none"> <li>1. iReady - iStation was implemented with District approval instead</li> <li>2. Reading Plus - iStation was implemented with District approval instead</li> <li>3. Running Records - iStation was implemented with District approval instead</li> <li>4. Dibels Next - iStation was implemented with District approval instead</li> <li>5. FAIR K-2 Assessment - no longer exists</li> <li>6. Shirley Grammar - Journeys is a comprehensive reading program that includes grammar</li> <li>7. Sitton Spelling - Journeys is a comprehensive reading program that includes spelling</li> <li>8. ST Math - GoMath! includes Personal Math Trainer</li> <li>9. CBM - iStation &amp; Go Math! Personal Math Trainer instead</li> <li>10. NWEA/MAP - iStation &amp; Go Math! Personal Math Trainer instead, but have already implemented it in 2016-2017</li> </ol>



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	11. Core Virtues Character Curriculum - Replaced with Cloud 9 World Character Under Construction curriculum was ordered with CSP funds and is being implemented.
The MTSS process was not implemented with fidelity at ICS in 2015-2016.	As a new school, with many teachers and administrators new to Broward County, MTSS was spearheaded by our ESE department. This year MTSS has its own general education department head and will be implemented with fidelity.
As part of the approved educational program, ICS committed to starting the school year off with 15 days of staff-wide professional development, then throughout the year providing four school-wide, day-long training days, monthly staff-wide professional development trainings.	For budget reasons, and to remain consistent with the BCPS calendar, ICS begins the school year with five days of staff professional development, with a remaining five days of professional development scheduled to match the Broward calendar throughout the school year.

**7. Addressing Identified Deficiencies**

Provide a detailed plan for addressing each identified deficiency noted in **part 6**, including specific actions, person responsible, resources needed, and timeline:

Deficiencies From Section 6	Plan	Person(s) Responsible	Resources Needed	Professional Development	Timeline	Evaluation
Science Fusion curriculum was not used in 2015-2016.	ICS will add Science Fusion to our curriculum in the 2016-2017 school year.	Director of Curriculum, Assessment & Technology, Teachers	Science Fusion curriculum	Teachers will receive training on the implementation of the Science Fusion curriculum.	Ongoing	Weekly assessments

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>NWEA / MAP testing was not implemented in 2015-2016.</p>	<p>NWEA / MAP testing is being implemented in the 2016-2017 school year. Progress Monitoring data in Reading and Math will be gathered three times each year - fall, winter and spring.</p>	<p>Director of Curriculum, Assessment &amp; Technology, Teachers</p>	<p>NWEA / MAP subscription</p>	<p>Ongoing training is being conducted on the administration of the MAP test and the use of MAP data. This professional development is being done through a blended model of live training and NWEA's training site, Destination PD.</p>	<p>2016-2017 and ongoing</p>	<p>NWEA / MAP data will be used to inform teacher decisions about instruction, target deficiencies and ultimately improved standardized test scores.</p>
<p>Core Virtues Character Curriculum was not used in 2015-2016.</p>	<p>Cloud 9 Character Curriculum is being implemented at ICS.</p>	<p>Director of Curriculum, Assessment &amp; Technology, Teachers</p>	<p>Class sets of Cloud 9 Character Curriculum were purchased for each classroom.</p>	<p>Teachers have received webinar training on the implementation of the Cloud 9 Character Curriculum.</p>	<p>2016-2017 and ongoing</p>	<p>Individual character traits are highlighted each month at ICS. Rewards are given to students for exhibiting the character trait of the month, in the form of stickers, recognition during morning</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

						announcements and notes home to parents.
The MTSS process was not implemented with fidelity at ICS in 2015-2016.	ICS created a dedicated position for an MTSS Coordinator in 2016-2017.	Principal, Director of Curriculum, Assessment & Technology, MTSS Coordinator, Teachers, ESE Providers	General budget used to fund the salary for an MTSS Coordinator	Professional development training on the MTSS process was conducted extensively prior to the beginning of the 2016-2017 school year including: <ul style="list-style-type: none"> <li>• MTSS framework</li> <li>• ICS plan for implementation of the MTSS process (see <b>Appendix A - attached</b>)</li> <li>• How to enter data in BASIS</li> </ul>	2016-2017	BASIS - Tier 1, 2 and 3 interventions and data will be uploaded in BASIS and monitored

**8. Barriers to Student Success**

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:

Barriers	Specific Action	Person responsible	Resources Needed	Timeline
10 of 12 teachers and all administrators lacked experience in the Broward County Public School system.	<p>2016-2017 administrators have at least one year of experience in Broward Schools and high stakes testing. Time was needed for administrators to gain Broward experience, and specific attention was paid to hiring teachers with Broward experience.</p> <p>2016-2017 14 of 19 teachers have at least one year of experience in the Broward County Public School system, high stakes testing, and inclusive instruction.</p>	Principal, ICS Governing Board	<p>My Learning Plan (for Professional Development for teachers)</p> <p>Monthly Curriculum Meetings (Math, Reading, etc.)</p>	2016-2017 and ongoing
7 of 12 teachers hired had less than five years of classroom teaching experience.	2016-2017 ICS has hired teachers with 3 or more years of effective classroom experience. Currently, 13 of 19 teachers have more than five years of classroom teaching experience.	Principal	General Budget resources were used to pay salaries of more experienced teachers.	2016-2017 and ongoing

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### 9. Student Achievement Outcomes

Provide a description of specific student achievement outcomes to be achieved:

- The school will show improvement of at least one letter grade as evidenced by the state.
- 32% of the 3rd and 4th grade students, will score level 3 or higher on FSA ELA test in 2017.
- 35% of 3rd and 4th grade students, will score level 3 or higher on FSA Math test in 2017.
- FAIR: 90% of students will be on or above grade level by the end of the 2016-17 school year.
- iStation: 90% of students will attain one year of growth in reading in one year's time.

### Parent Involvement Action Plan

**Strategies and Activities to Increase Parent Participation** – State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?).

**Parent Involvement Goal:** *Based on the analysis of the parent involvement data, identify and define an area in need of improvement.*

ICS will involve parents in all activities and events that will build the school-parent relationship to improve the academic and social experience for their students. Planned activities and events will involve all families including ESOL and ELL parents. Translation and translator will be made available for school activities, meetings, events and parent-teacher conferences. The Title I Parent Involvement Plan is available in the school office to be reviewed and discussed in multiple languages.

**Teachers will hold parent-teacher conferences two times a year for each student in the class to discuss student performance. In addition, the Collaborative Problem-Solving Team, which includes the parent, will have an initial meeting and at least one meeting per tier to review student progress and graph data. (See Appendix A)**

ICS will align with BSPS Parent Advisory for SWD and Gifted Students. Workshops will be posted on the school's website, announced through Parentlink, and flyers will be sent home in English and Spanish when available.

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>ICS will provide parents with information about FDLRS including resources, workshops and activities via ParentLink, the school’s website, and flyers sent home in English and Spanish when available. <b>ICS will provide information to bilingual/ESOL parents about bilingual/ESOL district resources, workshops and activities via ParentLink, the school’s website, and flyers sent home in English and Spanish when available.</b></p>					
<p><b>2015-2016 Current Level of Parent Involvement:</b> <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i></p> <p><u>60</u> %      <b>Total number:</b> <u>140</u></p>			<p><b>2016-2017 Expected Level of Parent Involvement:</b> <i>Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]</i></p> <p><u>80</u> %      <b>Total number:</b> <u>260</u></p>		
Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
1. Title 1 Annual Parent Meeting	Title 1 information will be provided to parents. This includes but not limited to Parents Right to Know, School - Parent Compact, Parent Involvement Plan. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.	9/15/16 for Kindergarten and 1st grades, 9/22/16 for 2nd through 4th grades	Sign-in sheets for both nights, Title 1 PIP Annual Evaluation	School Administration, Title 1 Liaison, Classroom Teachers.	N/A
2. Coffee and Conversation with Principal Meetings	Parents will be provided monthly updates about the school. The time will offer parents the ability to provide their feedback on improvements that could be	Monthly - September 2016 through May 2017	ParentLink notifications, Sign-in sheets, completed questionnaires and meeting	Principal, Administration	N/A

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	made within the school. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.		evaluation/assessments, Title 1 PIP Annual Evaluation		
3. Literacy Night	Parents will be provided with grade specific instructional strategies and resources that they can use at home. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.	Fall 2016	Newsletter, ParentLink notifications, Sign-in Sheets, Parent Survey, Title 1 PIP Annual Evaluation	Administration, Teachers	TBD, General Operating Budget and Title 1 Parent Involvement Allocation
4. Math Night	Parents will be provided with grade specific instructional strategies and resources that they can use at home. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators	Winter 2017	Newsletter, ParentLink notifications, Sign-in Sheets, Parent Survey, Title 1 PIP Annual Evaluation	Administration, Teachers	TBD, General Operating Budget and Title 1 Parent Involvement Allocation

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	will continue to be made available for parent teacher conferences for our ESOL students.				
5. Field Day	Staff, families and students will enjoy an afternoon of outside activities and games. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.	January 2017	Newsletter, ParentLink notifications, Flyers, Sign-in Sheets, Parent Survey	Administration, Community Partner	N/A
6. Family Celebration	Families will celebrate the diversity of the community and school through introduction of culture, food, activities and instructional materials. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.	Spring 2017	Newsletter, ParentLink notifications, Sign-in Sheets, Parent Survey, Title 1 PIP Annual Evaluation	Administration, Teachers	TBD, Title 1 Parent Involvement and Title 1 Parent Involvement Allocation
7. Florida Standards, FSA, Benchmarks	DCAT and teachers will conduct conferences with parents to discuss assessment	Ongoing September 2016 to May 2017	ParentLink notifications, Conference	Teachers	N/A



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

Assessments, Individual Conferences	requirement, expectations, results and goals for the school year. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.		Form, Title 1 PIP Annual Evaluation		
8. Media Center Extended Hours	The school's Media Center will be open after school for students and parents. Homework help will be available for students with bilingual educational assistants available for help. Students will have access to chromebooks to practice iStation and other instructional google apps that support the classroom instruction that they are receiving during the school day. Library books are available for reading at school or to be taken home for either students or parents. Parents will have access to chromebooks to practice English with Duolingo and Insync.	Daily from October 2016 - June 2017	Newsletter, ParentLink notifications, Sign-in Sheets, Parent Survey, Parentlink	Administration, Educational Assistants	N/A
9. Quarterly Awards Celebrations	School assemblies will be held at the conclusion of each	Quarterly from August 2016 - June 2017	Newsletter, ParentLink	Administration, Classroom Teachers	N/A

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>quarter to celebrate and recognize students that have achieved “Principal’s Honor Roll”, “100% Attendance” and teacher recognition awards. Parents will be encouraged and invited to attend. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.</p>		<p>notifications, Sign-in Sheets, Parent Survey, Title 1 PIP Annual Evaluation</p>		
<p>10. Grade Level Field Trips</p>	<p>Grade level field trips will be held. Parents will be encouraged and invited to chaperone field trips. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.</p>	<p>Ongoing October 2015 - June 2017</p>	<p>Newsletter, Parent Link notifications, Sign-in Sheets, Parent Survey</p>	<p>Administration, Classroom Teachers</p>	<p>N/A</p>
<p>11. Year End Celebrations</p>	<p>Grade level “Year End Celebrations” will be held featuring students and what they have learned and achieved throughout the year.</p>	<p>June 2017</p>	<p>Newsletter, ParentLink notifications, Flyers, Invitations,</p>	<p>Administration, Classroom Teachers</p>	<p>N/A</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

	<p>Their classroom work and accomplishments in specials classes will be featured and presented to parents. Parents will be encouraged and invited to attend. ESOL Parents will be invited to all school wide parent involvement activities. Invitations and all announcements will be provided in the Spanish and Haitian Creole. Translators will continue to be made available for parent teacher conferences for our ESOL students.</p>		<p>Sign-in Sheets, Parent Survey</p>		
--	--	--	--	--	--

**English Language Learners (ELLs) Action Plan**

***Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).*

<b>Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.</b>												
	<b>Entering (1)</b>		<b>Emerging (2)</b>		<b>Developing (3)</b>		<b>Expanding (4)</b>		<b>Bridging (5)</b>		<b>Reaching (6)</b>	
<b>Domain</b>	<b># of Students</b>	<b>% of tested</b>	<b># of Students</b>	<b>% of tested</b>	<b># of Students</b>	<b>% of tested</b>	<b># of Students</b>	<b>% of Tested</b>	<b># of Students</b>	<b>% of Tested</b>	<b># of Students</b>	<b>% of Tested</b>
Listening	9	13	3	4	11	16	19	28	20	29	7	10
Speaking	12	17	12	70	12	70	4	6	6	9	24	34
Reading	21	27	14	18	14	18	13	16	14	18	3	4

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>Writing</b>	18	23	27	34	22	29	12	15	0	0	0	0
<b>Oral Language</b>	8	10	9	12	17	22	0	0	28	36	3	4
<b>Literacy</b>	18	26	19	27	26	37	6	9	1	1	0	0
<b>Comprehension</b>	16	23	14	20	30	43	25	36	17	25	4	6
<b>Overall Score</b>	16	23	14	20	23	33	13	19	3	4	0	0

**Goal:**  
 By June 2017, 80% of ESOL students will increase their composite proficiency score on ACCESS by 50%.  
 By June 2017, 50% of ESOL students will achieve a proficiency level of 3 or higher in Writing on ACCESS.

<b>Strategies and Activities to increase Student Achievement</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Target Group</b>	<b>Goal Domain</b> <i>(Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>
<p><b>ESOL Program</b></p> <p>ESOL students are mainstreamed into the core and across the curriculum. Teachers will provide differentiated instruction to ESOL students as well as flexible grouping where students will be partnered or grouped with students who speak the same language. Visual and audio aids for instruction and vocabulary will be used to develop greater English language ability.</p> <p>Bilingual labels of objects in the classroom as well as pictorial aids on classroom word walls will also be used to further develop language ability.</p>	Entering, Emerging, Developing, Expanding, Bridging, Reaching	Listening, Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	Aug 2016 - June 2017	During School	Formative Assessments, ACCESS, IPT	Principal, Director of Curriculum, Assessment & Technology, MTSS Coordinator, ESOL Contact / ESE Specialist

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Increased Parent Involvement</b>  ESOL Parents will be invited to all school wide parent involvement activities including but not limited to, Coffee and Conversation with the Principal Meeting, Title I, Literacy and Math Night, Family Night, etc. Invitations and all announcements will be provided in the Spanish and Haitian Creole as hard copy flyers, posts on the school website, and Parentlink.</p> <p>Translators will continue to be made available for parent teacher conferences for our ESOL students.</p> <p><b>In addition</b>, the school will be opening up its Media center to parents every day after school from 3:00-4:00 to promote family literacy and encourage the use of computers to facility literacy development. ESOL parents will be encouraged to attend through bilingual invitations including Parentlink and announcements on the school’s website. They will be introduced to DuoLingo as well as Insync in addition to the school’s standard curriculum.</p>	<p>Entering, Emerging, Developing, Expanding, Bridging, Reaching</p>	<p>Listening, Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>Aug 2016 - June 2017</p>	<p>Before and After School</p>	<p>Bilingual Parent Surveys</p>	<p>Administrative Office Staff and Translators</p>
---	--	--	-----------------------------	--------------------------------	---------------------------------	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Heritage Language Dictionaries</b> Each ESOL student will continue to receive an approved heritage language dictionary. Students are taught how to use the dictionaries, and teachers will continue to encourage ESOL students to use the dictionaries to support learning.</p>		<p>Listening, Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>Aug 2016 - June 2017</p>	<p>During School</p>	<p>Student Surveys</p>	<p>ESOL Contact / ESE Specialist, ESE Teacher</p>
<p><b>Heritage Language Support Staff</b> Heritage support language personnel representing languages qualifying sub groups will continue to be made available. Currently the school is required to have Spanish language heritage support, heritage language support is available in the front office to assist in parent communication.</p>	<p>Entering, Emerging, Developing, Expanding, Bridging, Reaching</p>	<p>Listening, Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>Aug 2016 - June 2017</p>	<p>Before, During, and After School</p>	<p>Student &amp; Staff Surveys</p>	<p>Principal</p>
<p><b>Curriculum</b> The daily curriculum used to support differentiated instruction for ESOL students across the curriculum is Journeys English Language Development for reading and writing in addition to Core Knowledge ESOL Writing Lesson Plans which feature Bridging the ESOL Student to the Writing Process during the 120 minute reading block and 45 minute writing block. Go Math ELL Strategies, Fusion Science ESOL Teaching Strategies, and Core Knowledge Social Studies which is a listening and learning</p>	<p>Entering, Emerging, Developing, Expanding, Bridging, Reaching</p>	<p>Listening, Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>Aug 2016 - June 2017</p>	<p>During School</p>	<p>Program Assessments</p>	<p>Principal, ESOL Teacher, ESOL Conactt</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>social studies curriculum which incorporates read alouds and visuals will also be used during the 60 minute math and 30-40 minute social studies and science block.</p> <p>The ESOL matrix will be used to facilitate language development. In addition, Insync will be used to assist teachers in providing differentiated instruction and blended learning activities to meet the needs of ESOL students.</p> <p>In addition, Insync and Duolingo is used to support teachers, students, and parent s with differentiated instruction, blended learning, and online activities.</p>						
<p><b>Additional Strategies, Resources, and Support</b></p> <p>Heritage language Educational Assistants are assigned to each grade level to provide push-in support to ESOL students and teachers for flexible math and reading groups. 80% of these Educational assistance have either Bachelor’s degrees or are certified teachers. Each work with students under the supervision of the ESOL endorsed or waived teacher.</p> <p>The ESE and ESOL department are staffed with biliterate personnel.</p>	<p>Entering, Emerging, Developing, Expanding, Bridging, Reaching</p>	<p>Listening, Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>Aug 2016 - June 2017</p>	<p>During School</p>	<p>Lesson Assessments, Progress monitoring Data, ACCESS, IPT, InSync</p>	<p>Principal, ESOL Contact</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>ESOL students are partnered in flexible grouping with a fluent native language speaker to provide support with directions and communication and/or placed with a bilingual teacher to provide instructional and learning support.</p> <p>Level 1 (A1) ESOL students are also placed in classes with bilingual ESOL teachers.</p> <p>In additions to Journeys ESOL leveled readers and differentiation, Insync will be used to assist teachers in providing differentiated instruction and blended learning activities to meet the needs of ESOL students.</p>						
<p><b>ESOL Endorsed/Waived Teacher</b></p> <p>All teachers of students who are classified as ESOL will be ESOL endorsed or taking ESOL endorsement classes. Teachers will implement ESOL strategies and accommodations in accordance with the 2016 ESOL Matrix of Services and the student’s current ELL Plan throughout core instruction and across the curriculum. Documentation of each active ESOL student, their classification and ESOL strategies will be reflected in each teacher’s daily lesson plan along with the most current summary of each ESOL</p>	<p>Entering, Emerging, Developing, Expanding, Bridging, Reaching</p>	<p>Listening, Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>Aug 2016 - June 2017</p>	<p>During School</p>	<p>Teacher Certification Database, Lesson Plans, Teacher Evaluations, Progress monitoring Data, ACCESS, IPT</p>	<p>Principal</p>



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>student's most recent ELL Plan which is to be included in the lesson plan binder.</p> <p>ESOL endorsement class offerings as well as professional development opportunities will be posted for faculty.</p> <p>The ESOL contact will ensure that teachers attend ELL Committee meetings for ESOL students and provide teachers with summaries of the most current ELL Plan throughout the school year.</p>						
<p><b>After School Tutoring</b></p> <p>ESOL students in need of tutoring will be offered after school tutoring on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b> After school tutoring will focus on their area of need as indicated by their ACCESS scores and provided by the ESOL contact to tutors.</p> <p><b>After School Tutoring Eligibility:</b> Students scoring below level 5 composite score on ACCESS, below the 60%tile on FAIR, Level 1-2 on FSA, or Tier 2 or 3 on iStation will be eligible for after school tutoring.</p> <p>The school will also apply to provide Language Enrichment Camp for ELLs</p>	<p>Entering, Emerging, Developing, Expanding, Bridging, Reaching</p>	<p>Listening, Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</p>	<p>Oct 2016 - May 2017</p>	<p>After School</p>	<p>Teacher and Student Sign In Sheets, Progress monitoring Data, ACCESS, Program Assessments</p>	<p>Principal, Title III Contact, ESOL Teacher, ESOL Contact</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>through Title III. Materials and instruction for these camps will occur in compliance with Title III procedures and regulations.</p> <p>Tutoring will consist of iStation and InSync, as well as the differentiated ESOL instruction components of the student’s daily curriculum implemented in class, for students who score below level 5 in reading comprehension on ACCESS, below the 60%tile on FAIR, Level 1-2 on FSA, or Tier 2 or 3 on iStation.</p> <p>Tutoring will consist of Personal Math Trainer and Ready Florida Math for students who score Level 1-2 on FSA or NWEA Math.</p> <p>ESOL students participating in after school tutoring will be assigned to their ESOL teacher, Bilingual Tutor, or someone who knows the student and their ELL Plan.</p>						
---	--	--	--	--	--	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

**Exceptional Student Education (ESE) Action Plan**

***Student Strategies and Activities*** – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) to be implemented that logically support this goal. Indicate the level of proficiency for SWD. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices and accommodations must staff utilize to support the literacy achievement of all students?).

<b>Exceptional Student Education (SWD) Reading Goal:</b>			
By 2017, 80% of all ESE Students will show at least one year of growth as measured by iStation Progress Monitoring in Reading. By 2017, 15% of ESE Students in grades 3-4 will score Level 3 or above on the Florida Standards Assessment English Language Arts.			
<b>Include data for Proficient students with disabilities (SWD) for Reading (i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):</b>		<b>Include data for Non-proficient students with disabilities (SWD) for Reading (i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):</b>	
<b>2016 Current Level of Performance</b> 10% of ESE Students scored level 3 or higher on the Florida Standards Assessment English Language Arts in 2016.	<b>2017 Expected Level of Performance</b> The percentage of ESE students scoring level 3 or higher on the Florida Standards Assessment English Language Arts will increase by 5% in 2017.	<b>2016 Current Level of Performance</b> 90% of ESE Students scored below level 3 on the Florida Standards Assessment English Language Arts in 2016.	<b>2017 Expected Level of Performance</b> The percentage of ESE students scoring level below level 3 on the Florida Standards Assessment English Language Arts will decrease by 5% in 2017.

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:						
<b>Baseline Data 2013-14</b>  The school's first year of operation was 2015-2016 with a testing grade of only grade 3; as such there is no data to provide for this area.	<b>2014-15</b> The school's first year of operation was 2015-2016 with a testing grade of only grade 3; as such there is no data to provide for this area.	<b>2015-16</b> 10% of ESE Students scored level 3 or higher on the Florida Standards Assessment English Language Arts. in 2016.	<b>2016-17</b> 15% of ESE Students will score level 3 or higher on the Florida Standards Assessment English Language Arts. in 2017.	<b>2017-18</b> 20% of ESE Students will score level 3 or higher on the Florida Standards Assessment English Language Arts. in 2018.	<b>2018-19</b> 25% of ESE Students will score level 3 or higher on the Florida Standards Assessment English Language Arts. in 2019.	<b>2019-20</b> 30% of ESE Students will score level 3 or higher on the Florida Standards Assessment English Language Arts. in 2020.
<b>Strategies and Activities to increase SWD Achievement in Reading</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>	
<b>Consultations</b> The ESE Specialist will facilitate regularly scheduled consultations for teachers of ESE students (not Gifted) in accordance with IEP in order to provide instructional support to teachers of ESE students with ways to implement and document implementation of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and differentiated instruction that is scaffolded	Aug 2016 - June 2017	After School	Consultation Logs	Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Principal	General Fund	

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

to meet the needs of students with disabilities and their IEP goals.					
<p><b>Pullout</b> ESE students receiving Specialized Instruction in Reading will receive pullout services outside of core instruction in accordance with their IEP and in compliance with least restrictive environment.</p> <p>To address IEP goals and student achievement related to literacy, Journey’s Write-In-Reader will be used for students who score Level 3 and above on Silent Reading in Diagnostic Assessment in Reading or level 2 and above on FSA or NWEA. The Reader’s Toolkit: Oral Reading Fluency, Phonemic and Phonological Awareness, Phonics and Decoding, Vocabulary, Reading Comprehension, and Phonics for Reading will be used for students who score below level 3 on the fluency, vocabulary and/or phonemic components of the Diagnostic Assessment in Reading or level 1 on FSA or NWEA.</p> <p>Scootpad ELA and Spelling will be used for students who score below grade level in Spelling on the Diagnostic Assessment in Reading or below level 4 on ACCESS (ESOL Students who are also ESE).</p>	Aug 2016 - June 2017	During School	Individual Education Plans, Pullout Schedule, Student Sign In Sheets, Lesson Plans, Program Assessments	ESOL Contact / ESE Specialist, ESE Teacher, Principal	General Fund
<p><b>Gifted</b> There will be a Gifted/High Achievers class for grade 4 and any other grade level meeting the gifted/high achiever class model requirement. Grades K-3 will be</p>	Aug 2016 - June 2017	School	Education Plans, Teacher Certification logs,	Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Gifted Endorsed Teacher, Principal	General Fund

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

provided with weekly consultations with a gifted endorsed provider for their gifted students until the gifted population in K-3 reaches the gifted/high achiever class requirement. Professional development for teachers of gifted students who are on gifted waiver as well a gifted endorsement class offerings will be posted.			Consultation Logs		
<b>Professional Development</b> Professional development for all staff on inclusion and annual measurable outcomes for students with disabilities will be conducted.	Aug 2016 - June 2017	After School	Staff Sign In PD Agenda and Schedules	Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Principal	General Fund
<b>Differentiated Instruction</b> We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters, and Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online resources. ESE students will continue to receive their supplemental aids and accommodations: Audio/Visual Support, flexible presentation, collaborative learning, and differentiated assessments based on strengths.	Aug 2016 - June 2017	During School	Lesson plans, Teacher Evaluations,	Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Principal	General Fund
<b>Curriculum</b> The Reader’s Tool Kit will be used to provide intensive intervention for ESE students identified by the general	Aug 2016 - June 2017	During School	Lesson Plans, Present Level performances, FAIR, iStation	Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, MTSS Coordinator, Principal	Already Funded from

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>education teacher, ESE teacher, and/or progress monitoring data and Present Level performance data.</p>					<p>General Fund</p>
<p><b>Technology</b>  ESE students will also have access to Scootpad in addition to iStation, a web based instructional portfolio program that is researched based with a proven track record of increasing student achievement in reading. Students are assessed three times a year and are prescribed a an instructional portfolio to complete at their own pace to enrich, address learning deficiencies, and close achievement gaps.</p>	<p>August 2016-June 2017</p>	<p>Before, During, and After School</p>	<p>iStation</p>	<p>Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Director of Curriculum, Assessment &amp; Technology Principal</p>	<p>Already Funded from General Fund</p>
<p><b>After School Tutoring</b>  ESE students in need of tutoring will be offered after school tutoring on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b> They will continue to receive accommodations in accordance with their IEPs.  <b>After School Tutoring eligibility:</b> All ESE students will be eligible for tutoring.  Tutoring will consist of:  iStation for all students  Phonics for Reading for students who score below the 30%tile on FAIR and in Tier 3 for iStation.  Super QAR for ESE students receiving ESE services in reading and/or language who score above the 30%tile on FAIR or in Tier 2 for iStation.  The progress of ESE students in will be monitored by ESE certified staff. ESE students participating in after school tutoring will be assigned to their general</p>	<p>October 2016-June 2017</p>	<p>After School</p>	<p>iStation, Lesson Assessments</p>	<p>After school Teachers, ESE Representative, Principal</p>	<p>General Fund</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

education teacher, ESE certified staff, or someone who knows the student and their IEP.					
---	--	--	--	--	--

<p><b>Exceptional Student Education (SWD) Math Goal:</b>                  By 2017, 80% of all ESE Students in grades will show at least one year of growth as measured by NWEA / MAP Progress Monitoring in Math.                  By 2017, 40% of ESE Students in grades 3-4 will score level 3 or above on the Florida Standards Assessment Math.</p>			
<p><b>Include data for Proficient students with disabilities (SWD) for Math</b> (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):</p>		<p><b>Include data for Non-proficient students with disabilities (SWD) for Math</b> (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):</p>	
<p><b>2016 Current Level of Performance</b></p> <p>30% of ESE students scored Level 3 or higher on the Florida Standards Assessment Math in 2016.</p>	<p><b>2017 Expected Level of Performance</b></p> <p>The percentage of ESE students scoring Level 3 or higher on the Florida Standards Assessment Math will increase by 10% in 2017.</p>	<p><b>2016 Current Level of Performance</b></p> <p>70% of ESE students scored below Level 3 on the Florida Standards Assessment Math in 2016.</p>	<p><b>2017 Expected Level of Performance</b></p> <p>The percentage of ESE students scoring level below Level 3 on the Florida Standards Assessment Math will decrease by 10% in 2017.</p>



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math performance target for SWD for the following years:</b>						
<b>Baseline Data 2013-14</b>  The school's first year of operation was 2015-2016 with a testing grade of only grade 3; as such there is no data to provide for this area.	<b>2014-15</b> The school's first year of operation was 2015-2016 with a testing grade of only grade 3; as such there is no data to provide for this area.	<b>2015-16</b> 30% of ESE Students scored level 3 or higher on the Florida Standards Assessment Math in 2016.	<b>2016-17</b> 40% of ESE Students will score level 3 or higher on the Florida Standards Assessment Math in 2017.	<b>2017-18</b> 45% of ESE Students will score level 3 or higher on the Florida Standards Assessment Math in 2018.	<b>2018-19</b> 50% of ESE Students will score level 3 or higher on the Florida Standards Assessment Math in 2019.	<b>2019-20</b> 55% of ESE Students will score level 3 or higher on the Florida Standards Assessment Math in 2020.
<b>Strategies and Activities to increase SWD Achievement in Math</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>	
<b>Consultations</b> The ESE Specialist will facilitate regularly scheduled consultations for teachers of ESE students (not Gifted) in accordance with IEP in order to provide instructional support to teachers of ESE students with ways to implement and documentate implementation of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and differentiated instruction that is scaffolded to meet the needs of students with disabilities and their IEP goals.	Aug 2016 - June 2017	After School	Consultation Logs	Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Principal	General Fund	

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Pullout</b>  ESE students receiving Specialized Instruction in Math will receive pullout services outside of core instruction in accordance with their IEP and in compliance with least restrictive environment.</p> <p>To address IEP goals and student achievement related to math, Go Math Manipulatives and Strategic Intervention will be used for students who score below grade level on TOMA/TEMA-3 or Level 2 on FSA or NWEA.</p> <p>Go Math Manipulatives, Intensive Intervention, and/or Soar to Success Math will be used for students who score significantly below grade level on TOMA/TEMA-3 and/or Level 1 on FSA or NWEA Math.</p> <p>Scootpad Math will be used for all ESE students.</p>	<p>Aug 2016 - June 2017</p>	<p>During School</p>	<p>Individual Education Plans, Pullout Schedule, Student Sign In Sheets, Lesson Plans, Program Assessments</p>	<p>ESOL Contact / ESE Specialist, ESE Teacher, Principal</p>	<p>General Fund</p>
<p><b>Gifted</b>  There will be a Gifted/High Achievers class for grade 4 and any other grade level meeting the gifted/high achiever class model requirement. Grades K-3 will be provided with weekly consultations with a gifted endorsed provider for their gifted students until the gifted population in K-3 reaches the gifted/high achiever class requirement. Professional development for teachers of gifted students who are on gifted waiver as well a gifted endorsement class offerings will be posted.</p>	<p>Aug 2016 - June 2017</p>	<p>School</p>	<p>Education Plans, Teacher Certification logs, Consultation Logs</p>	<p>Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Gifted Endorsed Teacher, Principal</p>	<p>General Fund</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Professional Development</b> Professional development for all staff on inclusion and annual measurable outcomes for students with disabilities will be conducted.</p>	<p>Aug 2016 - June 2017</p>	<p>After School</p>	<p>Staff Sign In PD Agenda and Schedules</p>	<p>Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Principal</p>	<p>General Fund</p>
<p><b>Differentiation</b> Differentiated Math instruction using Hess DOK, leveled math interventions and activities during Math rotational model: small group and centers during Math Block will continue to occur. ESE students will continue to receive their supplemental aids and accommodations: Audio/Visual Support, flexible presentation, collaborative learning, and differentiated assessments based on strengths.</p>	<p>Aug 2016 - June 2017</p>	<p>During School</p>	<p>Lesson plans, Teacher Evaluations,</p>	<p>Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Principal</p>	<p>General Fund</p>
<p><b>Curriculum</b> Go Math Strategic and Intensive Intervention as well as Soar to Success (webbased) will be used to provide intensive intervention for ESE students identified by the general education teacher, ESE teacher, and/or progress monitoring data and present level performance data.</p>	<p>Aug 2016 - June 2017</p>	<p>Before, During, and School</p>	<p>Go Math Intervention Assessments, NWEA / MAP Testing</p>	<p>Classroom Teachers, ESOL Contact / ESE Specialist, ESE Teacher, Director of Curriculum, Assessment &amp; Technology Principal</p>	<p>Already Funded from General Fund</p>
<p><b>Technology</b> ESE students will also have access to Scootpad Math, a web based instructional portfolio program that is researched based with a proven track record of increasing student achievement in reading. Students are administered a placement test are prescribed a an instructional portfolio to complete at their own pace to address learning deficiencies and close achievement gaps, addition to specific assignment that can be assigned to them that address their specific learning goals.</p>	<p>August 2016-June 2017</p>	<p>Before, During, and School</p>	<p>Scootpad Assessments, Progress Monitoring Data</p>	<p>Classroom Teachers, Director of Curriculum, Assessment &amp; Technology</p>	<p>General Fund</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>After School Tutoring</b>  ESE students in need of tutoring will be offered after school tutoring on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b> They will continue to receive accommodations in accordance with their IEPs.</p> <p><b>After School Tutoring eligibility:</b> All ESE students will be eligible for tutoring.</p> <p>Tutoring will consist of for ESE students receiving ESE services in Math:</p> <p>Scootpad Math for all students.</p> <p>Go Math Manipulatives and Strategic Intervention will be used for students who score below grade level on TOMA/TEMA-3 or Level 2 on FSA or NWEA.</p> <p>Go Math Manipulatives, Intensive Intervention, and/or Soar to Success Math will be used for students who score significantly below grade level on TOMA/TEMA-3 and/or Level 1 on FSA or NWEA Math.</p> <p>The progress of ESE students in will be monitored by ESE certified staff. ESE students participating in after school tutoring will be assigned to their general education teacher, ESE certified staff, or someone who knows the student and their IEP.</p>	<p>October 2016-June 2017</p>	<p>After School</p>	<p>iStation, Lesson Assessments</p>	<p>After school Teachers, ESE Representative, Principal</p>	<p>General Fund</p>
---	-------------------------------	---------------------	-------------------------------------	---	---------------------

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

**Literacy Action Plan**

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

<b>Literacy Goal:</b>						
By June 2017, 32% of students in grades 3-4 will score Level 3 or above on FSA Reading. By June 2017, 90% of students in grades K-2 will attain one year of growth in reading in one year’s time based on iStation progress monitoring data.						
<b>Include data for Proficient students</b> (i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA):			<b>Include data for Non-proficient students</b> (i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA):			
<b>2016 Current Level of Performance</b> 21% of students achieved proficiency in FSA Reading	<b>2017 Expected Level of Performance</b> 32% of students will achieve proficiency in FSA Reading	<b>2016 Current Level of Performance</b> 80% of students did not achieve proficiency in FSA Reading	<b>2017 Expected Level of Performance</b> ICS plans to decrease the percent of students who do not meet proficiency in reading by 11%.			
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:</b>						
<b>Baseline Data 2013-14</b> N/A	<b>2014-15</b> N/A	<b>2015-16</b> 21% proficient (baseline)	<b>2016-17</b> 32% proficient	<b>2017-18</b> 37% proficient	<b>2018-19</b> 42% proficient	<b>2019-20</b> 47% proficient

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>Literacy Deficiencies</b>					
2015-2016	2016-2017	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool	Person or Position Responsible for Monitoring	Amount/Funding Source
<p><b>Deficiency:</b> 21% of 3rd Grade students scored Level 3 or higher on FSA ELA in 2016.</p> <p><b>1. 2015-2016:</b> Some teachers differentiated with leveled reading groups, but some did not provide appropriate differentiation within the Tier 1, 90-minute reading block.</p>	<p><b>Literacy Plan</b></p> <p><b>1. 2016-2017:</b> We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters, and Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online resources.</p> <p><b>K-2 students will be grouped using progress monitoring data</b></p>	<p>1. During school</p>	<p>1. FAIR (3-4) Istation (K-2) NWEA/ MAP (K-4)</p>	<p>1. MTSS Coordinator,</p>	<p>1. General Funding</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>2. 2015-16:</b> One tool was not used consistently for progress monitoring. Appropriate supplemental interventions were not used consistently, creating fidelity issues.</p>	<p><b>from iStation and NWEA/MAP. 3rd-4th grade students will be grouped using progress monitoring data from FAIR and NWEA/MAP. Groups will be adjusted as needed based on Journeys Chapter and Unit Assessments and new progress monitoring data.</b></p> <p><b>2. 2016-2017:</b> For grades 3-4, FAIR will be used to monitor student progress 3 times per year and determine <b>supplemental reading intervention:</b> Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p>For grades K-2, iStation will be used to monitor student progress monthly and determine <b>supplemental reading intervention:</b> Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p>	<p>2. During school</p>	<p>2. FAIR (3-4) Istation (K-2)</p>	<p>2. Director of Curriculum, Assessment, &amp; Technology, MTSS Coordinator</p>	<p>2. General Funding</p>
--	--	-------------------------	---	--	---------------------------

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>3. 2015-16:</b> Data was analyzed, but teachers were just beginning the learning process and did not always use and chart data.</p>	<p><b>3. 2016-17:</b> Monitor K-4 student progress weekly via Data Chats to measure student growth in Key Ideas and Details; Craft and Structure, Integration of Knowledge and Ideas, and Language and Edition Tasks.</p>	<p>3. During school</p>	<p>3. Data binders, USA Test Prep</p>	<p>3. Director of Curriculum, Assessment, Technology, ESOL Contact/ESE Specialist</p>	<p>3. General Funding</p>
<p><b>4. 2015-16:</b> Some teachers differentiated with leveled reading groups, but some did not provide appropriate differentiation within the Tier 1, 90-minute reading block.</p>	<p><b>4. 2016-17:</b> Increase instructional rigor in K-4 through scaffolding, identifying critical content and implementing standards based performance scales for instructional and learning.</p>	<p>4. During school</p>	<p>4. Performance scales</p>	<p>4. Director of Curriculum, Assessment, Technology, Principal</p>	<p>4. General Funding</p>
<p><b>5. 2015-16:</b> Some teachers integrated literacy across the curriculum but others need specific professional development and tools to guide them.</p>	<p><b>5. 2016-17:</b> Integrate literacy across K-4 curriculum by implementing a cross curriculum focus calendar integrating literacy through social studies.</p>	<p>5. During school</p>	<p>5. Teacher Instructional Evaluations</p>	<p>5. Director of Curriculum, Assessment, Technology</p>	<p>5. General Funding</p>
<p><b>6. 2015-16:</b> Teachers began to identify accommodations for ESOL students, but did not clearly label accommodations and specific children in lesson plans.</p>	<p><b>6. 2016-17:</b> Provide and document provisions of ESOL accommodations and Integration ESOL strategies throughout the Core and across the curriculum for both lesson planning and instruction.</p>	<p>6. During school</p>	<p>6. Teacher Instructional Evaluations</p>	<p>6. ESOL Contact/ESE Specialist, Principal</p>	<p>6. General Funding</p>



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>7. 2015-16:</b> Teachers began to identify accommodations for ESE students, but did not clearly label accommodations and specific children in lesson plans.</p>	<p><b>7. 2016-17:</b> Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and instruction.</p>	<p>7. During school</p>	<p>7. Teacher Instructional Evaluations</p>	<p>7. ESOL Contact/ESE Specialist, Principal</p>	<p>7. General Funding</p>
<p><b>3rd Grade Deficiency (based on data)</b> FAIR: 80% of students were on or above grade level by the end of 2016 (Green &amp; Yellow Zones).</p> <p><b>1. 2015-16:</b> Some teachers differentiated with leveled reading groups, but some did not provide appropriate differentiation within the Tier 1, 90-minute reading block.</p>	<p><b>Literacy Plan</b></p> <p><b>1. 2016-17: We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters, and Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online</b></p>	<p>1. During school</p>	<p>1. FAIR (3-4) Istation (K-2) NWEA/ MAP (K-4)</p>	<p>1. MTSS Coordinator</p>	<p>1. General Funding</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>2. 2015-16:</b> One tool was not used consistently for progress monitoring. Appropriate supplemental interventions were not used consistently, creating fidelity issues.</p> <p><b>3. 2015-16:</b> Data was analyzed, but teachers were just beginning the learning process and did not always use and chart data.</p>	<p><b>resources.</b></p> <p><b>K-2 students will be grouped using progress monitoring data from iStation and NWEA/MAP. 3rd-4th grade students will be grouped using progress monitoring data from FAIR and NWEA/MAP. Groups will be adjusted as needed based on Journeys Chapter and Unit Assessments and new progress monitoring data.</b></p> <p><b>2. 2016-17:</b> For grades 3-4, FAIR will be used to monitor students progress 3 times per year and determine <b>supplemental reading intervention:</b> Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p><b>3. 2016-17:</b> Monitor 3rd-4th grade student progress in FAIR 3 times a year to measure growth in student Probability of Learning Success, Word Recognition, Vocabulary, Comprehension, and Syntactic Knowledge</p>	<p>2. During school</p> <p>3. During school</p>	<p>2. FAIR (3-4) Istation (K-2)</p> <p>3. Data binders, USA Test Prep</p>	<p>2. Director of Curriculum, Assessment, &amp; Technology, MTSS Coordinator</p> <p>3. Director of Curriculum, Assessment, Technology, ESOL Contact/ESE Specialist</p>	<p>2. General Funding</p> <p>3. General Funding</p>
--	---	---	---	--	---

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>4. 2015-16:</b> Some teachers differentiated with leveled reading groups, but some did not provide appropriate differentiation within the Tier 1, 90-minute reading block.</p>	<p><b>4. 2016-17:</b> Increase instructional rigor in 3rd-4th through scaffolding, identifying critical content and implementing standards based performance scales for instructional and learning.</p>	<p>4. During school</p>	<p>4. Teacher Instructional Evaluations</p>	<p>4. Director of Curriculum, Assessment, &amp; Technology, Principal</p>	<p>4. General Funding</p>
<p><b>5. 2015-16:</b> Some teachers integrated literacy across the curriculum but others need specific professional development and tools to guide them.</p>	<p><b>5. 2016-17:</b> Integrate literacy across 3rd-4th grade curriculum by implementing a cross curriculum focus calendar integrating literacy through social studies.</p>	<p>5. During school</p>	<p>5. Teacher Instructional Evaluations</p>	<p>5. Director of Curriculum, Assessment, &amp; Technology</p>	<p>5. General Funding</p>
<p><b>6. 2015-16:</b> Teachers began to identify accommodations for ESOL students, but did not clearly label accommodations and specific children in lesson plans.</p>	<p><b>6. 2016-17:</b> Provide and document provisions of ESOL accommodations and Integration ESOL strategies throughout the Core and across the curriculum for both lesson planning and instruction.</p>	<p>6. During school</p>	<p>6. Teacher Instructional Evaluations</p>	<p>6. ESOL Contact/ESE Specialist, Principal</p>	<p>6. General Funding</p>
<p><b>7. 2015-16:</b> Teachers began to identify accommodations for ESE students, but did not clearly label accommodations and specific children in lesson plans.</p>	<p><b>7. 2016-17:</b> Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and instruction.</p>	<p>7. During school</p>	<p>7. Teacher Instructional Evaluations</p>	<p>7. ESOL Contact/ESE Specialist, Principal</p>	<p>7. General Funding</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>K- 2nd Grade Deficiency (based on data)</b> iReady: 65% of students attained one year of growth in reading during the 2015-2016 school year. <b>The school opted to use iStation instead of iReady (and received approval from BC’s curriculum department to do so).</b></p> <p>As seen in the <b>K-3 iStation School-wide Growth Data Chart 2</b>, all grade levels show an upward trend in skill growth for overall reading in all tiers, with the steepest upward growth occurring in 2nd and 3rd grades. <b>Only 48% of Kindergarten students and 60% of 1st grade students showed reading gains of (1) year or more growth based on iStation data.</b></p> <p><b>1. 2015-16:</b> Some teachers differentiated with leveled reading groups, but some did not provide appropriate differentiation within the Tier 1, 90-minute reading block.</p>	<p><b>Literacy Plan</b></p> <p><b>1. 2016-17: We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters, and</b></p>	<p>1. During school</p>	<p>1. FAIR (3-4) Istation (K-2)</p>	<p>1. MTSS Coordinator</p>	<p>1. General Funding</p>
--	---	-------------------------	---	----------------------------	---------------------------

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>2. 2015-16:</b> One tool was not used consistently for progress monitoring. Appropriate supplemental interventions were not used consistently, creating fidelity issues.</p> <p><b>3. 2015-16:</b> Data was analyzed, but teachers were just beginning the learning process and did not always use and chart data.</p>	<p><b>Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online resources.</b></p> <p><b>K-2 students will be grouped using progress monitoring data from iStation and NWEA/MAP. 3rd-4th grade students will be grouped using progress monitoring data from FAIR and NWEA/MAP. Groups will be adjusted as needed based on Journeys Chapter and Unit Assessments and new progress monitoring data.</b></p> <p><b>2. 2016-17:</b> For grades K-2, iStation will be used to monitor students progress monthly and determine <b>supplemental reading intervention:</b> Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p><b>3. 2016-17:</b> Monitor K-2 grade student progress in iStation monthly to measure growth in: Listening, Letter Recognition, Phonemic Awareness,</p>	<p>2. During school</p> <p>3. During school</p>	<p>2. FAIR (3-4) Istation (K-2)</p> <p>3. Data binders, USA Test Prep</p>	<p>2. Director of Curriculum, Assessment, &amp; Technology, MTSS Coordinator</p> <p>3. Director of Curriculum, Assessment, Technology,</p>	<p>2. General Funding</p> <p>3. General Funding</p>
--	---	---	---	--	---

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>4. 2015-16:</b> iStation training was provided, but more specific training was needed.</p>	<p>Alphabetic Decoding, Vocabulary, and Spelling.</p> <p><b>4. 2016-17:</b> Implement an additional 30 minutes of Direct instruction and iStation to the technology special three times per week to provide students the opportunity to demonstrate skill growth on iStation.</p>	<p>4. During school</p>	<p>4. iStation assessment</p>	<p>ESOL Contact/ESE Specialist</p> <p>4. Director of Curriculum, Assessment, &amp; Technology, Principal</p>	<p>4. General Funding</p>
<p><b>5. 2015-16:</b> Some teachers differentiated with leveled reading groups, but some did not provide appropriate differentiation within the Tier 1, 90-minute reading block.</p>	<p><b>5. 2016-17:</b> Increase instructional rigor in K-2nd through scaffolding, identifying critical content and implementing standards based performance scales for instructional and learning.</p>	<p>5. During school</p>	<p>5. Teacher Instructional Evaluations</p>	<p>5. Director of Curriculum, Assessment, &amp; Technology, Principal</p>	<p>5. General Funding</p>
<p><b>6. 2015-16:</b> Some teachers integrated literacy across the curriculum but others need specific professional development and tools to guide them.</p>	<p><b>6. 2016-17:</b> Integrate literacy across K-2nd grade curriculum by implementing a cross curriculum focus calendar integrating literacy through social studies.</p>	<p>6. During school</p>	<p>6. Teacher Instructional Evaluations</p>	<p>6. Director of Curriculum, Assessment, &amp; Technology</p>	<p>6. General Funding</p>
<p><b>7. 2015-16:</b> Teachers began to identify accommodations for ESOL students, but did not clearly label accommodations and specific children in lesson plans.</p>	<p><b>7. 2016-17:</b> Provide and document provisions of ESOL accommodations and Integration ESOL strategies throughout the Core and across</p>	<p>7. During school</p>	<p>7. Teacher Instructional Evaluations</p>	<p>7. ESOL Contact/ESE Specialist, Principal</p>	<p>7. General Funding</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>8. 2015-16:</b> Teachers began to identify accommodations for ESE students, but did not clearly label accommodations and specific children in lesson plans.</p>	<p>the curriculum for both lesson planning and instruction.</p> <p><b>8. 2016-17:</b> Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and instruction.</p>	<p>8. During school</p>	<p>8. Teacher Instructional Evaluations</p>	<p>8. ESOL Contact/ESE Specialist, Principal</p>	<p>8. General Funding</p>
<p><b>K- 2nd Grade Deficiency (based on data)</b> Primary End of Year Reading Test: Only 31% of 1st grade students scored 55% or higher, and only 18% of 2nd grade students scored 65% or higher.</p> <p><b>1. 2015-16:</b> Some teachers differentiated with leveled reading groups, but some did not provide appropriate differentiation within the Tier 1, 90-minute reading block.</p>	<p><b>Literacy Plan</b></p> <p><b>1. 2016-17: We will differentiate ELA instruction using Hess DOK, leveled readers and activities during the ELA rotational model, which occurs during the 90-minute reading block. Teachers will have students in reading groups, providing teacher-directed instruction to one group with Journeys Leveled Readers. Students not in the teacher-directed group will work on Journeys differentiated materials, including phonics, comprehension, fluency, and vocabulary, using Responding Pages, Blackline Masters, and</b></p>	<p>1. During school</p>	<p>1. FAIR (3-4) Istation (K-2)</p>	<p>1. MTSS Coordinator</p>	<p>1. General Funding</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>2. 2015-16:</b> One tool was not used consistently for progress monitoring. Appropriate supplemental interventions were not used consistently, creating fidelity issues.</p> <p><b>3. 2015-16:</b> Some teachers differentiated with leveled reading groups, but some did not provide appropriate differentiation within the Tier 1, 90-minute reading</p>	<p><b>Vocabulary Reader. Another group will be given differentiated practice activities through Journeys online resources.</b></p> <p><b>K-2 students will be grouped using progress monitoring data from iStation and NWEA/MAP. 3rd-4th grade students will be grouped using progress monitoring data from FAIR and NWEA/MAP. Groups will be adjusted as needed based on Journeys Chapter and Unit Assessments and new progress monitoring data.</b></p> <p><b>2. 2016-17:</b> For grades K-2, iStation will be used to monitor student progress monthly to determine <b>supplemental reading intervention:</b> Reader’s Tool Kit: Phonics, Phonemic Awareness, Decoding, Fluency, Vocabulary, and Write in Reader: Comprehension.</p> <p><b>3. 2016-17:</b> Increase instructional rigor in K-2nd grade through scaffolding,</p>	<p>2. During school</p> <p>3. During school</p>	<p>2. FAIR (3-4) Istation (K-2) NWEA/ MAP (K-4)</p> <p>3. Teacher Instructional Evaluations</p>	<p>2. Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator</p> <p>3. Director of Curriculum,</p>	<p>2. General Funding</p> <p>3. General Funding</p>
--	--	---	---	---	---



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>block.</p> <p><b>4. 2015-16:</b> Some teachers integrated literacy across the curriculum but others need specific professional development and tools to guide them.</p> <p><b>5. 2015-16:</b> Teachers began to identify accommodations for ESOL students, but did not clearly label accommodations and specific children in lesson plans.</p> <p><b>6. 2015-16:</b> Teachers began to identify accommodations for ESE students, but did not clearly label accommodations and specific children in lesson plans.</p>	<p>identifying critical content and implementing standards based performance scales for instructional and learning.</p> <p><b>4. 2016-17:</b> Integrate literacy across K-2nd grade curriculum by implementing a cross curriculum focus calendar integrating literacy through social studies.</p> <p><b>5. 2016-17:</b> Provide and document provisions of ESOL accommodations and Integration ESOL strategies throughout the Core and across the curriculum for both lesson planning and instruction.</p> <p><b>6. 2016-17:</b> Provide and document provisions of ESE Accommodations and Supplemental Aids throughout the Core and across the curriculum for both lesson planning and instruction.</p>	<p>4. During school</p> <p>5. During school</p> <p>6. During school</p>	<p>4. Teacher Instructional Evaluations</p> <p>5. Teacher Instructional Evaluations</p> <p>6. Teacher Instructional Evaluations</p>	<p>Assessment &amp; Technology, Principal</p> <p>4. Director of Curriculum, Assessment &amp; Technology</p> <p>5. ESOL Contact/ESE Specialist, Principal</p> <p>6. ESOL Contact/ESE Specialist, Principal</p>	<p>4. General Funding</p> <p>5. General Funding</p> <p>6. General Funding</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>Literacy Plan</b>					
<b>Strategies and Activities to increase Student Achievement</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>
<p><b>Core Reading/Differentiated Instruction</b> The core reading program is Journeys Common Core Reading Program, a K-6 reading program with rigorous Common Core instructional design. Within the classroom, Tier 1 instruction takes place during the 90-minutes reading block and includes scaffolding and differentiation to ensure the needs of every child are met. Teachers provide individual assistance to students throughout the reading block. The program utilizes leveled texts for small group instruction. These leveled texts include ESOL readers. Teachers identify students who need additional time and support and integrate below-level differentiation for below-level students, as indicated by FAIR/iStation results, during the 90-minute reading block. The goal is to provide students with interventions as soon as they experience difficulty rather than relying on summer school and/or retention. This also gives opportunity to recognize students who should be further evaluated. Differentiated instruction is implemented during the 90-minute reading block, with 30 minutes of direct, whole class instruction and 60 minutes for small group rotation model. When</p>	Aug 2016 - June 2017	During school	Lesson plans, chapter tests, classroom walkthroughs formal evaluation tools, Istation (K-2), and FAIR (3-4).	Principal, Director of Curriculum, Assessment & Technology, MTSS Coordinator	Already Funded

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>differentiating instruction, the teacher must consider: learning styles, skill levels, learning difficulties, language proficiency, interests, social and emotional development, and physical needs. During independent working time, ELL students are grouped with students who may have some knowledge of their language. ESE students are grouped with students who can act as aides or tutors. Educational Assistants work at each grade level to provide additional support.</p>					
<p><b>Journeys Extension and Intervention Lesson</b>                  In addition to the 90-minute reading block, identified students receive additional time for reading intervention by a support reading teacher using the Reader’s Tool Kit (phonics, phonemic awareness, decoding, fluency, and vocabulary) for students scoring in the Tier 2 or Tier 3 range in iStation phonics in yellow or red zone on FAIR word recognition or vocabulary or the Write-in Reader (comprehension) for students scoring in the Tier 2 or Tier 3 range in iStation comprehension or the yellow or red zone on FAIR comprehension. Based on iStation (K-2) and FAIR (3-4) data and review by the Collaborative Problem Solving Team, including parental input, Tier 2 and Tier 3 groups are determined. During an additional 30-minute reading time, usually occurring 3 times a week, the teacher meets with small groups to provide systematic and explicit instruction to meet the needs of individual learners in Tier 2. For students who need Tier 3 intervention, an additional 30 minutes of individual instruction is provided for 1 or 2 days.</p>	<p>Aug 2016 - June 2017</p>	<p>During school</p>	<p>Lesson plans, weekly assessments, observations, Istation (K-2), FAIR (3-4)</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology, Teacher</p>	<p>Already Funded</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Implement Reader’s Tool Kit or Write-in Reader as an intervention for a small group, flexible setting for below-level readers.</b>          Teachers identify students who need additional time and support and implement the Reader’s Tool Kit (phonics, phonemic awareness, decoding, fluency, vocabulary) for students scoring in the Tier 2 or Tier 3 range in iStation phonics in yellow or red zone on FAIR word recognition or vocabulary or Write-in Reader (comprehension) for students scoring in the Tier 2 or Tier 3 range in iStation comprehension or the yellow or red zone on FAIR comprehension. Journeys reading interventions, to provide focused instruction to students working below level. Students working in Tier 2 are provided an additional 30 minutes, 3 times a week, of focused reading instruction by a certified teacher. Students requiring Tier 3 intervention, receive an increase of time and intensity from an additional 30 minutes 3 days a week to 5 days. The goal is to intervene as soon as students begin experiencing difficulty as opposed to relying on summer school and/or retention.</p>	<p>Aug 2016 - June 2017</p>	<p>During school</p>	<p>Lesson plans, weekly assessments, Progress monitoring tool, Istation (K-2), FAIR (3-4)</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology</p>	<p>Already Funded</p>
<p><b>Istation Reading Practice</b>          Istation is a research-based computer program that provides students with a motivating way to practice basic skills. Teachers are able to monitor the activity and skill level progression of each child by accessing the ISIP report and other relevant student data. The reports will be reviewed monthly and analyzed during data meetings. The information will be used to guide instruction. Students receive iStation practice a minimum of 20 minutes every day during reading group</p>	<p>Aug 2016 - June 2017</p>	<p>During school</p>	<p>Istation Indicators of Progress</p>	<p>Teachers, Principal, Director of Curriculum, Assessment &amp; Technology</p>	

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>rotation as well as additional 30 minutes a week during specials.</p>					
<p><b>Implement a school-wide plan to monitor progress of English Language Learners.</b>                  The school will ensure students who are classified as ESOL are provided appropriate strategies and accommodations following the most recent ESOL Matrix of Services, in addition to receiving differentiated instruction via Journeys English Language Development/ELL Readers. Teachers are required to list the names or initials of ELL students in daily lesson plans along with specific strategies to increase student achievement in reading, writing, listening, and speaking. The school’s ESOL contact will communicate with classroom teachers regarding specific students, their classification, and support with monitoring their progress. The Principal will ensure teachers document ESOL strategies in weekly lesson plans and identify which students need re-teaching, reinforcement or enrichment. Strategies may consist of heritage dictionaries, pairing an ESOL student with a student who speaks the same second language, pair the ESOL student with a student aide or tutor, post vocabulary words in both languages including a picture, and create labels for classroom objects in both languages.</p>	<p>Aug 2016 - June 2017</p>	<p>During school</p>	<p>IPT Assessment, Formal and Informal Observations</p>	<p>Teachers, ESOL Contact / ESE Specialist, Principal</p>	<p>Already Funded</p>
<p><b>Professional Development</b>                  Monthly data meetings are conducted by the Director of Curriculum, Assessment, and Technology. Teachers are taught how to analyze and interpret grade-level progress monitoring data reports.</p>	<p>Aug 2016 - June 2017</p>	<p>After school hours</p>	<p>Istation Indicators of Progress reports, classroom</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology, HMH Trainer</p>	<p>General Fund, Title I Funds</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>Training will continue on compiling student portfolios and using them for data analysis. Training on differentiation and interventions will continue.</p> <p>Additionally, a professional trainer from Houghton Mifflin/Harcourt will be training teachers on November 8, 2016 on the proper use of the online tools that accompany the Journeys curriculum.</p>			<p>walkthroughs and formal evaluation tools, HMH trainer</p>		
<p><b>K-2 Writing</b> Writing instruction will be incorporated into the language arts instructional time which is 30 minutes daily.</p> <p>Kindergarten teachers will model writing utilizing a combination of drawing and dictating to compose opinion pieces in which students tell a reader the topic or the name of the book they are referencing and state an opinion or preference about the topic or book; to compose informative/explanatory texts in which students name the topic on which they are writing and supply some information about the topic; or to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>First and second grade teachers will model writing of opinion pieces on topics or texts, supporting a point of view with reasons; informative/explanatory texts to examine a topic and convey ideas and information clearly; or narratives to develop real or imagined</p>	<p>Aug 2016 - June 2017</p>	<p>During school</p>	<p>Writing portfolios, FSA's 4-point Writing Rubric</p>	<p>Teachers, Principal, Director of Curriculum, Assessment &amp; Technology</p>	

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>During the language arts time, K-2 teachers will provide scaffolded support through modeling proficient reading, writing, speaking, listening, language use, and critical thinking behavior as students become more proficient in these practices independently and collaboratively with their peers.</p> <p>During the language arts time, K-2 teachers will demonstrate the components of the writing process, prewriting, drafting, conferencing, revising, editing, and publishing. Students will practice these components in their writing as teachers scaffold for them.</p> <p>Journeys English Language Development for writing in addition to Core Knowledge ESOL Writing Lesson Plans and the ESOL matrix are used to differentiate instruction for ESOL students.</p> <p>Differentiation in Writing using Hess DOK for writing is also incorporated to meet the needs of all learners including ESE and gifted for enrichment and intervention.</p>					
<p><b>Grades 3-4 Writing</b> Third and fourth grade teachers will implement 30 minutes of English Language Arts instruction utilizing the Journeys Common Core Reading Program, to provide scaffolded support through modeling proficient</p>	<p>Aug 2016 - June 2017</p>	<p>During school</p>	<p>Writing portfolios, FSA's 4-point Writing Rubric, <b>6+1</b></p>	<p>Teachers, Principal, Director of Curriculum, Assessment &amp; Technology</p>	

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>reading, writing, speaking, listening, language use, and critical thinking behavior as students become more proficient in these practices independently and collaboratively with their peers. Scaffolding and differentiation are part of daily instruction to ensure the needs of every child are met.</p> <p><b>During the language arts time, teachers will provide scaffolded support through modeling proficient reading, writing, speaking, listening, language use, and critical thinking behavior with the Journeys Writing activities and 6+1 Traits of Writing.</b></p> <p>During the language arts time, 3-4 teachers will demonstrate the components of the writing process, prewriting, drafting, conferencing, revising, editing, and publishing. Students will practice these components in their writing as teachers scaffold for them. Third and fourth grade teachers will model writing of opinion pieces on topics or texts, supporting a point of view with reasons; informative/explanatory texts to examine a topic and convey ideas and information clearly; and narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students will write their own pieces with appropriate scaffolding.</p> <p>Journeys English Language Development for writing in addition to Core Knowledge ESOL Writing Lesson Plans and the ESOL matrix are used to differentiate instruction for ESOL students.</p>			<p><b>Traits of Writing Rubrics</b></p>		
--	--	--	---	--	--



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>Differentiation in Writing using Hess DOK for writing is also incorporated to meet the needs of all learners including ESE and gifted for enrichment and intervention.</p>					
<p><b>Speaking and Listening</b> Speaking and listening standards will be met in conjunction with writing. For prewriting students will engage in discussions about their topics (LAFS.1.1, 1.2, and 2.4). During the writing, drawings will be added to support descriptions (LAFS.2.5). Following the completion of a written document, students will present orally while others ask questions (LAFS.1.3 and 2.6). In addition, speaking and listening standards will be met within the reading block as students discuss what they have read and share ideas about the content in the small group settings.</p> <p>Speaking and listening will be addressed across the curriculum within the social studies and science curriculum as well.</p>	<p>Aug 2016 - June 2017</p>	<p>During school</p>	<p>Informal evaluation tools</p>	<p>Teachers, Principal, Director of Curriculum, Assessment &amp; Technology</p>	
<p><b>Literacy Across the Curriculum</b> Literacy is not just taught during the 90-minute reading block and the 30-minute language arts session. Literacy is taught across the curriculum. <b>Social studies and Science are taught for 30-40 minutes each afternoon on a rotating basis. The K-4 social studies curriculum for ICS provides thematic instruction with literacy integrated across the curriculum. Social studies is taught using the <i>Core Knowledge</i>® sequence, with a focus on alignment to the Florida</b></p>	<p>Aug 2016 - June 2017</p>	<p>During school</p>	<p>Informal evaluation tools, Istation (K-2), FAIR (3-4)</p>	<p>Teachers, Principal, Director of Curriculum, Assessment &amp; Technology</p>	

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>standards using CPALMS as a reference. In addition to the <i>Core Knowledge</i>® social studies curriculum for K-4, all third grade students are taught the content necessary for preparing the third grade portfolio. The portfolio contains science and social studies content with literacy integrated throughout the activities.</b> Teachers provide the information, use technology to demonstrate the content, give instruction, and scaffold with continued support. Students who struggle, or do not acquire the appropriate knowledge with initial instruction, are provided remediation and another opportunity to improve.</p> <p>The <i>Core Knowledge</i>® Social Studies sequence introduces concepts that are important for everyday American life like World War II, ancient civilizations, imperialism, and the roots of Western, Eastern, and New World societies. The <i>Core Knowledge</i>® social studies curriculum presents a coherent, cumulative, and content-specific core curriculum. As students progress through the grades the curriculum spirals back on previous concepts to provide reinforcement and deeper understanding. <i>Core Knowledge</i>® is a comprehensive philosophy that complements the <i>Journeys</i> program. <i>Core Knowledge</i>® continues to build on core instruction by reinforcing <b>reading, writing, listening, and speaking</b> while also building students’ vocabulary and knowledge across essential domains in literature, global and American history, and the sciences. <i>Core Knowledge</i>® supplements <i>Journeys</i> by focusing on content-area vocabulary as well as incorporating suggested <i>Core Knowledge</i>® readings</p>					
---	--	--	--	--	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>that align with Social Studies, Science, Art and Music instruction.</p> <p>Since <i>Core Knowledge</i>® integrates several subjects, such as humanities (language arts and history), the philosophy of <i>Core Knowledge</i>® has a broad impact on all specific content curricula used in the school. The integration of multiple content areas, conceptual understanding, and cyclical building upon previous knowledge is a school-wide philosophy of ICS.</p> <p>ESOL students are supported through Fusion Science ESOL Teaching Strategies, and Core Knowledge Social Studies listening and learning read alouds and visuals to support in addition to the ESOL Matrix.</p>					
<p><b>After School Tutoring</b> Tutoring will be offered on <b>Tuesday and Wednesday from 3:20-4:20 pm</b> to students who scored level 1 or 2 in FSA reading, Tier 2 or 3 on iStation, less than 70% Probability of Literary Success (PLS) on FAIR and/or below grade level norms on NWEA/MAP.</p> <p>The tutoring curriculum will consist of a blended model of direct and online instruction, including lessons, activities, and assessments via USA Test Prep and Ready Florida Test Prep. (See ESE and ESOL sections for ESE and ESOL students.)</p>	<p>Aug 2016 - June 2017</p>	<p>After school</p>	<p>USA Test Prep &amp; Ready Florida Test Prep</p>	<p>Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, Teachers</p>	<p>CSP Funds, Title I Funds, General Funds</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

**Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan\***

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

<p><b>STEM/Math/Science Goal(s):</b></p> <p>Math Goal - By June 2017, 35% of students in grades 3-4 will score Level 3 or above on FSA Math.</p> <p>Science Goal - By June 2017, 80% of K-4 students will attain mastery of grade level benchmarks on the end of year assessment.</p>					
<p><b>Include data to identify and define areas in need of improvement:</b> (i.e., FSA, End of Course Examination):</p> <p>ICS students did not take the FSA Science Test in 2016 because there were no 5th grade students.</p>					
<p><b>Strategies and Activities to increase Student Achievement</b> (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</p>	<p><b>Start-End Date</b></p>	<p><b>Select Applicable Option</b> (i.e. Before, During, After School Hours)</p>	<p><b>Evaluation Tool</b> (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</p>	<p><b>Person or Position Responsible for Monitoring</b></p>	<p><b>Amount/Funding Source</b></p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Science Fusion K-4:</b> The core program for Science used at ICS will be Houghton Mifflin/Harcourt’s <i>Florida ScienceFusion 2017</i>. Teachers will implement this program using inquiry-based learning and hands-on experiences, supported by the curriculum design of the school indicated in the ICS Charter application. Teachers will provide rigorous instruction through implementation of Hess DOK (Depth of Knowledge) in conjunction with <i>ScienceFusion 2017</i>, which meets not only the Florida Standards, but also the National Education Standards.</p> <p><b>Science Progress Monitoring (K-4)</b>  <i>ScienceFusion 2017</i> program assessments will be utilized to monitor student progress throughout the school year.</p> <p>Teachers will administer the lesson and unit assessments for our core science curriculum as stated by the curriculum. Teachers will continuously monitor the data and student progress during weekly data meetings, and if adequate progress is not being made alternative solutions will be identified.</p>	<p>August 2016 - June 2017</p>	<p>During School</p>	<p>Program Assessments</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, Teachers</p>	<p>Already funded</p>
---	--	--------------------------	--------------------------------	---	---------------------------

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Reading and Writing Across the Curriculum</b>  Teachers will implement differentiated instruction, reading and writing across the curriculum through <i>ScienceFusion</i>'s leveled readers and extended response writing features. The Florida Standards will be the foundation for the lesson planning and curriculum choice(s) of the same.</p> <p>Teachers will implement the 5E Model of Instruction (Engagement, Exploration, Explanation, Elaboration, and Evaluation) and the many question stems will guide discovery and aid in journal writing topic selection.</p>	<p>August 2016 - June 2017</p>	<p>During School</p>	<p>Program Assessments</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, ESE Specialist, Teachers</p>	<p>Already funded</p>
<p><b>ESE and ELL</b>  Our ESE and ELL students will be supported through inclusive teaching practices facilitated by the robust ESE and ELL supplements including ESOL leveled readers throughout each unit of study along with Fusion Science ESOL Teaching Strategies. Teacher will use collaborative small group centers to develop independent learning skills. The <i>Florida ScienceFusion 2017</i> curriculum guides students through the exploration, understanding and application of Life Science, Earth Science, Physical Science, Space Science, Environmental Science, and the Skills and Processes of Science in general.</p>	<p>August 2016 - June 2017</p>	<p>During School</p>	<p>Program Assessments</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, ESE Specialist, Teachers</p>	<p>Already funded</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>After School Tutoring</b> Tutoring will be offered to students who are struggling in science on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b></p>	<p>August 2016 - June 2017</p>	<p>After School</p>	<p>Program Assessments</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, ESE Specialist, Teachers</p>	<p>General Fund / Title I and CSP Funds</p>
<p><b>Science Goal:</b></p> <p>By June 2017, 80% of K-4 students will attain mastery of grade level benchmarks on the end of year assessment.</p>					
<p><b>Include data for Proficient students</b> (<i>i.e., FSA, End Of Course Examinations</i>):</p> <p>ICS students did not take the FSA Science Test in 2016 because there were no 5th grade students.</p>			<p><b>Include data for Non-proficient students</b> (<i>i.e. FSA, End of Course Examinations</i>):</p> <p>ICS students did not take the FSA Science Test in 2016 because there were no 5th grade students.</p>		
<p><b>2016 Current Level of Performance</b></p> <p>ICS students did not take the FSA Science Test in 2016 because there were no 5th grade students.</p>	<p><b>2017 Expected Level of Performance</b></p> <p>ICS students will not take the FSA Science Test in 2017 because there are no 5th grade students.</p>	<p><b>2016 Current Level of Performance</b></p> <p>ICS students did not take the FSA Science Test in 2016 because there were no 5th grade students.</p>	<p><b>2017 Expected Level of Performance</b></p> <p>ICS students will not take the FSA Science Test in 2017 because there are no 5th grade students.</p>		
<p><b>Mathematics Goal:</b> By June 2017, 35% of students in grades 3-4 will score Level 3 or above on FSA Math.</p>					

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<b>Include data for Proficient students</b> (i.e., FSA, End Of Course Examinations):		<b>Include data for Non-proficient students</b> (i.e. FSA, End of Course Examinations):				
<b>2016 Current Level of Performance</b> 29% of students scored proficient on FSA Math.	<b>2017 Expected Level of Performance</b> 35% of students will score proficient on FSA Math.	<b>2016 Current Level of Performance</b> 61% of students did not meet proficiency on FSA Math.	<b>2017 Expected Level of Performance</b> ICS will decrease the percent of students who do not meet proficiency by 5%.			
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math and science performance target for the following years:</b>						
<b>Baseline Data 2013-14</b>  N/A	<b>2014-15</b>  N/A	<b>2015-16</b> 29% proficient (baseline)	<b>2016-17</b> 35% proficient	<b>2017-18</b> 40% proficient	<b>2018-19</b> 46% proficient	<b>2019-20</b> 51% proficient
<b>Strategies and Activities to increase Student Achievement</b> (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	<b>Select Appropriate Subject Area</b> (i.e. Mathematics-Algebra, Science – Chemistry)	<b>Start-End Date</b>	<b>Select Applicable Option</b> (i.e. Before, During, After School Hours)	<b>Evaluation Tool</b> (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/ Funding Source</b>



**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Differentiated Instruction and Rotation Model for Math</b></p> <p>The tier 1 math block is 60 minutes in length during which time students rotate between centers and small group instruction after scaffolded whole group direct instruction where experiential and collaborative learning takes place.</p> <p>Small groups are ability grouped and teacher instruction is differentiated to provide intervention or enrichment based on the needs of the students in the group.</p> <p>Tier 1 includes differentiated instruction for all learners including advanced, on level, below level, ESE and ESOL students. The needs range from curriculum and strategies to learning styles, student interests, and skill levels.</p> <p>Math centers are differentiated to provide opportunities for both independent and peer practice to enrich learning for all students, including ELL students who are partnered with native speakers. ESE and Tier 3 students in need of peer tutors are partnered to support and enrich learning. Centers contain manipulatives and audio/visual materials to support learning.</p>	<p>Math</p>	<p>August 2016 - June 2017</p>	<p>During school</p>	<p>Go Math! Assessments</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, ESE Specialist, Teachers</p>	<p>Already funded</p>
--	-------------	--------------------------------	----------------------	-----------------------------	---	-----------------------

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p>Teacher lesson plans identify the standards addressed throughout the rotation model and include weekly assessments to evaluate student progress.</p> <p>Flexible grouping occurs and is driven by teacher observation and evaluation and also guided by Go Math decision trees which prompt teachers to determine which students need reteaching, reinforcement, or enrichment.</p>						
<p><b>Materials / Resources / Plan for Tier 2 &amp; Tier 3 Students</b></p> <p>Outside of the 60-minute math block (Tier 1), students in need of intervention will be provided help as follows:</p> <p>Tier 2 - Go Math Strategic or Intensive Interventions for students scoring below grade level norms (level 1-2 projections) on NWEA Math (3 times weekly for 30 minutes)</p> <p>Tier 3 - Increased time (4-5 times weekly for 30 minutes) and intensity with Strategic Interventions; Soar to Success</p>	<p>Math</p>	<p>August 2016 - June 2017</p>	<p>During school</p>	<p>Go Math! Assessments, Strategic Interventions, Soar to Success</p>	<p>Principal, Director of Curriculum, Assessment &amp; Technology, MTSS Coordinator, ESE Specialist, Teachers</p>	<p>Already funded</p>

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<p><b>Math Progress Monitoring (K-4)</b> NWEA / MAP Testing administered three times per year (Fall, Winter, Spring), GoMath unit assessments, Personal Math Trainer assessments, and quarterly performance tasks.</p>	Math	August 2016 - June 2017	During school	NWEA/MAP progress monitoring, quarterly performance tasks	Principal, Director of Curriculum, Assessment & Technology, MTSS Coordinator, ESE Specialist, Teachers	Already funded
<p><b>After School Tutoring</b> Tutoring will be offered to students who scored level 1 or 2 in FSA math on <b>Tuesday and Wednesday from 3:20-4:20 pm.</b> The tutoring curriculum will consist of a blended model of direct and online instruction, including lessons, activities &amp; assessments via Go Math! and Personal Math Trainer. (See ESE and ESOL sections for ESE and ESOL students.)</p>	Math	August 2016 - June 2017	After school	Go Math! Reteach materials, Personal Math Trainer	Principal, Director of Curriculum, Assessment & Technology, MTSS Coordinator, Teachers	Already funded
<p><b>GO Math! Personal Math Trainer</b> Personal Math Trainer is included with the online tools that accompany the Go Math! curriculum. Personal Math Trainer combines adaptive assessment and personalized learning system for students, with an automatic reporting and intervention system for the teacher.</p>	Math	August 2016 - June 2017	During school and at home.	Personal Math Trainer reports, daily and weekly assessments, and classroom walkthroughs	Principal, Director of Curriculum, Assessment & Technology, Teachers	Already funded

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

<ul style="list-style-type: none"> <li>● Personal Math Trainer is diagnostic, prescriptive, and adaptive, and develops a Personal Learning Path for every student.</li> <li>● Personal Math Trainer also provides educators with real-time insights into each student’s needs, challenges, and learning styles. A wide array of assessments online can be assigned to the students with their grades reported to the Teacher’s Dashboard. Students have access to video tutorials, examples, and step-by-step solutions to each problem.</li> <li>● Go Math ELL Strategies will be used in addition to the ESOL matrix and accommodations to facilitate our ESOL students.</li> <li>● ESE students are supported through Go Math Intensive and Strategic Intervention supplemental support.</li> </ul>						
--	--	--	--	--	--	--

**2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION**

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity							
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
Professional Development Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and /or PLC Leader	PD Participant	Target Dates <i>(e.g.: Early Release)</i> and Schedules <i>(e.g.: Frequency of meetings)</i>	Person or Position Responsible for Monitoring	Strategy for Follow-up/ Monitoring	Amount/ Funding Source
Analysis of NWEA / MAP Progress Monitoring Data for Math	K-4	Director of Curriculum, Assessment & Technology	Principal, Teachers, MTSS Coordinator, ESE Specialist	Initial training to take place on October 28, 2016 PD day through a blended model of live training and NWEA’s training site, Destination PD, followed by weekly data meetings to discuss data and make changes to academic instruction.	Director of Curriculum, Assessment & Technology	Weekly grade-level data meetings will be held to monitor teacher analysis and use of NWEA data.	Training included with NWEA Subscription / General Budget
Utilizing GoMath! and Personal Math Trainer online assessments	K-4	Houghton Mifflin / Harcourt Trainer	Teachers	November 8, 2016	Director of Curriculum, Assessment & Technology	Weekly grade-level data meetings will be used to answer questions about online assessments and analyze online assessment data.	\$2,950/ Title I

**STEM/Math/Science Action Plan\*:** Optional if all students are proficient in this area across all grade levels (FSA Level 3 or higher or equivalent for EOCs).

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

### Appendix A - The MTSS/RTI Process at ICS

Innovation Charter School (ICS) will implement the four-step Collaborative Problem-Solving Process (CPSP) model utilizing student data to guide instructional decisions.

**Step 1:** Identify a problem exists and define the desired goal to be obtained in objective and measurable terms.

**Step 2:** Identify possible reasons why the desired goal is not being obtained.

**Step 3:** Develop and implement a well-supported plan involving research-based strategies to obtain the goal.

**Step 4:** Evaluate the effectiveness of the plan in relation to the goal.

The MTSS Framework at Innovation Charter involves parents on a Collaborative Problem Solving Team to look at student needs.

The essential components of MTSS include:

- Multiple tiers of evidence-based instruction service delivery.
- A problem-solving method designed to inform the development of interventions.
- An integrated data collection/assessment system to inform decisions at each tier of service delivery

ICS will use the three-tiered model for delivery of intervention services:

**Tier 1:** During Tier 1, all students are provided differentiated instruction in the general classroom for 90 minutes of uninterrupted reading, 30 minutes of language arts, and 60 minutes of math. The research-based curriculum for reading is the Journeys Common Core Reading Program and Go Math. For behavior support, the school is using the research-based “Time to Teach” framework.

**Tier 2:** Tier 2 intervention is provided in an additional 30 minutes 3 times a week for reading, and an additional 20-30 minutes 3 times a week for math. Curriculum for Tier 2 intervention in reading is Journeys Write in Reader for comprehension, Journeys Reader’s Tool Kit for phonics, and Go Math strategic intervention. Students with similar deficiencies will be grouped for teacher-directed small group instruction. For Tier 2 behavior concerns, the child will mark his/her own behavior on a behavior chart along with a completing a contract.

**Tier 3:** Students in Tier 3 intervention receive an increase of time and intensity from an additional 30 minutes for reading 3 days a week to 5 days. The increase in time and intensity for math is from 20-30 minutes 3 days a week to 5 days. Curriculum for Tier 3 intervention in reading is Journeys Write in Reader for comprehension, Journeys Reader’s Tool Kit for phonics, and Go Math intensive strategies. Students in Tier 3 will be provided specific individual instruction by the classroom teacher or a qualified educational assistant. For Tier 3 behavior concerns, the teacher will take

## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

preventative action based on results of the FBA in determining what motivates a child. A PBIP will be established and followed with fidelity using interventions from the research-based Behavior Intervention Manual.

The ICS Collaborative Problem-Solving Team (CPST) will consist of the following team members:

MTSS Coordinator - leader and facilitator of the team, providing professional development and assistance for teachers

General Education Teacher - the teacher will notify the MTSS Coordinator of students who are struggling, will provide Tier 2 and Tier 3 instruction as needed, will document in BASIS and provide graphic evidence to parents

Parent - the parent will meet with the teacher regularly, providing input into the process; parents will be fully informed throughout the process

Administrator - the Principal or Director of Curriculum, Assessment & Technology will verify fidelity of implementation and assist in the decision-making process

ESE Representative - ESE teacher, ESE Specialist, Speech/Language Pathologist, evaluation specialist, etc.

### **Curriculum Used**

The team will meet with each case at least once to analyze the progress monitoring data (iStation for K-2 and FAIR for 3-4) to determine if Tier 2 is required. The data will inform decisions about whether to use Write-in Reader (comprehension) or Reader's Tool Kit (phonics) and which math strategic intervention is appropriate. In approximately 6 weeks, after implementation of Tier 2, the team will meet again to analyze the progress monitoring data (iStation for K-2 and FAIR for grades 3-4) to determine if the intervention was effective or if Tier 3 intervention is required. The data will inform decisions about whether to use Write-in Reader (comprehension) or Reader's Tool Kit (phonics) and which math intensive intervention is appropriate. If Tier 3 is implemented, approximately 6 weeks later, the team will meet again to analyze the progress monitoring data (iStation for K-2 and FAIR for 3-4) to determine if the intervention was effective or if further evaluation is needed. If needed, Parent Information Form is completed and consent is obtained before submitting documents to Psychological Services to review. This process will be followed for each child in Tiers 2 and 3. The CPS team provides accountability to ensure implementation with fidelity.

Professional development describing the MTSS process was provided in a teacher work day before school began, 8-18-16. Additional training was provided in a staff meeting, 10-10-16. At that time teachers made appointments for individual or small group meetings for assistance in documenting Tier 1, Tier 2, and Tier 3 for specific children. Continued weekly assistance will be provided throughout the year.