

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2017-2018

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: Panacea Prep Charter School School Location Number: 5801

Current Grades Served: K-5 Contract Grades Served: K-5 Year School Opened: 2014-2015

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2017-2018 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: Panacea Prep Charter School	District: Broward
School Location Number: 5801	
Interim Principal: Christine Mentis (effective November 6, 2017 due to the resignation of Ms. Robinson on November 3, 2017)	District Superintendent: Robert Runcie
Governing Board Member(s): George Simpson, Natasha Bell, Belinda Hope	Date of School Board Charter Approval: 5/20/2014 Date of Most Recent School Board Charter Renewal: N/A

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](#)

[School Accountability Reports](#)

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.

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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)		
Interim Principal	Christine A. Mentis	BS in Elementary Education MS in Reading Education	Interim Principal as of November 6, 2017. Previously served as school's Principal for the 2014-2015 school year.	8	Eagles Nest Charter Academy (Formerly Eagles' Nest Elem)		
					Year	School Grade	Data
					2017	C	*Reading: 26% high standards, 44% learning gains, 44% lowest 25% *Math: 37% high standards, 46% learning gains, 48% lowest 25% *Science: 23% high standards *Civics: 50% high standards *Algebra: 49% high standards
					2016	D	*Reading: 22% high standards, 44% learning gains, 41% lowest 25% *Math: 25% high standards, 41% learning gains, 46% lowest 25% *Science: 13% high standards *Civics: 56% high standards *Algebra: 50% high standards
					2015	F	(School relocated to new site with new population) *Reading: 20% high standards, *Math: 18% high standards, *Science: 7% high standards
					2014	A	Reading: 67% high standards, 75% learning gains, 100% lowest 25% *Math: 76% high standards, 81% learning gains, 97% lowest 25% *Science: 40% high standards *Writing: 94% high standards
					2013	A	*Reading: 61% high standards, 77% learning gains, 77% lowest 25% *Math: 71% high standards, 92% learning gains, 92% lowest 25% *Science: 63% high standards

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					2012	A	*Reading: 48% high standards, 89% learning gains, 89% lowest 25% *Math: 52% high standards, 97% learning gains, 97% lowest 25% *Science: 19% high standards *Writing: 93% high standards
					2011	C	*Reading: 53% high standards, 62% learning gains, 53% lowest 25% *Math: 67% high standards, 67% learning gains, 67% lowest 25% *Science: 26% high standards *Writing: 93% high standards
					2010	NG	*Reading: 62% high standards, 57% learning gains, 57% lowest 25% *Math: 75% high standards, 71% learning gains, 71% lowest 25% *Science: 53% high standards *Writing: 100% high standards
Eagles' Nest Middle							
					Year	School Grade	Data
					2015	C	*Reading: 41% high standards, *Math: 45% high standards, *Science: 25% high standards
					2014	D	*Reading: 39% high standards, 62% learning gains, 62% lowest 25% *Math: 39% high standards, 52% learning gains, 44% lowest 25% *Science: 13% high standards *Writing: 45% high standards
					2013	C	*Reading: 43% high standards, 62% learning gains, 74% lowest 25% *Math: 46% high standards, 52% learning gains, 44% lowest 25% *Science: 5% high standards *Writing: 41% high standards
					2012	C	*Reading: 39% high standards, 61% learning gains, 58% lowest 25%

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						<p>*Math: 48% high standards, 81% learning gains, 25% lowest 25%</p> <p>*Science: 8% high standards</p> <p>*Writing: 50% high standards</p>						
					2011	<p>C</p> <p>*Reading: 45% high standards, 70% learning gains, 77% lowest 25%</p> <p>*Math: 45% high standards, 72% learning gains, 70% lowest 25%</p> <p>*Science: 7% high standards</p> <p>*Writing: 79% high standards</p>						
					2010	<p>C</p> <p>Reading: 41% high standards, 60% learning gains, 60% lowest 25%</p> <p>*Math: 56% high standards, 69% learning gains, 73% lowest 25%</p> <p>*Science: 50% high standards</p> <p>*Writing: 93% high standards</p>						
					2009	<p>B</p> <p>Reading: 47% high standards, 65% learning gains, 68% lowest 25%</p> <p>*Math: 52% high standards, 61% learning gains, 79% lowest 25%</p> <p>*Science: 50% high standards</p> <p>*Writing: 78% high standards</p>						
					<p>Panacea Prep Charter School</p> <table border="1"> <thead> <tr> <th>Year</th> <th>School Grade</th> <th>Data</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>B</td> <td> <p>*Reading: 47% high standards,</p> <p>*Math: 47% high standards,</p> <p>*Science: 88% high standards</p> </td> </tr> </tbody> </table>		Year	School Grade	Data	2015	B	<p>*Reading: 47% high standards,</p> <p>*Math: 47% high standards,</p> <p>*Science: 88% high standards</p>
Year	School Grade	Data										
2015	B	<p>*Reading: 47% high standards,</p> <p>*Math: 47% high standards,</p> <p>*Science: 88% high standards</p>										
Assistant Principal	NA											

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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)
NA					

Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

The mission of Panacea Prep Charter School is to provide a positive nurturing environment along with an exciting, rigorous, academic program specializing in Science through the teaching of classes in the light of proven and innovative technology driven instructional methods in a stimulating environment where students learn to become responsible citizens, life-long learners, and community leaders. They will develop a sense of self by knowing who they are and what they are expected to become. Thus, allowing them to be confident and prepared to face the challenges in a competitive world.

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2. Academic Data

Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.O, FAIR-FS, BAS, iReady, etc.), if available:

ASSESSMENT DATA

Grade 3 – 5

FSA DATA Reading

	Grade 3-5 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent Tested
2015	39%	41%	48%	27%	NA	NA	NA	99%
2016	40%	39%	35%	17%	NA	NA	45%	98%
2017	45%	54%	64%	14%	NA	NA	54%	100%

FSA Data Math

	Grade 3-5 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent Tested
2015	47%	35%	44%	NA	NA	NA	NA	99%
2016	58%	59%	58%	50%	NA	NA	86%	98%
2017	39%	29%	34%	30%	NA	NA	29%	100%

FCAT Science data

	Grade 5 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent tested
2015	88%	98%	98%	38%	29%	NA	NA	98%
2016	85%	98%	85%	17%		NA	NA	98%
2017	27%	35%	35%	30%	14%	NA	NA	98%

I-Ready Progress Monitoring Data K-5

Reading 2017

Reading 2016

Reading 2015

Grade	AP 1- Percent proficient	AP 2- Percent Proficient	AP 3- Percent Proficient	AP 1- Percent proficient	AP 2- Percent Proficient	AP 3- Percent Proficient	AP 1- Percent proficient	AP 2- Percent Proficient	AP 3- Percent Proficient
K	52			47	47	61	45	44	67
1	24			58	52	67	34	45	54
2	59			29	33	41	33	39	45

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3	24			44	44	63	57	64	68
4	22			42	51	55	48	54	57
5	18			56	61	65	55	52	74

Grade	Math 2017			Math 2016			Math 2015		
	AP 1-Percent proficient	AP 2-Percent Proficient	AP 3-Percent Proficient	AP 1-Percent proficient	AP 2-Percent Proficient	AP 3-Percent Proficient	AP 1-Percent proficient	AP 2-Percent Proficient	AP 3-Percent Proficient
K	29			33	37	45	28	35	45
1	33			41	37	41	47	44	51
2	18			27	29	33	33	41	63
3	16			33	46	54	34	45	57
4	10			24	27	27	44	52	55
5	18			54	51	47	56	68	71

****FLKRS Data: Kindergarten**

Literacy Classification	Benchmark Scale Score	Number of Students	Percentage of Students	Proficiency Levels	Benchmark Scale Score	Number of Students	Percentage of Students
Early Emergent	300-487	7	37%	Urgent Intervention	Below 405	2	10%
Late Emergent	488-674	8	42%	Intervention	454-405	4	20%
Transitional Reader	675-774	4	21%	On Watch	498-455	3	15%
Probable Reader	775-900	0	0%	At/Above Benchmark	At/above 499	11	55%

****FLKRS data is only available for the current 2017 school year.**

3. Student Achievement Objectives

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

- (Kindergarten) Identify all of my letter names and sounds (26), be able to identify 100 sight words.
- (Grade -1) Identify 200 sight words and will score at or above a 70% on the End of Year Assessment.
- (Grade - 2) Identify 300 sight words, and will score at or above a 70% on the End of Year Assessment

- (K-2) Students will score at or above a 70% on the End of the Year Assessment ELA/Math.
- (K-2) Students will score at or above a 70% on the End of the Year Science Assessment.

- (Grades 3-5) 55% of students in grades 3-5 will score at proficiency as measured by the FSA ELA/MATH

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- 70% of students in grades 4-5 will earn learning gains as measured by the FSA ELA and 60% of students in grades 4-5 will earn learning gains as measured by the Math FSA.
- (Grade -5) 35% of students in grade 5 will score at proficiency as measured by the FCAT 2.0 science assessment.

4. Student Performance Data Analysis

Provide a **detailed** analysis in narrative format of the student performance data including academic performance by each subgroup: This section provide more details about the deficiencies. This area should have more of a narrative

FSA DATA Reading								
	Grade 3-5 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent Tested
2015	39%	41%	48%	27%	NA	NA	NA	99%
2016	40%	39%	35%	17%	NA	NA	45%	98%
2017	45%	54%	64%	14%	NA	NA	54%	100%
Explanation Panacea Prep experienced a change in staff and student body over the course of three years.	Students in grades 3-5 experienced an increase of 6% points in ELA over the course of 3 years.	Students in this sub group showed a decline in 2015 of 2% but were able to show an increase in proficiency of 15% in 2017.	Students in this subgroup showed a decline in proficiency from 2015 to 2016 of 7%. In 2017 this subgroup showed an increase in proficiency of 16%.	The numbers of proficient ELL students decreased each year. Students showed a 10% decline in year 2016 and a 3% decline in year 2017.	No data reported for this subgroup	No data reported for this subgroup	No data reported for this subgroup during the 2015 year as this year served as baseline data. Students were able to show an increase in learning gains of 9% from year 2016 to 2017.	

FSA Data Math

	Grade 3-5 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent Tested
2015	47%	35%	44%	NA	NA	NA	NA	99%
2016	58%	59%	58%	50%	NA	NA	86%	98%
2017	39%	29%	34%	30%	NA	NA	29%	100%
Explanation: Panacea Prep	Students in grades 3-5	Students in this subgroup showed	Students in this subgroup	ELL students in			No data reported for this subgroup during the 2015	

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has from inception had high achieving scores however due to the change in administration the student achievement level decreased from 2015 to 2016. There was also a change in instructional staff 2017.	showed an increase in math proficiency of 11% from 2015-2016. In 2017 student proficiency decreased 19%. The majority of loss occurred at the 5 th grade level.	an increase in proficiency in 2016 of 24%. Students in this subgroup showed a decline in proficiency of 30% from 2016 to 2017.	showed an increase of 6% from 2015 to 2016 and a decline of 24% in year 2017.	grades 3-5 showed a decrease in proficiency from 2015 to 2016 of 20%.			year as this year served as baseline data. Students showed a decline of 57% from 2016 to 2017. There was substantial loss at the fifth grade level.	
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FCAT Science data

	Grade 5 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent tested
2015	88%	98%	98%	38%	29%	NA	NA	98%
2016	85%	98%	85%	17%		NA	NA	98%
2017	27%	35%	35%	30%	14%	NA	NA	98%
Explanation	Students maintained science proficiency above the district and state averages for 2015 and 2017. However, showed a 58% decline in	Students in the subgroup showed a substantial decline in proficiency of 63% in year 2017.	Students in the subgroup showed a substantial decline in proficiency of 50% in year 2017.	Students in the subgroup showed decline in proficiency in year 2016 of 21%. Students showed a 13% increase in proficiency in 2017.	Students in the subgroup showed a substantial decline in proficiency in year 2017.			

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proficiency in year 2017.							
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I-Ready Progress Monitoring: Reading

	Grades K-2	Grades 3-5
2015	<p>Students in Kindergarten showed a 22% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p> <p>Students in First Grade showed a 20% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p> <p>Students in Second Grade showed a 12% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p>	<p>Students in Third Grade showed a 11% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p> <p>Students in Fourth Grade showed a 12% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p> <p>Students in Fifth Grade showed a 19% increase in the number of students scoring proficient overall in Reading from AP1 to AP3</p>
2016	<p>Students in Kindergarten showed a 14% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p> <p>Students in First Grade showed a 9% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p> <p>Students in Second Grade showed a 12% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p>	<p>Students in Third Grade showed a 19% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p> <p>Students in Fourth Grade showed a 13% increase in the number of students scoring proficient overall in Reading from AP1 to AP3.</p> <p>Students in Fifth Grade showed a 9% increase in the number of students scoring proficient overall in Reading from AP1 to AP3</p>
2017	<p>52% students in Kindergarten scored at proficiency in Reading for AP1. Major areas of deficiency include phonics and vocabulary.</p> <p>24% students in First Grade scored at proficiency in Reading for AP1. Major areas of deficiency include phonics and vocabulary</p> <p>59% students in Second Grade scored at proficiency in Reading for AP1. Major areas of deficiency include phonics and vocabulary</p>	<p>24% students in Third Grade scored at proficiency in Reading for AP1. Major areas of deficiency include vocabulary and Reading Comprehension of Informational text.</p> <p>22% students in Fourth Grade scored at proficiency in Reading for AP1. Major areas of deficiency include vocabulary and Reading Comprehension of Informational text</p> <p>18% students in Fifth Grade scored at proficiency in Reading for AP1. Major areas of deficiency include vocabulary and Reading Comprehension of Informational text</p>

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I-Ready Progress Monitoring: Math

	Grades K-2	Grades 3-5
2015	<p>Students in Kindergarten showed a 17% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p> <p>Students in First Grade showed a 4% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p> <p>Students in Second Grade showed a 30% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p>	<p>Students in Third Grade showed a 23% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p> <p>Students in Fourth Grade showed a 11% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p> <p>Students in Fifth Grade showed a 15% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p>
2016	<p>Students in Kindergarten showed a 12% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p> <p>Students in First Grade showed a 0% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p> <p>Students in Second Grade showed a 6% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p>	<p>Students in Third Grade showed a 32% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p> <p>Students in Fourth Grade showed a 3% increase in the number of students scoring proficient overall in Math from AP1 to AP3.</p> <p>Students in Fifth Grade showed a 7% decrease in the number of students scoring proficient overall in Math from AP1 to AP3.</p>
2017	<p>29% students in Kindergarten scored at proficiency in Math for AP1. Major areas of deficiency are geometry, numbers and operations, and algebraic thinking.</p> <p>33% students in First Grade scored at proficiency in Math for AP1. Major areas of deficiency are geometry, numbers and operations, and algebraic thinking.</p> <p>18% students in Second Grade scored at proficiency in Math for AP1. Major areas of deficiency are geometry, numbers and operations, and algebraic thinking.</p>	<p>16% students in Third Grade scored at proficiency in Math for AP1. Major areas of deficiencies include geometry, numbers & operations, and algebraic thinking.</p> <p>10% students in Fourth Grade scored at proficiency in Math for AP1. Major areas of deficiencies include geometry, numbers & operations, and algebraic thinking.</p> <p>18% students in Fifth Grade scored at proficiency in Math for AP1. Major areas of deficiencies include geometry, numbers & operations, and algebraic thinking.</p>

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FLKRS Data: Kindergarten

Literacy Classification	Percent of Students	Description
Early Emergent	37%	Students in the Early Emergent Classification have pronounced deficits in the subsections of Phonemic Awareness, Phonics, Structural Analysis.
Late Emergent	42%	Students in the Late Emergent Classification have pronounced deficits in the subsections of Phonics, Structural Analysis, Sentence level and Paragraph Level Comprehension.
Transitional Reader	21%	Students in the Transitional Reader Classification are at or above grade level in literacy. However, subsections in which students can benefit from additional support include Structural Analysis and Sentence Level and Paragraph Level Comprehension. All students struggle with Medial Phoneme Discrimination.
Probable Reader	0%	N/A

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. Deficiencies should be listed and addressed individually. A chart format is acceptable. Areas of deficiency are based on student performance data.

<u>Performance Deficiency</u>	<u>Specific Action</u>	<u>Person Responsible</u>	<u>Resources Needed</u>	<u>Timeline</u>	<u>Monitoring/Evaluation</u>
<p>Current Deficiencies: Students in grades K-2 struggle with phonics and vocabulary as evidenced on the I-Ready AP1 diagnostic assessment.</p>	Students in grades K-2 will utilize I-Ready supplemental materials in literacy instruction based on individual deficiencies identified by diagnostic test.	K-2 Teachers	I-Ready Supplemental Lessons that require frequently monitored lessons	October 2017 – May 2018	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons. Teachers will keep folders for each student and chart progress weekly. Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.
<p>Vocabulary: K-43% below level 1- 71% below level 2- 60% below level</p>	Teachers in grades K-2 will incorporate I-Ready supplemental lessons targeting phonics instruction during whole group literacy block.	K-2 Teachers	I-Ready Supplemental Lessons that require frequently monitored lessons	October 2017 – May 2018	
<p>Phonics: K- 52% below level 1- 71% below level 2- 70% below level</p>	Center activities pulled from FCRR focusing on	K-2 Teachers	FCRR materials	October 2017 – May 2018	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons. Teachers will keep folders

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	<p>phoneme study will be implemented during the literacy block.</p> <p>In addition to phonics instruction provided through the core series, Journeys. Journey's Intervention Toolkit will be used during small group sessions.</p>	<p>K-2 Teachers</p>	<p>Journey's Intervention Tool-kit</p>	<p>October 2017 – May 2018</p>	<p>for each student and chart progress weekly. Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>
<p>Current Deficiencies: Students in grades 3-5 are deficient in reading comprehension and vocabulary as evidenced on the I-Ready diagnostic assessment.</p> <p>Vocabulary: 3-73% below level 4- 78% below level 5- 100% below level</p> <p>Comprehension/ Informational Text: 3-77% below level 4- 83% below level 5- 94% below level</p>	<p>Students in grades 3-5 will be assessed bi-weekly utilizing formative assessments based on standards taught systematically through the Instructional Focus Calendar. Results will be analyzed for proficiency, monitored, and visually posted. Students who are not proficient will receive remediation through small group in class instruction. Students will revisit the areas that they were not proficient in and continue to have data monitored on a bi-weekly basis by the teacher.</p> <p>Students in grades 3-5 scoring a level 1 or 2 in</p>	<p>Reading and Language Arts teachers, Teacher's assistant</p> <p>Instruction will be provided by</p>	<p>Formative Assessments Journey's</p> <p>Instructional Reading Coach books</p>	<p>October 2017 – May 2018</p> <p>October 2017 –</p>	<p>Student proficiency will be monitored through formative assessment data and core series assessments from Journey's. Students will also be pulled out or pushed in and monitored through daily logs and activities</p> <p>Students attending tutoring will take a pre-test at the beginning of tutoring</p>

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<p>55% of students in grades 3-5 scored below grade level expectations in English Language Arts as evidenced on the FSA English Language Arts Assessment.</p> <p>86% of ELL students in grades 3-5 scored below grade level expectations in English</p>	<p>Reading and/or as being in the lower quartile will receive afterschool tutoring sessions in a small group setting. Tutorials will take place twice each week for 30 minutes each session. Students will be grouped based on areas of deficiency identify through I-Ready Progress Monitoring data. Instruction will focus on comprehension and vocabulary strategies such as vocabulary development through word maps, utilizing context clues and implicit instruction on word parts such as prefixes and suffixes and root origins.</p> <p>Students will receive additional instruction from classroom teachers using supplemental practice activities from I-Ready Teacher Took-Kit based on diagnostic and ongoing assessment results.</p> <p>Students will receive targeted reading instruction utilizing core basal series, Journeys (K-5). Reading instruction</p>	<p>Classroom teachers who have a proven record of success in literacy</p> <p>Principal will monitor the fidelity of instruction</p> <p>Classroom teacher for instruction and Principal</p>	<p>(Curriculum Associates) Flocabulary, Vocabulary Through Morphemes</p> <p>I-Ready Instructional Program & Teacher Tool-Kit</p>	<p>May 2018</p> <p>October 2017 – May 2018</p>	<p>sessions (Coach book). During tutoring, student progress will be accessed based on I-Ready growth monitoring as well as through the instructional material. Upon completion of tutoring Program students will take a posttest (Coach book).</p> <p>Attendance will be monitored through student sign –in sheets at the start of each session.</p> <p>Progress monitoring will take place via classroom teacher and through tutorials Monitored in class through assessments and activities. Teachers will record intervention progress in intervention folders. Date and time will be recorded for every session. Student and Teacher will sign off on folder as well as Principal</p> <p>Principal and lead teacher will monitor</p>
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<p>Language Arts as evidenced on the FSA English Language Arts Assessment</p>	<p>takes place daily during an uninterrupted 90 minute reading block which includes whole group guided instruction as well as targeted small group instruction. Small group instruction will utilize Journey’s Intervention Tool-Kit</p> <p>Students in grades K-5 will receive daily writing instruction during a 45 minute Language Arts block (this is in addition to the 90 minute Literacy block). Teacher will focus on all elements of Language Arts including grammar instruction as well as composition of narrative, opinion and informative essays based on texts. Teachers will provide guided and gradual release models of writing instruction to model conducting a close read to determine meaning and evidence for support, creating a plan/outline for the essay, organizing ideas into paragraphs, citing sources and editing and revising.</p> <p>Students will participate</p>	<p>Classroom teacher for instruction monitored by the Principal</p> <p>Classroom teacher for instruction monitored by the Principal</p>	<p>Journey’s series and Intervention Tool-Kit.</p> <p>Journey’s Writing resources</p>	<p>October 2017 – May 2018</p> <p>October 2017 – May 2018</p>	<p>through in class walk through. Walk through forms will be initialed and dated and discussed on a bi-weekly basis. Data chats with teachers and students will take place to set new goals and continue intervention.</p> <p>Evaluation will be based on student performance on classroom assessments from core basal (Journey’s) Bi-weekly writing prompts</p>
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	<p>in formative writing assessments on a monthly basis that will monitor their ability to create writing samples that utilize text based evidence from a variety of texts as well as multiple texts.</p>	<p>Classroom Teacher monitored by Principal</p>	<p>Journey's Writing resources</p>	<p>October 2017 – May 2018</p>	<p>Evaluation will be based on student performance on classroom assessments from core basal (Journey's) Bi-weekly writing prompts</p>
	<p>Students including SWD and ELL learners will utilize on-line academic programs such as I-Ready, NewsELA and ReadWorks to gain supplemental academic support and extra practice on ELA standards.</p>	<p>Classroom teacher ESE Specialist ESOL Liaison Principal</p>	<p>ReadWorks, NewsELA, I-Ready</p>	<p>October 2017 – May 2018</p>	<p>Progress monitoring data through I-Ready will also be analyzed for growth. Monitoring in class assessments and keeping journals that track individual progress. Data chats will also be scheduled monthly.</p>
	<p>SWD will receive targeted small group instruction in Reading comprehension utilizing the Journey's Intervention Tool-Kit and I-Ready Teacher Tool-Kit by the service provider. Frequency and duration of services will be in accordance to IEP.</p>	<p>Classroom teacher, ESE teacher, ESE Specialist, Principal</p>	<p>Journey's Intervention Tool-Kit I-Ready Teacher Tool-Kit.</p>	<p>October 2017 – May 201</p>	<p>Students will be monitored through attendance as well as session notes.</p>

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	<p>Service provider will support classroom teacher to ensure SWD are received required accommodations for in class instruction.</p>				
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MATH

<p>Students in grades K-2 struggle with geometry, numbers and operations, and algebraic thinking as evidenced on the I-Ready AP1 diagnostic assessment.</p> <p>Geometry: K-52% below level 1- 88% below level 2- 83% below level</p> <p>Numbers & Operations: K- 67% below level 1- 75% below level 2- 83% below level</p> <p>Algebraic Thinking:</p>	<p>Students in grades K-2 will utilize on-line academic programs such as I-Ready Math and Reflex math to support understanding of mathematical concepts in addition to classroom instruction. Students will utilize I-Ready program for 20 minutes three times per week during school.</p> <p>Teacher will implement GO Math Core Series with fidelity during math block. During independent work time, struggling learners will be provided small group</p>	<p>Principal and classroom teacher</p> <p>Classroom teacher and Principal</p>	<p>I-Ready Instructional Program</p> <p>Go Math Series and Go Math Intervention</p>	<p>October 2017 – May 2018</p> <p>October 2017 – May 2018</p>	<p>Student proficiency will be monitored through and Evaluated through on-line academic programs to include I-Ready usage and performance reports</p> <p>Student proficiency will be monitored and evaluated through GO math assessments.</p>
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<p>K-81% below level 1- 69% below level 2- 83% below level</p>	<p>instruction by the teacher utilizing GO Math Intervention materials 3 times per week targeting specific areas of deficiency.</p>				
	<p>Students including ELL and SWD will participate in small group afterschool sessions emphasizing problem solving strategies</p>	<p>Principal and classroom teacher</p>	<p>I-Ready Math</p>	<p>October 2017 – May 2018</p>	<p>Students attending tutoring will take a pre-test (FL Coach) at the beginning of tutoring sessions. During tutoring sessions, student progress will be monitored through I-Ready data. Upon completion of the sessions students will take a posttest (FL Coach) to gauge student growth</p>
<p>61% of students in grades 3-5 scored below grade level expectations in Math as evidenced on the 2017 FSA Math assessment</p> <p>Students in grades 3-5 struggle with geometry, Measurement, and algebraic thinking as evidenced on the I-Ready AP1 diagnostic assessment.</p> <p>Geometry: 3-92% below level 4- 80% below level 5- 94% below level</p>	<p>Students in grades 3-5 scoring a level 1 or 2 in Math, identified as being in the lower quartile, as well as ELL and SWD will also participate in weekly afterschool tutorials. Tutorials will take place twice each week for 30 minutes each session. Students will receive intervention instruction using Florida Coach resources. This provides guided instruction followed by independent practice activities based on targeted standards.</p> <p>Teacher will implement</p>	<p>Instruction will be provided by Classroom teachers who have a proven record of success in math instruction</p> <p>Fidelity of instruction will be monitored by the Principal</p>	<p>Florida Coach Supplemental Instructional Materials</p>	<p>October 2017 – May 2018</p>	<p>Students attending tutoring will take a pre-test (FL Coach) at the beginning of tutoring sessions. During tutoring sessions, student progress will be monitored through I-Ready data. Upon completion of the sessions students will take a posttest (FL Coach) to gauge student growth</p>

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<p>Measurement: K- 76% below level 1- 80% below level 2- 94% below level</p> <p>Algebraic Thinking: 3-80% below level 4- 80% below level 5- 94% below level</p>	<p>GO Math Core Series with fidelity during math block. During independent work time, struggling learners will be provided small group instruction by the teacher utilizing GO Math Intervention materials 3 times per week targeting specific areas of deficiency.</p>				
<p>86% of SWD in grades 3-5 scored below grade level expectations in Math as evidenced on the 2017 FSA Math assessment.</p>	<p>Students will participate in small group pull-out sessions three times per week in which they utilize problem solving strategies and manipulatives.</p>	<p>ESE teacher and principal</p>	<p>Go Math Intervention Kit and manipulatives</p>	<p>October 2017 – May 2018</p>	<p>Evaluation will be based on student performance on classroom assessments from core series GO Math</p>
<p>70% of ELL students in grades 3-5 scored below grade level expectations in Math as evidenced on the 2017 FSA Math assessment.</p>	<p>Students will participate in small group pull-out sessions three times a week in which they will utilize problem solving strategies and manipulatives.</p>	<p>Classroom teacher and principal</p>	<p>Go Math Intervention Kit and manipulatives</p>	<p>October 2017 – May 2018</p>	<p>Evaluation will be based on student performance on classroom assessments from core series GO Math</p>
SCIENCE					
<p>73% of students in grade 5 scored below grade level expectations in Science as evidenced on the FCAT Science assessment.</p>	<p>Students in grade 5 including SWD and ELL students will utilize tools and participate in hands-on science labs to enhance understanding of science concepts.</p>	<p>Science teacher and principal</p>	<p>Science lab kits, on-line resources Science monthly projects utilizing scientific method.</p>	<p>October 2017 – May 2018</p>	<p>Evaluation will be based on student performance on classroom assessments (core series) Science Fusion and resources on Think Central.</p>

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6. *Approved Educational Program*

Identify and list 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 (in narrative format):

The component of the Curriculum and Instruction of the school's approved charter application that has not been implemented with fidelity is the explicit integration of Reading and Writing in all content areas to include Math and Science. The instructional focus has been on targeting specific core skills in each content area as outlined in the Florida Standards. This approach emphasized the acquisition of specific skills but did not allow for the interdisciplinary studies as outlined in the charter application.

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. How will each program be implemented in the future? How will teachers be prepared for implementation? Or, if the program(s) will not be implemented, will another program replace it?

In an effort to ensure that English Language Arts instruction is integrated in all subjects regardless of primary content focus, all teachers will participate in Professional Learning Communities (PLC's) targeting interdisciplinary literacy integration. The PLC meetings will take place monthly and teachers will then utilize the information presented to facilitate literacy-based learning classroom instruction. The lead teachers will attend district trainings on literacy topics to include implementing literacy centers for grades K-2 and 3-5. After attending district based trainings, lead teachers will facilitate PLC trainings and train others based on information received. The principal and lead teacher will ensure that proper implementation of the skills are being taught with fidelity through classroom walk-throughs and modeling.

The lead teachers will also provide professional development to teachers on utilizing technology resources to enhance literacy instruction during preplanning days. Utilizing CPALMS as a resource for planning and implementing interdisciplinary literacy lessons will be the focus of a professional development provided to teachers during pre-planning workdays. The principal and lead teacher will monitor the inclusion of interdisciplinary literacy lessons through reviewing teacher's lesson plans as well as through classroom walk through observations.

Professional Development on I-Ready implementation as a progress monitoring tool that will be provided to teachers through the vendor. The professional development module will be comprised of three parts. The initial training will take place within the first quarter of school and will review the implementation and usage of the I-Ready program. The second training will take place in January after the second diagnostic assessment and emphasize data analysis such as using the data reports to make instructional decisions and monitoring student growth. The final training will take place at the end of the year to review overall student growth and being planning and placements for the next school year. The principal and lead teacher will monitor the usage of I-Ready by reviewing the usage reports on a weekly basis. Student progress reports will be analyzed monthly and discussed with teachers through monthly data chats.

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8. Barriers to Student Success Should be listed in a chart

Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. A chart format is acceptable. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, or limited professional development. How will the school address the identified/listed barriers?

Barrier	Specific Action	Person Responsible	Resources Needed	Timeline
Recruiting and Retaining Highly Qualified Teachers	<p>The principal has extended the search options employed to obtain highly qualified teachers which includes posting vacancies on a variety of employment websites, attending job fairs throughout the state rather than just locally</p> <p>Retention programs will be put in place such as implementing mentorship program for new teachers</p> <p>Increasing salary scale and benefit package so that it is competitive with other entities</p>	Principal, Governing Board	<p>Online marketing/job recruiting platforms to include: Indeed.com, Teacher-Teacher.com</p> <p>Partnerships with local colleges and university School of Education internship coordinators</p>	October 2017- May 2018
Ensuring Teachers are trained on utilizing Scientifically Research Based Instructional Strategies and Resources	<p>Develop Professional Growth Plans for all teachers based on student data and teachers' need assessments</p> <p>Monitor teacher completion of Professional Development and implementation of strategies through classroom walk-throughs</p> <p>Incorporate monthly PLC's to help teachers gain additional knowledge in subject areas.</p>	Principal	<p>My Learning Plan</p> <p>BVU</p>	<p>Growth Plans in place by September 2017</p> <p>Professional Development ongoing from October 2017- May 2017</p>
Limited technology	Acquire 2 additional laptop carts to increase student access to technology	Principal, IT Support	Title I Funds 2 Lenovo computer Carts with 25 laptops each	Acquired by December 2017
Student Attendance Issues: Excessive Tardiness impacts the amount of instructional time a student receives daily	<p>Implement incentive program to promote positive attendance and reduction of tardies</p> <p>Utilize school Social Worker to assist families with attendance concerns to resolve issues that</p>	Principal Social Worker	<p>Certificates and awards for attendance celebrations</p> <p>Social Work Services through Venture Designs Initiatives</p>	October 2017- December

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	hinder on-time arrival to school			
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9. Student Achievement Outcomes

Provide a description of **specific** student achievement outcomes to be achieved. What are the expectations, based on the student performance data provided?

English Language Arts

- By June 2018, 60% of students in grades K-2 will score at or above grade level proficiency as measured by the district approved End of the Year assessment in English Language Arts.
- By June 2018, 55% of students in grades 3-5 will score at or above a level 3 on the FSA ELA assessment.

Mathematics

- By June 2018, 65% of students in K-2 will score at or above grade level proficiency as measured by the district approved End of the Year assessment in Math.
- By June 2018, 55% of students in grades 3-5 will score at proficiency as measured by the Math FSA.

Science

- By June 2018, 35% of students in grade 5 will score at or above a level 3 on the Statewide Science assessment.

Learning Gains Goals:

English Language Arts

- By June 2018, 70% of students in grades 3-5 will show learning gains as delineated by the DOE and FSA English Language Arts assessment.

Mathematics

- By June 2018, 60% of students in grades 3-5 will show learning gains as delineated by DOE and FSA Mathematics assessment.

Lowest 25% Goals:

English Language Arts:

- By June 2018, 50% of students in grades 3-5 identified as being in the lower quartile will show learning gains as delineated by the DOE on the FSA English Language Arts assessment.

Mathematics:

- By June 2018, 65% of students in grades 3-5 identified as being in the lower quartile will show learning gains as delineated by the DOE on the FSA Math assessment.

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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?). Address the needs of all subgroups.

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

By June 2018, Panacea Prep Charter School will increase the number of parents participating in parental involvement activities by 3% through incorporating activities such as open house/back to school night, curriculum nights, PTRG meetings, parent nights, parent conferences, and award/recognition ceremonies.

2016-2017 Current Level of Parent Involvement: *Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]*

60 % Total number: 75

2017-2018 Expected Level of Parent Involvement: *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)]*

73.5 % Total number: 100

Activity	Strategies and Activities to increase student Achievement (explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)	Start – End Date	Evaluation Tool (questionnaires, sign-in forms, evaluation of meeting, etc.)	Title or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
1. Curriculum Nights: (Literacy, Math, Science/Technology, and Writing) Curriculum nights will be interactive informational sessions. Teachers will provide parents with information regarding subject matter requirements as well as provide strategies to promote home learning. Parents will be given	Parents will be armed with tools/strategies that can be used at home to support students with their academics. Parents will also gain knowledge on grade level expectations, testing requirements such as the FSA. Parents will also	August 2017 – May 2018	Sign in sheets, surveys, Meetings, Evaluation of meeting, FSA resource website, FSA questions and answers,	Principal Lead Teacher Support Staff Students	Title I Parental Involvement funds

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volunteer hours for attendance/participation in each session.	participate in hands-on activities based on core academic areas so they are able to assist their children academically.				
2. SWD Parent Sessions	<p>During parent meeting nights (academic nights) parents of SWD will receive pertinent information about testing and academic requirements as it pertains to their child’s academic goals and IEPs.</p> <p>Parents will also be provided with ESE Parent Advisory Committee and district parent workshop information throughout the year to keep them abreast of resources and events to promote student success for SWD.</p> <p>Parents will be encouraged to participate in these events throughout the school year. Parents will also be able to get information on recent assessments and ask questions about the student’s results through parent/teacher/student data chats.</p>	November, January, February, March, and April	Sign-in forms, survey of meeting, Questions and answers, evaluations,	Principal, ESE specialist, Support Staff,	Title I Parental Involvement funds
3. Provide Translation,	Pertinent forms and		Evaluation of meeting	Principal,	Title I Parental

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<p>strategies, and activities provided by the ELL department to make parents more knowledgeable about the services and different accommodations offered to their children.</p>	<p>information sent home and presented during curriculum night testing information will be translated to support parents of ELL learners. Parents will also be able to gain more knowledge and details about the services provided for ELL students and their families.</p>		<p>survey, oral discussion, questions and comments, follow up meetings</p>	<p>ESOL Contact Support Staff Parent Liaison</p>	<p>Involvement Funds</p>
<p>4. Parent Teacher Conferences</p>	<p>Parents will be kept abreast of their child’s academic progress and receive strategies to support their child’s academic and social needs.</p>		<p>Monthly parent conference logs</p>	<p>Principal, teachers, and support staff</p>	<p>NA</p>
<p>5. Award/Recognition Ceremonies & Academic Competitions</p>	<p>Parents will see their child receive recognition for positive academic and social achievements to include Honor Roll, Perfect attendance, Kid of character. Quarterly Spelling Bee and Academic Competitions will be held to promote academic achievement.</p>		<p>Sign-in forms, feedback on evaluations</p>	<p>Principal, Parent Involvement Coordinator</p>	<p>Title I Involvement Funds</p>

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6. Cultural Celebrations and Performance	Parents will be invited to view performances from students in which they celebrate the cultural diversity of our school during Hispanic Heritage Month, Black History Month, and Haitian Flag Day. Food native to the cultures will be provided and students' academic work exploring these cultures will also be on display for parents to view.		Sign-in forms, Programs	Principal, ESOL contact, teachers	Title I Parental Involvement Funds
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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?). Include literacy strategies that address reading, writing, listening, and speaking standards.

Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.												
Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening	2	10%	0	0	4	5%	2	10%	5	4%	7	2.8%
Speaking	0	0	0	0	4	5%	3	6.6%	5	4%	7	2.8%
Reading	2	10%	2	10%	7	3%	4	5%	1	20%	1	20%
Writing	2	10%	2	10%	3	7%	0	0%	0	0%	0	0%
Oral Language	0	0%	0	0%	1	20%	1	20%	7	3%	6	3%
Literacy	2	10%	1	20%	14	1%	4	5%	0	0%	0	0%

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Comprehension	2	10%	0	0%	5	4%	7	3%	2	10%	4	5%
Overall Score	0	0%	0	0%	4	5%	11	2%	0	0%	0	0%

Goal:
 By June 2018, ELL students in grades K-2 will show an increase of 35% in proficiency in all domains as evidenced on the 2018 ACCESS for ELLs.
 By June 2018, ELL students in grades 3-5 will show an increase of 35% proficiency in all domains as evidenced on the 2018 ACCESS for ELLs.

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Target Group	Goal Domain (Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Title or Position Responsible for Monitoring
<p>Grades 3-5 ELL students will participate in additional skill-based reading instruction in a small group sessions where targeted strategies on morpheme study (Vocabulary Through Morphemes) will be utilized to emphasize concepts and assist in reading comprehension, vocabulary development and writing on a bi-weekly basis. Students will be identified based on FSA, ACCESS, and teacher observation.</p> <p>Grades K-2 ELL Students will participate in additional skill-based language acquisition skills in a small group sessions where targeted strategies on phonics (Phonemes study) and sight words will be utilized to emphasize concepts and assist in phonics and vocabulary development. Students will be identified based ACCESS, and teacher observation.</p>	Entering, Emerging, Developing	Reading, Writing, Comprehension	October 2017 – May 2018	Afterschool sessions to exceed no longer than 40 minutes. Two times per week.	BSA, Core series assessments from Journey’s	Principal Lead Teacher
Teachers in grade s K-5 will administer ESOL strategies with fidelity during classroom lessons and implement additional academic	Entering, Emerging, Developing		October 2017 – May 2018	During School Hours	Classroom observation, lesson plans	Principal

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literacy support utilizing the ELL materials of the core series Journeys.	, Expanding and Bridging					
Teachers in grades K-5 will work with students on an individual basis during classroom writing instruction to provide conferencing and editing to improve student writing proficiency.	Entering, Emerging, Developing, Expanding and Bridging	Writing, Literacy, Oral Language	October 2017 – May 2018	During School hours	Teacher-developed performance tasks	Classroom teachers
Students in grades K-5 will utilize I-Ready supplemental resources to supplement reading instruction. The program provides scaffold support at the students reading level and also provides auditory aides to assist the student through reading instruction.	Entering, Emerging, Developing, Expanding and Bridging	Reading, Comprehension, Listening and Oral Language	October 2017 – May 2018	During School Hours	On-line assessments, Classroom assessments	Classroom teachers, Principal

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) and gifted students to be implemented that logically support this goal. Indicate the level of proficiency for SWD and Gifted. 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?). Include literacy strategies that address reading, writing, listening, and speaking standards.

Exceptional Student Education (SWD/Gifted) Literacy Goal:

By June 2018, SWD students in grades 3-5 will show an increase of 11% in proficiency in Reading as evidenced on the 2018 FSA English Language Arts Assessment.

Include data for Proficient students with disabilities (SWD) and gifted students for Reading and Writing (*i.e., FSA Reading, DAR, FAIR, BAS, etc.*):

14% of SWD students in grades 3-5 scored at or above grade level expectations in English Language Arts as evidenced on the 2017 FSA English Language Arts assessment

100% of gifted students in grades 3-5 scored at or above grade level expectations in English Language Arts as evidenced on the 2017 FSA

Include data for Non-proficient students with disabilities (SWD) and gifted students for Reading and Writing (*i.e. FSA Reading, DAR, FAIR, BAS, etc.*):

86% of the SWD students in grades 3-5 scored below proficiency as evidenced on the 2017 FSA English Language Arts Assessment.

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English Language Arts assessment			
2017 Current Level of Performance 14% of SWD students in grades 3-5 scored at or above grade level expectations in English Language Arts as evidenced on the 2017 FSA English Language Arts assessment. 10% of SWD students in grades K-2 scored at or above grade level expectations in English Language Arts as evidenced on the 2017 End of the year assessment.	2018 Expected Level of Performance 25% of the SWD students in grades 3-5 will score at or above level 3 in English Language Arts on the 2018 FSA	2017 Current Level of Performance 86% of the SWD students in grades 3-5 were not proficient in English Language Arts on the 2017 English Language Arts Assessment.	2018 Expected Level of Performance By June 2018, the percent of non-proficient SWD in grades 3-5 will decrease from 86% to 75% as evidenced on the 2018 FSA English Language Arts assessment.

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance target for ESE students for the following years:

Baseline Data 2014-15 35% Based on the limited demographics in this subgroup, this data is not calculated by the Department of Education. However, the school has established learning goals for SWD based on the student data.	2015-16 27%	2016-17 32%	2017-18 37%	2018-19 42%	2019-20 47%	2020-21 52%
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Strategies and Activities to increase ESE Achievement in Reading, Writing, Listening and Speaking <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source
SWD in grades K-2 will participate in additional skill-based reading instruction with an emphasis on word-attack strategies, and phonics in a small group session on a bi-weekly basis utilizing the I-Ready instructional materials.	October 2017 – May 2018	After school hours 45 minute sessions Two times per week.	I-Ready assessments and progress monitoring	Principal, ESE Specialist	ELO Title I

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<p>SWD in grades 3-5 will participate in additional skill-based reading instruction with an emphasis on vocabulary and Reading Comprehension in a small group session on a bi-weekly basis utilizing the I-Ready instructional materials.</p> <p>SWD will receive required accommodations in accordance to their IEPs during all Extended Learning Opportunities.</p>					
<p>Gifted students in grades K-5 will participate in project-based learning activities in accordance with their EP goals in which they have product choice of the project's outcome. Teachers will implement instruction according to the child's EP goals and utilize instructional strategies such as Curriculum Compacting and Flexible grouping to meet the needs of gifted learners.</p>	<p>August 2017- June 2018</p>	<p>Daily during school</p>	<p>Project-based assessments aligned to EP goals</p>	<p>ESE teacher, classroom teachers who are certified, Principal,</p>	
<p>Teachers will have hard copies of SWDs IEPs as well as Gifted Learners EPs. The ESE Specialist will collaborate with teachers throughout the year to ensure they understand the exceptionalities of their students as well as the daily accommodations required in the classroom.</p> <p>Teachers of Gifted Learners will participate in required Gifted Endorsement Courses to ensure understanding of the gifted learner as well as learn appropriate instructional strategies to meet their academic needs.</p>	<p>August 2017- June 2018</p>	<p>During and after school hours</p>	<p>Lesson Plans, Classroom walk-throughs, Professional Development Growth Plans</p>	<p>ESE teacher, Classroom teacher, Principal</p>	
<p>Service Providers to include ESE teacher and Speech Pathologist will receive access to SWD IEPs and Gifted Learners EPs as needed to ensure accommodations are being provided in accordance with the students' needs. Service logs will be completed to ensure services and accommodations provided are in accordance with the time, frequency and content as indicated on IEP.</p>	<p>August 2017- June 2018</p>	<p>During School hours</p>	<p>Service Logs</p>	<p>ESE teacher, Speech Pathologists, ESE Specialist and Principal</p>	

Exceptional Student Education (SWD/Gifted) Math Goal:
 By June 2018, SWD students in grades K-2 will show an increase of 5% in proficiency in Math as evidenced on the 2018 end of the year assessment.
 By June 2018, SWD students in grades 3-5 will show an increase of 6% in proficiency in Math as evidenced on the 2018 FSA Mathematics Assessment.

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<p>Include data for Proficient students with disabilities (SWD) and gifted students for Math (i.e., FSA Math, BSA, CMAT, Key Math, TOMA):</p> <p>14% of the SWD students in grades 3-5 scored level 3 or above in Math on the 2017 Florida Standards Assessment.</p> <p>100% of Gifted students in grades 3-5 scored at or above grade level proficiency as evidenced on the Mathematics Florida Standards Assessment.</p>		<p>Include data for Non-proficient students with disabilities (SWD) and gifted students for Math (i.e., FSA Math, BSA, CMAT, Key Math, TOMA):</p> <p>86% of the SWD students in grades 3-5 scored less than a level 3 in Math on the 2017 FSA Mathematics administration.</p>	
<p>2017 Current Level of Performance</p> <p>14% of the SWD students in grades 3-5 scored level 3 or above in Math on the 2017 FS Math administration.</p>	<p>2018 Expected Level of Performance</p> <p>20% of the SWD students in grades 3-5 will score level 3 and above on the Math FSA 2018 administration.</p>	<p>2017 Current Level of Performance</p> <p>86% of the SWD students in grades 3-5 scored less than a level 3 in Math on the 2017 FSA Mathematics administration.</p>	<p>2018 Expected Level of Performance</p> <p>By June 2018, the percent of SWD in grades 3-5 scoring below a level 3 in Math will decrease from 86% to 80% as evidenced on the 2018 FSA Mathematics assessment.</p>

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math performance target for ESE students for the following years:

<p>Baseline Data 2014-15 Based on the limited demographics in this subgroup, this data is not calculated by the Department of Education. However, the school has established learning goals for SWD based on the student data.</p>	<p>2015-16 30%</p>	<p>2016-17 35%</p>	<p>2017-18 40%</p>	<p>2018-19 45%</p>	<p>2019-20 50%</p>	<p>2020-21 55%</p>
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<p>Strategies and Activities to increase ESE Achievement in Math (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</p>	<p>Start-End Date</p>	<p>Select Applicable Option (i.e. Before, During, After School Hours)</p>	<p>Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-</p>	<p>Title or Position Responsible for Monitoring</p>	<p>Amount/Funding Source</p>
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			<i>developed performance tasks, other formative assessments, etc.)</i>		
SWD will participate in additional skill-based math instruction from Coach materials focused on problem solving strategies and utilizing manipulatives in a small group session on a bi-weekly basis.	October 2017-May 2018	After school hours	BSA, formative benchmark assessments	ESE Teacher and Principal	Title I ELO funding
Gifted Learners Gifted students in grades K-5 will participate in project-based learning activities in accordance with their EP goals in which they have product choice of the project's outcome. Teachers will implement instruction according to the child's EP goals and utilize instructional strategies such as Curriculum Compacting and Flexible grouping (to include high achievers) to meet the needs of gifted learners.	August 2017-June 2018	Daily during school	Project-based assessments aligned to EP goals	ESE teacher, classroom teachers who are certified, Principal,	
Teachers will have hard copies of SWDs IEPs as well as Gifted Learners EPs. The ESE Specialist will collaborate with teachers throughout the year to ensure they understand the exceptionalities of their students as well as the daily accommodations required in the classroom. Teachers of Gifted Learners will participate in required Gifted Endorsement Courses to ensure understanding of the gifted learner as well as learn appropriate instructional strategies to meet their academic needs.	August 2017-June 2018	During and after school hours	Lesson Plans, Classroom walk-throughs, Professional Development Growth Plans	ESE teacher, Classroom teacher, Principal	
Service Providers to include ESE teacher and Speech Pathologist will receive access to SWD IEPs and Gifted Learners EPs as needed to ensure accommodations are being provided in accordance with the students' needs. Service logs will be completed to ensure services and accommodations provided are in accordance with the time, frequency and content as indicated on IEP.	August 2017-June 2018	During School hours	Service Logs	ESE teacher, Speech Pathologists, ESE Specialist and Principal	

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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?). Include strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

Literacy Goal:

Proficiency:

- 70% of students in grades K-2 will score at or above grade level proficiency as measured by the district approved End of the year assessment in English Language Arts.
- 55% of students in grades 3-5 will score at a level 3 and above in English Language Arts on the 2018 FSA English Language Arts administration.

Student Growth Learning Gains:

- 70% Students in grades K-2 will show growth in literacy achievement from assessment period 1 to assessment period 3 as Measured by I-Ready diagnostic assessments.
- 70% of students in grade 1 will be able to identify 200 sight words by the end of the school year.
- 70% of students in grade 1 will read at level 15 of Rigby by the end of the school year.
- 70% of students in grade 2 will be able to identify 200 sight words by the end of the school year.
- 70% of the students in grades 3-5 will show learning gains in Reading Proficiency by moving up at least one level or sub-level (level 1 and 2 students) as measured by the 2018 English Language Arts FSA administration.

Include data for Proficient students (*i.e., FSA Reading, FAIR, BAS, iReady, etc.*)

44% of the students in grades 3-5 scored level 3 and above on the English Language Arts 2017 FSA English Language Arts administration.

I-Ready Reading Proficiency Percentages 2017:

Grade	Percent proficient
K	52
1	24
2	59
3	24
4	22

Include data for Non-proficient students (*i.e. FSA Reading, FAIR, BAS, iReady, etc.*):

56% of the students in grades 3-5 scored less than a level 3 in reading on the 2017 FSA English Language Arts administration

I-Ready Reading Non-Proficient Percentages 2017:

Grade	Percent proficient
K	48
1	76
2	41
3	76
4	78

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5	18	5	82
<p>2017 Current Level of Performance</p> <p>44% of the students in grades 3-5 scored level 3 and above on the English Language Arts 2017 FSA English Language Arts administration.</p>	<p>2018 Expected Level of Performance</p> <p>55% of the students in grades 3-5 will score at a level 3 and above in English Language Arts on the 2018 FSA English Language Arts administration.</p>	<p>2017 Current Level of Performance</p> <p>56% of the students in grades 3-5 scored less than a level 3 in reading on the 2017 FSA English Language Arts administration.</p>	<p>2018 Expected Level of Performance</p> <p>By June 2018, the percent of non-proficient students in grades 3-5 will decrease from 56% to 45% scoring less than a level 3 in English Language Arts as evidenced on the 2018 FSA English Language Arts administration.</p>

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance targets for the following years:

Baseline Data 2014-15 Panacea Prep Charter has established annual measurable goals that are different from the goals identified by the Department of Education based on 2014-2015 baseline data. 39%	2015-16 40%	2016-17 44%	2017-18 55%	2018-19 65%	2019-20 75%	2020-21 85%
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Strategies and Activities to increase Student Achievement in Reading, Writing, Listening and Speaking <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source
Reading Comprehension & Vocabulary Development Students in grades K-5 will participate in additional bi-weekly small group sessions provided by the teacher assistants under the guidance of the lead teacher focusing on utilizing reading	October 2017 – May 2018	After school hours, Saturday Sessions	BSA, formative Assessments Core Series Assessments	Principal	Title I ELO funding

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<p>skills such as identifying main idea and details, compare and contrast, making inferences, and using context clues. Instruction will be through utilization of Test Ready materials. Test Ready materials provide guided and release instruction so that students receive explicit instruction on the skill, practices through guided examples prior to practicing the skill independently.</p>			from Journey's		
<p>Students in grades K-2 will participate in explicit instruction focusing on the development of phonological awareness to help address letter sound and phoneme deficiencies afterschool three times per week utilizing I-Ready Teacher Tool-Kit Resources. Students will be selected based on ongoing assessments.</p> <p>Students in grades K-2 will receive explicit instruction on sight words to help build vocabulary and increase reading skills. Sight words will be incorporated in weekly literacy instruction. Students will also be progress monitored on sight word acquisition three times during the school year.</p>	October 2017 – May 2018	During classroom instruction	I-Ready ToolKit Dolch Sight words list progressed monitored AP1, AP2, and AP3	Classroom teachers, Principal	
<p>Students in grades 3-5 will receive explicit reading instruction incorporating high ordered questioning and reasoning. Students will acquire question generating skills by the use of question stems to help improve reading comprehension.</p> <p>Teachers in grades 3-5 will incorporate variety of informational texts for students to read and guide instruction on utilizing text features, comparing and contrasting information found in multiple texts on the same topic.</p> <p>Teachers in grades K-5 will employ close reading strategies that allow students to think critically about text. Teachers will provide scaffolded instruction on how to determine significant details and patterns in the text. Determine surface level understanding as well as dig deeper to understand implied and inferred information.</p>	October 2017 – May 2018	During Classroom instruction	BSA, formative assessments, Core series assessments from Journey's	Classroom teachers, Principal	

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<p>Students in grades 3-5 including ELL learners will utilize vocabulary and word attack strategies such as vocabulary maps, word sorts, and prefix and suffix charts during daily classroom instruction to assist with vocabulary and word attack skill development.</p> <p>Teachers in grades 3-5 will utilize the Vocabulary Through Morphemes program during literacy instruction to develop vocabulary and reading comprehension in students including ELL learners by explicitly teaching the various morphemes in accordance to the program's lesson plans.</p>	<p>October 2017 – May 2018</p>	<p>During class instruction</p>	<p>BSA, formative assessments Vocabulary through morphemes instructional lessons</p>	<p>Classroom teacher, Principal</p>	
<p>Listening & Speaking Teachers in grades K-2 will model effective reading strategies and metacognitive strategies through read-alouds, text talk, and activating prior knowledge to develop listening and speaking strategies and to scaffold students into implementing these strategies in guided reading practices as well as independent activities in all subject areas.</p> <p>Teachers in grades 3-5 will model effective reading strategies and metacognitive strategies through read-aloud, text talk, and activating prior knowledge to develop listening and speaking strategies and to scaffold students into implementing these strategies in guided reading practices as well as independent activities in all subject areas.</p> <p>Students will employ Think-Pair-Share and Jigsaw strategies as a means of developing Listening and speaking skills.</p> <p>Teachers in grades K-5 will utilize audio texts from other multi-media sources presented orally and ask clarifying questions about the content to determine understanding.</p>	<p>October 2017 – May 2018</p>	<p>During classroom instruction.</p>	<p>Teacher-developed performance tasks, which will be reviewed by the Principal, teacher and lead teacher,</p> <p>Core series assessments from Journey's</p> <p>ReadWorks, Journey's Interactive Reader, NewsELA</p>	<p>Classroom teachers, Principal</p>	
<p>Progress monitoring Plan: Assessment Plan Students in grades K-5 will be progress monitored utilizing I-Ready three times throughout the year (September, January, and May) to assess student progress on grade level literacy</p>	<p>October 2017 – May 2018</p>	<p>During intensive classroom instruction</p>	<p>Teacher developed performance tasks</p>	<p>Classroom teacher, Principal</p>	<p>N/A</p>

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<p>standards and effectiveness of instructional delivery.</p> <p>Bi-Weekly formative assessments will also be used to progress monitor student performance. Teachers will follow a focus calendar of literacy standards that will be part of spiraled instruction that will take place in the classroom.</p> <p>ANALYZE/PLAN Data from progress monitoring will be used to drive instruction and determine need for remediation’s and re-teaching. After students are assessed the leadership team will have data chat meetings with teachers to review student data. Student performance reports will be pulled from I-Ready and analyzed to determine areas of growth as well as areas of deficiency.</p> <p>ADJUST/IMPLEMENTATION Teachers will reconfigure reading groups based on this data to ensure students needing the most remediation are receiving it and to place students in groups based on their literacy needs as identified by the data. Student pull-out groups will also be determined based on student data from I-Ready assessments. Students will be grouped by grade level proficiency as well as skill deficiency to maximize instruction. Teachers’ literacy center activities will also be adjusted based on I-Ready and formative assessments data. Center activities will supplement classroom instruction by reinforcing skills already taught but that need remediation. Center activities will be differentiated so that students are proficient or show mastery will participate in activities that enrich their learning.</p> <p>REVIEW The effectiveness of implementation plan will be reviewed by looking at student performance in the classroom as well as through the continuation of the assessment cycle.</p> <p><u>WRITING PLAN:</u> K-2 students with guidance from the teacher will revise and edit writing when composing a narrative or opinion piece of</p>	<p>September 2017-May 2018</p>	<p>During classroom Instruction</p>	<p>I-Ready</p>	<p>Classroom teachers, Lead teacher</p>	<p>N/A</p>
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<p>writing.</p> <p>Students in grades 3-5 will participate in weekly writing workshops based on explicitly identified areas of improvement through editing and conferencing with the teacher.</p> <p>Students in grade K-2 will participate in daily writing instruction as part of Language Arts instruction in which teachers will provide guided support on generating ideas, and utilizing text evidence to support ideas.</p> <p>Students in grade 3-5 will participate in daily writing instruction in addition to Language Arts instruction to enhance generating ideas, utilizing text evidence to support ideas and improving word choice.</p> <p>Student in grades K-2 will participate in mini lessons on drawing, dictating and writing to respond to literature texts when completing narrative, opinion and informative prompts.</p> <p>Students in grades 3-5 will participate in mini lessons on citing sources as well as utilizing text evidence from science and social studies based text when completing narrative, opinion and informative prompts.</p> <p>Teachers in grades K-5 will integrate writing response activities during science and social studies instruction such as various types of note-taking to integrate literacy skills in core content areas.</p> <p>Students in grades 3-5 will practice typing and computer literacy skills by typing their essays utilizing the computer lab to create final drafts of essays.</p> <p>SWD Students in grades 3-5 will practice reading and answering text questions and comparing and contrasting the</p>	<p>September 2017-May 2018</p> <p>October 2017-May 2018</p> <p>October 2017-May 2018</p> <p>October 2017-May 2018</p> <p>October 2017-May 2018</p> <p>October 2017-May 2018</p> <p>October 2017-May 2018</p> <p>October 2017-May 2018</p>	<p>After School hours 1 hour session</p> <p>During Classroom instruction</p> <p>During classroom Instruction</p> <p>During classroom Instruction</p> <p>During Classroom Instruction</p> <p>During classroom instruction</p> <p>During classroom instruction</p>	<p>Mock Writing assessments</p> <p>Timed writing assessments once every 3 weeks</p> <p>Timed writing assessments once every 3 weeks</p> <p>Timed writing assessments once every 3 weeks</p> <p>Timed writing assessments once every 3 weeks</p> <p>Timed writing assessments once every 3 weeks</p> <p>Teacher created activities based on science & social studies text.</p> <p>Timed weekly writing assessments</p>	<p>Language Arts Teacher, Principal</p> <p>Language Arts Teacher, Principal</p> <p>Language Arts Teacher, Principal</p> <p>Language Arts Teacher, Principal</p> <p>Language Arts Teacher, Principal</p> <p>Language Arts Teacher, Principal</p> <p>Language Arts Teacher, Principal</p> <p>Language Arts Teacher, Teachers assistant, Principal</p>	<p>Title I ELO funds</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
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<p>two texts. Then writing the beginning of their essay with teacher guidance. Teachers will ensure SWD will receive required accommodations in accordance with IEP to support literacy activities.</p>	<p>October 2017- May 2018</p>	<p>During classroom instruction</p>		<p>Language Arts Teacher, Teachers Assistant, Principal</p>	<p>N/A</p>
<p>ELL Students Teachers will model, allow practice of, and guide all students including ELL students through QAR interventions to promote comprehension skills.</p> <p>ELL Students in grades 3-5 will practice choral reading, think pair and share strategies, and read aloud of the text before comparing the text and essay writing.</p> <p>ELL students in grades K-2 will utilize phonics instruction emphasizing phoneme study to aide in Reading and Writing</p>	<p>October 2017- May 2018</p>	<p>During classroom Instruction</p>			
<p>MTSS/RTI: Tier 1-- All students in grades K-5 will participate in the RTI process. Teachers will implement the Core series, Journey’s, with fidelity and track student data. Students not responding to Tier I interventions will be referred to the CPST to determine the most effective instructional strategies that can be implemented to meet the needs of the student based on the data presented in areas of Literacy deficiency. Teachers will document RTI strategies implemented as well as areas of concern through BASIS.</p> <p>CPST The CPST is comprised of the teacher, administrator, ESE Specialist, and social worker. The Teacher will contact the parent to discuss academic areas of concern and communicate the school’s plan to address the child’s deficiencies. The CPST will determine Tier II strategies that will be implemented by the classroom teacher to support the student’s academic needs as well as frequency of the intervention. Core academic interventions will be used from</p>	<p>October 2017- May 2018</p>	<p>During and after/before school for meetings as needed with CPST and parents</p>	<p>Data collection from Interventions; Journey’s Intervention Tool Kit and various assessments to include Core Series Assessments, I-Ready progress Monitoring data</p>	<p>CPST</p>	<p>N/A</p>

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<p>the Journey’s Intervention Tool Kit.</p> <p>Tier 2-- Upon completion of the CPST meeting, the teacher will implement Tier II interventions with fidelity for 6-9 weeks. Tier II interventions will be more specific and targeted than interventions used in Tier I. Interventions will be documented through classroom observations, anecdotal records, and student data from assessments/work samples. Assessments that will be used include: I-Ready supplemental resources, classroom assessments from core series, and formative assessments. This data will be graphed to represent the student’s progress as compared to that of the class as well as the overall achievement goal. The CPST will reconvene to review the effectiveness of the Tier II strategies after 6-9 weeks of implementation. The parent will also be included in the decisions made by the CPST.</p> <p>Tier III-- If it is deemed appropriate based on data collected and the student’s response to the intervention, the team will determine Tier III strategies that will be implemented as well as determine who, when and how the interventions will take place. Tier III interventions will be more targeted than Tier II interventions in the frequency and duration of the intervention. The teacher will document the implementation of tier III strategies through classroom observations, anecdotal records, and student data from assessments/work samples. This data will be graphed to represent the student’s progress as compared to that of the class as well as the overall achievement goal. The CPST will reconvene to review the effectiveness of the Tier III strategies after the teacher implements the intervention with fidelity for 6-9 weeks.</p> <p>Based on the data collected at the end of Tier III the CPST will determine if additional interventions should be implemented or if it would be appropriate to refer the student for psychological testing.</p>					
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All Tier information will be entered in BASIS throughout the RtI cycle as well as communicated to the parent through a parent conference.					
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K-12 Comprehensive Research-Based Reading Plan (check one): Opt-In X Opt-Out

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?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

STEM/Math/Science Goal(s):

Science:
 By June 2018, 35% of students in grade 5 will meet high standards in science by scoring level 3 or higher on the 2018 administration of the FCAT 2.0 Assessments.
 By June 2018, students in grades K-4 will show increased level of understanding of key grade level scientific concepts as measured by standard as measured by benchmark assessments from the core series.

Math:
 By June 2018, 55% of students in grades 3-5 will score at a level 3 or above on the FSA Math assessment
 By June 2018, 50% of students in grades K-2 will show increase of understanding of key grade level mathematics concepts as measured by End of Year Go Math series.

Include data to identify and define areas in need of improvement: (i.e., FSA, End of Course Examination):

- Science:**
- 27% of students in grade 5 scored at or above a level 3 on the Statewide Science Assessment
- Math:**
- 39% of students in grades scored at or above a level 3 on the FSA Math Assessment

Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source

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Students in grades K-2 will receive explicit instruction integrating technology such as Promethean Boards and labs from online resources of the core series to promote understanding of scientific concepts.	October 2017 – May 2018	During school hours	BSA, performance based tasks, Mock FCAT assessments, formative assessments	Classroom teacher Principal	
Students in grades 3-5 will receive explicit instruction integrating technology such as Promethean Boards artifacts and tools from online resources of the Core series and CPALMS to promote understanding of scientific concepts.					
Students in grades 3-5 will participate in extracurricular science clubs such as Robotics Club. This will allow students to apply concepts learned in class work collaboratively as well as utilize problem solving strategies.	December 2017 – May 2018	after school hours	Project-Based creations	Classroom teacher Principal	
Teacher in grades K-5 will incorporate the scientific method when conducting physical science lab experiments to help students gain more concrete understanding of concepts through inquiry and investigation.	October 2017 – May 2018	During school Hours	Performance based tasks	Classroom teacher Principal	

Science Goal(s):

- By June 2018, 35% of students in grade 5 will meet high standards in science by scoring level 3 on the 2018 administration of the FCAT 2.0 Assessments.
- By June 2018, students in grades K-4 will show increased level of understanding of key grade level scientific concepts as measured by standard as measured by benchmark assessments from the core series.

Include data for Proficient students (*i.e. FSA, End of Course Examinations*):

27% of the students in grade 5 scored a level 3 or higher on the 2017 statewide Science assessment.

Include data for Non-proficient students (*i.e. FSA, End of Course Examinations*):

73% of students in grade 5 scored below a level 3 on the 2017 Statewide Science Assessment.

2017 Current Level of Performance

27% of the students in grade 5 scored a level 3 or higher on the 2017 statewide Science assessment.

2018 Expected Level of Performance

By June 2018, 35% of students in grade 5 will meet high standards in science by scoring level 3 on the 2018 administration of the FCAT 2.0 Assessment.

2017 Current Level of Performance

73% of students in grade 5 scored below a level 3 on the 2017 Statewide Science Assessment.

2018 Expected Level of Performance

By June 2018, the percent of non-proficient students in grades 5 will decrease from 73% to 65% in science as evidenced on the statewide science assessment.

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Mathematics Goal(s):						
<ul style="list-style-type: none"> By June 2018 55% of students in grades K-2 will be proficient on the End of the year Math Assessment. By June 2018 55% of students in grades 3-5 will score at or above a level 3 on the FSA Math Assessment. 						
Include data for Proficient students (<i>i.e., FSA, End Of Course Examinations</i>):			Include data for Non-proficient students (<i>i.e. FSA, End of Course Examinations</i>):			
2017 Current Level of Performance 39% of students in grade 3-5 scored a level 3 or higher on the 2017 FSA Math administration.	2018 Expected Level of Performance By June 2018, 55% of students in grade 3-5 will score at or above a level 3 on the FSA Math assessment.	2017 Current Level of Performance 61% of students in grade 3-5 scored below a level 3 on the FSA Math assessment.	2018 Expected Level of Performance By June 2018, the percent of non-proficient students in grades 3-5 will decrease from 61% to 45% in Math as evidenced on the statewide Math assessment.			
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math and science performance target for the following years:						
Baseline Data 2014-15 Panacea Prep Charter has established annual measurable goals that are different from the goals identified by the Department of Education based on 2014-2015 baseline data. 47%	2015-16 58%	2016-17 63%	2017-18 68%	2018-19 73%	2019-20 78%	2020-21 83%
Strategies and Activities to increase Student Achievement (<i>i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i>)	Select Appropriate Subject Area (<i>i.e. Mathematics- Algebra, Science – Chemistry</i>)	Start-End Date	Select Applicable Option (<i>i.e. Before, During, After School Hours</i>)	Evaluation Tool (<i>i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.</i>)	Title or Position Responsible for Monitoring	Amount/ Funding Source
Students scoring a level 1 or 2 and/or identified in lowest quartile will receive math small group pull-out instruction three times a week. Students will be grouped based on common deficiencies and I-Ready instructional lesson materials will be used to target weak areas.	Mathematics	October 2017 – May 2018	During School hours (push-ins and pull-outs, before school tutoring.	FSA assessments BSA, bi-weekly formative benchmark assessments, GO Math assessments	Classroom teachers, Principal, Student journals, sign-in sheets.	

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<p>Teachers in grades 3-5 will provide explicit instruction focusing on problem solving strategies in a small group session on a bi-weekly basis through CPALMS instructional lessons.</p> <p>Teachers will utilize Think Central to generate additional problem-solving tasks for students to utilize based on instruction.</p>	Mathematics	October 2017 – May 2018	During School hours (push-ins and pull-outs, before school tutoring.	Go Math resources, Performance Coach,	Classroom teachers, Principal, sign-in sheets. Attendance logs, student journals	
<p>Students in grades K-2 will utilize I-Ready supplemental instructional program to target areas of Math comprehension in which they are weak and build understanding of Math Concepts.</p>	Mathematics	October 2017 – May 2018	During School hours	I-Ready	Classroom teachers, Principal, Student journals, sign-in sheets. Attendance logs	
<p>Students in 3-5 will participate in progress monitoring through Performance Coach assessments as well as beginning of the year, mid-year and end of the year assessments through GO Math resources.</p> <p>Students in grades K-2 who are showing mastery in math will be given enrichment activities as provided through GO MATH resources.</p> <p>Students in grades 3-5 who are showing mastery in math will be given enrichment activities as provided through GO MATH resources.</p>	Mathematics	October 2017 – May 2018	During classroom instruction	GO Math resources,	Classroom teachers, Principal.	
	Mathematics	October 2017 – May 2018	During classroom instruction	GO Math resources,	Classroom teachers, Principal.	
<p>ELL Students in grades K-2 ELLs will receive implicit math and science vocabulary instruction using Frayer’s model to aide in the comprehension of content specific terms.</p> <p>Students in grades 3-5 ELLs will receive implicit math and science vocabulary instruction using Frayer’s model to aide in the comprehension of content specific terms.</p>	Mathematics, Science	October 2017 – May 2018	During and after school hours (push-ins and pull-outs, before school tutoring.		Classroom teachers, Principal, Student journals, sign-in sheets. Attendance logs	

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<p>Students in grades K-2 ELL will utilize Reflex Math and Performance Coach Math resources, to target weak concepts and build mathematic fluency skills.</p>	<p>Mathematics</p>	<p>October 2017 – May 2018</p>	<p>During School</p>	<p>Reflex Math and Go Math resources</p>	<p>Classroom teachers, Principal</p>	
<p>SWD Students in grades K-2 SWD will utilize Reflex Math, push ins and pull outs to provide instruction and use bi-weekly assessments as well as data chats to discuss and continue to monitor the progress of students.</p> <p>Teachers in grades 3-5 SWD will provide mathematics and science practice during inquiry-based centers for skills previously taught so that skills are spiraled through the curriculum and so students not meeting mastery can receive remediation. Student proficiency will be measured through student work samples.</p>	<p>Mathematics and science</p>	<p>October 2017 – May 2018</p>	<p>During classroom instruction</p>	<p>BSA, work samples, GO Math assessments</p>	<p>Classroom teachers, Principal</p>	
<p>MTSS/RTI: Tier 1-- All students in grades K-5 will participate in the RTI process. Teachers will implement the Core series, Journey’s, with fidelity and track student data. Students not responding to Tier I interventions will be referred to the CPST to determine the most effective instructional strategies that can be implemented to meet the needs of the student based on the data presented in areas of Literacy deficiency. Teachers will document RTI strategies implemented as well as areas of concern through BASIS.</p> <p>CPST The CPST is comprised of the teacher, administrator, ESE Specialist, and social worker. The Teacher will contact the parent to discuss academic areas of concern and communicate the</p>	<p>Mathematics</p>	<p>October 2017 – May 2018</p>	<p>During classroom instruction</p> <p>Pull out and small group inclusion</p> <p>After/before school for CPST and parent meetings</p>	<p>Teacher observations, progress monitoring data, student classroom assessment data, formative assessments</p> <p>Go Math Interventions</p>	<p>Collaborative Problem Solving Team (CPST)</p>	<p>N/A</p>

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school’s plan to address the child’s deficiencies. The CPST will determine Tier II strategies that will be implemented by the classroom teacher to support the student’s academic needs as well as frequency of the intervention. Core academic interventions will be used from the Go Math Intervention Resources.

Tier II--
Upon completion of the CPST meeting, the teacher will implement Tier II interventions with fidelity for 6-9 weeks. Tier II interventions will be more specific and targeted than interventions used in Tier I. Interventions will be documented through classroom observations, anecdotal records, and student data from assessments/work samples. Assessments that will be used include: I-Ready supplemental resources, classroom assessments from core series, and formative assessments. This data will be graphed to represent the student’s progress as compared to that of the class as well as the overall achievement goal. The CPST will reconvene to review the effectiveness of the Tier II strategies after 6-9 weeks of implementation. The parent will also be included in the decisions made by the CPST.

Tier III--
If it is deemed appropriate based on data collected and the student’s response to the intervention, the team will determine Tier III strategies that will be implemented as well as determine who, when and how the interventions will take place. Tier III interventions will be more targeted than Tier II interventions in the frequency and duration of the intervention. The teacher will document the implementation of tier III strategies through classroom observations, anecdotal records, and student data from assessments/work samples. This

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<p>data will be graphed to represent the student’s progress as compared to that of the class as well as the overall achievement goal. The CPST will reconvene to review the effectiveness of the Tier III strategies after the teacher implements the intervention with fidelity for 6-9 weeks.</p> <p>Based on the data collected at the end of Tier III the CPST will determine if additional interventions should be implemented or if it would be appropriate to refer the student for psychological testing.</p> <p>All Tier information will be entered in BASIS throughout the RtI cycle as well as communicated to the parent through a parent conference.</p>						
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<p align="center">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></p>							
<p align="center">Professional Development Content/Topic and/or PLC Focus</p>	<p align="center">Grade Level/ Subject</p>	<p align="center">PD Facilitator and /or PLC Leader</p>	<p align="center">PD Participant</p>	<p align="center">Target Dates (e.g.: Early Release) and Schedules (e.g.: Frequency of meetings)</p>	<p align="center">Title or Position Responsible for Monitoring</p>	<p align="center">Strategy for Follow-up/ Monitoring</p>	<p align="center">Amount/ Funding Source</p>
<p>Integrating Technology in content area lessons (promethean resources, Think Central, I-Ready, CPALMS). Students will also be placed in learning groups based on student data (FCAT, formative, and teacher observation. Students will continue to receive project based activities that require the Scientific Method process. Groups will consist of FCAT based questions.</p>	<p align="center">3-5</p>	<p align="center">Science/Math PLC leader</p>	<p align="center">Math and Science teachers</p>	<p align="center"><i>Monthly Meetings October 12th, November 10, December 8th, January 11th, February 8th, March 8th, April 12th</i></p>	<p align="center">PLC Leaders <i>Principal</i></p>	<p align="center">Classroom Observations</p>	

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).

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Graduation Rate – 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 achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify graduation rate target for the following years:						
Baseline Data 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Students In Cohort:						
Include data for <u>Proficient</u> students meeting graduation requirements (i.e., FSA, End Of Course Examinations):			Include data for <u>Non-proficient</u> students meeting graduation requirements (i.e. FSA, End of Course Examinations):			
2017 <u>Current</u> Level of Performance (% and number of students)	2018 <u>Expected</u> Level of Performance (% and number of students)		2017 <u>Current</u> Level of Performance (% and number of students)	2018 <u>Expected</u> Level of Performance (% and number of students)		
Graduation Data:						
2017 <u>Number</u> of Students That Graduated In Cohort:	2017 <u>Percent</u> of Students That Graduated In Cohort:		2018 <u>Expected Number</u> of Students That Will Graduate In Cohort:	2018 <u>Expected Percent</u> of Students That Will Graduate In Cohort:		
Students Post Cohort:						
Include data for <u>Proficient</u> students including any and all additional alternative assessments (i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):			Include data for <u>Non-proficient</u> students including any and all additional alternative assessments (i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):			

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2017 <u>Current</u> Level of Performance	2018 <u>Expected</u> Level of Performance	2017 <u>Current</u> Level of Performance	2018 <u>Expected</u> Level of Performance
Graduation Data:			
2017 <u>Number</u> of Students That Graduated Post Cohort:	2017 <u>Percent</u> of Students That Graduated Post Cohort:	2018 <u>Expected Number</u> of Students That Will Graduate Post Cohort:	2018 <u>Expected Percent</u> of Students That Will Graduate Post Cohort:
Industry Certification Information Section:			
2017 <u>Number</u> of Students That Received Industry Certification:	2017 <u>Percent</u> of Students That Received Industry Certification:	2018 <u>Expected Number</u> of Students That Will Receive Industry Certification:	2018 <u>Expected Percent</u> of Students That Will Receive Industry Certification:
Industry Certification Programs Offered <i>(please list each program individually using specific program titles):</i>	Number of Students In Program In Cohort	Number of Students In Program Post Cohort	Number and Percentage of Students That Completed and Received Certification
Acceleration Programs Offered <i>(please list each program individually using specific program titles, i.e.: AP, AICE, dual enrollment):</i>	Number of Students In Program In Cohort	Number of Students In Program Post Cohort	Number and Percentage of Students That Achieved College and Career Readiness Through Acceleration

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Strategies and Activities to increase Student Achievement and Graduation Rate (<i>i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i>)	Select Appropriate Subject Area (<i>i.e. Mathematics- Algebra, Science – Chemistry</i>)	Start-End Date	Select Applicable Option (<i>i.e. Before, During, After School Hours</i>)	Evaluation Tool (<i>i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.</i>)	Title or Position Responsible for Monitoring	Amount/ Funding Source