

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2018-2019

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

2018-2019 SCHOOL IMPROVEMENT PLAN

PART 1: Current School Information

School Information

Complete School Name: Panacea Prep Charter School School Location Number (MSID): 5801	District Name: Broward
Principal: Belinda Hope	District Superintendent: Robert Runcie
Governing Board Member(s): George Simpson, Bruce Johnson, Cassandra Burrows	Date of School Board Charter Approval: 5/20/2014 Date of Most Recent School Board Charter Amendment: 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/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%).

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%, along with the associated school year)
Principal	Belinda Hope	BS in English Education MS in Educational Leadership Certification #780770 In English (Grades 5-9) Educational Leadership and School Principal	8 months	8 months	
Assistant Principal	N/A				

Instructional Coaches, ESE Specialist(s), and ESOL Contact(s):

List your school’s Instructional Coaches, ESE Specialist(s), ESOL Contact(s), and briefly describe their certification(s), number of years at the current school, number of years in that area/position, 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%). Instructional Coaches, ESE Specialist(s), and ESOL Contact(s) 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, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)		
					School & Year Position	Grade	Data
ESE Specialist	Evie Iles	B.A., International Business M.Ed., Education Leadership Certifications: National Board Certification (Reading); Exceptional Student Education (K-12) ; ESOL Endorsed; Mathematics (6-12) ; Middle Grades Integrated Curriculum (5-9) ; Pre-School Education (Birth-Age 4) ; Reading Endorsed; Gifted Endorsed; Educational Leadership (All Levels) ; Elementary Education (K-6)	1		2015-present		Independent contractor for various schools providing ESE Specialist services
					Martin L. King Elem 2013-2014	F	Math Proficiency: 20% Writing Proficiency: 31% Science Proficiency: 16% Reading Learning Gains: 66%; Math Learning Gains: 39% Lowest 25% Reading Learning Gains: 70%; Math Learning Gains: 65%
					Kathleen C Wright Charter 2011-2013	F	Reading Proficiency: 35% Math Proficiency: 31% Writing Proficiency: 57% Science Proficiency: 35% Reading Learning Gains: 45%; Math Learning Gains: 55%
					Independent Contractor: ESE Services		Lowest 25% Reading Learning Gains: 55%; Math Learning Gains: 72%

					Ben Gamla Charter 2010-2011 Reading Coach ESE Specialist	C	Reading Proficiency: 72% Math Proficiency: 69% Writing Proficiency: 50% Science Proficiency: 40% Reading Learning Gains: 62%; Math Learning Gains: 58% Lowest 25% Reading
ESOL Contact	Amanda Albury	Diploma Health, Safety and Nutrition Certification Child Growth and Development Certification	1 month	0			

PART 2: Required Components of the School Improvement Plan for Charter Schools

1. Mission Statement

Provide your school's mission statement as stated in the approved application or most recent charter programmatic renewal.

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.

2. Academic Data

Provide **detailed** student academic data by subgroups for **the most recent three (3) years** that includes **state mandated assessments** (FSA, EOC, FLKRS/STAR, ACCESS, etc.), and **progress monitoring assessments** that are required to be administered three times per year (FAIR-FS, BAS, iReady, etc.), if available. **Organize all student achievement data by grade band (K-2, 3-5, 6-8, 9-12).**

K-2 Academic Data:

FLKRS Data: Kindergarten

2018							
Literacy Classification	Benchmark Scale Score	# of Students	Percentage of Students	Proficiency Levels	Benchmark Scale Score	# of Students	Percentage of Students
Early Emergent	300-487	4	50	Urgent Intervention	Below 405	0	0
Late Emergent	488-674	4	50	Intervention	454-405	2	25
Transitional Reader	675-774	0	0	On Watch	498-455	3	37.5
Probable Reader	775-900	0	0	At/Above Benchmark	At/Above 499	3	37.5
2017							
Literacy Classification	Benchmark Scale Score	# of Students	Percentage of Students	Proficiency Levels	Benchmark Scale Score	# 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 not available before the 2017 school year

I-Ready Progress Monitoring Data K-2

2018 I-Ready AP1 Student Count

	Total Number of Students	Below Level in Phonics Limited Vocabulary	Below Level in Phonics Larger Vocabulary	On Level in Phonics Limited Vocabulary and Low Comprehension	On Level in Phonics Larger Vocabulary and Low Comprehension	On Level in Phonics Comprehension On or Above Level
K	10	2 (20%)	5 (50%)	2 (20%)	1 (10%)	0
1st Grade	16	10 (62.5%)	1 (6.2%)	2 (12.5%)	0	3 (18.7%)
2nd Grade	17	11 (64.7%)	2 (11.7%)	1 (5.8%)	2 (11.7%)	1 (5.8%)
K - ELL	0	0	0	0	0	0
1st Grade - ELL	2	2 (100%)	0	0	0	0
2nd Grade - ELL	1	1 (100%)	0	0	0	0
K - SWD	0	0	0	0	0	0
1st Grade - SWD	2	2 (100%)	0	0	0	0
2nd Grade - SWD	0	0	0	0	0	0

2018 I-Ready Math AP1 Student Count

	Total Number of Students	Two or more grades below level in Number and Operations	One Grade Below level in Number and Operations Algebra and Algebraic Thinking	Two or More Grades Below Level in Geometry Measurement Data	One Grade Below Level in Geometry Measurement Data	On or Above Level in All Domains
K	9		8 (88.8%)		1 (11.1%)	0
1st Grade	16	2 (12.5%)	12 (75%)	1 (6.2%)	1 (6.2%)	0
2nd Grade	17	6 (35.2%)	9 (52.9%)	0	0	2 (11.7%)
K - ELL	0	0	0	0	0	0
1st Grade - ELL	0	0	0	0	0	0
2nd Grade - ELL	2	1 (50%)	1 (50%)	0	0	0
K - SWD	0	0	0	0	0	0
1st Grade - SWD	1	0	1 (100%)	0	0	0
2nd Grade - SWD	0	0	0	0	0	0

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2018	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient	2018	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient
Reading -K	10			Math - K	22		
Reading - 1	31			Math - 1	6		
Reading - 2	29			Math - 2	18		

2017	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient	2017	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient
Reading -K	52	71	76	Math - K	29	50	76
Reading - 1	24	56	69	Math - 1	31	27	44
Reading - 2	29.5	55.5	56.5	Math - 2	9	16.5	31.5

2016	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient	2016	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient
Reading -K	47	47	61	Math - K	33	37	45
Reading - 1	58	52	67	Math - 1	41	37	41
Reading - 2	29	33	41	Math - 2	27	29	33

3-5 Academic Data:

I-Ready Progress Monitoring Data 3-5

2018 I-Ready AP1

	Total Number of Students	Below Level in Phonics Limited Vocabulary	Below Level in Phonics Larger Vocabulary	On Level in Phonics Limited Vocabulary and Low Comprehension	On Level in Phonics Larger Vocabulary and Low Comprehension	On Level in Phonics Comprehension On or Above Level
3rd Grade	33	17 (51.5%)	0	11 (33.3%)	1 (3%)	4 (12.1%)
4 th Grade	23	11 (47.8%)	0	10 (43.4%)	1 (4.3%)	1 (4.3%)
5th Grade	24	3 (12.5%)	0	15 (62.5%)	5 (20.8%)	1 (4.1%)
3rd Grade -ELL	4	2 (50%)		1 (25%)		1 (25%)
4 th Grade - ELL	2	2 (100%)				
5th Grade - ELL	0					
3rd Grade -SWD	3	2 (66.6%)				1 (33.3%)
4 th Grade - SWD	0					
5th Grade - SWD	3			1 (33.3%)	1 (33.3%)	1 (33.3%)

2018 I-Ready Math AP1						
	Total Number of Students	Two or more grades below level in Number and Operations	One Grades Below level in Number and Operations Algebra and Algebraic Thinking	Two or More Grades Below Level in Geometry Measurement Data	One Grade Below Level in Geometry Measurement Data	On or Above Level in All Domains
3rd Grade	32	12 (37.5%)	18 (56.2%)	1 (3.1%)	1 (3.1%)	0
4th Grade	24	7 (29.1%)	11 (45.8%)	0	3 (12.5%)	3 (12.5%)
5th Grade	24	12 (50%)	10 (41.6%)	1 (4.1%)	1 (4.1%)	0
3rd Grade -ELL	3	1 (33.3%)	2 (66.6%)	0	0	0
4 th Grade - ELL	2	0	2 (100%)	0	0	0
5th Grade - ELL	0	0	0	0	0	0
3rd Grade -SWD	2	1 (50%)	1 (50%)	0	0	0
4 th Grade - SWD	0	0	0	0	0	0
5th Grade - SWD	2	1 (50%)	1 (50%)			

2018	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient	2018	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient
Reading -3	39			Math - 3	7		
Reading - 4	22			Math - 4	13		
Reading - 5	8			Math - 5	8		

2017	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient	2017	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient
Reading -3	23	31	56	Math - 3	8.5	11.5	45.5
Reading - 4	22	35	17	Math - 4	10	21	38
Reading - 5	8	21	64	Math - 5	6	19	50

2016	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient	2016	AP1 Percent Proficient	AP2 Percent Proficient	AP3 Percent Proficient
Reading -3	44	44	63	Math - 3	33	46	54
Reading - 4	42	51	55	Math - 4	24	27	27
Reading - 5	56	61	65	Math - 5	54	51	47

FSA/FCAT Data

Presently, Panacea Prep has 131 students. There are 83 students in grades 3, 4 and 5. Out of the 83 students, less than 10 are White, Hispanic, ELL or SWD. Since the number of those categories are so low, most of the data is not reported because the sample size is too small to yield a reliable percentage. This has been the same in the past.

3rd Grade FSA ELA Percent Proficient

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	25	44	55	37	65
2017	17	51	63	50	74
2016	16	53	55	35	76

3rd Grade FSA ELA Percent Proficient for ELL

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	2	30	47	25	64
2017	2	40	53	25	73
2016	5	58	51	27	70

3rd Grade FSA ELA Percent Proficient for SWD

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	1	47	31	12	55
2017	2	63	69	82	87
2016					

3rd Grade FSA Math Percent Proficient

	Number of Students	Operations Algebraic Thinking Numbers Base Ten	Numbers and Operations Fractions	Measurement Data Geometry
2018	25	72	48	45
2017	17	80	68	64
2016	16	72	49	67

3rd Grade FSA Math Percent Proficient for ELL

	Number of Students	Operations Algebraic Thinking Numbers Base Ten	Numbers and Operations Fractions	Measurement Data Geometry
2018	2	62	44	34
2017	2	79	78	63
2016	5	70	42	67

3rd Grade FSA Math Percent Proficient for SWD

	Number of Students	Operations Algebraic Thinking Numbers Base Ten	Numbers and Operations Fractions	Measurement Data Geometry
2018	1	31	0	21
2017	2	92	94	73
2016				

4th Grade FSA ELA Percent Proficient

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	24	49	58	47	63
2017	17	43	61	43	65
2016	26	57	55	38	64

4th Grade FSA ELA Percent Proficient for ELL

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	1	31	69	46	46
2017	2	25	64	38	38
2016	2	46	47	21	57

4th Grade FSA ELA Percent Proficient for SWD

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	3	59	49	49	74
2017	1	50	64	33	50
2016	3	44	49	33	57

4th Grade FSA Math Percent Proficient

	Number of Students	Operations Algebraic Thinking	Numbers and Operations Base Ten	Numbers and Operations Fractions	Measurement Data Geometry
2018	24	55	45	38	47
2017	17	55	51	73	44
2016	27	59	74	62	66

4th Grade FSA Math Percent Proficient for ELL

	Number of Students	Operations Algebraic Thinking	Numbers and Operations Base Ten	Numbers and Operations Fractions	Measurement Data Geometry
2018	1	64	45	43	22
2017	2	55	27	50	33
2016	2	41	67	54	69

4th Grade FSA Math Percent Proficient for SWD

	Number of Students	Operations Algebraic Thinking	Numbers and Operations Base Ten	Numbers and Operations Fractions	Measurement Data Geometry
2018	3	55	55	60	56
2017	1	64	45	71	35
2016	3	30	47	38	52

5th Grade FSA ELA Percent Proficient

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	17	45	59	42	71
2017	27	43	55	37	68
2016	11	49	53	45	74

5th Grade FSA ELA Percent Proficient for ELL

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	2	20	23	17	50
2017	2	9	40	25	58
2016	2	11	40	25	62

5th Grade FSA ELA Percent Proficient for SWD

	Number of Students	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Language & Editing Task
2018	1	53	62	42	90
2017	3	18	38	14	58
2016	1	50	73	58	75

5 th Grade FSA Math Percent Proficient				
	Number of Students	Operations Algebraic Thinking Fractions	Numbers and Operations Base Ten	Measurement Data Geometry
2018	18	38	40	22
2017	27	40	42	31
2016	12	73	78	56

5 th Grade FSA Math Percent Proficient for ELL				
	Number of Students	Operations Algebraic Thinking Fractions	Numbers and Operations Base Ten	Measurement Data Geometry
2018	2	20	17	8
2017	2	28	30	28
2016	2	65	63	33

5 th Grade FSA Math Percent Proficient for SWD				
	Number of Students	Operations Algebraic Thinking Fractions	Numbers and Operations Base Ten	Measurement Data Geometry
2018	1	23	0	17
2017	3	25	24	17
2016	1	74	53	50

5 th Grade FCAT Science Percent Proficient					
	Number of Students	Nature of Science	Earth & Space Sciences	Physical Science	Life Science
2018	18	52	45	50	49
2017	27	59	57	60	57
2016	12	77	79	76	88

5 th Grade FCAT Science Percent Proficient for ELL					
	Number of Students	Nature of Science	Earth & Space Sciences	Physical Science	Life Science
2018	2	45	47	22	39
2017	2	50	31	50	46
2016	2	55	72	72	89

5 th Grade FCAT Science Percent Proficient for SWD					
	Number of Students	Nature of Science	Earth & Space Sciences	Physical Science	Life Science
2018	1	20	38	50	57
2017	3	33	38	44	36
2016	1	90	94	50	79

FSA Percentages for Reading Data

	African American	Economically Disadvantaged	Learning Gains	Percent Tested
2018	38.2	43.1	49	96
2017	54	64	54	100
2016	39	35	45	98
2015	41	48	NA	99

FSA Percentages for Math Data

	African American	Economically Disadvantaged	Learning Gains	Percent Tested
2018	33.9	36.4	22	96
2017	29	34	29	100
2016	59	58	86	98
2015	35	44	NA	99

FCAT Percentages for Science Data

	Grade 5 Students	African American	Economically Disadvantaged	Learning Gains	Percent Tested
2018	19	12.5	16.7		96
2017	27	35	35	NA	98
2016	85	98	85	NA	98
2015	88	98	98	NA	98

ACCESS for ELLs 2.0

2018-2019	Home Language	Language Class	Listening	Speaking	Reading	Writing	Literacy	Oral	Comprehension	Composite
K	0									
1	English	2	6	4	1.5	1.9	1.7	4.7	1.8	2.1
1	Spanish	1	4.1	5	1	1	1	4.8	1.3	1.4
2	English	3	5.5	3.7	5.1	3	3.4	4.2	5.2	3.6
2	English	2	5.5	3.2	2.5	2.1	2.2	3.8	3.4	2.8
3	Haitian	3	3.6	5.1	2.4	3.5	3.2	4.7	2.8	3.6
3	Spanish	3	6	2.3	6	3	3.6	3.7	6	3.6
3	English	2	5.4	2.6	1.9	2.9	2.4	3.4	2.8	2.8
4	Haitian	3	5.7	4.1	5.1	3.2	3.5	4.6	5.4	3.8
4	Spanish	3	5.3	2.5	3.9	4.3	4.2	3.4	4.5	3.9
5	Spanish	3	5.1	3.2	2.8	3.8	3.5	3.8	3.6	3.6

5	Haitian	3	5.9	2.1	2.6	4.3	3.8	3.4	3.6	3.7
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6-8 Academic Data:
9-12 Academic Data:

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
- 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
- 60% of SWD students in grades 4-5 will earn learning gains as measured by the FSA ELA and 60% of SWD students in grades 4-5 will earn learning gains as measured by the Math FSA.

4. Student Performance Data Analysis

Provide a detailed analysis in narrative format of the student performance data including academic performance by each subgroup. If ESOL and/or ESE counts are too low to qualify as a subgroup, include the data for ESOL and ESE separately. **Organize student data analysis by grade band (K-2, 3-5, 6-8, 9-12).**

K-2 Academic Data Analysis:

FLKRS Data

Literacy Classification	Percent of Students	Description
Early Emergent	50	Students in the Early Emergent Classification have pronounced deficits in the subsections of Structural Analysis, Sentence-Level Comprehension, and Paragraph-Level Comprehension
Late Emergent	50	Students in the Late Emergent Classification have pronounced deficits in the subsections of Phonemic Awareness, Vocabulary, and Phonics
Transitional Reader	0	NA
Probable Reader	0	NA

I-Ready Data

Reading	Grades K-2
2018	50% of Kindergarten students are below level in Phonics and Comprehension. 62.5% in First Grade are below Level in Phonics and Vocabulary. 64.7% in Second Grade are below Level in Phonics and Vocabulary.

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2017	Students in Kindergarten showed a 24%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3. Students in First Grade showed a 45%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3. Students in Second Grade showed a 27%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3.
2016	Students in Kindergarten showed a 14%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3. Students in First Grade showed a 9%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3. Students in Second Grade showed a 12%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3.

Math	Grades K-2
2018	88.8% of Kindergarten students are one grade below level in Numbers and Operations or Algebra and Algebraic Thinking 75% of First Grade students are one grade below level in Numbers and Operations or Algebra and Algebraic Thinking 52.9% of Second Grade students are one grade below level in Numbers and Operations or Algebra and Algebraic Thinking
2017	Students in Kindergarten showed a 47%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3. Students in First Grade showed a 13%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3. Students in Second Grade showed a 22.5%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3.
2016	Students in Kindergarten showed a 12%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3. Students in First Grade held their 41%-point in the number of students scoring proficient overall in Math from AP1 to AP3. Students in Second Grade showed a 6%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3.

3-5 Academic Data Analysis:

I-Ready Data

Reading	Grades 3-5
2018	51.5% of Third Grade students are below level in Phonics and Vocabulary. 62.5% in Fourth Grade are below Level in Phonics and Vocabulary. 62.5% in Fifth Grade are below Level in Vocabulary and Comprehension.
2017	Students in Third Grade showed a 33%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3. Students in Fourth Grade showed a 5%-point decrease in the number of students scoring proficient overall in Reading from AP1 to AP3. Students in Fifth Grade showed a 56%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3
2016	Students in Third Grade showed a 19%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3. Students in Fourth Grade showed a 13%-point decrease in the number of students scoring proficient overall in Reading from AP1 to AP3. Students in Fifth Grade showed a 9%-point increase in the number of students scoring proficient overall in Reading from AP1 to AP3

Math	Grades 3-5
2018	56.2% of Third Grade students are one grade below level in Numbers and Operations or Algebra and Algebraic Thinking 40.7% of Fourth Grade students are one grade below level in Numbers and Operations or Algebra and Algebraic Thinking 50% of Fifth Grade students are two or more grades below level in Numbers and Operations or Algebra and Algebraic Thinking
2017	Students in Third Grade showed a 37%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3. Students in Fourth Grade showed a 28%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3.

	Students in Fifth Grade showed a 44%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3
2016	Students in Third Grade showed a 21%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3. Students in Fourth Grade showed a 3%-point increase in the number of students scoring proficient overall in Math from AP1 to AP3. Students in Fifth Grade showed a 7%-point decrease in the number of students scoring proficient overall in Math from AP1 to AP3

FSA/FCAT Data

FSA Reading Data

Students in 3rd grade dropped in every category from 2017 to 2018. They struggled the most with standards in Integration of Knowledge showing a 13%- point decrease but showed only a 9%-point decrease with Language and Editing. The 2 ELL students and the 1 SWD students had the same struggles and successes in the same categories.

Students in 4th grade showed a percentage point increase in Key Ideas (43% to 49%) and Integration of knowledge (43% to 47%) from 2017 to 2018. However, they dropped percentage points in Craft and Structure (61% to 58%) and in Language and Editing (65% to 63%). ELL students showed a percentage point increase in every category. SWD students showed a percentage point increase in each category except Craft and Structure where they showed a 15%-point decrease.

Students in 5th grade showed a percentage point increase in each category. The ELL students showed a decrease of percentage points in each category except Key Ideas. The SWD students showed an increase in percentage points in all categories.

FSA Math Data

Students in 3rd grade dropped in every category from 2017 to 2018. They struggled the most with standards in Numbers and Operations and Fractions showing a 20%-point decrease but showed only an 8%-point decrease with Operations Algebraic Thinking Numbers Base Ten. The ELL and the SWD students had the same struggles in every category.

Students in 4th grade dropped in every category from 2017 to 2018 except for Operations and Algebraic Thinking which they had the same 55% points from the previous points. The ELL students increased percentage points in Operations and Algebraic Thinking (55% to 64%) and Numbers and Operations with Base Ten (27% to 45%). However, the ELL Students showed a decrease in percentage points in Numbers and Operations with Fractions and Measurement Data and Geometry. The SWD students increased percentage points in Numbers and Operations with Base Ten (45% to 55%) and Measurement Data and Geometry (35% to 56%). However, the SWD students showed a decrease in percentage points in Operations and Algebraic Thinking and Numbers and Operations with Fractions.

Students in 5th grade dropped in every category from 2017 to 2018. They struggled the most with standards in Measurement Data and Geometry showing a 9%-point decrease but showed only a 2%-point decrease in the remaining categories. The ELL and the SWD students had the same struggles in every category.

FCAT Science Data

Students in 5th grade dropped in every category from 2017 to 2018. They struggled the most with standards in Earth and Space Science showing a 12%-point decrease but showed only a 7%-point decrease in the Nature of Science. The ELL students showed a percentage point decrease in each category except Earth

and Space Science (31% to 47%). The SWD students made gains or kept the same percentage points for each category except the Nature of Science. They dropped 15%-points in that category.

Explanation: Panacea Prep has experienced a change in administration, instructional staff and student body over the course of four years.

6-8 Academic Data Analysis:

9-12 Academic Data Analysis:

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. Areas of deficiency are based on student performance data. See sample provided in appendices.

Deficiency:

Based on I-Ready data, 76.6% of students in grades K-2 are deficient in Phonics and Vocabulary.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy/ ELA	September 2018-June 2019	<p>K- students uses Journey’s Kindergarten Resources</p> <p>Grades 1-2 uses Journey’s Reading Toolkit</p> <p>I-Ready Supplemental Lessons that require frequently monitored lessons</p> <p>FCRR materials</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p> <p>Teachers will keep folders for each student and chart progress weekly.</p> <p>Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>	Principal K-2 Teachers	<p>Please Refer to Page 5 for I-Ready Data</p> <p>90% of students in K are below level in Phonics and Vocabulary 69% of students in 1st grade are below level Phonics and Vocabulary 71% of students in 2nd grade are below level Phonics and Vocabulary</p> <p>Students in grades K-2 will utilize I-Ready supplemental materials in literacy instruction based on individual deficiencies identified by diagnostic test. Teachers in grades K-2 will incorporate daily I-Ready supplemental lessons targeting phonics instruction during whole group literacy block.</p> <p>Center activities pulled from FCRR focusing on phoneme study will be implemented during the literacy block. In addition, phonics instruction will be provided through the core series, Journeys. Journey’s Intervention Toolkit will be used during small group sessions.</p> <p>Tutoring: Afterschool tutoring will be provided in Literacy for students in grades K-2. Students invited for tutoring sessions are students with previous retentions, and students performing below grade level on I-Ready diagnostic assessments. Student progress will be monitored by the Principal and K-2 teachers based on academic achievement on class assessments and I-Ready progress monitoring data.</p>

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					<p>Students will receive targeted instruction utilizing Ready materials. Ready materials provide guided and independent practice on standards in isolation. This will allow for explicit instruction on skills students are deficient. After-school tutoring will be conducted in 45-minute sessions twice per week. Students unable to attend tutoring sessions, will receive small group instruction in class.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data (I-Ready) as well as formative assessments (Journey’s). During these sessions, teachers will analyze their students’ data to discuss remediation and enrichment. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Literacy/ ELL	September 2018-June 2019	<p>Journey’s English Language Learners Lessons</p> <p>I-Ready Supplemental Lessons that require frequently monitored lessons</p> <p>Flocabulary</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p> <p>ACCESS for ELLs 2.0</p>	Principal ESOL Contact K-2 Teachers	<p>ELL students will be included and integrated in all remediation activities for Literacy. In addition, teachers will pay special attention to helping ELL students acquire new vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform, and Flocabulary.</p>
Literacy/ SWD	September 2018-June 2019	<p>K- students uses Journey’s Kindergarten Resources</p> <p>Grades 1-2 uses Journey’s Reading Toolkit</p> <p>I-Ready Supplemental Lessons that require</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p>	Principal ESE Specialist ESE Teacher General Education teacher	<p>SWD students will be included and integrated in all activities for Literacy. This is supplemental to the ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD students will have access to their IEP and will ensure that accommodations are provided with fidelity.</p>

		frequently monitored lessons			
Writing	September 2018- May 2019	Journey's, Go Fusion, Social Studies Chapters from Think Central	Timed writing assessments once every 3 weeks Teacher created activities based on science & social studies text.	Language Arts Teachers, Principal	K-2 students with guidance from the teacher will revise and edit writing when composing a narrative or opinion piece of writing. Students 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. Students will participate in mini lessons on drawing, dictating and writing to respond to literature texts when completing narrative, opinion and informative prompts.
Social Studies	September 2018- May 2019	Journey's, Social Studies Chapters from Think Central	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Social Studies Teachers, Principal	Students in grades K-2 will utilize Journey's and Social Studies Chapters from Think Central to instruct students for the required weekly minutes. Students will receive targeted instruction with materials that will provide guided and independent practice on standards in isolation.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

Deficiency:

Based on FSA ELA data, 58% of students in grades 3-5 are deficient in Integration of Knowledge.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Reading	August 2018 – June 2019	Grades 4-5 uses Journey's Literacy Toolkit Grade 3 uses Journey's Reading Toolkit I-Ready	I-Ready Student's proficiency will be monitored through formative assessment data and core series assessments from Journey's.	Principal K-2 Teachers,	<u>Please Refer to Pages 7-9 for FSA Data</u> 63% of 3 rd graders are deficient in Integration of Knowledge 53% of 4 th graders are deficient in Integration of Knowledge 58% of 5 th graders are deficient in Integration of Knowledge All students will receive literacy instruction in an uninterrupted 90-minute reading block utilizing the core series, Journey's. The literacy block will include whole group, guided instruction, differentiation through literacy centers and targeted small group instruction based on student achievement levels (determined by I-Ready diagnostic). Students will receive additional instruction from classroom teachers using supplemental practice activities from I- Ready

			<p>Teachers will keep folders for each student and chart progress weekly.</p> <p>Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>		<p>Teacher Took-Kit, Journey’s Literacy Toolkit, or Journey’s Reading Toolkit based on diagnostic and ongoing assessment results.</p> <p>Journey’s Intervention Toolkit will be used during small group sessions.</p> <p>Students including SWD and ELL learners will utilize the following on-line academic programs I- Ready, and NewsELA to gain supplemental academic support and extra practice on ELA standards. I-Ready will be used to provide remediation on deficit skills through their individual learning pathway. Checkpoint assessments are built in to monitor mastery of skill or need for reteach. NewsELA will provide students with comprehension practice utilizing high-interest reading materials at their current lexile reading level.</p> <p>Literacy skills will be incorporated cross-curricula. Grade level appropriate literacy standards will also be reinforced in in other content area classes such as Social Studies and Science classes.</p> <p>Tutoring: Students in grades 3-5 scoring a level 1 or 2 in 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 identified 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>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data (I-Ready) as well as formative assessments (Journey’s). During these sessions, teachers will analyze their students’ data to discuss remediation and enrichment. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Literacy/ ELL	September 2018-June 2019	Journey’s English Language Learners Lessons I-Ready Supplemental Lessons that require	Student growth will be monitored through I-Ready progress monitoring as well as teacher	Principal ESOL Contact 3-5 Teachers	<p><u>Please Refer to Pages 7-9 for FSA Data</u> 75% of 3rd graders are deficient in Integration of Knowledge 54% of 4th graders are deficient in Integration of Knowledge 83% of 5th graders are deficient in Integration of Knowledge</p> <p>ELL students will be included and integrated in all remediation activities for Literacy. In addition, teachers will pay special attention to helping ELL</p>

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		frequently monitored lessons Flocabulary	observation based on lessons. ACCESS for ELLs 2.0		students acquire new vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform, NewsELA and Flocabulary.
Literacy/ SWD	September 2018-June 2019	Grades 4-5 uses Journey's Literacy Toolkit Grade 3 uses Journey's Reading Toolkit I-Ready	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Principal ESE Specialist ESE Teacher General Education teacher	Please Refer to Pages 7-9 for FSA Data 88% of 3 rd graders are deficient in Integration of Knowledge 51% of 4 th graders are deficient in Integration of Knowledge 58% of 5 th graders are deficient in Integration of Knowledge SWD students will be included and integrated in all remediation activities for Literacy. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD students will have access to their IEP and will ensure that accommodations are provided with fidelity.
Writing	September 2018- May 2019	Journey's, Go Fusion, Social Studies Chapters from Think Central	Timed writing assessments once every 3 weeks Teacher created activities based on science & social studies text.	Language Arts Teachers, Principal	Students will participate in weekly writing workshops based on explicitly identified areas of improvement through editing and conferencing with the teacher. Students 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. Students 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. Students will practice typing and computer literacy skills by typing their essays utilizing the computer lab to create final drafts of essays.
Social Studies	September 2018- May 2019	Journey's, Social Studies Chapters from Think Central	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Social Studies Teachers, Principal	Students in grades 3-5 will utilize Journey's and Social Studies Chapters from Think Central to instruct students for the required weekly minutes. Students will receive targeted instruction with materials that will provide guided and independent practice on standards in isolation.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

Based on I-Ready data, 87% of the students in grades K-2 are One Grade Below level in Number and Operations, Algebra and Algebraic Thinking

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Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	September 2018-June 2019	<p>Go Math Intervention Tool-kit</p> <p>I-Ready Supplemental Lessons that require frequently monitored lessons</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p> <p>Teachers will keep folders for each student and chart progress weekly.</p> <p>Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>	Principal K-2 Teachers	<p>Please Refer to Page 5 for I-Ready Data 88.8% of K students are one grade below level in number and operations algebra and algebraic thinking. 75% of students in 1st grade are one grade below level in number and operations algebra and algebraic thinking. 52.9% of students in 2nd grade are one grade below level in number and operations algebra and algebraic thinking.</p> <p>Students in grades K-2 will utilize I-Ready supplemental materials in mathematics instruction based on individual deficiencies identified by diagnostic test.</p> <p>Teachers in grades K-2 will incorporate I-Ready supplemental lessons targeting areas of weakness during whole group and center activities.</p> <p>Hands-on center activities will be implemented as a means of connecting abstract concepts through the use of manipulatives and problem solving</p> <p>Remedial math instruction will be provided through the core series, Go Math. Go Math Intervention will be used during small group sessions.</p> <p>Tutoring: Targeted afterschool tutoring will be provided in Math for students with previous retentions, and students performing below grade level on I-Ready diagnostic assessments. Students will receive targeted instruction utilizing Triumph Learning Coach materials. Students unable to attend tutoring sessions, will receive small group instruction during class.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Math/ ELL	September 2018-June 2019	Go Math Intervention	Student growth will be monitored through I-Ready	Principal ESOL Contact K-2 Teachers	ELL students will be included and integrated in all remediation activities for Math. In addition, teachers will pay special attention to helping ELL students acquire new content area vocabulary. Students will participate in small group

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		I-Ready Supplemental Lessons that require frequently monitored lessons	progress monitoring as well as teacher observation based on lessons. ACCESS for ELLs 2.0		sessions during class three times a week in which they will utilize problem solving strategies and manipulatives.
Math/ SWD	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons Journey's Intervention Tool-kit	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Principal ESE Specialist ESE Teacher General Education teacher	SWD students will be included and integrated in all remediation activities for Math. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately*

Deficiency:

Based on FSA, 63% of the students in grades 3-5 are deficient in Measurement, Data and Geometry.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018 – June 2019	Go Math Series and Go Math Intervention I-Ready Instructional Program Florida Coach Supplemental Instructional Materials	Evaluation will be based on student performance on classroom assessments from core series GO Math Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports.	Math Teacher, Principal	<u>Please Refer to Pages 7-10 for FSA Data</u> 55% of 3 rd grade are deficient in Measurement, Data and Geometry 53% of 4 th grade are deficient in Measurement, Data and Geometry 78% of 5 th grade are deficient in Measurement, Data and Geometry Teacher will implement 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. Students in grades 3-5 will utilize on-line academic programs such as I-Ready 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>Tutoring: Students 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>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Math/ ELL	August 2018 – June 2019	<p>Go Math Series and Go Math Intervention</p> <p>I-Ready Instructional Program</p> <p>Florida Coach Supplemental Instructional Materials</p>	<p>Evaluation will be based on student performance on classroom assessments from core series GO Math</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>Math Teacher, Principal ESOL Liaison</p>	<p><u>Please Refer to Pages 7-10 for FSA Data</u> 66% of 3rd grade are deficient in Measurement, Data and Geometry 78% of 4th grade are deficient in Measurement, Data and Geometry 92% of 5th grade are deficient in Measurement, Data and Geometry</p> <p>ELL students will be included and integrated in all remediation activities for Math. In addition, teachers will pay special attention to helping ELL students acquire new content area vocabulary. Students will participate in small group sessions during class three times a week in which they will utilize problem solving strategies and manipulatives.</p>
Math/ SWD	August 2018 – June 2019	<p>Go Math Series and Go Math Intervention</p> <p>I-Ready Instructional Program</p> <p>Florida Coach Supplemental Instructional Materials</p>	<p>Evaluation will be based on student performance on classroom assessments from core series GO Math</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>Math Teacher, Principal ESE Specialist ESE Teacher</p>	<p><u>Please Refer to Pages 7-10 for FSA Data</u> 79% of 3rd grade are deficient in Measurement, Data and Geometry 44% of 4th grade are deficient in Measurement, Data and Geometry 83% of 5th grade are deficient in Measurement, Data and Geometry</p> <p>SWD students will be included and integrated in all remediation activities for Math. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.</p>

*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

Deficiency:

Based on FACT, 55% of the 5th grade students are deficient in Earth and Space Sciences.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Science	August 2018 – June 2019	Fusion Series and Fusion Interventions Florida Coach Supplemental Instructional Materials for Science	Student proficiency will be monitored through and Evaluated through bi-monthly formative assessments.	Principal, Science Teacher	<p>Please Refer to Pages 10-11 for FCAT Data 55% of the students are deficient in Earth and Space Science</p> <p>Teacher will implement the Science Fusion Series with fidelity during the science block. During independent work time, struggling learners will be provided small group instruction by the teacher utilizing Science Fusion Intervention materials 3 times per week targeting specific areas of deficiency.</p> <p>Students in 5th grade will have weekly science labs and monthly science projects.</p> <p>Teachers will allow students to work with concrete or visual models in order to focus on concepts behind the process. They will provide the basis for understanding key ideas and give students repeated opportunities to practice with a variety of models. Teachers will help students apply strategies that will develop fact fluency. Teachers will also give students select science vocabulary terms to enable students to understand instruction, follow directions, process and discuss ideas, and work more confidently.</p> <p>Tutoring: Students will participate in weekly afterschool tutorials. Students targeted for science intervention will be previously retained students and students who are struggling in their classroom performance. 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>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 weekly data collection. Upon completion of the sessions, students will take a posttest (FL Coach) to gauge student growth.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a</p>

					monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.
Science/ ELL	August 2018 – June 2019	Fusion Series and Fusion Interventions Florida Coach Supplemental Instructional Materials for Science	Student proficiency will be monitored through and Evaluated through bi-monthly formative assessments.	Principal Science Teacher ESOL Contact	<u>Please Refer to Pages 10-11 for FCAT Data</u> 78% of the students are deficient in Physical Science ELL students will be included and integrated in all remediation activities for Science. In addition, teachers will pay special attention to helping ELL students acquire new content area vocabulary. Students will participate in small group sessions during class three times a week in which they will utilize problem solving strategies and manipulatives.
Science/ SWD	August 2018 – June 2019	Fusion Series and Fusion Interventions Florida Coach Supplemental Instructional Materials for Science	Student proficiency will be monitored through and Evaluated through bi-monthly formative assessments.	Principal Science Teacher, ESE Specialist, ESE Teacher	<u>Please Refer to Pages 10-11 for FCAT Data</u> 80% of the students are deficient in Nature of Science SWD s will be included and integrated in all remediation activities for Literacy. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

6. Approved Educational Program

Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract.

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 the identified **deficiencies** that would be resolved using the programs not yet implemented and listed in **part 6**, should those programs be implemented in the coming school year. Include specific actions, person responsible, resources needed, and timeline. Explain how each program will be implemented in the

future. Explain how teachers will be prepared for implementation. Or, if the program(s) will not be implemented, confirm if another program will replace it. If no additional program(s) will not be implemented, confirm this in the space provided below.

Professional Development on I-Ready implementation as a progress monitoring tool 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.

During the 2018 Summer Trainings, all teachers

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 is 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.

Deficiency (from Section 5):

Deficiency:

Based on I-Ready data, 76.6% of students in grades K-2 are deficient in Phonics and Vocabulary.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Literacy/ ELA	September 2018-June 2019	K- students uses Journey’s Kindergarten Resources Grades 1-2 uses Journey’s Reading Toolkit	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Principal K-2 Teachers	<u>Please Refer to Page 5 for I-Ready Data</u> 90% of students in K are below level in Phonics and Vocabulary 69% of students in 1 st grade are below level Phonics and Vocabulary 71% of students in 2 nd grade are below level Phonics and Vocabulary Students in grades K-2 will utilize I-Ready supplemental materials in literacy instruction based on individual deficiencies identified by diagnostic test.

		<p>I-Ready Supplemental Lessons that require frequently monitored lessons</p> <p>FCRR materials</p>	<p>Teachers will keep folders for each student and chart progress weekly.</p> <p>Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>		<p>Teachers in grades K-2 will incorporate daily I-Ready supplemental lessons targeting phonics instruction during whole group literacy block.</p> <p>Center activities pulled from FCRR focusing on phoneme study will be implemented during the literacy block. In addition, phonics instruction will be provided through the core series, Journeys. Journey’s Intervention Toolkit will be used during small group sessions.</p> <p>Tutoring: Afterschool tutoring will be provided in Literacy for students in grades K-2. Students invited for tutoring sessions are students with previous retentions, and students performing below grade level on I-Ready diagnostic assessments. Student progress will be monitored by the Principal and K-2 teachers based on academic achievement on class assessments and I-Ready progress monitoring data.</p> <p>Students will receive targeted instruction utilizing Ready materials. Ready materials provide guided and independent practice on standards in isolation. This will allow for explicit instruction on skills students are deficient. After-school tutoring will be conducted in 45-minute sessions twice per week. Students unable to attend tutoring sessions, will receive small group instruction in class.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data (I-Ready) as well as formative assessments (Journey’s). During these sessions, teachers will analyze their students’ data to discuss remediation and enrichment. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Literacy/ ELL	September 2018-June 2019	<p>Journey’s English Language Learners Lessons</p> <p>I-Ready Supplemental Lessons that require frequently monitored lessons</p> <p>Flocabulary</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p> <p>ACCESS for ELLs 2.0</p>	Principal ESOL Contact K-2 Teachers	<p>ELL students will be included and integrated in all remediation activities for Literacy. In addition, teachers will pay special attention to helping ELL students acquire new vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform, and Flocabulary.</p>

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Literacy/ SWD	September 2018-June 2019	K- students uses Journey’s Kindergarten Resources Grades 1-2 uses Journey’s Reading Toolkit I-Ready Supplemental Lessons that require frequently monitored lessons	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Principal ESE Specialist ESE Teacher General Education teacher	SWD students will be included and integrated in all activities for Literacy. This is supplemental to the ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD students will have access to their IEP and will ensure that accommodations are provided with fidelity.
Writing	September 2018- May 2019	Journey’s, Go Fusion, Social Studies Chapters from Think Central	Timed writing assessments once every 3 weeks Teacher created activities based on science & social studies text.	Language Arts Teachers, Principal	K-2 students with guidance from the teacher will revise and edit writing when composing a narrative or opinion piece of writing. Students 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. Students will participate in mini lessons on drawing, dictating and writing to respond to literature texts when completing narrative, opinion and informative prompts.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

Deficiency:

Based on FSA ELA data, 58% of students in grades 3-5 are deficient in Integration of Knowledge.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Reading	August 2018 – June 2019	Grades 4-5 uses Journey’s Literacy Toolkit Grade 3 uses Journey’s Reading Toolkit I-Ready	I-Ready Student’s proficiency will be monitored through formative assessment data and core series assessments from Journey’s. Teachers will keep folders for each	Principal K-2 Teachers,	<u>Please Refer to Pages 7-9 for FSA Data</u> 63% of 3 rd graders are deficient in Integration of Knowledge 53% of 4 th graders are deficient in Integration of Knowledge 58% of 5 th graders are deficient in Integration of Knowledge All students will receive literacy instruction in an uninterrupted 90-minute reading block utilizing the core series, Journey’s. The literacy block will include whole group, guided instruction, differentiation through literacy centers and targeted small group instruction based on student achievement levels (determined by I-Ready diagnostic). 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>student and chart progress weekly.</p> <p>Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.</p>		<p>Journey’s Intervention Toolkit will be used during small group sessions.</p> <p>Students including SWD and ELL learners will utilize the following on-line academic programs I- Ready, and NewsELA to gain supplemental academic support and extra practice on ELA standards. I-Ready will be used to provide remediation on deficit skills through their individual learning pathway. Checkpoint assessments are built in to monitor mastery of skill or need for reteach. NewsELA will provide students with comprehension practice utilizing high-interest reading materials at their current lexile reading level.</p> <p>Literacy skills will be incorporated cross-curricula. Grade level appropriate literacy standards will also be reinforced in in other content area classes such as Social Studies and Science classes.</p> <p>Tutoring: Students in grades 3-5 scoring a level 1 or 2 in 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 identified 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>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data (I-Ready) as well as formative assessments (Journey’s). During these sessions, teachers will analyze their students’ data to discuss remediation and enrichment. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Literacy/ ELL	September 2018-June 2019	<p>Journey’s English Language Learners Lessons</p> <p>I-Ready Supplemental Lessons that require frequently monitored lessons</p> <p>Flocabulary</p>	<p>Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.</p> <p>ACCESS for ELLs 2.0</p>	Principal ESOL Contact 3-5 Teachers	<p><u>Please Refer to Pages 7-9 for FSA Data</u> 75% of 3rd graders are deficient in Integration of Knowledge 54% of 4th graders are deficient in Integration of Knowledge 83% of 5th graders are deficient in Integration of Knowledge</p> <p>ELL students will be included and integrated in all remediation activities for Literacy. In addition, teachers will pay special attention to helping ELL students acquire new vocabulary. This is to include incorporating visual and auditory lessons from I-ready platform, NewsELA and Flocabulary.</p>

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Literacy/ SWD	September 2018-June 2019	Grades 4-5 uses Journey's Literacy Toolkit Grade 3 uses Journey's Reading Toolkit I-Ready	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Principal ESE Specialist ESE Teacher General Education teacher	Please Refer to Pages 7-9 for FSA Data 88% of 3 rd graders are deficient in Integration of Knowledge 51% of 4 th graders are deficient in Integration of Knowledge 58% of 5 th graders are deficient in Integration of Knowledge SWD students will be included and integrated in all remediation activities for Literacy. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD students will have access to their IEP and will ensure that accommodations are provided with fidelity.
Writing	September 2018- May 2019	Journey's, Go Fusion, Social Studies Chapters from Think Central	Timed writing assessments once every 3 weeks Teacher created activities based on science & social studies text.	Language Arts Teachers, Principal	Students will participate in weekly writing workshops based on explicitly identified areas of improvement through editing and conferencing with the teacher. Students 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. Students 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. Students will practice typing and computer literacy skills by typing their essays utilizing the computer lab to create final drafts of essays.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

Based on I-Ready data, 87% of the students in grades K-2 are One Grade Below level in Number and Operations, Algebra and Algebraic Thinking

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons Go Math Intervention Tool-kit	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.	Principal K-2 Teachers	Please Refer to Page 5 for I-Ready Data 88.8% of K students are one grade below level in number and operations algebra and algebraic thinking. 75% of students in 1 st grade are one grade below level in number and operations algebra and algebraic thinking. 52.9% of students in 2 nd grade are one grade below level in number and operations algebra and algebraic thinking. Students in grades K-2 will utilize I-Ready supplemental materials in mathematics instruction based on individual deficiencies identified by diagnostic test.

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			Teachers will also have data chats with students and record date of conference along with goals for the next two weeks.		<p>Teachers in grades K-2 will incorporate I-Ready supplemental lessons targeting areas of weakness during whole group and center activities.</p> <p>Hands-on center activities will be implemented as a means of connecting abstract concepts through the use of manipulatives and problem solving</p> <p>Remedial math instruction will be provided through the core series, Go Math. Go Math Intervention will be used during small group sessions.</p> <p>Tutoring: Targeted afterschool tutoring will be provided in Math for students with previous retentions, and students performing below grade level on I-Ready diagnostic assessments. Students will receive targeted instruction utilizing Triumph Learning Coach materials. Students unable to attend tutoring sessions, will receive small group instruction during class.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Math/ ELL	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons Go Math Intervention	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons. ACCESS for ELLs 2.0	Principal ESOL Contact K-2 Teachers	ELL students will be included and integrated in all remediation activities for Math. In addition, teachers will pay special attention to helping ELL students acquire new content area vocabulary. Students will participate in small group sessions during class three times a week in which they will utilize problem solving strategies and manipulatives.
Math/ SWD	September 2018-June 2019	I-Ready Supplemental Lessons that require frequently monitored lessons Journey's Intervention Tool-kit	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons.	Principal ESE Specialist ESE Teacher General Education teacher	SWD students will be included and integrated in all remediation activities for Math. This is supplemental to ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.

*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately

Deficiency:

Based on FSA, 63% of the students in grades 3-5 are deficient in Measurement, Data and Geometry.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Math	August 2018 – June 2019	<p>Go Math Series and Go Math Intervention</p> <p>I-Ready Instructional Program</p> <p>Florida Coach Supplemental Instructional Materials</p>	<p>Evaluation will be based on student performance on classroom assessments from core series GO Math</p> <p>Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports.</p>	Math Teacher, Principal	<p>Please Refer to Pages 7-10 for FSA Data 55% of 3rd grade are deficient in Measurement, Data and Geometry 53% of 4th grade are deficient in Measurement, Data and Geometry 78% of 5th grade are deficient in Measurement, Data and Geometry</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 instruction by the teacher utilizing GO Math Intervention materials 3 times per week targeting specific areas of deficiency.</p> <p>Students in grades 3-5 will utilize on-line academic programs such as I-Ready 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>Tutoring: Students 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>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students’ data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>

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Math/ ELL	August 2018 – June 2019	Go Math Series and Go Math Intervention I-Ready Instructional Program Florida Coach Supplemental Instructional Materials	Evaluation will be based on student performance on classroom assessments from core series GO Math Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports.	Math Teacher, Principal ESOL Liaison	<u>Please Refer to Pages 7-10 for FSA Data</u> 66% of 3 rd grade are deficient in Measurement, Data and Geometry 78% of 4 th grade are deficient in Measurement, Data and Geometry 92% of 5 th grade are deficient in Measurement, Data and Geometry ELL students will be included and integrated in all remediation activities for Math. In addition, teachers will pay special attention to helping ELL students acquire new content area vocabulary. Students will participate in small group sessions during class three times a week in which they will utilize problem solving strategies and manipulatives.
Math/ SWD	August 2018 – June 2019	Go Math Series and Go Math Intervention I-Ready Instructional Program Florida Coach Supplemental Instructional Materials	Evaluation will be based on student performance on classroom assessments from core series GO Math Student proficiency will be monitored through and Evaluated through on-line academic programs to include I- Ready usage and performance reports.	Math Teacher, Principal ESE Specialist ESE Teacher	<u>Please Refer to Pages 7-10 for FSA Data</u> 79% of 3 rd grade are deficient in Measurement, Data and Geometry 44% of 4 th grade are deficient in Measurement, Data and Geometry 83% of 5 th grade are deficient in Measurement, Data and Geometry SWD students will be included and integrated in all remediation activities for Math. This is supplemental to ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.

*Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.

Deficiency:

Based on FACT, 55% of the 5th grade students are deficient in Earth and Space Sciences.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/ Monitoring Tool	Person Responsible	Action Steps:
Science	August 2018 – June 2019	Fusion Series and Fusion Interventions	Student proficiency will be monitored through and Evaluated through bi-monthly	Principal, Science Teacher	<u>Please Refer to Pages 10-11 for FCAT Data</u> 55% of the students are deficient in Earth and Space Science Teacher will implement the Science Fusion Series with fidelity during the science block. During independent work time, struggling learners will be provided small group

		Florida Coach Supplemental Instructional Materials for Science	formative assessments.		<p>instruction by the teacher utilizing Science Fusion Intervention materials 3 times per week targeting specific areas of deficiency.</p> <p>Students in 5th grade will have weekly science labs and monthly science projects.</p> <p>Teachers will allow students to work with concrete or visual models in order to focus on concepts behind the process. They will provide the basis for understanding key ideas and give students repeated opportunities to practice with a variety of models. Teachers will help students apply strategies that will develop fact fluency. Teachers will also give students select science vocabulary terms to enable students to understand instruction, follow directions, process and discuss ideas, and work more confidently.</p> <p>Tutoring: Students will participate in weekly afterschool tutorials. Students targeted for science intervention will be previously retained students and students who are struggling in their classroom performance. 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>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 weekly data collection. Upon completion of the sessions, students will take a posttest (FL Coach) to gauge student growth.</p> <p>Data Chats: Teachers will track student achievement data and meet with students to review their progress on a weekly basis. Teachers will meet with administration on a monthly basis to review student data to include classroom grades, progress monitoring data as well as formative assessments. During these sessions, teachers will analyze their students' data to discuss growth and areas of deficiency. Intervention plans as well as review of effective instructional strategies will be discussed as a means of promoting student achievement.</p>
Science/ ELL	August 2018 – June 2019	Fusion Series and Fusion Interventions Florida Coach Supplemental Instructional Materials for Science	Student proficiency will be monitored through and Evaluated through bi-monthly formative assessments.	Principal Science Teacher ESOL Contact	<p><u>Please Refer to Pages 10-11 for FCAT Data</u> 78% of the students are deficient in Physical Science</p> <p>ELL students will be included and integrated in all remediation activities for Science. In addition, teachers will pay special attention to helping ELL students acquire new content area vocabulary. Students will participate in small group sessions during class three times a week in which they will utilize problem solving strategies and manipulatives.</p>

Science/ SWD	August 2018 – June 2019	Fusion Series and Fusion Interventions Florida Coach Supplemental Instructional Materials for Science	Student proficiency will be monitored through and Evaluated through bi-monthly formative assessments.	Principal Science Teacher, ESE Specialist, ESE Teacher	<u>Please Refer to Pages 10-11 for FCAT Data</u> 80% of the students are deficient in Nature of Science SWD s will be included and integrated in all remediation activities for Literacy. This is supplemental to ESE services prescribed by the student’s IEP as a means of targeting IEP goals and gap skills. Staff members working with SWD will have access to their IEP and will ensure that accommodations are provided with fidelity.

**Add as many deficiencies as data indicates. Copy/Paste the above chart as many times as needed to address each deficiency separately.*

8. Barriers to Student Success

Identify other **barriers** to student success by providing a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline. Barriers should be listed and addressed individually. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, and/or limited professional development. See sample provided in appendices.

Barrier:

The school has identified increased teacher turnover as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Highly Qualified Teachers	Recruiting and Retaining Highly Qualified Teachers	Principal, Governing Board	<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> <p>Resources Needed: Online marketing/job recruiting platforms to include: Indeed.com, Teacher- Teacher.com Partnerships with local colleges and university School of Education internship coordinators</p> <p>Timeline: September 2018- July 2019</p>

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**Copy/Paste the above chart as many times as needed to address each barrier separately.*

The school has identified several teachers lacking the necessary pedagogy as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Staff Development	Ensuring Teachers are trained on utilizing Scientifically Research Based Instructional Strategies and Resources	Principal	Develop Professional Growth Plans for all teachers based on student data and teachers' need assessments. Monitor teacher completion of Professional Development and implementation of strategies through classroom walk-throughs. Incorporate monthly PLC's to help teachers gain additional knowledge in subject areas. Resources Needed: My Learning Plan BVU Timeline: Growth Plans in place by October 2018 Professional Development ongoing from September 2018- July 2019

**Copy/Paste the above chart as many times as needed to address each barrier separately.*

The school has identified lacking in necessary technology hardware as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Technology	Limited technology	Principal, IT Support	Acquire laptop carts to increase student access to technology Resources Needed: Title I Funds 2 Lenovo computer Carts with 25 laptops each Timeline: Acquired by October 2018

**Copy/Paste the above chart as many times as needed to address each barrier separately.*

The school has identified student attendance as a barrier.

Area	Barrier	Person Responsible	Action Steps:
Attendance	Student Attendance Issues: Excessive Tardiness impacts the amount of instructional time a student receives daily.	Principal Social Worker	<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 hinder on-time arrival to school.</p> <p>Resources Needed: Certificates and awards for attendance celebrations Social Work Services through Venture Designs Initiatives</p> <p>Timeline: September 2018- July 2019</p>

**Copy/Paste the above chart as many times as needed to address each barrier separately.*

9. Student Achievement Outcomes

Provide a description of **specific** student achievement outcomes to be achieved using the S.M.A.R.T. Goal(s) chart below.

Specific <i>(What outcomes do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
Increase literacy development of students in grades K-2 including ELL and SWD students	60% of K-2 grade students will score proficiently on the I-Ready AP3 exam.	23.3% of K-2 grade students were proficient on the I-Ready AP1 exam given August 2018. This will be a 36.7%-point increase.	Increasing grades K-2 literacy development sets the foundational literacy skills needed for students to show proficiency in subsequent grade levels	August 2018-May 2019	Principal K-2 Teachers ELL Contact ESE Teacher
Increase Math achievement of students in grades K-2 including ELL and SWD students	60% of K-2 grade students will score proficiently on the I-Ready AP3 exam.	15.3% of K-2 grade students were proficient on the I-Ready AP1 exam given August 2018. This will be a 44.7%-point increase.	Increasing grades K-2 math development sets the foundational mathematical skills needed for students to show proficiency in subsequent grade levels	August 2018-May 2019	Principal K-2 Teachers ELL Contact ESE Teacher

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**Copy/Paste the above chart as many times as needed.*

Specific <i>(What outcomes do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
Improve FSA ELA scores of students in grades 3-5	60% of students in grades 3-5 will be proficient	44% of the students in grades 3-5 were proficient on the 2018 FSA. This would be a 16% increase.	This increase will positively affect the school's increase to a C.	August 2018 – May 2019	3-5 Teachers, Principal
Improve FSA Math scores of students in grades 3-5	60% of students in grades 3-5 will be proficient	37% of the students in grades 3-5 were proficient on the 2018 FSA. This would be a 23% increase.	This increase will positively affect the school's increase to a C.	August 2018 – May 2019	3-5 Teachers, Principal
Improve FCAT Science scores of 5 th grade students	60% of 5 th grade students will be proficient	19% of the 5 th grade students were proficient on the 2018 FCAT. This would be a 41% increase.	This increase will positively affect the school's increase to a C.	August 2018 – May 2019	Science Teachers, Principal

**Copy/Paste the above chart as many times as needed.*

Specific <i>(What outcomes do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
Improve FSA ELA scores of ESE students in grades 3-5	60% of ESE students in grades 3-5 will be proficient	40% of the ESE students in grades 3-5 were proficient on the 2018 FSA. This would be a 20% increase.	Increasing literacy development sets the foundational literacy skills needed for students to show proficiency in subsequent grade levels	August 2018 – May 2019	ESE Teacher, Principal
Improve FSA Math scores of ESE students in grades 3-5	60% of ESE students in grades 3-5 will be proficient	40% of the ESE students in grades 3-5 were proficient on the 2018 FSA. This would be a 20% increase.	Increasing math development sets the foundational literacy skills needed for students to show proficiency in subsequent grade levels	August 2018 – May 2019	ESE Teacher, Principal
Improve FSA ELA scores of ELL students in grades 3-5	60% of ELL students in grades 3-5 will be proficient	0% of the ELL students in grades 3-5 were proficient	Increasing literacy development sets the foundational literacy skills	August 2018 – May 2019	ESE Teacher, Principal

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		on the 2018 FSA. This would be a 60% increase.	needed for students to show proficiency in subsequent grade levels		
Improve FSA Math scores of ELL students in grades 3-5	60% of ELL students in grades 3-5 will be proficient	0% of the ELL students in grades 3-5 were proficient on the 2018 FSA. This would be a 60% increase.	Increasing math development sets the foundational literacy skills needed for students to show proficiency in subsequent grade levels	August 2018 – May 2019	ESE Teacher, Principal

**Copy/Paste the above chart as many times as needed.*

Specific <i>(What outcomes do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
Improve the FSA ELA learning gains for students in grades 3-5	60% of students in grades 3-5 will make learning gains	49% of the students in grades 3-5 made learning gains on the 2018 FSA. This would be a 11% increase.	This increase will positively affect the school's increase to a C.	August 2018 – May 2019	Teachers, Teacher Assistant, ESOL Liaison, ESE Facilitator, Testing Coordinator, Principal
Improve the FSA Math learning gains for students in grades 3-5	60% of students in grades 3-5 will make learning gains	22% of the students in grades 3-5 made learning gains on the 2018 FSA. This would be a 38% increase.	This increase will positively affect the school's increase to a C.	August 2018 – May 2019	Teachers, Teacher Assistant, ESOL Liaison, ESE Facilitator, Testing Coordinator, Principal

PART 3: Parent and Family Engagement 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 and grade bands.

Parent and Family Engagement Goal: *(Based on the analysis of available parent involvement data, identify and define an area in need of improvement.)*

By June 2019, 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.

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Specific Action/Event	Timeline	Resources Needed	Evaluation Tool <i>(questionnaires, sign-in sheets, etc.)</i>	Person Responsible	Strategies and Activities to increase student Achievement <i>(explain how this activity strengthens/impacts parental involvement efforts on student learning)</i>
Curriculum Nights: (Literacy, Math, Science/ Technology, and Writing)	Monthly from August 2018 to June 2019	FSA resource website, FSA questions and answers,	Sign in sheets, surveys, Meetings, Evaluation of meeting,	Principal Lead Teacher Support Staff Students	<p>During Curriculum Nights we will create a warm welcoming space for families. The sessions will be interactive and informational to inform families of student needs based on individual academic data. Teachers will provide parents with information regarding subject matter requirements as well as provide strategies to promote home learning. Parents will be given volunteer hours for attendance/participation in each session.</p> <p>Parents will be armed with tools/strategies that can be used at home to support students with their academics.</p> <p>Parents will also gain knowledge on grade level expectations, testing requirements such as the FSA.</p> <p>Parents will also participate in hands-on activities based on core academic areas so they are able to assist their children academically.</p>
SWD Parent Sessions	Monthly from August 2018 to June 2019	Laptops, IEPs	Sign-in sheets, survey of meeting, Questions and answers, evaluations	Principal, ESE Support Facilitator, Teacher Assistants	<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>
Award/Recognition Ceremonies & Academic Competitions	Monthly from August 2018 to June 2019	Awards, Certificates, Ribbons, Trophies	Sign-in sheets, survey of meeting, Questions and answers, evaluations	Lead Teacher, Support Staff, Principal	<p>Parents will see their child receive recognition for positive academic and social achievements to include Honor Roll, Perfect attendance, Kid of character.</p> <p>Quarterly Spelling Bee and Academic Competitions will be held to promote academic achievement.</p>

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ESOL and ELL Parent Sessions	Monthly from August 2018 to June 2019	Translated Documents	Sign-in sheets, survey of meeting, Questions and answers, evaluations	ESOL Contact, Title I Liaison, Support Staff, Principal	During Curriculum Parent Nights, strategies, and activities will be provided by the ELL department to make parents more knowledgeable about the services and different accommodations offered to their children.
Parent Conferences	2 per year From August 2018 to June 2019	Translated Documents, Student Work	Sign-in sheets, survey of meeting, Questions and answers,	Teacher	During Parent Conferences, teachers will discuss the students' strengths and weaknesses with a plan of action.

PART 4: Early Warning System Data (K-12)

Provide Early Warning Systems Data for all students who meet the criteria below. Enter the number of students meeting each indicator by grade level. Some students may exhibit more than one indicator.

Indicators	Grade <u>KG</u>	Grade <u>1</u>	Grade <u>2</u>	Grade _____	Totals
Attendance below 90 percent	4.5	5.6	31.3		41.4
One or more suspensions			3.1		3.1
Course failure in ELA or Math					0
Level 1 on statewide assessment			3.1		3.1
Students exhibiting two or more indicators			3.1		3.1
Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:					

Indicator: Attendance Below 90%

- During parent meetings, attendance information such as school and district policy will be provided to parents to promote clear understanding of expectations as well as academic and social consequences of poor attendance.
- An attendance contract will be included in the first day packet that explains the expectations for student attendance as well as consequences.
- Proactive monitoring of attendance will take place. This includes creating an attendance watch list, sending home notices upon missing specific number of days, parent phone calls to discuss rationale for poor attendance and collaboration to resolve issues.
- Partner will social worker to help intervene in severe cases and also implement BTIP program.

Indicator: One or More Suspension

- Teachers will receive professional development on classroom management and incorporating PBIS as a means of promoting positive choices, accountability and behavior modification rather than punishment.
- CPST will meet to implement MTSS for students exhibiting repeated behavior concerns.
- Principal will ensure all behavior infractions are aligned to discipline matrix.
- Students will receive monthly recognition for exemplifying positive behavior choices.
- Social work services will be provided as a means to support students in Social Emotional Learning and provide additional behavioral supports as needed.
- Peer Counseling will be implemented with students in grades K-2 as a means of promoting positive conflict resolution.

Indicator: Level 1 on Statewide Assessment

- The principal and teachers will meet at the end of each quarter to discuss any students that are fragile to implement a success plan to get them back on track. This will include afterschool tutoring, providing required make-up assignments and MTSS interventions.
- Classroom teachers will use intervention strategies to accommodate students' not meeting proficiency. Teachers will use diagnostic tools for all students. All students in grades 3-5 will be using the Florida Ready program to supplement our regular curriculum and provide more rigor as part of the Florida State Standards.
- Students who are working below proficiency will receive a double dose of reading and/or math instruction through the small group pull out program.
- Below proficiency students are also given free tutoring in afterschool on Tuesdays and Thursdays using Coach, and I- Ready Reading and Math program.

Provide Early Warning Systems Data for all students who meet the criteria below. Enter the number of students meeting each indicator by grade level. Some students may exhibit more than one indicator.

Indicators	Grade <u> 3 </u>	Grade <u> 4 </u>	Grade <u> 5 </u>	Grade <u> </u>	Totals
Attendance below 90 percent	7.4	8.7			16.1
One or more suspensions			5.3		5.3
Course failure in ELA or Math					0
Level 1 on statewide assessment	40.7	43.5	52.6		136.8
Students exhibiting two or more indicators		4.3	5.3		9.6

Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:

Indicator: Attendance Below 90%

- During parent meetings, attendance information such as school and district policy will be provided to parents to promote clear understanding of expectations as well as academic and social consequences of poor attendance.
- An attendance contract will be included in the first day packet that explains the expectations for student attendance as well as consequences.
- Proactive monitoring of attendance will take place. This includes creating an attendance watch list, sending home notices upon missing specific number of days, parent phone calls to discuss rationale for poor attendance and collaboration to resolve issues.
- Partner will social worker to help intervene in severe cases and also implement BTIP program.

Indicator: One or More Suspension

- Teachers will receive professional development on classroom management and incorporating PBIS as a means of promoting positive choices, accountability and behavior modification rather than punishment.
- CPST will meet to implement MTSS for students exhibiting repeated behavior concerns.
- Principal will ensure all behavior infractions are aligned to discipline matrix.
- Students will receive monthly recognition for exemplifying positive behavior choices.
- Social work services will be provided as a means to support students in Social Emotional Learning and provide additional behavioral supports as needed.
- Peer Counseling will be implemented with students in grades 3-5 as a means of promoting positive conflict resolution.

Indicator: Level 1 on Statewide Assessment

- The principal and teachers will meet at the end of each quarter to discuss any students that are fragile to implement a success plan to get them back on track. This will include afterschool tutoring, providing required make-up assignments and MTSS interventions.
- Classroom teachers will use intervention strategies to accommodate students' not meeting proficiency. Teachers will use diagnostic tools for all students. All students in grades 3-5 will be using the Florida Ready program to supplement our regular curriculum and provide more rigor as part of the Florida State Standards.
- Students who are working below proficiency will receive a double dose of reading and/or math instruction through the small group pull out program.

Below proficiency students are also given free tutoring in afterschool on Tuesdays and Thursdays using Coach, and I- Ready Reading and Math program.

PART 5: MTSS/RtI Action Plan

Provide Tier II and Tier III intensive intervention strategies and activities to be implemented that will increase student achievement, Social/Emotional Learning, and positive behavioral outcomes for all students, based on the analysis of student achievement data. Create an action plan to address the multi-tiered systems of support that will be implemented to target students' academic, social/emotional, and behavioral needs. The plan should address the deficiencies of all FSA Level 1 and 2 students with academic needs, as well as, those in need of behavioral support. Supplemental materials used to support ELL learner should be identified as well.

Multi-Tiered Systems of Support:						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention <i>(how often and for how long will the intervention occur)</i>	Timeline <i>(over what span of time will the intervention take place)</i>	Curriculum <i>(what research-based resources will be used)</i>	Progress Monitoring <i>(what progress monitoring tool(s) will be used to assess the response to intervention)</i>	Person Responsible <i>(who will conduct/monitor the intervention)</i>
Literacy	<ul style="list-style-type: none"> □ Small group intensive 	K-5 Tier 2 is administered 3 days per week for 30 minutes each session.	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	K-3: Journeys Reading Toolkit: Phonological and Phonemic Awareness (language intervention), Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader 4-5: Journeys Literacy Toolkit: Word Study, Phonics, Fluency,	<ul style="list-style-type: none"> ➤ K-5 -I-Ready for Reading ➤ K-5 -Journeys Progress Monitoring Assessment 	Reading Teacher and Principal

				Vocabulary (language intervention), Comprehension, and Write in Reader		
	<input type="checkbox"/> Individual intensive	Tier 3 is administered 5 days per week for 30 minutes each session.	K-5 Tier 3 8 Weeks: 10/1/18-11/30/18	K-3: Journeys Reading Toolkit: Phonological and Phonemic Awareness (language intervention), Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader 4-5: Journeys Literacy Toolkit: Word Study, Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader	<ul style="list-style-type: none"> ➤ K-5 -I-Ready for Reading ➤ K-5 -Journeys Progress Monitoring Assessment 	Reading Teacher and Principal
Math	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session.	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	K-3: Go Math Strategic or Intensive Intervention 4-5: Go Math Strategic, Go Math Intensive Intervention, Go Math Reteach	K-5: Go Math Assessments (Biweekly and weekly)	Math Teacher and Principal
	<input type="checkbox"/> Individual intensive	K-5 Tier 3 is administered 5 days per week for 30 minutes each session	K-5 Tier 3 8 Weeks: 10/1/18-11/30/18	K-3: Go Math Strategic or Intensive Intervention 4-5: Go Math Strategic, Go Math Intensive Intervention, Go Math Reteach	K-5: Go Math Assessments (Biweekly and weekly)	Math Teacher and Principal
Science	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session.	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	K-5: Science Fusion	K-5: Science Fusion Customizable Assessments	Science Teacher and Principal
	<input type="checkbox"/> Individual intensive	Tier 3 is administered 5 days per week for 30 minutes each session	K-5 Tier 3 8 Weeks: 10/1/18-11/30/18	K-8: Science Fusion	K-5: Science Fusion Customizable Assessments	Science Teacher and Principal

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Social Studies	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	Passages from Think Central and Journey's Toolkit	Teacher Created Assessments based on passages from Think Central and Journey's Toolkit	Social Studies Teacher and Principal
	<input type="checkbox"/> Individual intensive	K-5 Tier 3 is administered 5 days per week for 30 minutes each session	K-5 Tier 3 8 Weeks: 10/1/18-11/30/18	Passages from Think Central and Journey's Toolkit	Teacher Created Assessments based on passages from Think Central and Journey's Toolkit	Social Studies Teacher and Principal
Behavioral	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session	Interventions will occur until the desired behavior is exhibited	Restorative Behavior Practices	A-B-C Tracking Weekly Behavior Tracking Log	Classroom Teacher, Dean of Students, Principal
	<input type="checkbox"/> Individual intensive	K-5 Tier 3 is administered 5 days per week for 30 minutes each session	Interventions will occur until the desired behavior is exhibited	Restorative Behavior Practices	TERMS Referral Data K-5 -Behavior Tracking logs K-5-Behavior Contract Compliance K-5 -Stress/Energy Pass Usage logs	Classroom Teacher, Dean of Students, Principal
Social/Emotional Learning	<input type="checkbox"/> Small group intensive	K-5 Tier 2 Meet up 15 minutes Daily	4-6 weeks	Stanford Harmony	Reflections	Principal, Dean, Teacher
	<input type="checkbox"/> Individual intensive	K-5 Tier 3 Buddy Up 30 min	4-6 weeks	Stanford Harmony	Reflections	Principal, Dean, Teacher
ESOL	<input type="checkbox"/> Small group intensive	K-5 Tier 2 is administered 3 days per week for 30 minutes each session.	K-5 Tier 2 6 weeks: 10/1/18-11/16/18	K-3: Journeys English Language Learners Lessons: Phonological and Phonemic Awareness (language intervention), Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader 4-5: Journeys English Language Learners Lessons: Word Study,	<ul style="list-style-type: none"> ➤ K-5 -I-Ready for Reading ➤ K-5 -Journeys Progress Monitoring Assessment 	Reading Teacher, ESOL Contact and Principal

				Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader		
	<input type="checkbox"/> Individual intensive	Tier 3 is administered 5 days per week for 30 minutes each session.	K-5 Tier 3 8 Weeks: 10/1/18- 11/30/18	K-3 Journeys English Language Learners Lessons: Phonological and Phonemic Awareness (language intervention), Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader 4-5: Journeys English Language Learners Lessons: Word Study, Phonics, Fluency, Vocabulary (language intervention), Comprehension, and Write in Reader	<ul style="list-style-type: none"> ➤ K-5 -I-Ready for Reading ➤ K-5 -Journeys Progress Monitoring Assessment 	Reading Teacher, ESOL Contact and Principal

PART 6: Graduation Rate Data

Provide specific student achievement outcomes (based on student achievement data) and identify strategies that will be implemented to support an increase in graduation rates. Be sure to include percentages for both in-cohort and post-cohort students.

Student Measurable Outcomes			
Provide specific student achievement outcomes (based on student achievement data) for the following years:			
Baseline Data 2017-18	2018-19	2019-20	2020-21
In- Cohort Student Achievement Data			
FSA/ End Of Course Examination Scores		Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	
2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)	2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /

Graduation Data:			
2018 Number of Students That Graduated In-Cohort:	2018 Percent of Students That Graduated In-Cohort:	2019 Expected Number of Students That Will Graduate In-Cohort:	2019 Expected Percent of Students That Will Graduate In-Cohort:
Post- Cohort Student Achievement Data			
Post-Cohort FSA/End of Course Retake Assessments:		Post-Cohort Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	
2018 Current Level of Performance (% and number of students)	2019 Expected Level of Performance (% and number of students)	2018 Current Level of Performance (% and number of students)	2019 Expected Level of Performance (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 Number of Students That Graduated Post-Cohort:	2018 Percent of Students That Graduated Post-Cohort:	2019 Expected Number of Students That Will Graduate Post-Cohort:	2019 Expected Percent of Students That Will Graduate Post-Cohort:

Graduation Rate Action Plan

State the strategies and activities to be implemented that will increase graduation rates, as well as, support post-secondary college/career readiness. Include all applicable goals and indicate whether the strategies or activities are before school, during school, or after school. Include strategies that will address FSA proficiency (including retake assessments), concordant/comparative scores, and acceleration success.

Strategies to Improve Graduation Rates:			
<i>Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.</i>			
Action Steps	Person Responsible	Resources needed	Timeline
<i>Example: Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors</i>	<i>Literacy Coach Selected Content-Area Teachers</i>	<i>FSA Reading Practice Materials EOC Subject-Area Practice Materials Reading Plus</i>	<i>November 2018-May 2019</i>

<p>Describe strategies for improving student readiness for post-secondary level based on the implementation of “Acceleration Success” programs such as AP, IB, AICE, dual enrollment, and/or Industry Certification:</p>			

APPENDICES

- **Title 1 Addendum – page 13**
- **Deficiency Examples – page 16**
- **Barrier Examples – page 21**
- **Student Achievement Outcome Example – page 23**

PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY

Complete School Name: Panacea Prep Charter School	Principal Name: Belinda Hope
School Location Number: 5801	Grade Levels Served: K-5

1. COMPREHENSIVE NEEDS ASSESSMENT:

A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation of the state academic content standards

Provide a ***detailed*** description of the process used to conduct the comprehensive needs assessment for this school.

The school administrative team to include the principal, ESE specialist, ESOL contact, lead teachers and parents will analyze data, parent involvement and attendance. School-wide student data will be compared to school-wide goals to determine areas of proficiency as well as areas of improvement. Areas of need are discussed and goals are voted on based on the data that is analyzed. The goals are implemented with the purpose of increasing academic success, parent involvement and attendance. The committee also determines materials, resources as well as professional development needed to meet the goals. A comprehensive plan for implementation, monitoring and evaluation is identified and put in place to support the attainment of school-wide goals. The Title I Compact is also analyzed and adjustments are made to ensure that we are meeting the needs of all students.

2. STATE CERTIFIED TEACHERS

Provide a ***detailed*** description of the strategies that will be used to attract state certified teachers.

- The school will partner with local colleges and universities to host student teachers/interns. This allows the school to gain access to students completing state certified education programs while also having interns become a part of the school culture.
- The school will also participate in job fairs as well as advertise instructional positions on web-based sites such as Teacher-Teacher and indeed.com. Utilizing these sites will increase the school's ability to target highly qualified applicants nationwide.

Provide a ***detailed*** description of the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.

Panacea Prep Charter School prides itself in being a great place to work. The school boasts a small staff which allows a for close and collegial work environment in which we see each other more as family that coworkers. It is important that all team members understand and share the same vision to that we are moving towards meeting our daily and annual goals.

- Every Thursday afternoon is set aside for staff collaboration. Each Thursday afternoon session has a different focus. The focus of these sessions includes faculty meetings and professional development, grade levels and vertical team meetings, and mentor teachers collaborating with their mentees.
- Panacea Prep Charter School offers a pay scale that provides incremental increases after every year of successful teaching instruction. Additional compensatory incentives are offered for advanced degrees.
- The school also absorbs the cost of basic health, vision and dental insurance for all salaried employees.
- Employees also have the ability to participate in 401K as a means of planning for their retirement.
- AFLAC benefits are also available.
- New teachers are assigned to a veteran teacher for mentorship during their first year at Panacea Prep Charter School even if it isn't their first year in the teaching profession.

- Teachers receive monthly recognition for meeting attendance goals, student achievement, and going the extra mile.
- The administrator has an open-door policy. This allows teachers, parents, students and all other stakeholders the ability to communicate directly with the administrator if there are any questions or concerns.

3. PARENTAL INVOLVEMENT

*Provide a **detailed** description of how parents will be involved in the design, implementation, and evaluation of the school-wide Title I program*

Panacea Prep Charter School will ensure parents have the opportunity to provide input in the development, implementation and evaluation of the school wide plan. The school will solicit input from parents prior to the development of the plan at a monthly parent meeting. Parent meetings are held at a convenient time for the parent. During this meeting administration reviews the previous plan with parents and discusses what was implemented. Parents are able to provide their input as to the effectiveness of the previous plan as well as areas for improvement. Based on the suggestions from the parent body, the school administration then creates the school wide plan. Once the plan is in place, parents are asked for their input through the annual parent survey to determine the effectiveness of the plan.

*Provide a **detailed** description of how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision-making opportunities about their child's education.*

Parents will receive timely information about the Title I program in several ways.

- Title I information will be included in the school's monthly newsletter which is sent home with students, posted on the parent information board at the entrance of the school as well as posted on the school's website.
- Parents will also receive the School-Parent Compact form in the first day packet or upon registration (if registering for school after the first day of school). The School-Parent Compact provides parents with the goals and responsibilities of the school, the parent as well as the student.
- During the first month of school, Panacea Prep Charter School will hold its Annual Title I Parent Meeting. This meeting is conducted during the evening so it is convenient to parents. A representative from the district Title I department is invited to this meeting to speak to the parents about the Title I program and how our students and families benefits from Title I resources. The school also utilizes this evening to have the Title I resource mobile on site. Parents are able to see what resources are available to them and can even borrow instructional materials to use with their child at home. The agenda of this meeting also allows for parents to meet with their child's teacher and review the grade level curriculum, instructional materials and grade level expectations for promotion.
- Parents will also have the opportunity to attend academic nights. During these meetings, lead teachers will discuss the standards, state assessments, proficiency requirements as well as strategies and resources the parents can implement at home to support their child's academic career. Academic nights are held for Literacy (to include reading and Writing), Math, Science and Technology.
- Literacy Night reviews the ELA FSA assessment. Parents are provided with examples of questions and texts so they can become familiarized with the format of the assessment as well as the standards that are assessed. Parents are also taught the various forms of writing to include

informative, persuasive and argumentative. During this hands-on training, a lead teacher walks parents through the writing process. Parents leave with instructional packets including samples, resources, and strategies to use at home.

- Math Night reviews the Math component of the FSA. Parents will be provided with the standards that will be assessed in each grade level. A lead teacher guides parents through a hands-on demonstration of how to tackle various types of questions with a strong emphasis on problem solving.
- Science Night helps parents understand the science standards that will be assessed on the Science FCAT. A lead teacher will guide parents through the scientific method and complete a science project with them. Parents will leave with a mini science project board as well as resources and strategies to help support their child academically.

*Provide a **comprehensive** list of specific training activities and decision-making opportunities for parents. Include meeting dates for the planning, implementation and evaluation of the Family Involvement Policy/Plan and School-Parent Compacts.*

Parents will meet April to review the school's current compact, and school-wide plan. During this meeting, parents will have the opportunity to provide input as to the success of the programs implemented and make suggestions for improvement that will be implemented in the plan created for the following school year.

*Provide a **detailed** description of the annual parental evaluation of the school-wide Title I program and how this information is will be used to improve the plan.*

Parents will participate in the annual Title I parent survey. The school will analyze the data from the survey to determine which areas parents feel the school can improve and those will be the areas in which the school will focus to improve the plan.

*Provide a **detailed** description of your school's volunteer and business community partnership programs.*

Panacea Prep Charter School values the input of all stakeholders. Parents and family members have the opportunity to volunteer at the school throughout the school year. Upon completion of a volunteer application as well as a successful background check, individuals participate in daily volunteer activities throughout the school. These include assisting in the cafeteria, assisting teachers in the classroom, reading to classes, chaperoning fieldtrips and other school sponsored events.

Panacea Prep Charter School values community partnerships. The school partners with the City of Coral Springs and utilizes school outreach programs through the local police department as well as fire rescue. The school also participates in local city activities such as writing contests and spelling bees.

4. TRANSITIONING FROM EARLY-CHILDHOOD TO ELEMENTARY SCHOOL

*Provide a **detailed** description of the plan for assisting pre-school children transitioning from early-childhood programs to local elementary school programs, as applicable. The following information should be included:*

- *Informing parents of readiness skills during Kindergarten Round-Up*
- *Offering pre-school programs and collaborating with kindergarten teachers regarding grade level expectations*
- *Meeting with local pre-school programs to discuss readiness for transitioning students*
- *Implementing a staggered start schedule during the first week of school*

- *Allowing classroom visitations for transitioning students and their parents*

*Inform parents of readiness skills during Kindergarten Round-Up:

In April, the school will conduct a Kindergarten Round-Up parent orientation. During this parent orientation, incoming parents of kindergartners will receive pertinent information about the school as well as the requirements for registration. Current kindergarten teachers will review the academic expectations of kindergarten, review readiness skills as well as review the daily schedule. Parents as well as students will tour the school and spend time in a kindergarten classroom.

*Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations: During Kindergarten Round-Up, teachers will review grade level expectations with parents. Parents will also take home resources that they provide kindergarten expectations as well as resources they can use with their child to help ensure they are prepared for the transition to kindergarten.

*Meet with local preschool programs to discuss readiness for transitioning students: Panacea Prep Charter School will visit local daycares and provide information about transitioning to kindergarten. School personnel will also attend parent nights at local daycares to speak to parents and answer questions to assist them in the transition to kindergarten.

*Allow classroom visitations for transitioning students and their parents. The week prior to the first day of school, parents have the opportunity to participate in Meet & Greet. During Meet & Greet parent and students tour the school and their assigned classroom. They are able to meet with the teacher and become acquainted with their new surroundings prior to the first day of school.

5. COORDINATION OF SERVICES

Provide a ***detailed*** description of how ***federal, state, and local services and programs*** will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training. ***Each section should be completed.***

Title I, Part A:

Panacea Prep Charter School utilizes Title I, Part A as a school-wide effort to improve student achievement. Funds received through Title I are utilized to provide parent education, additional academic support for students not meeting proficiency in Reading, Mathematics and Writing, and to provide effective professional development for teachers to ensure rigorous and meaningful academic instruction for all students.

<p>Title I, Part C- Migrant:</p> <p>Panacea Prep Charter School does not have Migrant students.</p>
<p>Title I, Part D –Neglected and Delinquent:</p> <p>Panacea Prep Charter School does not receive Title, I Part D funds.</p>
<p>Title II – Professional Development:</p> <p>Panacea Prep Charter School does not receive Title II funds. The school will participate in district-based Title II activities for teachers.</p>
<p>Title III - ESOL:</p> <p>Panacea Prep Charter School will utilize any Title III funds received to provide rich, research-based instructional materials for ELL students.</p>
<p>Title X- Homeless:</p> <p>The school will implement the district’s HEART program to assist families in transition. A school-based homeless liaison will be identified. The homeless liaison will serve to ensure families in transition are provided the appropriate supports available to them. The registrar will ensure that during the registration process, parents who positively respond to any question on the families in transition questionnaire will immediately be referred to the liaison for assistance.</p>
<p>Supplemental Academic Instruction (SAI):</p> <p>Funds received through Title I are utilized to provide parent education, additional academic support for students not meeting proficiency in Reading, Mathematics and Writing, and to provide effective professional development for teachers to ensure rigorous and meaningful academic instruction for all students.</p>
<p>Violence Prevention Programs:</p> <p>This section does not apply.</p>
<p>Nutrition Programs:</p> <p>Panacea Prep Charter School is a sponsor under the National School Lunch Program. Therefore, the school will ensure that all national and state guidelines pertaining to student meals and nutrition are followed with fidelity.</p>
<p>Housing Programs:</p> <p>Panacea Prep Charter School works with our school based social worker to provide families with appropriate resources as it relates to housing needs.</p>
<p>Head Start:</p> <p>Panacea Prep Charter School does not offer a Head Start program.</p>
<p>Adult Education:</p>

Panacea Prep Charter School does not offer Adult Education courses. Parents that are interested in such courses will be referred to the appropriate agencies that can provide support in those areas.
Career and Technical Education: Panacea Prep Charter School does not offer Adult Education courses. Parents that are interested in such courses will be referred to the appropriate agencies that can provide support in those areas.
Job Training: Panacea Prep Charter School does not offer Adult Education courses. Parents that are interested in such courses will be referred to the appropriate agencies that can provide support in those areas.
Other:

*Provide a **detailed** description of how the school will utilize services and agencies to promote business and community involvement.*

<p>Panacea Prep Charter School will partner with local businesses and agencies as a means of receiving goods and services that can benefit the school and students.</p> <ul style="list-style-type: none"> • The local Urban League is a partner that provides educational workshops for the students as well as parents. • Sarpino’s Pizzeria, Lowe’s, Publix and McDonald’s are business partners that have been utilized to provide educational programs, supplies as well as incentives for students performing well academically.

Deficiency Example 1: Elementary Literacy

Based on FSA-ELA student achievement data, 42% of students in grades 3 and 5 are deficient in reading in the content area, specifically Integration of Knowledge and Ideas.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps
Identify subject area	Timeframe deficiency will be addressed	List research-based, state-approved curriculum materials (CCRP, CIRP, SIRP, ELA, Writing)	List research-based progress monitoring and evaluation tools used to monitor student progress	List positions responsible for monitoring implementation of the specific action steps.	Describe the strategies and activities implemented to increase student achievement in reading, writing, listening and speaking:

<p>Literacy/ ELA</p>	<p>September - June</p>	<p>-Wonders -Fountas and Pinnell Leveled Literacy -Reading Plus</p> <p>-Triumph Learning (Tutoring)</p>	<p>BAS iReady ACCESS for ELLs 2.0</p>	<p>Principal Literacy Coach Classroom Teacher</p>	<p>The School’s multi-disciplinary team systematically reviews performance data of all students and identify interventions needed to improve student performance. For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision-making process will be more formal. After every 3-4 RtI sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8 weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention.</p> <p>Tier 2 – Needs-Based Learning In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.</p> <p>Tier 3 – SST-Driven Learning In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; different curriculum resource; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.</p> <p>Differentiated Instruction Students will be pulled to an intervention classroom where they will receive individualized intervention using research-based curriculum targeted specifically for foundational support and enriched activities. The purpose is to provide an additional layer of support for Tier 1, 2, and 3 students and refocus support on instructional strategies that support deficiencies in learning and mastery of standards. (Fountas and Pinnell Leveled Literacy Intervention/Reading Plus Offline)</p> <p>Tutoring Tutoring provides additional instructional minutes outside of school to support catch up growth for students below grade level. If students are not able to attend tutoring accommodations will be made during the school day to provide the support students need without interrupting their required instructional periods and intervention blocks. FSA-ELA and BAS/iReady progress monitoring data is used to identify students who are below the targeted level. Specific teachers have been selected</p>
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					<p>to provide additional support for students who are in the tutoring program. Students who are not meeting grade level requirements based on BAS/iReady data have been directed to attend our tutoring program. Daily attendance is taken for compliance purposes. (Triumph Learning)</p> <p>Data Chats Weekly data chats will be held with K-8 classroom teachers to focus on analyzing data for each subgroup with the purpose of providing additional instructional strategies, re-teaching, and instructional focus calendar development. The teachers will use progress monitoring data, review data reports, internalize deficiencies, and develop strategies to assist in student support and standards mastery. Students are engaged in data chats and are active participants in their own learning. Students analyze their progress monitoring results, in-class assignments and projects, portfolios, etc. along with their teachers, and discuss challenges to be addressed.</p> <p>Tier 2 & 3 Intervention Progress Monitoring Plans (PMP) will be created for ELL students to properly document types and frequency of interventions. The ELL committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS 2.0, will be administered as appropriate.</p> <p>Fountas and Pinnell Leveled Literacy Intervention: Each lesson provides the teacher with specific suggestions for supporting student learning. These suggestions are specific to the texts read in a lesson (e.g., more intensive teaching of syntax and vocabulary), as well as to the word study instruction they receive. Teachers have lesson guides and supports to enable them to teach the academic language that many students find difficult. The size of the group allows learners to be active talkers so that they extend language by using it. A current study shows that LLI is effective with economically disadvantaged children in both rural and suburban settings.</p>
ESOL	December – June	Research-based Supplemental Materials targeted for language acquisition	ACCESS for ELLs 2.0	ESOL Contact	<p>Language Enrichment Camp Implement Vocabulary Workshop during an after-school camp three times a week. Each lesson explicitly teaches vocabulary in context with high-quality science, social studies, and literary texts. The lessons provide scaffolded instruction of high-leverage words that are portable across subject areas; promote students’ understanding of these words with multiple exposures; teach a variety of strategies for acquiring new vocabulary and help students understand figurative language, word relationships, and nuances in word meanings.</p>

SWD	September - June	Remediation/Re-teaching Materials from research-based curriculum materials chosen	School Selected Progress Monitoring Tool	ESE Specialist ESE Teacher General Education Teacher	SWD are included and integrated in all remedial activities for Literacy in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.
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Deficiency Example 2: Secondary Literacy

Based on FSA-ELA Writing student achievement data, 65% of 10th grade students are deficient in writing, specifically the argumentative writing domain.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
<i>Identify subject area</i>	<i>Timeframe deficiency will be addressed</i>	<i>List research-based, state-approved curriculum materials (CCRP, CIRP, SIRP, ELA, Writing)</i>	<i>List research-based progress monitoring and evaluation tools used to monitor student progress</i>	<i>List positions responsible for monitoring implementation of the specific action steps.</i>	<i>Describe the strategies and activities implemented to increase student achievement in reading, writing, listening and speaking:</i>

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Writing	September - February	Write Score	Write Score Diagnostic / Mid-Year	Literacy Coach Classroom Teacher	<p>The school will purchase and implement Write Score as the core writing program for 10th grade students. Teachers will use differentiated instruction materials to provide writing interventions to students who score below proficiency on the diagnostic writing assessment.</p> <p>Tier I- students will receive instruction with Write Score core materials. Writing classes will meet two to three times a week depending on block scheduling. Teachers will use class data from the diagnostic assessment to create an instructional focus calendar to target multiple writing standards during whole group. Students will receive mini-assessments every four weeks for progress monitoring.</p> <p>Tier II- small group intensive students will receive writing instruction twice a week for an additional 40 minutes. Teachers will use diagnostic assessment data to group students according to their performance on individual writing standards. Students will receive explicit instruction on focus/organization, evidence-based elaboration, and conventions. They will also have multiple opportunities to re-write text-based responses with explicit, on the spot feedback from the teacher.</p> <p>Tier III- students will receive individualized instruction based on their data from the diagnostic assessment. They will meet with a writing interventionist for thirty minutes every day. During one-on-one sessions, students will receive explicit instruction on a step by step progression plan. They will begin with dissecting prompts, writing introductions, writing responses in paragraph form, and finally, text-based responses analyzing multiple texts. Students in this group will also be given the opportunity to re-write responses with explicit, on the spot feedback from the teacher.</p>
SWD	September- June	Re-teaching Materials from research-based curriculum materials chosen	School Selected Progress Monitoring Tool	ESE Specialist ESE Teacher/Provider General Education Teacher	SWD are included and integrated in all remedial activities for Writing in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.

Deficiency Example 3: Secondary Science

Based on NGSSS-Science student achievement data, 40% of students in grade 10 are deficient in Biology.

Subject Area	Timeline	Research-Based Curriculum Materials	Evaluation/Monitoring Tool	Person Responsible	Action Steps:
<i>Identify subject area</i>	<i>Timeframe deficiency will be addressed</i>	<i>List research-based, state-approved curriculum</i>	<i>List evaluation tools used to</i>	<i>List positions responsible for monitoring</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>

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		<i>materials (including technology)</i>	<i>monitor student progress</i>	<i>implementation of the specific action steps.</i>	
Science	August - May	HMH Biology Text	-iObservation Walkthrough -Pre/Post Tests	Principal Science Coach Classroom Teacher	<p>Biology-related educational opportunities will be expanded by offering more virtual and hands-on experiences using standard-aligned activities found on CPALMS and through the HMH curriculum on Think Central. After-school activities with a focus on Science, Technology, Engineering and Mathematics will be offered and available for students to participate in.</p> <p>Students will participate in a schoolwide Science Fair. Science teachers will guide students through the steps of the scientific method and choosing an appropriate experiment for their project. Teacher will monitor students' progress as they conduct their experiments and offer support throughout. Finalized science projects will be presented during the Science Fair. A group of judges composed of teachers and administrators will judge projects according to the rubric.</p> <p>Parent Night: Teachers from various subject areas and grade levels will present tips for helping students succeed in district- and state-mandated exams.</p>
SWD	September-June	Remediation/Re-teaching Materials from research-based curriculum materials chosen	School selected Progress Monitoring Tool	ESE Specialist ESE Teacher General Education Teacher	SWD are included and integrated in all remedial activities for Science in addition to ESE Services prescribed in the IEP to target IEP Goals and gap skills. Staff working with SWD will have access to IEPs and accommodations will be provided.

Barrier Example 1:

The school has identified increased teacher turnover as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Faculty/ Staff				Actions to Eliminate or Lessen This Barrier:
Increased teacher turn-over	April - September	-Online needs assessment survey through Survey Monkey completed by parents and staff members.	Principal & Governing Board	A needs assessment will be conducted as well as reviewing feedback from our parent and staff surveys. The data and feedback provided has allowed us to internally review our processes and needs so that we may discover and develop strategies to improve.

		-Professional development (both face to face and online webinars) -Scheduled common planning time that meets the needs of the teachers.		Provide increased incentives and certification support through our human resource and schools operational support. In addition, staff will have the opportunity to participate in personalized professional development that allows them to feel supported and ready to address the classroom management, curricular and financial challenges that confront teachers and staff daily.

Barrier Example 2:

The school has identified lacking in necessary technology hardware as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Technology				Actions to Eliminate or Lessen This Barrier:
Lacking in necessary technology hardware	May - September	-80 Touchscreen laptop/tablets -20 Think Station desktops	Principal & Governing Board	-Utilize CSP grant to purchase touchscreen laptop/tablets for online use of Accelerated Reader Library and Education.com. -Utilize Title I funding to purchase additional desktops for classroom reading rotations.

Barrier Example 3:

The school has identified lacking parent involvement/participation as a barrier.

Area	Timeline	Resources Needed	Person Responsible	Action Steps:
<i>Identify area of barrier</i>	<i>Timeframe deficiency will be addressed</i>	<i>List materials and resources needed to address the identified barriers.</i>	<i>List positions responsible for monitoring implementation of action steps</i>	<i>Describe the strategies and activities implemented to increase student achievement:</i>
Parent Involvement				Actions to Eliminate or Lessen This Barrier:
Lacking in Parent Involvement/Participation	August-June	Calendar of Parent/Family Events and Meetings provided to School and Parents of SWD/Gifted Students to	Principal ESE Specialist	The school will obtain the Calendar of Events provided free to parents and families of SWD/Gifted Students through FDLRS and Broward County Public Schools.

<p>for parents of SWD/Gifted Students</p>		<p>promote support, education and information for parent and families of SWD/Gifted Students.</p>	<p>ESE Teacher/Provider Teachers of the Gifted General Education Teachers</p>	<p>The school will provide the Calendar/Flyers for the events/meetings to Parents in School Newsletter/Bulletin, Teacher Classroom Newsletters, School Website and Bulletin Board, and/or flyers going home with students.</p> <p>The school will promote Parent participation in District provided training and meetings targeted to parents of SWD/Gifted Students.</p> <p>School will provide for parents of SWD/Gifted Students (respectively) in a Back to School Night, or similar school-based activities, to address their specific needs.</p>

Student Achievement Outcomes Examples:

<p>Specific <i>(What do you want to achieve?)</i></p>	<p>Measurable <i>(numbers and timelines to the goal)</i></p>	<p>Achievable <i>(based on existing figures and research)</i></p>	<p>Relevant/Realistic <i>(goal in line with school's broader goals)</i></p>	<p>Timely/Timeline <i>(goal measurable over specific period of time)</i></p>	<p>Person Responsible</p>
<p>Improve 9th grade FSA-ELA learning gains</p>	<p>Increase learning gains by 10 percentage points</p>	<p>Overall, 9th grade FSA-ELA learning gains will improve from 49% to 59% (2016 = 40%, 2017 = 49%)</p>	<p>Increasing 9th grade learning gains will improve the school's overall student proficiency on the FSA</p>	<p>August - May</p>	<p>Principal Literacy Coach Classroom Teacher</p>
<p>Improve 5th grade NGSSS-Science learning gains</p>	<p>Increase learning gains by 10 percentage points</p>	<p>Overall, 5th grade NGSSS-Science learning gains will improve from 59% to 69% (2016 = 40%, 2017 = 59%)</p>	<p>Increasing 5th grade learning gains will improve the school's overall student proficiency on state assessments</p>	<p>August - May</p>	<p>Principal Literacy Coach Classroom Teacher</p>

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Improve English Language Proficiency Scores	Increase number of students scoring proficient by 10 percent	Number of proficient students will improve from 10 % to 20% in grades K-5	Increasing the number of English Language Proficiency will improve the school's overall scores on FSA ELA.	August – May	Principal ESOL Contact Classroom Teacher
Improve Learning Gains and Proficiency Scores for SWD	Increase number of students scoring proficient by 10 percent	Number of proficient SWD will improve from 10 % to 20% in grades K-5	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math, NGSSS Science, and EOC Exams	August - May	ESE Specialist ESE Teacher/Provider Classroom Teacher