Pemayetv Emahakv Charter "Our Way School"

2022-23 Schoolwide Improvement Plan

Table of Contents

Pemayetv Emahakv Charter "Our Way School"

100 E HARNEY POND RD NE, Okeechobee, FL 34974

www.ourwayschool.org

Demographics

Principal: Tracy Downing

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	1%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Native American Students Hispanic Students Multiracial Students White Students
School Grades History	2021-22: A (73%) 2018-19: B (56%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here].	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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100 E HARNEY POND RD NE, Okeechobee, FL 34974

www.ourwayschool.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	1%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pemayetv Emahakv Charter School (Pre-K-8) exists to provide the Brighton school community with a rigorous student-centered curriculum meeting high standards of academic achievement in a safe and nurturing environment while actively preserving the Seminole language and culture.

Provide the school's vision statement.

Successful Learners Today...Unconquered Leaders Tomorrow

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Downing, Tracy	Principal	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Tedders, Stephanie	Assistant Principal	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Ward, Jenny	Instructional Coach	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Carr, Amy	Teacher, K-12	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of

Name	Position Title	Job Duties and Responsibilities
		newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Brewer, Drema	School Counselor	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Thomas, Michele	Administrative Support	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Osceola, Jade	Administrative Support	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction

Name	Position Title	Job Duties and Responsibilities
		6. Builds coherence, connectivity, and alignment across all grades in the school
Pearce, Alicia	Other	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school
Sills, Tracy	Dean	The purpose of the Leadership Team is as follows: 1. Work together on educational research, curriculum and lesson planning, and inquiry around instructional practice 2. Focused primarily on improving instruction, leading to higher student achievement 3. Assist colleagues in their own development, including the mentoring of newer teachers 4. Take on more leadership responsibility in order to progress in the profession 5. Ensures that formative assessment practice is applied to differentiate student instruction and improve classroom instruction 6. Builds coherence, connectivity, and alignment across all grades in the school

Demographic Information

Principal start date
Thursday 7/25/2019, Tracy Downing

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
33

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school

289

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	26	35	36	31	44	24	28	22	0	0	0	0	270
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/18/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	30	27	35	42	27	24	33	29	25	0	0	0	0	272
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	1	2	3	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	27	35	42	27	24	33	29	25	0	0	0	0	272
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	2	3	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	44%	55%				66%	41%	61%
ELA Learning Gains	69%						46%	50%	59%
ELA Lowest 25th Percentile	75%						40%	44%	54%
Math Achievement	77%	45%	42%				78%	48%	62%
Math Learning Gains	81%						63%	51%	59%
Math Lowest 25th Percentile	96%						46%	49%	52%
Science Achievement	50%	51%	54%				52%	40%	56%
Social Studies Achievement	88%	60%	59%					45%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	96%	62%	34%	58%	38%
Cohort Comparison		0%				
04	2022					
	2019	53%	49%	4%	58%	-5%
Cohort Comparison		-96%				
05	2022					
	2019	54%	54%	0%	56%	-2%
Cohort Comparison		-53%				
06	2022					
	2019					
Cohort Comparison		-54%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	96%	69%	27%	62%	34%
Cohort Comparison		0%				
04	2022					
	2019	78%	53%	25%	64%	14%
Cohort Comparison		-96%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	58%	52%	6%	60%	-2%
Cohort Comparison		-78%				
06	2022					
	2019					
Cohort Comparison		-58%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	50%	47%	3%	53%	-3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-50%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2020-21**	**C & C Accel 2020-21**
SWD	46	64	60	68	64	91	35				
AMI	52	66	70	75	80	95	39	84			
HSP	67	60		77							
MUL	73	85		76	92						

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	46	42	45	41	33	45	30				
AMI	44	27	25	47	17	36	48	54	15		
MUL	80										
WHT	50			60							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	52	41	40	57	52		36				
AMI	58	38	31	76	61	50	47				
MUL	100			100							

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	658
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	70
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

PECS SCHOOL GRADE
Subject Proficiency Learning Gains "Bottom Quartile
Learning Gains"
ELA 58 69 75
Math 77 81 96
Science 50
Civics 88
Acceleration 64
Calculation 658/900=
School Grade 73%= A

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA, Math, and Science are areas we will focus heavily on.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

When our students are here at school, they benefit from the connections our teachers make with them, they benefit from the resources we have available here at school, and they benefit from the in person support our staff provides to them. As a result of our students being at home more than a year ago, our performance did decline in 2021; however, our students improved greatly as evidenced by the 2022 data.

When comparing our PECS students to 42 elementary and middle schools in Glades, Okeechobee, Hendry, Desoto, Hardee, and Highlands County, our students outperformed all schools.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We made the greatest improvements with our students in the bottom quartile and with learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our students benefit from the resources we have available to us. Our stakeholders provide resources, materials, and supplies to ensure our highly qualified teachers meet the needs of each individual student.

What strategies will need to be implemented in order to accelerate learning?

We have committed to a three year Professional Development Contract that provides for the presentation of research bases instructional practices. There are PD days and there are Coaching Days built in.

ECRI Training and Coaching
Sept. 2, 8:00
Aug. 31st, 9:45
Aug. 31st, 9:30

Literacy First Training Assignments
Module 1- Sept. 7
Module 2- Sept. 29
Module 1- Sept. 8th
Module 2- Sept. 30
Module 3- Oct. 25
Module 4- Dec. 1
Module 5- Feb. 2
Module 3- Oct. 26
Module 4- Dec 2
Module 5- Feb. 3

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have committed to a three year Professional Development Contract that provides for the presentation of research bases instructional practices. There are PD days and there are Coaching Days

built in.

ECRI Training and Coaching
Sept. 2, 8:00
Aug. 31st, 9:45
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Literacy First Training Assignments
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Module 2- Sept. 30
Module 3- Oct. 25
Module 4- Dec. 1
Module 5- Feb. 2
Module 3- Oct. 26
Module 4- Dec 2
Module 5- Feb. 3

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have committed to a three year Professional Development Contract that provides for the presentation of research bases instructional practices. There are PD days and there are Coaching Days built in.

ECRI Training and Coaching
Sept. 2, 8:00
Aug. 31st, 9:45
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Module 3- Oct. 25
Module 4- Dec. 1
Module 5- Feb. 2
Module 3- Oct. 26
Module 4- Dec 2
Module 5- Feb. 3

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

No activities were entered for this section.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We will continue using ECRI whereby our teachers will receive professional development, coaching, and targeted feedback.

ECRI Training and Coaching
Sept. 2, 8:00
Aug. 31st, 9:45
Aug. 31st, 9:30

Literacy First Training Assignments
Module 1- Sept. 7
Module 2- Sept. 29
Module 1- Sept. 8th
Module 2- Sept. 30
Module 3- Oct. 25
Module 4- Dec. 1
Module 5- Feb. 2
Module 3- Oct. 26
Module 4- Dec 2
Module 5- Feb. 3

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

We will continue using ECRI whereby our teachers will receive professional development, coaching, and targeted feedback.

ECRI Training and Coaching

Sept. 2, 8:00
Aug. 31st, 9:45
Aug. 31st, 9:30

Literacy First Training Assignments
Module 1- Sept. 7
Module 2- Sept. 29
Module 1- Sept. 8th
Module 2- Sept. 30
Module 3- Oct. 25
Module 4- Dec. 1
Module 5- Feb. 2
Module 3- Oct. 26
Module 4- Dec 2
Module 5- Feb. 3

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We will using our Progress Monitoring data from the state and from Literacy First MyDataFirst to determine growth with each individual students during the MTSS process.

Grades 3-5: Measureable Outcome(s)

We will using our Progress Monitoring data from the state and from Literacy First MyDataFirst to determine growth with each individual students during the MTSS process.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will using our Progress Monitoring data from the state and from Literacy First MyDataFirst to determine growth with each individual students during the MTSS process.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Downing, Tracy, tdowning@ourwayschool.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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Module 5- Feb. 2
Module 3- Oct. 26
Module 4- Dec 2
Module 5- Feb. 3

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Yes, the PD is research based.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
We will participate in professional development, observations, coaching, and targeted feedback.	Downing, Tracy, tdowning@ourwayschool.org
We will continue using ECRI whereby our teachers will receive professional development, coaching, and targeted feedback. ECRI Training and Coaching Sept. 2, 8:00 Aug. 31st, 9:45 Aug. 31st, 9:30 Literacy First Training Assignments Module 1- Sept. 7 Module 2- Sept. 29 Module 1- Sept. 8th Module 2- Sept. 30 Module 3- Oct. 25 Module 4- Dec. 1 Module 5- Feb. 2 Module 3- Oct. 26 Module 4- Dec 2 Module 5- Feb. 3	Downing, Tracy, tdowning@ourwayschool.org

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Pemayetv Emahakv Charter School located on the Brighton Reservation of the Seminole Tribe of Florida, a federally recognized Indian tribe under 25 U.S.C. § 5123, exists to provide students, parents, and the Brighton Community with an instructional program that meets high standards of student academic achievement by providing a rigorous student oriented curriculum infused with the Seminole Language and Seminole Culture in an environment that is safe, nurturing, conducive to learning, and designed to preserve Seminole Tribe of Florida history and traditions. Our students have a long standing history of performing well, in part, due to our unique group of stakeholders. Our largest stakeholder is the Seminole Tribe of Florida.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our stakeholders are the Seminole Tribe of Florida, Charter School Associates, Glades County School District, and the Brighton Reservation Community of parents and family members. We have a Parent Teacher Organization and a School Advisory Committee. Working together, we focus on academic achievement, the social and emotional learning of our students, and Positive Behavioral Support.