
Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 17 |
| Title I Requirements | 26 |
| Budget to Support Goals | 29 |

Innovation Charter School

600 SW 3RD ST, Pompano Beach, FL 33060

[no web address on file]

Demographics

Principal: Susan Alexander

Start Date for this Principal: 7/16/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2018-19: D (34%) 2017-18: C (49%) 2016-17: C (42%) 2015-16: F (25%) 2014-15: No Grade |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Broward County School Board on 12/10/2019.

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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
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600 SW 3RD ST, Pompano Beach, FL 33060

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School KG-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 90% |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| Grade | D | C | C | F |

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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.

The mission of the school was cast by the Board of ICS and reflects their passions, dreams, and desires to serve the community of Pompano Beach, Florida. The mission of the charter school is to develop and nurture a collaborative community of learners with successful education models to impact tomorrow's world today. Equipping and nurturing children from lower socioeconomic strata with the technology, literacy, and numeracy skills that will prepare them for fulfilling their future roles in a workforce that is increasingly global in its perspective, as well as in its connectedness and reach, is critical to their success in that environment and, ultimately, to the advancement of our community and culture within that technology-rich and knowledge-driven context.

Stated on our website: Innovation Charter School empowers young ones for success as world changers through highly talented teachers using innovative and leading methods in a very loving environment.

The focus of the charter school will be to serve the children and families in our culturally diverse community with an emphasis on reading, math, and technology. The theme of the charter school will be to facilitate learning through a dynamic, interactive, teamwork environment to prepare students for the global workplace. ICS serves all eligible Broward County students in grades K-5.

Provide the school's vision statement.

ICS of Pompano Beach, Florida will serve the children and families of our culturally diverse community by facilitating each student's path of learning through a dynamic curriculum, in a welcoming learning environment through interactive, interdisciplinary teaching strategies, methodologies, and techniques. Our pedagogy is rooted in Piaget and Vygotsky's theories of constructivism in that learners build meaning based on their previous experiences and the body of knowledge gained from those experiences. The teachers and support staff will help build further, deeper understanding as each learning experience will lend itself to drawing from the varied, personal experiences of all engaged, as well as the resources and curriculum related to the task at hand.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title | Job Duties and Responsibilities |
|------------------|------------------------|---|
| Alexander, Susan | Principal | Responsible for student academic achievement, staff & faculty professional development and oversight, overall operational organization of the school, community relations, and supervision of the budget. |
| Anderson, Marisa | Administrative Support | Curriculum Facilitator, ELA Coaching, IReady data collection, Training, Accountability, Budget, Purchasing, Report card grade accuracy and credibility, Right Plan Literacy, Teacher Certification |
| Yates, Janet | Assistant Principal | Proxy for the principal, Teacher care, accountability, development, and observations, Operations & Events, CCA/CCFL & JKV Liaison, CCLC Support, Grade accountability/Report Cards, Lesson Plans, Scheduling, School Improvement, Academics, Teacher Evaluations & Prof. Dev. Plans, Progress Monitoring, Title 2 |
| Carril, Amy | Instructional Coach | ELA Coaching, IReady data collection, Training |
| Martinez, Andres | Administrative Support | ELL support testing etc. Buses, Facilities (Cleaning Co. & FORUM liaison), Emergency Management Procedures (fire drills, lockdowns, reunification etc.) Discipline Support, CCLC support, Spanish Translation Team Member support: Students at Risk, MTSS/RTI, and Retentions |
| Ott, Michael | Administrative Support | All things ESE: student & teacher support, I.E.P.s, 504s, oversees Chrysalis, Speech Pathologist, and psychologist when on campus, Supervises E.A. interventions, Substitute placement, Team member support: Students at Risk, MTSS/RTI, and retention, Mental Health Liaison |
| Evans, Jackie | Administrative Support | MTSS student support, State Testing K-5th, Attendance (Tardiness and Truancy, At Risk Students) Oversees PLC HEART, Homeless |

Early Warning Systems

Current Year

The number of students by 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 | 94 | 96 | 99 | 79 | 55 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 466 |
| Attendance below 90 percent | 22 | 15 | 15 | 12 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 |
| One or more suspensions | 1 | 1 | 1 | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 30 | 29 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 86 |
| | 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 | 11 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

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 | 1 | 2 | 7 | 10 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | |

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

| Indicator | Grade Level | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | |

Prior Year - Updated

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 |
| Attendance below 90 percent | 24 | 19 | 18 | 11 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 |
| One or more suspensions | 1 | 1 | 1 | 5 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Course failure in ELA or Math | 0 | 0 | 0 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 23 | 34 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 |

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 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

Part II: Needs Assessment/Analysis

School Data

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 36% | 59% | 57% | 28% | 55% | 55% |
| ELA Learning Gains | 49% | 60% | 58% | 49% | 58% | 57% |
| ELA Lowest 25th Percentile | 43% | 54% | 53% | 73% | 53% | 52% |
| Math Achievement | 40% | 65% | 63% | 30% | 61% | 61% |
| Math Learning Gains | 40% | 66% | 62% | 35% | 63% | 61% |
| Math Lowest 25th Percentile | 23% | 53% | 51% | 38% | 52% | 51% |
| Science Achievement | 9% | 46% | 53% | 0% | 45% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 94 (0) | 96 (0) | 99 (0) | 79 (0) | 55 (0) | 43 (0) | 466 (0) |
| Attendance below 90 percent | 22 () | 15 () | 15 () | 12 () | 3 () | 4 () | 71 (0) |
| One or more suspensions | 1 () | 1 (0) | 1 (0) | 1 (0) | 3 (0) | 2 (0) | 9 (0) |
| Course failure in ELA or Math | 0 () | 0 (0) | 0 (0) | 0 (0) | 10 (0) | 6 (0) | 16 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 30 (0) | 29 (0) | 27 (0) | 86 (0) |
| | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 45% | 60% | -15% | 58% | -13% |
| | 2018 | 31% | 59% | -28% | 57% | -26% |
| Same Grade Comparison | | 14% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 40% | 62% | -22% | 58% | -18% |
| | 2018 | 18% | 58% | -40% | 56% | -38% |
| Same Grade Comparison | | 22% | | | | |
| Cohort Comparison | | 9% | | | | |
| 05 | 2019 | 10% | 59% | -49% | 56% | -46% |
| | 2018 | 39% | 56% | -17% | 55% | -16% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | -29% | | | | |
| Cohort Comparison | | -8% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 46% | 65% | -19% | 62% | -16% |
| | 2018 | 48% | 63% | -15% | 62% | -14% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 42% | 67% | -25% | 64% | -22% |
| | 2018 | 21% | 63% | -42% | 62% | -41% |
| Same Grade Comparison | | 21% | | | | |
| Cohort Comparison | | -6% | | | | |
| 05 | 2019 | 23% | 64% | -41% | 60% | -37% |
| | 2018 | 37% | 62% | -25% | 61% | -24% |
| Same Grade Comparison | | -14% | | | | |
| Cohort Comparison | | 2% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 8% | 49% | -41% | 53% | -45% |
| | 2018 | 37% | 51% | -14% | 55% | -18% |
| Same Grade Comparison | | -29% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 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 | | 10 | | | 20 | | | | | | |
| ELL | 24 | 41 | 38 | 33 | 32 | 25 | | | | | |
| BLK | 37 | 52 | | 39 | 40 | | | | | | |
| HSP | 33 | 41 | 36 | 37 | 35 | 21 | 5 | | | | |
| WHT | 50 | | | 57 | | | | | | | |
| FRL | 34 | 49 | 47 | 38 | 31 | 7 | 9 | | | | |
| 2018 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 2016-17 | C & C Accel 2016-17 |
| SWD | 8 | 45 | | 8 | 50 | | | | | | |

| 2018 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 2016-17 | C & C Accel 2016-17 |
| ELL | 14 | 55 | 67 | 27 | 62 | 70 | 10 | | | | |
| BLK | 39 | 42 | | 41 | 60 | | 50 | | | | |
| HSP | 21 | 53 | 69 | 36 | 57 | 64 | 23 | | | | |
| WHT | 62 | | | 46 | | | | | | | |
| FRL | 27 | 49 | 65 | 36 | 55 | 67 | 32 | | | | |
| 2017 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 2015-16 | C & C Accel 2015-16 |
| SWD | 20 | | | 20 | | | | | | | |
| ELL | | 33 | | 17 | 32 | | | | | | |
| BLK | 30 | 53 | | 19 | 24 | | | | | | |
| HSP | 17 | 40 | | 30 | 35 | | | | | | |
| WHT | 60 | | | 60 | | | | | | | |
| FRL | 24 | 48 | 70 | 28 | 33 | 33 | | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 37 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 53 |
| Total Points Earned for the Federal Index | 293 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 15 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 31 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |

| English Language Learners | |
|--|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| 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% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 34 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 33 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| 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% | |
| White Students | |
| Federal Index - White Students | 54 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|--|-----|
| Federal Index - Economically Disadvantaged Students | 33 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science was the data component that showed lowest performance with 37% achievement in 2017-2018 to 9% in 2018-2019. Science achievement for our 5th grade subgroups, showed no achievement for SWD for either year, and 10% ELL, 50% BLK, 18% HSP, 21% FRL difference in science achievement from 2018 to 2019. Reading was a factor. Students in 5th grade had scored consistently low in overall ELA scores with 39% in 2017-18 and 10% in 2018-2019. Also, the ELA lowest 25% learning gains representation from our sub-groups had a 29% ELL, 33% HSP, and 18% FRL difference in ELA scores from 2017-28 and 2018-19. Lack of hands-on Science resources and curriculum support as well as ineffective small group interventions during the science scheduled time and again with informational text review and science vocabulary review during the extra hour reading intervention were contributing factors to this low performance. More focus with i-Ready Diagnostic data and resources will help identify specific students and student needs for strategic small group intervention. Last year was the school's second year for 5th grade and the 5th grade the Science NGSSS assessment. Attention to the Science Scope and Sequence for K-4th Grades as teachers address the standards and instructional design without curriculum support did not adequately prepare students for the 5th grade NGSSS assessment. Planning and implementing an extra "boot camp" style activity for 5th grade students to review science vocabulary and reinforce standards will build student confidence and give students an opportunity for review.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Lowest 25th% gains showed the greatest difference of 44% for grades 3-5 with 67% in 2018 to 23% in 2019. Looking at the overall Math scores comparison from 2017-2018 to 2018-2019 by grade level, 3rd grade had a 2% decrease, 4th grade had a 21% increase and 5th grade had a 14% decrease. Math scores for 5th grade is the greatest discrepancy. Again, our Math Lowest 25th% subgroups comparison from 2017-2018 to 2018-2019 show for ELL 50% decrease, HSP 43% decrease, and our FRL 60% decrease. These alarming differences along with the Math learning gains differences show ineffective and/or non-existent differentiated instruction using manipulatives and hands-on activities that meet the needs of our ELL, HSP, SWD, BLK, and FRL students. Focusing on 5th grade, the teacher was new to teaching FSA Math Standards in a public charter school setting and meeting the progress monitoring expectations for subgroups during the math instructional block. Also, Math teachers grades 3-5 did not receive professional development regarding math instructional design, best practices, and small group implementation. Data discussions focused more on the ELA progress monitoring from I-Ready Diagnostics than Math I-Ready Diagnostics. Addressing the needs of our Math Lowest 25% subgroups per lowest focus skills from these diagnostics and using i-Ready math resources with accountability as well GoMath review and reinforcement would have improved RtI tiered intervention curricular choices. There was less focus for instructional grades 3-5 Math pull

outs, implementing hands-on activities, and manipulatives for the Lowest 25th Percentile learning gains..

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average was Science Achievement. The statewide Science percentage was 53% with ICS at 9% for 2019. Science achievement for our 5th grade subgroups, showed no achievement for SWD for either year, and 10% ELL, 50% BLK, 18% HSP, 21% FRL difference in science achievement from 2018 to 2019. Reading was a factor. Students in 5th grade scored consistently low in overall ELA scores with 39% in 2017-18 and 10% in 2018-2019. Also, the ELA lowest 25% learning gains representation from our sub-groups had a 29% ELL, 33% HSP, and 18% FRL difference in ELA scores from 2017-28 and 2018-19. Lack of hands-on Science resources and curriculum support as well as ineffective small group interventions during the science scheduled time with little informational text review and science vocabulary review during the extra hour reading intervention were contributing factors to this low performance. More focus with i-Ready Diagnostic data and resources will help identify students' needs for strategic small group intervention. Last year was the school's second year for 5th grade and the 5th grade the Science NGSSS assessment. Attention to Science Scope and Sequence for K-4th Grades as teachers address the standards and instructional design without curriculum support did not adequately prepare students for the 5th grade NGSSS assessment. Planning and implementing an extra "boot camp" style activity for 5th grade students will build student confidence and give students an opportunity for review.

Which data component showed the most improvement? What new actions did your school take in this area?

The ELA Achievement improved from 30% in 2018 to 36% to show the most improvement. This is a 6% increase due to implementation of iReady supplemental curricula and the continued school-wide emphasis on literacy as demonstrated by small group intervention focusing on phonics, vocabulary comprehension, and fluency. Administration implemented monthly meetings with core subject area teachers to discuss iReady implications for instruction, ELL, ESE, and RtI/MTSS progress monitoring and the extra hour for reading intervention.

The i-Ready Remedial Reading and Math System was implemented K-5 with accountability per student weekly passing rate for reading. Growth monitoring and Diagnostic #1, 2, and 3 assessments were analyzed for curricular adjustments, instructional groupings, small group intervention, and some supplemental resources. Discussions for "best practices" for creating a proper environment and reward system were shared in Faculty Meeting and accountability for class average passing rate and minutes per week were monitored.

Instructional design and differentiating instruction with small groups was emphasized in Data meetings. The ELL, ESE and MTSS coordinator worked with individual teachers on how to effectively instruct and monitor students in Tiers 2 and 3. Some professional development was given in Faculty Meetings and Data meetings.

Reading Intervention extra hour discussions included RtI for Tiers 2 and 3, and use of Journey's Toolbox and leveled readers, Math and Science vocabulary and informational text as well as Social Studies scholastic, math reading comprehension of word problems and science informational text.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our concern is with students who scored Level 1 on the FSA. Although our greatest improvement was ELA Achievement of 36%, with a "D" grade and a 36% proficiency in ELA, we must sustain and improve our ELA Achievement.

Concerns for reading proficiency in our subgroups of SWD, ELL, BLK, HSP, FRL and Lowest 25% have prompted discussions for a phonics supplement resource, a better use of I-Ready resources, and ESE professional development as well as ELL professional development with Imagine and best practices to guide whole class instruction and reading intervention with strategic teaching strategies for our subgroups (ELL, SWD, RtI/MTSS) to go along with the Journeys Reading Toolbox. All learners will have opportunities to learn test taking strategies for both academic improvement and social-emotional confidence. Students will utilize their interactive journals for note taking, graphic organizers and writing components to promote higher order thinking and deep understanding of the text.

Behavioral concerns will be addressed with creating individual behavioral plans with MTSS/RTI, parent involvement, and the addition of specified visits from social worker

The school will promote daily attendance and new incentives to increase our attendance rate. The students with perfect attendance for the month will receive attendance certificates. The students will have their name called over the AM intercom system for a shout out for recognition. The students will read Posters around the school that supports the attendance initiative from attendanceworks.org When available, the school's new social worker will call parents and counsel students for absences as well.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

Implementing the schoolwide improvement plan will include a schoolwide rollout to explain the importance and implementation of the plan, hiring of a Coach to provide support to teachers, reevaluating curriculum use and instructional design, structuring strategic small groups, strategically structuring the extra hour for reading intervention, evaluating assessment data, and involving parents communication for student support - all to best meet the needs of all learners and subgroups. (SWD, ELL, HSP, BLK, FRL)

Our Highest Priorities:

1. Increase NGSSS science scores (5th):

Because of the 28% difference in performance Science Achievement scores from 2018 to 2019 as well as the largest gap when compared to the State average, our highest priority will be improving our Science scores. To do this, we will need to re-evaluate the K-5 Science with a focus on 5th grade. We will consider the following: assign a different teacher to 5th grade, determine the instructional approach with the guidance of the new Curriculum Coach, and coordinate our curriculum with the new supplemental resources to meet standard expectations with review and reinforcement in strategic small groups to meet the needs of all learners in 5th grade.

Professional development will need to be determined to address whole school expectations K-5 with coordinating hands-on activities, vocabulary focus, and specific instructional focuses per standard and grade levels. Creating a Science Team K-5 will provide grade level input, coordinating the instructional focus and best practice teaching strategies to effectively develop the curricular standards and meet expectations per grade level focus as well as connecting the scope and sequence schoolwide.

Progress Monitoring will be addressed according to standards with formative and summative assessments, hands-on student responses, interim and quarterly grades, and I-Ready reading

Diagnostic assessments with focus skills and intervention resources for reading improvement. Small Group review and reinforcement of standards per these assessments will be monitored, and students will be re-assessed accordingly to show learning gains for our lowest 25%, ELL, ESE, and RtI/MTSS subgroups.

2. Increase Math learning gains (3rd-5th)

Our Math Lowest 25th% subgroups comparison from 2017-2018 to 2018-2019 show for ELL 50% decrease, HSP 43% decrease, and our FRL 60% decrease. These alarming differences along with the Math learning gains differences show ineffective and/or non-existent effective small group differentiated instruction using manipulatives and hands-on activities that meet the needs of our ELL, HSP, SWD, BLK, and FRL students.

There was less focus for instructional Math pull outs, implementing hands-on math activities, manipulatives, and progress monitoring focus per I-Ready data. These should be addressed school wide. I-Ready offers individualized student practice, assessment data and lowest skill focus for intervention purposes. With curricular support and small group intervention on multiple levels, these percentages should improve. With the help of ESE, ELL, RtI/MTSS coordinators, specific student/group plans, assessment data, lowest skill focus, and instructional resources for implementing strategic small group intervention can be targeted and monitored.

Progress monitoring will be addressed according to standards with formative and summative assessments, interim and quarterly grades, and I-Ready Math Diagnostic assessments with focus skills and intervention resources for Math improvement. Small Group review and reinforcement of standards per these assessments will be monitored, and students will be re-assessed accordingly to show learning gains for our lowest 25%, ELL, ESE, RtI/MTSS and all subgroups.

3. Increase ELA learning gains (3rd-5th)

Although the ELA Achievement improved from 30% in 2018 to 36% to show the most improvement, this 6%

gain must be sustainable and improve to accommodate the needs of all of our learners and improve the school grade. With the hiring of a new Curriculum Coach, instructional design for deep planning and coordination of curriculum with FSA testing components will provide students with growth opportunities. Using our I-Ready data components more efficiently to expedite the effectiveness of small group intervention and use of teacher supplemental resources from I-ready and Journey's toolkit will guide lowest focus skill review and reinforcement.

Progress monitoring will be addressed according to standards with formative and summative assessments, interim and quarterly grades, and I-Ready Reading Diagnostic assessments and growth monitoring data with focus skills and intervention resources for Reading intervention to address the improvement opportunities for our lowest 25%, ELL, ESE, and RtI/MTSS subgroups.

To supplement K-2 reading instruction, FUNdations and professional development for phonics instruction was purchased.

4. Attendance (K-5)

Attendance is a concern - especially with our K-3 students. Having continual discussions for attendance priorities in parent conferences, Coffee & Conversation, and Back to School Night will create awareness. Also the new Social Worker will help parent contacts.

Part III: Planning for Improvement

Areas of Focus:

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| #1 | |
| Title | Increase NGSS Science Scores |
| Rationale | <p>Per the NGSSS Report, 68% of our students scored Level 1 and 25% scored Level 2 for the 2018-2019 school year. The Science data component showed lowest performance with 37% in 2017-2018 to 9% in 2018-2019. Only 5% HSP and 9% FRL students showed Science achievement in 2018-2019 whereas data shows 10% ELL, 50% BLK, 23% HSP and 32% FRL Science Achievement for 2017-2018. There was a 21% ELL and 18% HSP difference per the only 2 subgroups showing Science achievement for 2018-2019. Reading was a factor. Students in 5th grade scored consistently low in overall ELA scores with 39% in 2017-18 and 10% in 2018-2019. The greatest gap when compared to the state average (53%) was Science Achievement. ICS scored 9% for 2019; this equated to a 41% difference. These scores are reflective of students with reading deficits, curriculum/ instructional design, and teacher performance.</p> |
| State the measurable outcome the school plans to achieve | <p>In the 2019-20 school year, 25% of our 5th grade science students will score Level 3 or above on the NGSSS assessment. By addressing subgroup academic needs and restructuring the science instructional design, students will have the opportunity to show assessment improvement. With hiring a Curriculum Coach to support the teacher, offering in-house professional development on instructional design of the science classroom, implementing small group intervention for our subgroups, our students will engage in hands-on activities from a variety of resources to encourage student engagement and growth. Progress monitoring with consistent data collection and pull-outs and push-ins for our sub-groups intervention will provide for collaborative discussions for reworking standards, assessing student performance and making adjustments as needed. Supplemental curriculum (STEMscopes, GIZMOS, and Super Science for Scholastics) will be utilized in the classroom/science lab weekly, including a hands-on lab conducted during one 40 minute block.</p> |
| Person responsible for monitoring outcome | Amy Carril (amycarril@innovationcharter.net) |
| Evidence-based Strategy | <p>Inquiry based instruction is 4 phases of learning. These phases are: ask questions, investigate, experiment, and discuss, reflect and share their ideas. Inquiry based instruction will be introduced in each K-5th grade science class. These hands - on activities associated with the curricular focus identifies student roles as active learners during the scientific process. Teachers will provide students' the opportunity to compare, contrast, interpret, analyze, and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher-order thinking skills. The teacher will elicit prior knowledge through the use of a KWL chart graphic organizer. Inquiry learning helps students draw connections between prior knowledge and new material while walking through the steps and taking risks. The teacher will implement responsive journals that are interactive in nature to include Cornell notes, graphic organizers, illustrations and graphs. The students will be motivated to advance their problem solving and critical thinking skills.</p> |
| Rationale for Evidence-based Strategy | <p>After analyzing FSA scores, it was obvious that we needed to revamp our approach to teaching the NGSSS science standards. Our school lacked supplemental resources to compliment the instructional focus. Students were unable to solve the real world problems due to low reading levels and failure to assimilate the new information readily. The inquiry based instruction reaches the varied levels of all learners and allows instruction to connect to collective multiple intelligences. To supplement our curriculum and the Inquiry based teaching strategy, STEMscopes Gizmos, and Super Science for Scholastics will be</p> |

purchased as teacher resources. These supplemental resources will deepen the students' knowledge by utilizing hands-on investigations and note taking with Cornell note-taking. In addition, these resources will help students develop a deeper understanding of concepts through inquiry, exploration, and reflection. With support from the Curriculum Coach and the use of the inquiry based instruction, student achievement will improve.

Action Step

1. The coach will provide professional development to Plan, Model, Co-teach, Observe and Reflect with the teacher. Coach will model Inquiry Based Learning, Instructional best practices and what differentiated instruction looks like to ensure we meet the needs of all learners (MTSS/RTI, ESE, ELL).
2. The school will implement an Inquiry-Based Science Program for Students. The central strategy for teaching science is inquiry into authentic questions generated from student experiences. The focus will be on inquiry on real phenomena, in classrooms, outdoors, or in laboratory settings, where students including ELL, SWD, HSP, BLK, FRL are given investigations or guided toward investigations that are demanding but within their capabilities , and the lowest 25%. We have purchased Science Lab Materials for experiments from Stem Scopes.
3. Teachers will use the Chunking strategy in small steps with multiple student practice with each step using visuals and Power Point Presentations. Students will use the strategy Taking Notes using Cornell Notes in their interactive science notebook. We have purchased Science Fusion Text books and Brain Pop to engage students including our subgroups for ELL, SWD, HSP, BLK, FRL.
4. Hands-on experiments, simulations, and real-world science applications will be implemented to ensure student success. We will purchase Stem Scopes and GIZMOS and use this resources to close our science achievement gap for all students with multiple means of review and reinforcement.
5. FSA practice materials will reinforce test taking strategies and science standards. We will purchase Coach Science workbooks and utilize this resource for strategically differentiating instruction and Home Learning Activities.
6. Collaborative Planning with the Curriculum Coach for whole group instruction will allow students to: Engage, Explore, Explain, Evaluate, Extend science to associate with step to step connections. Students will engage in differentiated instruction, Hands on Labs, and Simulations to include our sub groups for SWD, HSP, BLK, FRL, ELL, ESE, and the lowest 25% students.
7. Students will be trained to use the Science student tutorials on CPalms to reinforce science standards.
8. By developing benchmark tools to track benchmarks taught in science, students will engage in teacher conferences to address progress monitoring and track their own data.
9. The Coach and the science teacher will assessment data for reteaching and differentiating instruction based on monthly student Benchmark Assessment Tests.
10. The Curriculum Coach will attend District PD and train the teacher on district strategies learned to incorporate in the classroom..
11. Online Science Practice Sites will be discussed during Parent Conferences and/or Coffee & Conversation. We will communicate with parents regarding school wide NGSS Science testing, FIDDLRS Resources, and District wide parenting workshops.
12. In grades 3-5 students identified as English Language proficiency level 1 or A1 will use Imagine Learning Language and Literacy to bridge the oral language and literacy gap. This instruction includes strategic first language support following the gradual release model. Imagine Learning program, will also assist in the oral language development through peer modeling with the opportunity for student to record and review their own speech while learning domain specific vocabulary.

Description

Person Responsible Amy Carril (amycarril@innovationcharter.net)

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| #2 | |
| Title | Increase Math learning gains (3rd-5th) SWD, ELL, HSP, FRL, BLK, Lowest 25% |
| Rationale | <p>According to the 2019 FSA math report, 40% of our students showed math learning gains. In 2018, the data revealed 56% of the students showed math learning gains which is a 16% decrease. Our Lowest 25% learning gains showed the sub group ELL with a 50% decrease, the HSP with a 43% decrease, SWD with a 30% decrease the FRL with a 24% decrease, and the BLK with a 20% decrease in math gains. Overall, our lowest performing students should be showing greater gains. This is a direct result of identifying student groups and student deficits and addressing these in small group settings with curricular resources that assess lower focused skills. Implementing the i-Ready Math diagnostics, individual student plans and practice, growth monitoring, will produce positive math learning gains for the FSA score.</p> |
| State the measurable outcome the school plans to achieve | <p>By the end of the 2020 Math FSA assessment, our students including our FRL, SWD, HSP, BLK, and ELL will show a 5% increase in math learning gains by increasing from 40% to 45% learning gains. This will be accomplished by identifying students in the lowest 25%, creating small groups according to skill deficits, and implementing plans that will meet students' needs. From the GOMath review and reinforcement curriculum to the I-Ready Math individualized student plans with teacher resources for small group intervention and suggested instructional small group groupings, teachers have the tools to use meet the needs of all learners. Teacher support will facilitate discussions of math pacing and planning along with discussions of best practices for whole group math instruction to effectively address each standard. Instructional review and assessment and utilization of teaching tools will help increase our math learning gains.</p> |
| Person responsible for monitoring outcome | Marisa Anderson (marisaanderson@innovationcharter.net) |
| Evidence-based Strategy | <p>Explicit, systematic instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. This evidence-based strategy can significantly improve a student's ability to perform mathematical operations such as adding and multiplying as well as to solve word problems. Teachers will connect the new concept to prior learning, explain important details, give precise instructions and model concepts step-by-step by thinking aloud and talking through the process. Lessons will build from simple to complex with student engagement, verbalization and practice. Through teacher directed instruction for specific steps and explanation from student practice with verbalization of "why," explicit instruction meets the needs for diverse groups of students, including FRL, BLK, HSP, SWD, and ELL students. From the simplistic calculations to the more complex word problems, students will be able to follow steps in a process and make calculations according to student engagement and skill reinforcement.</p> |
| Rationale for Evidence-based Strategy | <p>The evidence from the i-Ready Diagnostic assessment #3 scores in grades 3 through 5 revealed that our FSA level 1 and 2 students were at least one or more grade levels below proficiency level. For Overall Grade Level Placement in Math, 33% of our third grade students were in Tier 1 or 2 (1 or more grade levels below proficiency); 39% of our fourth grades students were in Tier 1 or 2; and 63% of our fifth grade students were Tier 1 or 2. In addition, our i-ready data revealed that our students 3rd-5th, in the lowest 25% in math, had significant deficits - but almost equal percentages of approximately of 42%/43% in each of the math focus skills. The Explicit, systematic instruction will address each of the key focus skills with a clear instructional focus and step procedures that allows for student practice and teacher feedback.</p> |

Action Step

Math Action Plan

1. Providing Professional Development:

Curriculum Facilitator will provide professional development per use of i-Ready resources and data along with Go math resources in faculty meetings. Coaches will attend the District Math Meetings and debrief , discuss, and train the teachers from the PD content.

Curriculum coach will provide PD on how to teach using the Gradual Release, Unwrapping the FSA Math Standards, and model and coteach using Best Practices and Effective Strategies such as CUBES, Problem Solving Protocols. The students will be able to use lessons created using the WIDA Can Do descriptors at their ELL level.

2. Teachers will introduce new concepts, skills, and strategies to elicit prior knowledge for students association and engagement. This will strategically correlate similar skills and word associations for subgroups (SWD, ELL, BLK, HSP, FRL). ALL students including SWD, ELL, BLK, HSP, FRL will create visual vocabulary banks as a visual aid for review and reinforcement. Students will use math manipulatives and create visual representations of math concepts.

3. Teachers will implement the Gradual Release Model for instruction. The teacher will give precise instructions and model step by step procedures by thinking aloud with explanation of reasoning and working examples during the "I DO". The teacher will elicit questions for next steps to ensure understanding of the math process during the "We DO." Students will work in collaborative groups to practice skills and strategies as part of the "They DO" part of the gradual release. Daily Exit Tickets and formative assessments will provide data for student mastery and deeper understanding for progress monitoring for the "You Do."

4. During Math Intervention we will utilize I-Ready Supplemental Resources to remediate students and provide skill practice for specific standards. Individual student plans and lesson references are available for whole group and small group teacher instruction and individual student practice. We will utilize GOMath review, hands on math manipulatives, and technology apps such as Flocabulary and Quizlet for varied approaches to review and supplement DI and intervention. Our subgroups of ELL ,SWD, BLK, HSP, FRL and the Lowest 25% students will be included in the Power Hour of Intervention. The subgroups will participate in whole group and differentiated instruction as well.

5. FSA test taking strategies will be practiced with FSA Coach practice books. FSA style questions will be incorporated as Bell Ringers, Exit Tickets, and chapter test questions. Students will unwrap the question using the CUBES strategy and will communicate and share concerns regarding key topics such as test taking anxiety and positive self-talk using the strategies learned from Responsive Classroom.

6. Parent Involvement transfers information and updates from the school to the home. Math Night emphasizes standard based activities/games and math facts. We will also distribute a list of online Math Practice Sites. During Parent Conferences and Coffee & Conversation, we will communicate with parents regarding school wide FSA Math testing, and FIDDLRS Resources and District wide parenting workshops.

Description

Person Responsible

Janet Yates (janetyates@innovationcharter.net)

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| #3 | |
| Title | Increase ELA learning gains (Increase phonics and phonemic awareness in ELL,SWDS, HSP, BLK, FRL) |
| Rationale | <p>According to the 2019 data, there was a significant decrease in our ELA Lowest 25th Percentile subgroup from 65% proficiency in 2018 to 43% proficiency in 2019. According to our 2018-2019 iReady AP 3 data, 12% of our K-5 students were in the Tier 3 Category (red) or two or more grade levels below. 58% of our K-5 students were in the Tier Two category (yellow) of being one grade level below, and 31% of our total school population K-5 were on grade level (green). 28% of our 3rd Grade students were green, 53% of our students were yellow, and 19% were in the red. 21% of our 4th Grade students were green, 64% scored one yellow. and 15% were in the red. 5th grade students scored 8% in green, 45% yellow, and 48% in the red.</p> |
| State the measurable outcome the school plans to achieve | <p>The school will increase proficiency levels in the lowest 25 percentile subgroup from 43% to 48% in the 2020 school year. The school will increase our overall iReady scores in K-5 in the Phonics Domain from 52% proficient in the 2018-2019 school year to 57% proficient in 2019-2020. In Kindergarten we will increase our proficiency in iReady phonics as measured by the 2019 AP3 End of Year Data to AP3 2020 from 40% proficient to 45%, 1st Grade from 40% proficient to 45% proficient, 2nd grade 31% proficient to 36%, 3rd grade 68% proficient to 73%, 4th grade 81% proficient to 86%, and 5th grade 78% to 83% proficient in phonics. The school will increase the iReady comprehension in informational text scores for grades 3-5 by 5%. 3rd grade proficiency scores will increase from 31% to 36%. 4th grade from 19% to 24%, and 5th grade from 13% to 18% proficiency.</p> |
| Person responsible for monitoring outcome | Janet Yates (janetyates@innovationcharter.net) |
| Evidence-based Strategy | <p>The students will utilize interactive reading journals to take notes during ELA time. The teachers will drive instruction using graphic organizers to deeply teach the FSA standards. The graphic organizers will reflect the components of the text such as main idea, key details, supporting details, and how they support the main idea, etc. Teachers will take the graphic organizer into the small group setting with students to reinforce concepts through the gradual release mode of instruction. During intervention, the students will also use their interactive reading journal and their interactive notebook to engage all students. In addition, we will teach using PowerPoints to utilize the VKAT (Visual, Kinesthetic, Auditory, and Tactile) strategy to engage all learners. The teachers will teach using Explicit Direct Instruction (EDI). This will ensure phonemic awareness, phonics and vocabulary, concept development, skills development, guided practice and closure.</p> |
| Rationale for Evidence-based Strategy | <p>According to the 2019 FSA data, students in the lowest 25 percentile showed a deficiency in comprehension, vocabulary, and writing. The evidence from the i-Ready Diagnostic assessment period 3 scores in grades 3 through 5 revealed that our level 1 and 2 students were more than 2 grade level below proficiency level. 18% of our third grade students were in Tier 1 (2 or more grade levels below proficiency); 15% of our fourth grades students were in Tier 1; and 49% of our fifth grade students were Tier 1. In addition, our i-ready data revealed that our students 3rd-5th, in the lowest 25% in reading, had significant phonics deficiencies. According to i-Ready data, 24% of 3rd grade, 17% of 4th grade, and 23% of 5th grade students scored two or more grade levels below in Phonics.</p> |

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| Action Step | |
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| Description | 1. Hire a curriculum coach with 5+ years of experience working with low performing schools and is highly effective. The Curriculum Coach will provide coaching cycles focused on 3rd |
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through 5th grade ELA teachers. This will include pre-observations, pre-planning, modeling, co-teaching, post observations, and reflective conversations about teacher pedagogy. Also, the coach will conduct classroom walk-throughs to ensure that the teachers are implementing the strategic plan and using the strategies to drive instruction. The coach will model research based strategies specifically for ELL, ESE and students in the lowest 25%. All students including ELL, SWDS, HSP, BLK, FRL, MTSS/RtI, Lowest 25% will utilize text to speech, visual cues, writing paragraph frames, differentiated instruction within whole group and small group rotations. In addition, the coach will work with teachers to use data to drive instruction.

2. The school Curriculum Coach will provide professional development to Kindergarten through 5th grade teachers and Paraprofessionals. The curriculum coach will provide in-house professional development in grades 3-5 on the following: Unwrapping the FSA Standards, How to Teach FSA ELA Standards: The How is the Most Important, How to Teach FSA Writing, Understanding and Grading FSA Writing with the State Rubric, and Differentiating Instruction in Whole and Small Group Settings. In addition, the coach will provide in-house professional development to K-2nd grade teachers on the following: Unwrapping the Standards, Phonemic Awareness/Phonics Instructional Routines, Primary Writing Techniques, What Do I Do at the TLC/Differentiating Instruction, and Utilizing Primary Centers.

3. Students will learn phonemic awareness and/or phonics from the iReady Toolbox , Journey's Teacher Tool kit, and other phonics related resources. during the 1 hour intensive reading/intervention period. Students will read and learn ELA in a whole group setting Journeys. In addition, during small groups, the students will use the Journeys Teacher Toolkit to remediate the ELL, SWDS, HSP, BLK, FRL, MTSS/RtI.

4. During whole group instruction, the student will engage in VKAT instructional strategies including PowerPoint presentations including the essential question, guiding questions using a graphic organizer, writing support frames for ELL, SWDS, HSP, BLK, FRL. During small group instruction, the students will utilize the core Journeys curriculum to continue the gradual release and transition to Journeys leveled readers, teaching the same standard.

5. Students in grades 3-5 who scored a Level 1 and 2 on the Reading FSA, including all subgroups, will receive intensive instruction daily with a focus on phonics. Intensive reading pull-outs and push-in sessions will begin August 16, 2019 and continue through May 22, 2020. The student will use the Journey's toolkit as well as supplemental phonics instructional resources during the intensive reading/intervention period. The teacher will also use the Journey's Teacher Toolkit during small group centers to remediate students in the lowest 25%.

6. All ELL students in grade K-5 with a language classification of L1 or A1 will use Imagine Learning to bridge the oral language and literacy gap. Students will focus on adaptive instruction in the essential component of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Person Responsible Amy Carril (amycarril@innovationcharter.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

ATTENDANCE

According to our 2018-2019 attendance data, the data shows 15% of our student body is below 90% attendance with kindergarten having the highest percentage of 23% below 90% attendance. By the end of the 2020 school year, our school's attendance rate of below 90% will decrease from 15% to 10%. By communicating the Innovation Charter School Attendance Policy that complies with the Broward County Schools Policy to parents and students, creating a framework for training parents, and rewarding children for perfect attendance, this focus areas will reinforce the importance of attending school as we build an awareness for being on time and regularly attending school to provide the maximum time in a learning environment.

Attendance Policy:

1. The system for marking absences/tardies and early pick-up to track chronic offenders will be communicated in parent communications and parent meetings.
2. Systematically enforcing the ICS Truancy Policy will support children who need guidance for attending school. ICS has developed the following attendance policy to comply with the School Board of Broward County, Florida and stated this policy in our Parent/Student Handbook. We encourage all students to attend school on a regular basis. Each day that a student attends school, he/she has opportunities to develop personal, social, and academic skills. We encourage the commitment of all stakeholders to work together on this endeavor.
3. The School Office will contact parents of students who are absent on a daily basis (if not notified). Here are the guidelines for cumulative absences (absences, early leaves, tardies):
 - 3 absences – teacher contact
 - 5 absences – warning letter
 - 7 absences – meeting with parent (attendance contract)
 - 10 absences – home visit/social worker
 - 15 absences – Administrative Team decision to report for Truancy
(A child will be considered tardy if he comes to school after 8:00 am.)
4. A weekly attendance report will chart students' with attendance concerns and interventions.
5. The Attendance Review Team consisting of the MTSS/Rtl Coordinator, Registrar, Social Worker and Student Services Coordinator will track attendance records, create intervention plans, and communicate with Administration on a regular basis.
6. The Attendance Review Team will assess attendance report and implement strategic steps aligning with our attendance policy for intervention such as: contact the parent, conference with the parent, create a preventative plan with remediation options, determine excused and unexcused documentation, conference with student and support team accountability.

Parental Training and Communication:

1. Elementary student attendance issues are parent issues. We encourage the commitment of ICS staff and students' parents to work together on this endeavor. The School Office staff is available to assist with parent questions, needs and concerns as well as welcomes volunteer opportunities. To engage parents in the attendance focus, ICS must clearly communicate the Attendance Policy and ICS plan. This can be accomplished by regular communications and scheduling parental trainings as a preventative measure.
2. Providing continual communications and planning parent activities will establish positive connections with the school. Communications will include: Bees Buzz parent newsletter, monthly Coffee and

Conversation, Back to School Night, Math and Literacy Nights. Flyers to announce these parental events and special school day events such as Spirit Weeks and major assessment events will be sent home as reminders.

3. These planned activities provide a venue to train parents about the importance of attendance and how to improve their child's school attendance. Pamphlets and other handouts will be provided for the parents.

4. ICS will conduct family surveys to determine the culture of the school and provide opportunities for parents to be involved in their child's education.

5. ICS will provide a Family Liaison to guide parents through parental concerns and help involve families in ICS family events.

Student Involvement and Reward:

1. The Positive Behavioral Interventions and Support system (PBIS) will be used to outline reinforcements, incentives, and continued parent involvement in a positive manner. Some data collecting tools considered: frequency charts, scatter plots/time-line documentation, and ABC formatting.

2. Responsive Classroom morning meetings will promote equity, a culture of "caring"/safety, and will build students' self-confidence.

3. Special days such as 100th Day of School, special assemblies for career speakers, and Spirit Weeks will be scheduled to encourage school spirit and attendance.

4. Recognition for attendance on major assessment days considered: popsicles, pop corn and lemonade, field days, field trips.

5. Perfect attendance awards will be implemented such as: picture board, announcing student names, ribbon from the principal, perfect attendance stickers, and lunch with a principal

6. Semester recognition includes giving perfect attendance certificates in awards assembly.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

To increase parent involvement in the upcoming school year, we will solicit parents during all activities and ask involved parents to motivate other parents to take on an active role in making their child's learning-community a place of "academic excellence" and a "caring environment." Parent activities will be scheduled at different times to ensure working parents are available. We will also ask each teacher to motivate active parental participation and involvement that is authentic and value-added.

An annual Parent Meeting will be held and parents will be encouraged to attend. They will be notified by flyer, newsletter, Parent Link, or teacher initiated contact (i.e., conference, email, or phone call). Other

activities will be held that will help build effective parental involvement, including a monthly Coffee with the Principal meeting, SAC meetings, Literacy/Math Family Night, a Family Celebration, and testing meetings and conferences. Information for parents of SWD regarding District sponsored workshops and classes which are free and open to all will be provided at meetings and through parent communication (i.e., communication folder, flyer, news letter).

Teachers will also hold parent conferences in their classrooms at least twice a year. Parents will be given quarterly interim reports and report cards for continual updates of students progress. Parents will be encouraged to provide suggestions/evaluations of the school's performance on a quarterly basis.

Innovation Charter School embraces the opportunity to partner with community-based organizations and businesses in parent involvement activities. These various community-based organizations will be scheduled to share information with our parent community during parent meetings, and information will be made available for parents as a resource in helping them in the education of their children. A reasonable support system will be available for parental guidance as we encourage involved parental participation as they successfully engage in the education of their children.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school wide initiative designed to meet the social-emotional needs of students is Responsive Classroom. Its outcomes include increase social skills and academic engagement, establish positive classroom climate, increase learner investment and independence, and decreases disruptive behaviors. The four key domains of Responsive Classroom are engaging academics, positive community, effective management and development awareness. In the first key domain, teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests. In the positive community domain, teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers. The teachers in the effective management domain create a calm, orderly environment that promotes autonomy and allows students to focus on learning. Finally, the developmental awareness domain is where teachers use knowledge of child development to create a developmentally appropriate environment.

In the classroom, "morning meeting" goals are essential and is the time teachers set the tone for respectful and engaged learning in a climate of trust. Also, the teacher creates the positive power of community by fulfilling students' need to belong, to feel significant and to have fun. Teachers will model and practice social and emotional skills so that the student will merge their social, emotional and academic learning. Every morning meeting, students will greet each other by name, include a handshake, singing, or other activity. Students will share news and information about themselves, respond to each other, articulating their thoughts and feelings in a positive way.

The school will hire a social worker to provide school-wide prevention plans for attendance, discipline and school climate. The major focus will be crisis intervention team support, behavior intervention program, and Broward Truancy Intervention Program. Also, the social worker will counsel students and provide parent and teacher workshops.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

During the spring, visits are made to local pre-k schools to reach out to the community and potential students. Informational flyers are provided to parents outlining the school's Kindergarten program, academic expectations and a list of supplies their student needs for a successful year. Parents are

provided with a link to the school website where they can view the school's vision, mission, and parent/student handbook. A welcome bag is provided to each student which includes educational supplies, such as pencils, erasers, math manipulatives and other resources that can be used for summer activities and enrichment at home. This will ensure that students are getting ready to enter Kindergarten and the opportunity participate in our pre-screening state assessment. This assessment allows teachers to assess the students' strengths and address weakness accordingly. The process of transitioning a student from a pre-k program to Kindergarten is on-going throughout the year. Kindergarten teachers who serve as liaisons make periodic visits to the local pre-k programs to share information and ideas with the pre-k teachers to assist in making the transition easier. Liaisons also answer questions and provide additional materials when requested by pre-k teachers or parents. Parents are also invited to visit the school and tours are conducted at their request.

A yearly lunch is provided to local pre-k directors. Directors meet with our school administrative team to review our kindergarten initiatives. Also, periodic contact via phone call or site visit is made with the pre-k program directors throughout the year to ensure a continued partnership.

Outgoing 5th grade students are provided with a summer reading list and a summer packet that can be used for enrichment and preparation for middle school. A graduation is held yearly to commemorate their step up to middle school and students receive a promotion diploma as a keepsake.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based MTSS/Rtl Leadership Team consist of the Principal, Assistant Principal, ESE Coordinator, Curriculum Coaches, ELL Coordinator, MTSS/Rtl Coordinator, and select general education teachers. The Admin team will conduct monthly data meetings to identify strengths and weaknesses. The Admin team will review and give feedback on lesson plans to identify strategies and best practices.

The Principal provides vision for the use of data-based decision-making; supervises the development of Rtl program; ensures that the school based team is implementing Rtl; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support Rtl implementation; develops a culture of expectations with the school's staff for implementation of Rtl school wide.

The Assistant Principal assists the Principal in all areas of the Principal's role in the Rtl process.

The MTSS/Rtl Coordinator ensures resources are assigned to those areas in most need; and communicates with parents regarding school based Rtl plans and activities.

The select General Education Teachers participate in data collection, deliver Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2 interventions.

The ESE Coordinator participates in data collection and integrates core instruction into Tier 3 instruction.

The Curriculum Coaches will conduct daily walk-throughs to identify that effective teaching is taking place. The coaches will ensure job embedded professional development for teachers that need additional support in delivery effective instruction.

The ELL Coordinator will identify ELL Level 1 and 2 students and provide comprehensive instruction that helps eliminate the barriers associated with their language needs using Imagine Learning. The ELL Coordinator will monitor levels 3 and 4 students through the data generated in i-Ready.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our school has partnered with local businesses and community organizations to help initiate career conversation with our students. Students are given the opportunity to interact with community professionals. John Knox Village volunteers come weekly to read one-on-one and have conversations with Kindergarten students. Career oriented conversation begins when our volunteers show the correlation between school, the Kindergartener's interests, and how these interests can be utilized when they are adults. Student volunteers also visit weekly to mentor our students and help them learn about responsibility, cooperation and problem solving. The Pompano Beach Chamber of Commerce invites our students to perform annually and varying events to audiences of prominent business owners/ professionals, some of which have reached out to our school to offer services to help our students achieve academic success, such as mentoring, grants and scholarships.

Responsive Classroom, a social-emotional learning (SEL) curriculum, has been implemented school-wide. All teachers receive monthly trainings on this program by a certified Responsive Classroom instructor. Teachers then conduct a "morning meeting" with students where they are taught various techniques, including how to invest in their own learning and become more independent learners. Our school focus through this SEL program is "hopes and dreams," where students are encouraged to set goals and discuss future aspirations.

Activities are done with the students to encourage thoughts about advanced education and career placement. Student work, such as "What I want to be when I grow up" are displayed around the school as to way to encourage other students to hope and dream. Some of the approaches that will be used to further advance college and career awareness are: teacher/student discussions on how to develop personal strengths and gifts, activities to encourage building self-confidence, teaching students how to set personal goals for improvement and how to set academic goals for success.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: Increase NGSS Science Scores | | | | \$72,046.88 |
|--------------------------------------|-----------------------------|--|----------------|-----|-------------|-------------|
| Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
| 5100 | 160-Other Support Personnel | 5177 - Innovation Charter School | UniSIG | 1.7 | \$46,225.00 | |
| 5100 | | 5177 - Innovation Charter School | UniSIG | | \$15,615.53 | |
| <i>Notes: Software Site Licenses</i> | | | | | | |
| 5100 | | 5177 - Innovation Charter School | UniSIG | | \$4,370.00 | |
| <i>Notes: Science Field Trips</i> | | | | | | |
| 5100 | 510-Supplies | 5177 - Innovation Charter School | UniSIG | | \$1,681.35 | |
| <i>Notes: General</i> | | | | | | |

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|----------|---------------|---|--|-----------------|---------------|---------------------|
| | 5100 | 519-Technology-Related Supplies | 5177 - Innovation Charter School | UniSIG | | \$4,155.00 |
| 2 | III.A. | Areas of Focus: Increase Math learning gains (3rd-5th) SWD, ELL, HSP, FRL, BLK, Lowest 25% | | | | \$8,070.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 520-Textbooks | 5177 - Innovation Charter School | UniSIG | | \$8,070.00 |
| | | | <i>Notes: Florida Test Prep</i> | | | |
| 3 | III.A. | Areas of Focus: Increase ELA learning gains (Increase phonics and phonemic awareness in ELL,SWDS, HSP, BLK, FRL) | | | | \$338,875.45 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 160-Other Support Personnel | 5177 - Innovation Charter School | UniSIG | 3.5 | \$95,752.50 |
| | 5100 | 644-Computer Hardware Non-Capitalized | 5177 - Innovation Charter School | UniSIG | | \$9,935.00 |
| | 5100 | 520-Textbooks | 5177 - Innovation Charter School | UniSIG | | \$17,968.00 |
| | 5100 | 510-Supplies | 5177 - Innovation Charter School | UniSIG | | \$5,000.00 |
| | 5100 | | 5177 - Innovation Charter School | UniSIG | | \$2,187.00 |
| | | | <i>Notes: Winter Break and Spring Break Camp</i> | | | |
| | 5100 | 160-Other Support Personnel | 5177 - Innovation Charter School | Title, I Part A | 9.22 | \$208,032.95 |
| | | | | | Total: | \$418,992.33 |