

Broward County Public Schools

New Life Charter Academy



2019-20 Schoolwide Improvement Plan

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New Life Charter Academy

3550 DAVIE BLVD, Fort Lauderdale, FL 33312

www.newlifecharteracademy.org

Demographics

Principal: Sh IR Ley Brunache

Start Date for this Principal: 7/24/2019

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)	52%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Black/African American Students Hispanic Students
School Grades History	2018-19: D (39%) 2017-18: C (50%) 2016-17: B (56%) 2015-16: F (31%) 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>70%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the New Life Charter Academy is to provide an innovative, loving, caring and supportive education for students with a deep interest in the arts to strive for excellence in academics and performance through the use of a fine arts and technology integrated curriculum. Our intention is to provide an environment that sparks curiosity and inspires all students to develop their intellectual, creative and artistic talents in a manner that will enrich their own lives and the lives of those in their respective communities.

Provide the school's vision statement.

Promoting student engagement through the integration of arts and technology.

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
Brunache, Shirley	Principal	Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities
McCloud, Christine	Other	This team member oversees the fidelity and compliance in Exceptional Education, English Language Learners, and Multi-Tier Support Systems.
Sanon, Renante	Dean	Serves as an instructional leader in the planning, coordination, and administration of school activities and programs, including curriculum, instruction, assessment, student conduct and attendance, extracurricular programs, school plant operations, and the supervision and evaluation of assigned personnel

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	33	28	22	32	24	18	0	0	0	0	0	0	0	157
Attendance below 90 percent	6	7	5	3	0	0	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	8	0	0	0	0	0	0	0	18

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	1	0	0	5	5	0	0	0	0	0	0	0	11

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	1	1	0	11	5	0	0	0	0	0	0	0	19
Students retained two or more times	0	1	1	0	3	5	0	0	0	0	0	0	0	10

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

7

Date this data was collected or last updated

Wednesday 8/7/2019

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	2	1	0	0	0	0	0	0	0	0	0	0	0	3
One or more suspensions	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	20	7	8	0	0	0	0	0	0	0	35

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	10	0	0	0	0	0	0	0	0	0	10

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	30%	59%	57%	44%	55%	55%
ELA Learning Gains	50%	60%	58%	61%	58%	57%
ELA Lowest 25th Percentile	50%	54%	53%	0%	53%	52%
Math Achievement	34%	65%	63%	64%	61%	61%
Math Learning Gains	45%	66%	62%	83%	63%	61%
Math Lowest 25th Percentile	0%	53%	51%	0%	52%	51%
Science Achievement	27%	46%	53%	27%	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	33 (0)	28 (0)	22 (0)	32 (0)	24 (0)	18 (0)	157 (0)
Attendance below 90 percent	6 ()	7 ()	5 ()	3 ()	0 ()	0 ()	21 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	10 (0)	8 (0)	18 (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	21%	60%	-39%	58%	-37%
	2018	37%	59%	-22%	57%	-20%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	45%	62%	-17%	58%	-13%
	2018	20%	58%	-38%	56%	-36%
Same Grade Comparison		25%				
Cohort Comparison		8%				
05	2019	21%	59%	-38%	56%	-35%
	2018	31%	56%	-25%	55%	-24%
Same Grade Comparison		-10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	14%	65%	-51%	62%	-48%
	2018	43%	63%	-20%	62%	-19%
Same Grade Comparison		-29%				
Cohort Comparison						
04	2019	50%	67%	-17%	64%	-14%
	2018	67%	63%	4%	62%	5%
Same Grade Comparison		-17%				
Cohort Comparison		7%				
05	2019	50%	64%	-14%	60%	-10%
	2018	63%	62%	1%	61%	2%
Same Grade Comparison		-13%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	49%	-20%	53%	-24%
	2018	44%	51%	-7%	55%	-11%
Same Grade Comparison		-15%				
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
ELL	27			33							
BLK	30	55		39	53		27				
HSP	29			29							
FRL	30	51	50	35	46		29				

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
BLK	27	16		47	74						
HSP	50			92							
FRL	32	31		58	81		54				

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
BLK	35			65							
HSP	50	64		61	86						
FRL	44	64		65	82		30				

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities

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

English Language Learners

Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
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.

The school's historical data has shown the ELL's percentage of scoring level 1 on the FSA ELA of 57% in 2015 to 60% in 2019. In addition, the ELL's percentage of scoring level 1 on the FSA Math of 57% to 60% in 2019.

The English Language Learners (ELL) were the lowest performing according to the 2019 ESSA Data. The ELL subgroup scored 33% which did not meet the recommended the percentage of 41% or more by ESSA. The contributing factors were poorly executed intervention groups and attendance. The poor execution was a result of inadequate modeling of the resources used for the intervention groups. The other factor that contributed to the low performance was the habitual lateness and absences from the majority of our ELL population. These data points allowed the school to evaluate its Tier 1 core program. The evaluation revealed that the core standards were not taught well in the Tier 1 instruction as well as the inappropriate pedagogical approaches used to implement the Tier 1 core instructional materials.

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

The component that showed the greatest decline was learning gains in math. The school had 82% learning gains for 2018 and declined to 45% in 2019. The factor responsible for the decline in math was poor attendance. Throughout the school year, there was a significant number of guardians notified that they were in violation of the Broward County attendance policy. Broward County Schools attendance policy is our default for attendance. After the notification, guardians were requested to come and sign off on a attendance plan that was developed and explained by the Dean of Students Stephen Medwynter. Unfortunately, the success of the Interventions were fleeting at best. Most of the guardians did not live up to their responsibility for ensuring that their child's attendance improved.

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 greatest gap when compared to the state average was ELA achievement in the following subgroups: Hispanics, ELL, and ED. The ELA achievement encompassed reading, writing, and all content areas (science and social studies).

A factor that contributed the ELA Achievement gap was the lack of cohesion in using effective ELA strategies and practices. Another factor was the absence of differentiated instruction and learning styles to accommodate the following subgroups: ELL, Hispanic, and ED. Additionally, there was not a uniformed school-wide writing plan. Instructional resources were not used with fidelity. There was a lack of consistency in extended practice (home learning) and review. The trends that were identified was a strong correlation between students with truancy issues and lackluster academic performance. Students who missed roughly ten percent or more of school days each quarter on average based on the data scored lower lower on formative and summative assessments.

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

The data that showed the most improvement was the ELA Lowest 25th Percentile, which went from 0% in 2018 to 50% in 2019. The new actions that the school leadership team did to obtain these results were to have the school leadership team push-in with the current ELA teacher with structured high quality instruction. The Instructional Leader used the Anticipation Guide, which led to eliciting high student engagement. The Instructional Leader also provided numerous opportunities for practice and immediate feedback. There was an increased evidence of reading foundational skills (phonics, vocabulary strategies, decoding, multi-syllabic words, word work involving root words, prefixes, and suffixes). Many opportunities were given to students in order to interact and apply academic domain specific vocabulary words. Moreover, extended learning opportunities were provided for all students, specifically FSA Bootcamps. However, there was a more aggressive and concentrated effort for the

guardians of the students of the lowest performing. The format that was developed to communicate the importance of attending the FSA Bootcamp to parents was a combination of phone calls, talking to parents at drop off and pickup and posting statistics throughout areas of the school that are heavily trafficked by guardians the benefits of increased time spent on reading and math.

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

The two categories of concern are the students retained in grades 4 and 5 and the number of students earned a level 1 in ELA and/or Math. The data indicated that 42.3% (11 students) in grade 4 were retained due to low performance on the Florida Standards Assessment (FSA). Of those 11 students, 3 students have been retained two or more times. The data also indicated that 27.8% (5 students) were retained due to low performance on the Florida Standards Assessments. After analyzing the Spring 2019 FSA data, it was reported that 43.5% of fourth grade students achieved at a Level 1 and 46.7% of fifth grade students achieved a Level 1. Another area of concern are the truancy issues. New Life Charter Academy defaults to the Broward County School system attendance policies for reporting and documenting attendance. Additionally, we have enlisted the services of a social worker with a long history in Broward County. To stabilize truancy issues, there will be a reward system. Student and family-based interventions have demonstrated the most promise in published literature. They use a positive contingency management. As a result, an eight week plan was developed and delivered by the Dean of Students, the social worker, using contingency management with a token economy, individual behavioral contracts, and group guidance meetings will be utilized to decrease the number of truancy issues.

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

The school is in its sixth year of operation. During the first three years of the school, it was located in the city of Hollywood in a storefront plaza. The school earned the following FSA school grades: No grade (not enough students in the tested graded in 2014-2015, F in 2015-2016, and B in 2016-2017. Significant learning gains and proficiency levels were made by the students during the B era of the school. However, the school moved to another part of town where only significant percentage of the students were able to travel with the school at another school building. The school inherited a number of students who had history of high deficient academic needs. The school inherited a fragile student enrollment where there was an increase number of parents and students transferring and withdrawing their children. The fragile student enrollment affected the school grade where the school earned the following grades: C in 2017-2018 and D in 2018-2019. Based on the school's historical data, the school has identified the following areas of high priorities: ELA proficiency achievement, Math proficiency Achievement, Social Emotional Learning, ELL gains achievement, and Attendance.

The school choose ELA proficiency achievement as a first priority. According to the 2019 FSA Data, our ELA achievement was at 30% whereas the District was at 59%. It was a cause for alarm for the school due to the fact that the ELA achievement decline in two percentage points in 2018. In 2018 and 2019, the ELA achievement percentage points were not near the State and District percentage points. The 2019 FSA data showed that grade 3 scored 21% which was a major decline of 16 percentage points. The 2019 FSA data showed that grade 5 scored 21% which was a major decline of 10 percentage points. As a result, the school decided to revamp the literacy program from grades K-5 to ensure that all students will experience success in all areas of English Language Arts.

The school chose Math proficiency achievement as a second priority. According to the 2019 FSA Data, our Math achievement was at 50% whereas the District was at 54%. In 2018, the Math achievement percentage was at 56% which made the 2019 FSA Math achievement a slight decline. However, the 2019 FSA Math learning gains were at 22% percent below the District average. In addition, the school went from earning 82% in Math learning gains in 2018 to 45% in 2019. This

resulted in the school redesigning the math instructional block ensuring more small differentiated groups were taking place to close the achievement gap in math.

The school chose Social Emotional Learning as a third priority. To foster the development of five interrelated sets of cognitive, affective, and behavioral competencies which is self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These competencies, in turn, should provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades. (Collaborative For Academic, Social, and Emotional Learning , 2005).

The school chose gains in ELL achievement as a fourth priority. According to the 2019 ESSA Data, the ELL subgroups scored at 33% which is well below the acceptable percentage score of 41. The 2018-2019 Access scores yielded that the ELL composite scores showed that 32% of ELL students did not show improvement in the four domains of listening, reading, speaking, and writing after being in school for at least 5 years or more. The 2018-2019 Access scores yielded that 20% of the ELL students did not show growth in the four domains of listening, reading, speaking, and writing after being in school for one to three years. As a result, the ELL subgroup has been targeted by the school to receive Rtl starting in the first quarter of the school year.

The school chose Attendance as a fifth priority. Based on the data from the 2018-2019 school year 13% of our students attendance fell below ninety percent that was a significant increase from the previous academic school year where not even one percent of the students fell below ninety percent for attendance. Thirteen percent might seem insignificant but due to our small population that jump from less than one percent to thirteen percent was catastrophic.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts
Rationale	<p>According to the 2019 FSA Data, our ELA achievement was at 30% whereas the District was at 59%. It was a cause for alarm for the school due to the fact that the ELA achievement decline in two percentage points in 2018. In 2018 and 2019, the ELA achievement percentage points were not near the State and District percentage points. The 2019 FSA data showed that grade 3 scored 21% which was a major decline of 16 percentage points. The 2019 FSA data showed that grade 5 scored 21% which was a major decline of 10 percentage points. As a result, the school decided to revamp the literacy program from grades K-5 to ensure that all students will experience success in all areas of English Language Arts.</p>
State the measurable outcome the school plans to achieve	<p>By June 2020, there will be at least 60 percent of grades K-2 students scoring proficiency on the District end of the year ELA assessments.</p> <p>By June 2020, there will be a 9% increase from the 21% to 30% in grade 3 to increase their FSA ELA score by at least one achievement level as measured by the the Spring 2020 FSA.</p> <p>By June 2020, there will be a 9% increase from the 45% to 54% in grade 4 to increase their FSA ELA score by at least one achievement level as measured by the Spring 2020 FSA.</p> <p>By June 2020, there will be a 9% increase from the 21% to 30% in grade 5 to increase their FSA ELA score by at least one achievement level as measured by the Spring 2020 FSA.</p>
Person responsible for monitoring outcome	Shirley Brunache (charter5852@browardschools.com)
Evidence-based Strategy	<p>The Gradual Release Model is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). Typically, the model of teaching has four phases: I DO- where the teacher models the lesson objective in a focus lesson, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners and YOU DO ALONE- independent practice.</p> <p>The current Tiers 1-3 instructional programs use the Gradual Release Model which enable the students' needs to be meet by the school.</p>
Rationale for Evidence-based Strategy	<p>The principal reason for choosing the Gradual Release Model is because it has been researched and proven effective. From my personal experience and from contemporaries, it shown to be one of the more valued methods used. The gradual release of responsibility model or GRR model is a particular style of teaching which is a structured method of pedagogy framed around a process devolving responsibility. Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. Additionally, I have over twenty years of experience using the GRR as an administrator and a teacher. During the 2016-2017 school year, 71% of the fourth graders and 91% of the fifth graders made significant learning gains. Moreover, I have used this method as an administrator as the doctrine for curriculum facilitation in turning around two schools from a grade of "F" to a "B".</p>
Action Step	
Description	1.Since the school has been recognized as one of the lowest 300 performing schools in Florida, there is now more time added to the master schedule to address additional reading deficiencies outside of the traditional ELA block as well increase increase ELA gains in

grades K-5.

2. The school will provide professional development sessions where teachers will be provided with professional development training in i-Ready, Ready Toolbox, Ready Books, and Words of Wisdom.

3. i-Ready Diagnostic and instruction will be provided for all students including SWD and ELL in ELA which will provide ongoing progress monitoring.

4. In order to support the lowest 25%, ELL, SWD, Hispanics, and ED, teachers will utilize the i-Ready Toolbox, Ready LAFs to meet the individual needs of the students during the ELA block.

5. The school literacy leadership team comprising of the Principal, Dean of Students, and ELL/ESE Coordinator will create a scope and sequence to synchronize the Ready LAFS with the Journeys resulting in offering an engaging and interactive approach to learning ELA targeting ELA standards.

5. The CARs & Stars collection sets will be used by the grades K-5 ELA teachers for the aim of improving reading comprehension skills as well serve as progress monitoring tools.

6. The grades 3-5 ELA teachers will conduct teacher led-centers with their students during the ELA block, the students will be given an opportunity to use Words of Wisdom vocabulary program. It an innovative program which allow students to unlock word meanings in context using vocabulary strategies.

7. Paraprofessionals will be used to provide effective push-in services to support students needing scaffolding in math. Teachers will identify students in need of support based on data. Develop an action plan for them and gather the appropriate resources.

8. Extended Learning Opportunities for grades 3-5 will be provided for students during the week as well as Saturday for the purpose of reinforcing, remediating, and enriching ELA standards.

9. Foundations in grades K-3 will be used as interventions targeting Tiers 2 and 3 daily outside of the ELA block to help close the gaps in phonemic awareness, phonics, word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. The teachers will receive professional development in Foundation to assist with the successful implementation.

10. The grades K-1 ELA teachers will use Journeys' Common Core Writing Handbook to assist teachers in teaching writing through workshop style where mini-lessons are short-focused lessons on specific topics.

11. The grades 2-5 ELA teachers will use Ready Writing books and toolbox to offer rigorous real world text as source materials that give students authentic contexts for writing. 2. The ELA teachers will use Ready Writing books and toolbox to offer rigorous real world text as source materials that give students authentic contexts for writing.

12. The grades 4-5 ELA teachers will use Document-Based Questions (DBQ) to integrate english language arts and social standards for the purpose for promoting strong, evidence-based writing. The teachers will receive professional development in DBQ pedagogy to enhance the implementation of evidence-based writing.

**Person
Responsible**

Shirley Brunache (charter5852@browardschools.com)

#2	
Title	Math
Rationale	<p>According to the 2019 FSA Data, our Math achievement was at 50% whereas the District was at 54%. In 2018, the Math achievement percentage was at 56% which made the 2019 FSA Math achievement a slight decline. However, the 2019 FSA Math learning gains were at 22% percent below the District average. In addition, the school went from earning 82% in Math learning gains in 2018 to 45% in 2019. This resulted in the school redesigning the math instructional block ensuring more small differentiated groups were taking place to close the achievement gap in math.</p>
State the measurable outcome the school plans to achieve	<p>By June 2020, there will be at least 60 percent of grades K-2 students scoring proficiency on the school’s end of the year math assessments.</p> <p>By June 2020, there will be a 9% increase from the 14% to 23% in grade 3 to increase their FSA Math score by at least one achievement level as measured by the the Spring 2020 FSA.</p> <p>By June 2020, there will be a 9% increase from the 50% to 59% in grade 4 to increase their FSA Math score by at least one achievement level as measured by the Spring 2020 FSA.</p> <p>By June 2020, there will be a 9% increase from the 50% to 59% in grade 5 to increase their FSA Math score by at least one achievement level as measured by the Spring 2020 FSA.</p>
Person responsible for monitoring outcome	Shirley Brunache (charter5852@browardschools.com)
Evidence-based Strategy	<p>The GRR(Gradual Release Model) is used as our chief method for instruction, however other method incorporated on a daily basis. The additional strategies are as follows:</p> <ul style="list-style-type: none"> Focus lessons on specific concepts/skills that are standards-based; Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying questions; Ensure that instructional activities are learner-centered and emphasize inquire/problem-solving; Use cooperative learning strategies and make real-life connections; Use scaffolding to make connections to concepts, procedures, and understanding; Ask probing questions which required students to justify their responses; Use of manipulatives; S.T.E.M. (cross-curricular activities); Emphasize the development of basic computational skills.
Rationale for Evidence-based Strategy	<p>Effective math instruction execute a general delivery in conjunction with other strategies that synthesize, invite collaboration, diversify learning styles and delivery of instruction. For the 2015-2016 and 2016-2017 school year students for 3th, 4th and 5th grade made over 80% percent learning gains. Compared to the state and district averages we exceeded that by at least 15% for those school years using the the Gradual Release Model, cooperative learning groups, reading books affiliated with math, using S.T.E.M, using manipulatives, implementing differentiated instruction, connecting instruction to real-life, and using scaffolding to make connections to concepts and procedures. Additionally, I have over twenty years of experience using the GRR as an administrator and a teacher. During the 2016-2017 school year, 45% of the fourth graders and 73% of the fifth graders made significant learning gains in math. Moreover, I have used this method as an administrator as the doctrine for curriculum facilitation in turning around two schools from a grade of “F” to a “B” are the exact strategies I used to turn two different schools in two different counties from a “F” to a “B” school.</p>

Action Step

1. i-Ready Diagnostic and instruction will be provided for all students in math which will provide ongoing progress monitoring. Teachers will be received professional development in implementing i-Ready and analyzing data yielded from i-Ready to maximize classroom instruction in math.
2. In order to support the ELL, Hispanics, SWD, and ED students, the grades K-5 teachers will utilize the i-Ready Toolbox to meet the individual needs of the students during the math block.
3. The school literacy leadership team will create a scope and sequence to synchronize the Ready MAFS instructional materials with the Go Math instructional materials resulting in offering an engaging and interactive approach to learning math targeting specific FSA math standards.
4. The Go Math test booklets will serve as on-going progress monitoring tools to ensure that the students are mastering the standards taught by the math teachers.
5. Grades K-5 teachers will receive on-going training on how to ask questions generated from the Mathematical Practices. These questioning techniques will be aligned with Go Math and Ready Math instructional materials. Teachers will have training once a month a model their questioning techniques in a collaborative environment.
6. The grades K-5 math instructional block will lend itself for teachers to conduct whole and small group instructions on a daily basis. During the small group instructions, the teachers will have opportunities to provide scaffolding support using manipulatives and instructional activities generated from the Ready Toolbox to students. In addition, the other centers will allow students to use the i-Ready technology and work on fluency activities.
7. Extended Learning Opportunities will be provided for grades 3-5. Initial assessments will be taken of the kids who sign up for the extended learning opportunity. A curriculum will be developed based on the data for deficiencies for the students during the week as well as Saturday for the purpose of reinforcing, remediating, and enriching.
8. Paraprofessionals will be used on a daily basis to provide effective push-in services to support students needing scaffolding in math. The general ed teacher will identify struggling students and the the teacher will create a curriculum and blueprint for them to follow. The paraprofessional and teacher will coordinate on Wednesday of each weak to discuss the effectiveness of the push-ins. The in class assessment will be the measurement tool used to track the progress of the push-ins.

Description**Person Responsible**

Shirley Brunache (charter5852@browardschools.com)

#3

Title Social Emotional Learning (SEL)

Rationale To foster the development of five interrelated sets of cognitive, effective ,and behavioral competencies which is self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These competencies, in turn, should provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades. (Collaborative For Academic, Social, and Emotional Learning , 2005)

State the measurable outcome the school plans to achieve

There will be a 30% decline in disciplinary referrals by June, 2020.
 As a result of the SEL curriculum students will develop healthier ways to deal with different situations.
 Of the schools lowest performing 25%, 50% will make a gain in math and reading by June 2020.
 The SEL activities will help students build confidence and develop better communication skills.

Person responsible for monitoring outcome

Renante Sanon (rsanon@newlifecharteracademy.org)

Evidence-based Strategy

The SEL activities that will be utilized are from Sanford Harmony curriculum. This approach is being used in 2,500 schools in the United States. The program was created and assessed by Arizona State University before its transition from National University to continue to develop the program, distribution, and analysis. There have been three meticulous evaluations of SHP components have been done since the program’s origination in 2008. The two studies targeted fifth grade students working on relationships, building activities and the other study evaluated the impact of the “Buddy Up” everyday activities on preschool peer relations. All three studies utilized quasi-experimental design. There are two dominant components. Initially there is teacher facilitated relationship building activities. Second, are everyday activities organized to put prosocial skills into practice through interactions with diverse peers. For example an everyday activity is “Buddy Up” where students from different backgrounds, have an opportunity to interact.

Rationale for Evidence-based Strategy

Over time, mastering SEL Competencies results in a developmental progression that leads to a shift from being predominately controlled by external factors to acting increasingly in accord with internalized beliefs and values, caring and concern for others, making good decisions, and taking responsibilities for one's choices and behaviors.(Bear & Watkins, 2006) This evidence is taken from Social and Emotional Learning Child Development January 2011.

Action Step

Description

- 1.The school leadership team will deliver training on implementing the Sanford Harmony curriculum.
2. The Meet Up and Buddy Up procedures/lessons is apart of the Sanford Harmony curriculum. These plans are streamlined to assimilate into the daily routine. Additionally, the teachers have access to what is called a “Treasure Box” with additional social emotional activities. The Meet up and Buddy activities focus on students coming together to cultivate, practice, and lionize Harmony goals, and participate in activities to develop communication, teamwork, and a supportive learning community. Buddy Up provides ongoing opportunities to work and play with new peers. The curriculum uses a variety of activities including using thematic lessons in conjunction with story books that help students develop healthy social habits and helps them reflect on their own behaviors and

emotions.

3. The school leadership team will send weekly emails from Casel.

4. Integrate Social Emotional Learning (SEL) standards/competencies/ strategies for staff and parents into the Newsletter.

5. We should see the results of implementing a successful SEL program school wide through the Data Analysis process.

Person

Responsible

Renante Sanon (rsanon@newlifecharteracademy.org)

#4	
Title	ELL
Rationale	According to the 2019 ESSA Data, the ELL subgroups scored at 33% which is well below the acceptable percentage score of 41. The 2018-2019 Access scores yielded that the ELL composite scores showed that 32% of ELL students did not show improvement in the four domains of listening, reading, speaking, and writing after being in school for at least 5 years or more. The 2018-2019 Access scores yielded that 20% of the ELL students did not show growth in the four domains of listening, reading, speaking, and writing after being in school for one to three years. As a result, the ELL subgroup has been targeted by the school to receive Rtl starting in the first quarter of the school year.
State the measurable outcome the school plans to achieve	By June 2020, there will be a 9% increase from the 20% to 29% of ELL students showing growth from entering to emerging on the Access assessments in all four domains. By June 2020, there will be a 9% increase from the 32% to 41% of ELL students showing growth from developing to expanding on the Access assessments in all four domains. By June 2020, there will be a 9% increase from the 33% to 41% of ELL students scoring proficiency on the FSA.
Person responsible for monitoring outcome	Christine McCloud (cmcloud@newlifecharteracademy.org)
Evidence-based Strategy	The teachers will use information from the ESOL contact (IPT and ACCESS for ELL scores along with the Can Do Descriptors) to put the students into small groups based on language level. This will occur outside the ELA block, during the intervention time period three times/week monitored by the ESOL contact. The ESOL contact will check in with the classroom teachers and the Progress Monitoring (entering two grades/week by the classroom teacher) to ensure the small groups are happening. The teachers will use small group interventions to complete language experiences. This will entail using vocabulary with pictures, books, labeling, songs, music, creating meaningful activities for students to build connections to in conjunction with utilizing In-Class Ellevation to improve the listening, speaking, reading & writing for the ELL subgroup.
Rationale for Evidence-based Strategy	The school will be adopting a different pedagogical approach to address the stagnate needs of the ELL students not being proficient in their academic language. The 2018-2019 ESSA and Access Data stated that the ELL students were deficient in the academic language. As a result, the school will use the recommended strategies from the Center on Instruction to support ELL in developing their academic language.
Action Step	
Description	<ol style="list-style-type: none"> 1. The school's ESE/ELL Coordinator will train the teachers on how to navigate through the In-Class Ellevation platform. When all teachers navigate through the ELL platform, they will be able to address the specific domain and area of focus from the Can-Do Descriptors and the students' specific language levels. 2. Teachers will implement the Imagine Learning for A1-A2 ELL's in lieu of iReady to assist with the beginning stages in learning a language. The ESOL contact will attend a training and then deliver pertinent information to the staff on how to use and implement. 3. Foundations in grades K-5 ELL students will be used as interventions to help close the gaps in phonemic awareness, phonics, word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. This will be used as a preventive measure to help students become more equipped in dealing with the upcoming FSA rigors. An intervention class using Foundations will be scheduled outside of the reading block where 5 times a week encompassing the tiers 2 and 3 students. The teachers will receive

professional development in Fundation to assist with the successful implementation.

4. Teachers will use groupings and scaffolds to attend to ESOL students to ensure that content material is presented in a way that makes sense to ensure understanding.

5. Teachers will label their classrooms for ELL's and have a list of current vocabulary with pictures on the wall to assist ELL's with the material being addressed.

6. Teachers will use a variety of tools to present material being learned: music, movement, technology, pictures, chants, video, books, experiments, etc.

7. Teachers will slow down their speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations.

8. Teachers will be directed to try their best to avoid expressions or sayings that are only common in the United States.

9. Teachers will use think-alouds and think-pair-shares when asking questions, and don't forget to give students enough time to process the question.

10. Teachers will use bilingual handouts and cues.

11. Teachers will use metaphors and imagery for cues.

**Person
Responsible**

Christine McCloud (cmcloud@newlifecharteracademy.org)

#5	
Title	Attendance
Rationale	Based on the data from the 2018-2019 school year 13% of our students attendance fell below ninety percent that was a significant increase from the previous academic school year where not even one percent of the students fell below ninety percent for attendance. Thirteen percent might seem insignificant but due to our small population that jump from less than one percent to thirteen percent was catastrophic.

State the measurable outcome the school plans to achieve	The goal of the intervention and support systems that will be put in place is to improve attendance by fifty percent. Success will be measured by decreasing the thirteen percent of the students that fell below ninety percent for attendance by at least 50% percent by the end of the school year. Additionally, the school will increase newsletter output from once a month to every other week. The newsletter will have a attendance portion that will outline the importance of attendance and showing up to school on time.
Person responsible for monitoring outcome	Renante Sanon (rsanon@newlifecharteracademy.org)
Evidence-based Strategy	New Life Charter Academy has acquired the services of a social worker to work on a action plan with the Dean of Students, work as a liaison between guardians of students and the school and work with guardians personally to educate them on the resources that are available to them. There will also be a incentive program for students and parents that are tangible and intangible for positive gains in attendance. Furthermore, bi-weekly correspondence will be send out to parents detailing the importance of attendance that also has a questionnaire on it inquiring on how the school can better help the guardians better get their child to school everyday and on time.
Rationale for Evidence-based Strategy	For the students with truancy issues it is imperative that we as a school work more personally with guardians, provide education for them and reach out to them to see how to better to serve them. Enlisting the services of the social worker will help the guardians handle everyday life problems that may be at the root of the issues that are causing the truancy issues. Also they will have a additional person that will outline and detail services and resources available to them. Incentive interventions will be developed. Hopefully it will create enthusiasm, and motivation for the guardians and students to make gains in attendance and serve as a positive reinforcement tool for both guardians and students. Lastly, the newsletter/questionnaire is a apparatus meant to continually remind guardians of the importance of attendance and the consequences academically for attendance that is waning.

Action Step

Description	<p>1. The Dean of students will work closely with the Office Manager to stay current on students that have missed 10 percent of school quarter or missed five days of school for the quarter. Once those students are identified the Dean of students will work closely with them in order to execute the intervention plan developed by the social worker, himself, the student and parents.</p> <p>2. An eight week plan will be developed and delivered by the Dean of Students, and the social worker, using positive contingency management with a intangible and tangible reward system, individual behavioral contracts, and group guidance meetings will be utilized to decrease the number of truancy issues. Additionally, we will hold three events such as Family Fun day here at our campus. There will be bounce houses, barbecue type</p>
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cuisine and other carnival activities. Through events such as this we hope to build better relationships with the parents and convey valuable information about the importance of reading and attendance.

3. An attendance contract will be executed by the Dean of Students and the social worker. The attendance contract will list measurable goals that the guardian needs to meet each quarter for attendance. The Dean of Students will contact the guardian for a conference where the social worker will be in attendance. The social worker and Dean of Students will work in collaboration to explain the attendance contract, work on strategies to improve attendance and receive any information from the guardian that may be adversely affecting them. Furthermore the guardian will be made of aware the consequences in detail academically and legally if the goals are not met.

4. The social worker and Dean of Students will work on a incentive intervention. The intervention will have a tangible and intangible reward system. The rewards will encompass rewards such as Class Dojo points, being invited to Lunch Bunch, and acquiring points to be apart of school initiatives such as Safety Patrol.

5. A Newsletter will go out bi-weekly developed by the Dean of Students detailing the importance of attendance. Additionally, every newsletter will have a short survey/questionnaire with a suggestion box. The overall vision of the newsletter is to inform, ask and request information from parents on how to better serve them and to curve whatever struggles they're having getting their child to school everyday and on time.

6. When a student is absent the Dean of Students will contact the guardian the same day on three different apparatuses, email, text and phone to find out why the student isn't in school. For students who are late the parents will be asked to sign in late for the day.

7. We have also build a relationship with a school bus consultant to create additional and more efficient bus routes to take some pressure off of the guardians. The majority of our students are on free and reduced lunch and things such as transportation and monies that support transportation are a struggle for them.

Person Responsible Renante Sanon (rsanon@newlifecharteracademy.org)

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).

Additional focus and concerns that will be addressed are students who have been retained and students who have truancy issues. To address retained students we will use a combination of (RTI) Response to Intervention and (PMP) Progress Monitoring Plan. The RTI Leadership team members will apply the following skills to facilitate the process accurately identify problems and goals, analyze data, generate and validate hypotheses about why the students are not yet demonstrating the desired skill, design, support, and implement academic interventions and behavioral supports and use student-centered data to evaluate the response to instruction/intervention.

Due to the facts that we are one of the three hundred lowest performing schools a hour has been added to our day. Forty five of those minutes will be used for our RTI instruction. The RTI method is comprised of three levels. Within level one, all students receive high-quality, scientifically based instruction in their general classroom. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified

as being “at risk” through universal screenings and/or results on state- or district wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step will be six. During that time, student progress is closely monitored using i-Ready Diagnostic (K-5) for English Language Arts and Math. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2. Adequate progress will be determined by the gains made on the target skills. Students not making adequate progress in the regular classroom in Tier 1 will move to level 2. At this level the will be student groups that cap at seven students and they will meet three days a week. They're are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. I-Ready curriculum will be used and students will stay at this level for six weeks. After those six weeks the data will be analyzed and based data decisions will be made on them exiting level two or matriculating to level three. At level 3. Students receive intensive interventions that target the students' skill deficits in smaller groups than level 2, groups that cap at three and they are seen five days a week for 45 minutes. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

New Life Charter Academy defaults to the Broward County School system attendance policies for reporting and documenting attendance. To stabilize truancy issues we have enlisted the services of a social worker with a long history in Broward County. Furthermore, there will be a reward system. Students and family-based interventions have demonstrated the most promise in published literature. They use a positive contingency management system. As a result, a eight week plan developed and delivered by the Dean of Students, and the social worker, using positive contingency management with a intangible and tangible reward system, individual behavioral contracts, and group guidance meetings will be utilized to decrease the number of truancy issues. Additionally, we will hold three events such as Family Fun day here at our campus. There will be bounce houses, barbecue type cuisine and other carnival activities. Through events such as this we hope to build better relationships with the parents and convey valuable information about the importance of reading and attendance.

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.

New Life Charter Academy (NLCA) will offer a flexible number of meetings, conferences, hot lab technology sessions, and events in the morning, evening and/or weekends to ensure flexibility for parents to attend. Starting in the Fall, parents will be invited to attend the Title I Open House where the school will equip parents with Literacy strategies across content areas to improve their child's academic achievement. Flexible time will be provided for parents to attend the Title I Technology Hot Lab Sessions to assist their child. A Title I winter showcase where FSA strategies and parent information will be provided for grades 3-5 as well as End of the Year assessment strategies and parent information will be provided for grades K-2. In Spring 2020, there will be a Title I cultural extravaganza will highlight the integration of the English Language Arts and Social Studies standards. During the school year, the

school will share information for parents of SWD regarding District sponsored workshops, classes, and advisory councils which are open to to all and ree.

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.

NLCA will provide ongoing Social Emotional Learning (SEL) professional development for staff throughout the year. In addition, we will integrate Social Emotional Learning (SEL) standards/competencies/ strategies for staff and parents into the Quarterly Title I Parent Newsletter. As part of our SEL initiatives, NLCA will be adding Social Workers and a Community Liaison to the staff to assist with home visits to meet the needs of our students and families.

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

New Life Charter Academy (NLCA) will incorporate the following strategies:
 Inform parents of readiness skills during the Kindergarten Round-Up;
 Meet with local preschool programs to discuss readiness for transitioning students;
 Allow classroom visitations for transitioning students and their parents.

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.

NLCA will have a Multi-Tiered System Support System process to enhance data collection, data collections, data analysis, problem-solving differentiated instruction, and progress monitoring. Parents will be encouraged to complete the application for Free and Reduced Lunch at the beginning of the school year. Funds provided by Title I, Part A will be used to support methods and instructional strategies that are proven to be effective and strengthen the curriculum. The school will coordinate and integrate Title I, Part C services and programs by supporting high-quality and comprehensive educational programs that reduce educational disruptions and other problems that result from repeated moves. Through partnership with local agencies, the school will try its best to provide counseling to students who are in need. The school's ESE and ELL teams will assess students' needs to ensure that migratory students are provided with appropriate education services, and that opportunities are given for them to meet or exceed State Standards.

Professional development opportunities to ensure that teachers are increasing their capacities. Services and programs affiliated with Title III will be coordinated and integrated through the school to ensure that the teachers are using appropriate accommodations and strategies to meet the needs of the ELL students.

The school will be responsible to identify the homeless students and referring them to the Homeless Education Program in which they will receive assistance in maintaining stable environment outside of the school. Supplemental academic instruction will be built into the school's schedule to provide additional support to all students in core academic areas. The school will partner with local fire and police departments who have hosted programs to discuss violence prevention, mental health, and drug abuse with students. Teachers will be encouraged to participate in child abuse and violent prevention classes.

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

NLCA will showcase career awareness by hosting a Title I Career Day. During this event, NLCA will invite community stakeholders to come and present their careers to the students. They will present the education and dedication needed to achieve their positions. During Spirit Week, the NCLA Staff will have the opportunity to display their College Alma Maters. The teachers can wear their University Apparel, showcase colors, and decorative items such as flags, mugs and other appropriate college items.