Kissimmee Charter Academy

2020-21 Schoolwide Improvement Plan

Table of Contents

Kissimmee Charter Academy

2850 BILL BECK BLVD, Kissimmee, FL 34744

http://www.imaginekca.org/home/

Demographics

Principal: Jennifer Fornes

Start Date for this Principal: 6/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (56%) 2016-17: B (59%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 Osceola County School Board on 9/24/2020.

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

Kissimmee Charter Academy

2850 BILL BECK BLVD, Kissimmee, FL 34744

http://www.imaginekca.org/home/

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	88%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

School Board Approval

This plan was approved by the Osceola County School Board on 9/24/2020.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We partner with parents to provide the highest quality of education which prepares students for a lifetime of leadership, academic excellence and exemplary character.

Provide the school's vision statement.

We educate and inspire every child to succeed!

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Trevino, Anna	Principal	Ensure that the school has a shared vision for learning while developing a positive school culture conducive to student learning Communicate the school's vision and goals, setting strategies to achieve goals, regularly reviewing progress, and adapting as needed Ensure effective management of the organization, operations, and resources for a safe, efficient, and effective learning environment Collaborate with faculty and community that responds to diverse interest and community needs Recruit, select, nurture and retain effective personnel in coordination with the school leadership team Review and monitor professional growth plans for all staff Collaborate with families, business, and community members to mobilize community resources Conduct formal and informal observations of teachers, evaluations of staff, and give feedback on performance Mentor Assistant Principal in school leadership Foster healthy relationships across the school, providing a calm and orderly environment for teaching and learning and nurturing a culture that is inspirational and motivational Utilize formative assessment data to determine learning support needs on campus Monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process Collaborate with colleagues to continue the development of a rigorous curriculum aligned to the Florida Standards School leader starts the school day at 8:20 with Pledge of Allegiance (AP or Principal) Part of the Threat Assessment Team - Meets monthly Signs off on payroll Approves day off requests
Estrada, Erick	Assistant Principal	Oversee the completion and submittal of State Reports as needed Assist the principal in the implementation, supervision, and assessment of the total school instructional program Assist in the selection, assignment, orientation, and evaluation of staff Assist in the supervision of student conduct and extracurricular activities Assist in the budgeting process and acquisition of supplies and materials for instructional and operational purposes Assist in the coordination of programs and services supplementary to the instructional program Oversee the school's safety and security in coordination with the school leadership team Conduct formal and informal observations of teachers, evaluations of staff, and give feedback on performance Oversee the maintenance department Oversee the transportation department

Name	Title	Job Duties and Responsibilities
		Communicate transportation issues/concerns with families as needed Monitor student ridership for Transportation FTE Overall school discipline Holds weekly afterschool detention sessions with identified students Holds Restorative meetings following OSS/ISS with the school leader Conduct teacher observations Testing administrator (State testing document sign-off) Part of the Threat Assessment Team - Meets monthly Social Media Management and Marketing Oversee Positive Behavior Support implementation for the K-8 program Coordinate all state and local testing to be administered on campus Train all staff in state and local test administration Oversee National School Lunch Program Oversee ELL and 504 program testing of students and class placement Monitor cafeteria and playground and develop a safe, calm positive culture Create and deliver character lessons to K-8 classrooms Model effective classroom management strategies for K-8 classrooms Monitor uniforms and notify parents of any violations Teach and manage calm, orderly transitions Manage bus arrival and departures Investigate student incidents and determine next steps for student safety and consequences Oversee the school crisis intervention team Oversee the training and management fire drills, emergency evacuations etc.
Cruz, Keri	Instructional Coach	Support EXCEL time for Benchmark and Innovator groups. Coordinate and lead ARC Oversee curriculum and instructional plan of the K-8 program Oversee team lesson planning Formally coach teachers in coaching cycles and model lessons Present academic updates to stakeholders Prepare and present professional development Work in coordination with Data and Intervention Coach on summer curriculum project Oversee and coordinate curriculum inventory and instructional resource purchases Coordinate the assignment of student teachers and academic volunteers Train and coach K-4 teaching staff (including essential area) Plan with grade-level teams and individual teachers Assist in data meetings with grade-level teams related to student growth and proficiency Support Success time for Benchmark and Innovator groups. Coordinate and lead Advanced Reading Challenge Train and coach 5-8 middle school teaching staff (including essential area) Plan with content teams and individual teachers Assist in data meetings with content area teams related to student growth and proficiency Support EXCEL time for Middle School Benchmark groups Train K-8th in use of curriculum software and online engagement tools

Name	Title	Job Duties and Responsibilities
		Train and coach kagan structures Produce IKCA News Live sent daily to teachers and is shown following the Pledge of Allegiance
Robinet, Patricia	Instructional Coach	Coordinate intervention Monitor student quartile data with school leadership team following Star assessments Conduct regular data meetings with teams related to MTSS movement Communicate with IKCA families Conduct problem-solving meetings Support EXCEL time for intervention and supervise interventionists and paras Coordinate parent and family meetings and events funded through Title I Collaborate with the leadership team to create the Title I discretionary and parent involvement budgets Organize and file all related paperwork through the Title I Crate site Coordinate purchasing and tutoring with the Title I funds Oversees Star Assessment - Benchmark and Progress Monitoring, Training Lead on Plan for School Lunch Program beginning in 21-22
Ballard, Elizabeth	School Counselor	Provide short-term individual and small group counseling services to students Monitor students who may need counseling, mediation or support due to attendance, academic or disciplinary concerns. Tier 2 Second Step small groups Consulting with teachers about building classroom connections, effective classroom management and the role of social/emotional factors in student success Oversee 504 meetings Advocate for students at individual education plan meetings Advisement and appraisal for academic planning Part of the Threat Assessment Team - Meets monthly Train and Coach staff on Restorative Practices to include Community Circles. Research best Restorative Practices (on-going). Create staff community circle plans. Meet regularly with the behavior team. Looks at Jupiter data and conducts check-ins with students who have excessive discipline marks (MS). Coordinates monitoring and feedback for community time Coordinates Character Strong Plans Restorative Initiatives and monitors community time during Excel time

Demographic Information

Principal start date
Monday 6/1/2020, Jennifer Fornes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
37

Total number of teacher positions allocated to the school
46

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (56%) 2016-17: B (59%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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	59	67	78	75	58	80	87	69	92	0	0	0	0	665
Attendance below 90 percent	0	0	0	0	0	0	5	3	3	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	11	15	10	7	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	25	10	13	0	0	0	0	61
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	2	4	0	4	0	1	0	0	1	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 10/12/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
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		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data
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	53%	56%	61%	61%	56%	57%
ELA Learning Gains	46%	57%	59%	67%	59%	57%
ELA Lowest 25th Percentile	37%	55%	54%	60%	54%	51%
Math Achievement	58%	52%	62%	63%	50%	58%
Math Learning Gains	53%	55%	59%	68%	55%	56%
Math Lowest 25th Percentile	37%	49%	52%	63%	52%	50%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	41%	49%	56%	39%	47%	53%
Social Studies Achievement	73%	75%	78%	71%	71%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	**Grade Level (prior year reported)**									**Total**
	K	1	2	3	4	5	6	7	8	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	51%	5%	58%	-2%
	2018	68%	51%	17%	57%	11%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	58%	51%	7%	58%	0%
	2018	40%	48%	-8%	56%	-16%
Same Grade Comparison		18%				
Cohort Comparison		-10%				
05	2019	42%	48%	-6%	56%	-14%
	2018	51%	50%	1%	55%	-4%
Same Grade Comparison		-9%				
Cohort Comparison		2%				
06	2019	64%	48%	16%	54%	10%
	2018	52%	46%	6%	52%	0%
Same Grade Comparison		12%				
Cohort Comparison		13%				
07	2019	41%	47%	-6%	52%	-11%
	2018	56%	46%	10%	51%	5%
Same Grade Comparison		-15%				
Cohort Comparison		-11%				
08	2019	48%	49%	-1%	56%	-8%
	2018	71%	52%	19%	58%	13%
Same Grade Comparison		-23%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	54%	9%	62%	1%
	2018	70%	51%	19%	62%	8%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	44%	53%	-9%	64%	-20%
	2018	46%	53%	-7%	62%	-16%
Same Grade Comparison		-2%				
Cohort Comparison		-26%				
05	2019	58%	48%	10%	60%	-2%
	2018	63%	52%	11%	61%	2%
Same Grade Comparison		-5%				
Cohort Comparison		12%				
06	2019	63%	45%	18%	55%	8%
	2018	35%	43%	-8%	52%	-17%
Same Grade Comparison		28%				
Cohort Comparison		0%				
07	2019	47%	30%	17%	54%	-7%
	2018	72%	29%	43%	54%	18%
Same Grade Comparison		-25%				
Cohort Comparison		12%				
08	2019	45%	47%	-2%	46%	-1%
	2018	60%	43%	17%	45%	15%
Same Grade Comparison		-15%				
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	45%	-10%	53%	-18%
	2018	44%	49%	-5%	55%	-11%
Same Grade Comparison		-9%				
Cohort Comparison						
08	2019	43%	42%	1%	48%	-5%
	2018	50%	42%	8%	50%	0%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	73%	-3%	71%	-1%
2018	71%	70%	1%	71%	0%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	49%	42%	61%	30%
2018	100%	52%	48%	62%	38%
Compare		-9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	12	16	17	23	31	30	11	42			
ELL	39	47	40	42	45	36	32	55	55		
BLK	58	49		60	56		33				
HSP	50	44	37	53	50	35	38	69	56		
MUL	60			90							
WHT	67	53		84	67	40	63				
FRL	49	47	34	55	50	38	39	74	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
SWD	13	52	56	17	52	52					
ELL	34	47	55	40	46	39	18	40			
BLK	56	67	75	67	60	47	46	82			
HSP	56	55	57	58	59	52	48	69	26		
MUL	75	58		75	67						
WHT	74	63	45	75	65		53				
FRL	56	56	58	59	57	49	47	68	28		

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	5	37	31	5	47	53					
ELL	39	57	57	45	61	54	7	45			
BLK	57	67	73	55	67	80	64				
HSP	60	66	58	61	65	60	38	68	42		
MUL	71	73		71	87						
WHT	65	66	58	76	74	69	31	75			
FRL	58	67	62	59	65	60	34	72	25		

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)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

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

Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 Science component of Imagine Kissimmee Charter student data showed the lowest performance was in the area of Science. Students in 5th grade and 8th grade performed at a proficiency level of 35% and 43% respectively. The factors that contributed to last year's low performance was due to a need to provide teachers with strategies for formative assessments to determine mastery of standards and ensure that pacing and standards are taught at grade level.

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

The ELA lowest 25% component of Imagine Kissimmee Charter student data showed the greatest decline from the previous year. The factors that contributed to this decline was due to teachers not setting aside time to unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring.

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 "ELA Lowest 25th Percentile" student data showed the greatest gap when compared to the state average. The factors that contributed to this gap included the lack of a clear purpose for reading being established and direct teaching of skills (phonemic awareness, phonics, vocabulary, comprehension and fluency) occurring.

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

The Math component of Imagine Kissimmee Charter student data showed the area that we were the strongest in. Imagine Kissimmee put extra efforts into explaining to teachers the importance of using Formative Assessment
to guide their instruction. In addition, small group instruction was used and efforts were put into assisting the teachers in understanding of ESE accommodations.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The EWS data shows that all academics are areas of concern. The three areas that we are working towards improving are ELA Lowest 25th percentile and Math Lowest 25th Percentile and Science.

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

1. ELA Lowest 25th Percentile
2. Math Lowest 25th Percentile
3. Science Learning gains
4. SEL belonging to school

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The lowest 25% of ELA was identified as a critical need from the review of our assessment scores. Based on the 2018-2019 school data, ELA proficiency 53%, which is below the state average of 61%. The district average is 56% & however, the goals is to increase to the state average of 61% while focusing on all the lowest 25% of English Language Arts is the area of focus that IKCA will be targeting. The lowest 25% of ELA students are at 37% proficiency. During the Covid-19 pandemic, our students scores have decreased. When we have good readers, and writers, this will help the student in all academic areas.
Measurable Outcome:	During the 2020-2021 school year, our goal is to maintain the 2019 score, or increase by 1% of the 2019 scores.
Person responsible for monitoring outcome:	Keri Cruz (keri.cruz@imagineschools.org)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students including those with disabilities. Research also indicates that MTSS model and differentiation appropriately has a great effect on student achievement which IKCA will implement to assist our students ELA proficiency.
Rationale for Evidence-based Strategy:	Research correlates a connection between students achievement and the development of an achievable rigorous and aligned curriculum. Additionally schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effective double the speed of learning (Marzano 2003). The rationale for selecting these specific testing strategies include the resources/criteria, identified by Dylan William (2018), to assist our teachers as they prepare our students to thrive in the complex world of the 21st century.

Action Steps to Implement

1. All staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy including embedded informative assessment by Dylan Williams.
2. Teachers utilize the reading pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based reading tools to ensure that lessons are standards-driven, cohesive and correctly paced.
3. Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.
4. Adherence to the Common Core State Standards shifts is evident with a true balance of literary and informational texts in classroom libraries, read-aloud and during instruction.
5. Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction.
6. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
7. Administration will offer additional intervention time to support struggling students.

Person Responsible	Keri Cruz (keri.cruz@imagineschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The lowest 25% of math proficient students was identified as a critical need from the review of our assessment scores. Based on the 2018-2019 school data, IKCA Math proficiency is 58%, which is below the state average of 62%. The district average is 52%, however, the goals is to increase to the state average of 62% while focusing on all the lowest 25% of students in mathematics is the area of focus that IKCA will be targeting. The lowest 25% of Math students are at 37% proficiency. During the 2020 Covid-19 pandemic, we have found that our scores have decreased from the 2019 school year assessment. When we have good mathematicians this will help the student in all academic areas including science.
Measurable Outcome:	During the 2020-2021 school year, our goal is to maintain the 2019 score, or increase by 1% of the 2019 scores.
Person responsible for monitoring outcome:	Patricia Robinet (patricia.robinet@imaginekca.org)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students including those with disabilities. Research also indicates that MTSS model and differentiation appropriately has a great effect on student achievement which IKCA will implement to assist our students math proficiency.
Rationale for Evidence-based Strategy:	Research correlates a connection between students achievement and the development of an achievable rigorous and aligned curriculum. Additionally schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effective double the speed of learning (Marzano 2003). The rationale for selecting these specific testing strategies include the resources/criteria, identified by Dylan William (2018), to assist our teachers as they prepare our students to thrive in the complex world of the 21st century.

Action Steps to Implement

1. All staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy including embedded informative assessment by Dylan Williams.
2. Teachers utilize pacing guides to collaboratively plan rigorous lessons that integrate the math focus strategies and use researched based tools to ensure that lessons are standards-driven, cohesive and correctly paced.
3. Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.
4. Adherence to the Common Core State Standards shifts is evident.
5. Content area teachers outside of the math classroom emphasize math experiences in their planning and instruction.
6. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
7. Administration will offer additional intervention time to support struggling students.

Person Responsible	Patricia Robinet (patricia.robinet@imaginekca.org)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	A positive school climate includes a safe environment, strong student and staff relations, and supports for learning. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life. Well implemented programs designed to foster SEL are associated with positive outcomes ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions, mindsets, such as thinking positively about how to handle challenges, and habits, such as coming to class prepared.
Measurable Outcome:	In 2020-2021 students who will participate in the SEL climate survey will show 60 % or more feel favorably for school belonging.
Person responsible for monitoring outcome:	Elizabeth Ballard (elizabeth.ballard@imagineschools.org)
Evidence-based Strategy:	Studies show that analysis of student data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.
Rationale for Evidence-based Strategy:	Character Strong is our curriculum of choice, and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. Social and Emotional learning (SEL) is an approach that reflects a set of teaching strategies and practices that are student -centered. They use teaching techniques that build on students' current knowledge and skills.

Action Steps to Implement

1. Teachers and staff will plan activities that are engaging and relevant to student identifying on building on students individual assets and passions.
2. Each morning, teachers hold "community time" where an environment of belonging occurs.
3. Teachers will increase student input and voice through planning and reflection activities.
4. Teachers will encourage and facilitate students shared decision making through planning.
5. Teachers will incorporate SEL strategic into their curriculum, such as self management, self confidence, and self awareness where applicable.

Person Responsible Elizabeth Ballard (elizabeth.ballard@imagineschools.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on the 2018-2019 school data, Science proficiency was at 41%, which is below the state average of 56%. The district average is 49% & however, the goals is to increase to the state average of 56%. During the Covid-19
Measurable Outcome:	The school scores in science may have decreased due to the Covid-19 pandemic. Our goal is to maintain the score we had in the 2019 school year or to exceed the score by 1%.
Person responsible for monitoring outcome:	Patricia Robinet (patricia.robinet@imaginekca.org)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students including those with disabilities. Research also indicates that MTSS model and differentiation appropriately has a great effect on student achievement which IKCA will implement to assist our students Science proficiency.
Rationale for Evidence-based Strategy:	Research correlates a connection between students achievement and the development of an achievable rigorous and aligned curriculum. Additionally schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effective double the speed of learning (Marzano 2003). The rationale for selecting these specific testing strategies include the resources/criteria, identified by Dylan William (2018), to assist our teachers as they prepare our students to thrive in the complex world of the 21st century.

Action Steps to Implement

1. All staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy including embedded informative assessment by Dylan Williams.
2. Teachers utilize the reading pacing guides to collaboratively plan rigorous lessons that integrate science learning strategies and tools to ensure that lessons are standards-driven, cohesive and correctly paced.
3. Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.
4. Adherence to the Common Core State Standards shifts.
5. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
6. Administration will offer additional intervention time to support struggling students.

Person Responsible	Patricia Robinet (patricia.robinet@imaginekca.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The leadership team at Imagine Kissimmee Charter Academy have identified both the English Language Arts and Math students in the lowest 25th Percentile as areas of Focus and recognize that other areas of improvement need to be made with our students.
By focusing on ELA and Math we believe that scores in all other academic areas will also improve.
In addition, Science is an area that we would like to see an increase in a students proficiency.
As the students social emotional learning takes place at IKCA, we hope to improve the culture and climate of belonging.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school facebook page, and REMIND. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.