

Broward County Public Schools

# New Life Charter Academy



## 2020-21 Schoolwide Improvement Plan

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# New Life Charter Academy

3550 DAVIE BLVD, Fort Lauderdale, FL 33312

[www.newlifecharteracademy.org](http://www.newlifecharteracademy.org)

## Demographics

**Principal: Sh IR Ley Brunache**

Start Date for this Principal: 7/1/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	52%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (39%) 2017-18: C (50%) 2016-17: B (56%) 2015-16: F (31%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Broward County School Board.

## 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](http://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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[www.newlifecharteracademy.org](http://www.newlifecharteracademy.org)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School KG-5</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>97%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	D	D	C	B

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## Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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

### Demographic Information

#### Principal start date

Tuesday 7/1/2014, Sh IR Ley Brunache

**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.*

**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.*

6

**Total number of teacher positions allocated to the school**

6

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	52%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (39%) 2017-18: C (50%) 2016-17: B (56%) 2015-16: F (31%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	24	30	28	16	27	16	0	0	0	0	0	0	0	141
Attendance below 90 percent	6	3	7	6	5	2	0	0	0	0	0	0	0	29
One or more suspensions	1	1	3	0	2	0	0	0	0	0	0	0	0	7
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	7	7	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	9	0	0	0	0	0	0	0	16

**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	3	1	0	0	0	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	0	1	1	0	5	2	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Friday 6/26/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

**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	
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

**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	
	(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	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%				
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 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 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.

In addition, i-Ready was a diagnostic tool utilized to measure growth in ELA for the ELL students. This tool yielded the following finding in the area of phonological awareness: 19% of ELL students in Assessment Period 1 scored one grade level below stayed the same during Assessment Period 2.

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

The component that shown the greatest decline was learning gains in math as indicated by the end of the year i-Ready results compared from the 2018-2019 to 2019-2020 school years. The i-Ready comparison yielded the following data points yielded the following findings: grade Kindergarten's proficiency declined from 64% to 48%, first grade declined from 0% to 24%, second grade stayed the same about , third grade declined from 51% to 7%, fourth grade declined from 59% to 24%, and fifth grade declined from 51% to 44%.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 Public School's attendance policy. Broward County Public School's attendance policy is our default for attendance. After the notification, guardians were requested to come and sign off on an attendance plan that was developed and explained by the Dean of Students. 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 based on the state data points yielded from the 2017-2018 and 2018-2019 school years. The ELA achievement encompassed reading, writing, and all content areas (science and social studies). The lack of cohesion in using effective ELA strategies and practices was the contributing factor regarding the ELA achievement gap. 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 school days each quarter on average based on the data scored 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 learning gains as measured by the i-Ready diagnostic tool. The i-Ready diagnostic tool was used to calculate the component with the largest learning gains was ELA. According to i-Ready diagnostic revealed that there was an average of 13% gain for the 2019-2020 school year from 2018-2019 school year.

The school leadership team implemented the following action: push-in and push-out for select students accompanied with high quality tiered instruction. There was a school-wide uniform writing plan for grades K-5 which enable students to improve writing skills by activating prior knowledge. 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 Boot camps. However, there was a more aggressive and concentrated effort for the guardians to the students of the lowest performing. The school communicated the importance of attending the FSA Bootcamp to parents by making phone calls, talking to parents at drop-off and pick up as well as 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?**

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 19% (5 students) in grade 4 were retained due to low performance on the Florida Standards Assessment (FSA). Of those 5 students, 2 students have been retained two or more times. After analyzing the Spring 2019 FSA data, it was reported that 26% of fourth grade students achieved at a Level 1 and 44% 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 seventh 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 RtI starting in the first quarter of the school year.

The school chose Attendance as a fifth priority. Based on the data from the 2019-2020 school year, 21% 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.

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** According to the 2019-2020 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 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. As a result, the school decided to conduct a self-audit.

**Measurable Outcome:** By June 2021, there will be at least 50% of grades K-2 students scoring proficiency on the District end of the year ELA assessments.  
 By June 2021, there will be at least 50% of the grade 3 students earning proficiency points in the FSA ELA as measured by the spring FSA.  
 By June 2021, there will be at least 50% of the grade 4 to earning proficiency points in FSA ELA as measured by the spring FSA.  
 By June 2021, there will be least 20% in grade 5 to increase their FSA ELA score by at least one achievement level as measured by the spring FSA.

**Person responsible for monitoring outcome:** Shirley Brunache (charter5852@browardschools.com)

**Evidence-based Strategy:** The Gradual Release Model is a best practice instructional model where the teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). Typically, the model of teacher has four phases: I DO - where the teacher models lesson objectives in a focus lesson, WE DO - guided instruction with both input from the teacher and students; YOU DO together - collaborative learning in small groups or partners, and YOU DO ALONE - independent practice. The current TIERS 1-3 instructional programs use the Gradual Release Model which enables the needs of the students to be met by the school.

**Rationale for Evidence-based Strategy:** The principal reason for choosing the Gradual Release Model is because it has been researched and proven effective. 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.  
 i-Ready Diagnostic Tool yielded the following information after two administrations;  
 63% of the students in grade 3 improved at least placement level in one or more in one or more ela domains;  
 20% of the students in grade 4 improved at least placement level in one or more ela domains;  
 56% of the students in grade 5 improved at least placement level in one or more ela domains.

**Action Steps to Implement**

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.
6. Journeys and Stars & Cars are used for grades K-5 , as the year progresses, and data is analyzed, appropriate supplemental curriculum are introduced that will address discussing or activating prior knowledge, developing questions while reading, Connecting what they are reading to another text, something they have seen, or something they have experienced, Visualizing or picturing what they are reading, Making predictions about what will come next in the text, Looking back for keywords and rereading in order to clarify or answer questions.
7. 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. Its an innovative program which allow students to unlock word meanings in context using vocabulary strategies.
8. An additional certified teacher will be used to provide effective push-in services to support students needing scaffolding. Teachers will identify students in need of support based on data. Develop an action plan for them and gather the appropriate resources.
9. After school tutoring will be available for reading and math for grades 3-5 during the week for the purpose of reinforcing, remediating, and enriching ELA standards.
10. There will be daily intervention sessions occurring daily outside the ELA block. The interventions will target students are who have been identified as Tier 2 and Tier 3 data in the following areas: phonemic awareness, phonics, word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. The grades K-3 intervention students will be using Fundation whereas the grades 4-5 will be using the Journeys' Literacy and Reading Toolkits.
11. The grades K-2 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. The grades 3-5 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.
12. For our K-2 students Journeys and Stars & Cars are used in conjunction. After students take their Mid Year Assessments, the data is analyzed and if certain data points are reached, Ready LAFS will be introduced as an additional supplement to add rigor, remediation, enrichment and a bridge to the type of problems and question stems they will encounter in grades 3-5.

**Person Responsible** Shirley Brunache (charter5852@browardschools.com)

The school leadership team including the teachers will implement the following action plan to progress monitor the ELA instructional program:

1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data for patterns over time, related to a specific content area, etc., examine disaggregated data to fully understand the issues);
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine "best practice" and decide on interventions;
8. Implement/measure results/revise goals and interventions.

**Person Responsible** Shirley Brunache (charter5852@browardschools.com)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

I-Ready mid year assessment data from 2020 and 2019 FSA Data will be used to identify weaknesses , FSA data for 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 additional differentiated groups were taking place to close the achievement gap in math. Additionally, data will be taken from I-Ready Mid year Assessment data to create small groups. Students working on grade level or above will work on enrichment work 2-3 days a week, students working below grade level will have push in supports 3-4 days. The homeroom teacher and the certified teacher that is designated as our push in specialist will work together to material and resources needed for the interventions. Students will be assessed bi-weekly to assess the productivity, that data will also be used calculate the steps needed to go forth.

**Measurable Outcome:**

By June 2021, there will be at least 50% of grades K-2 students scoring proficiency on the District end of the year Math assessments.  
 By June 2021, there will be at least 50% of the grade 3 students earning proficiency points in the FSA Math as measured by the spring FSA.  
 By June 2021, there will be at least 50% in grade 4 to earning proficiency points in FSA Math as measured by the spring FSA.  
 By June 2021, there will be least 20% in grade 5 to increase their FSA Math score by at least one achievement level as measured by the spring FSA.

**Person responsible for monitoring outcome:**

Shirley Brunache (charter5852@browardschools.com)

**Evidence-based Strategy:**

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:  
 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:**

Effective math instruction executes 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. i-Ready Diagnostic Tool yielded the following information after two administrations in the 2019-2020 school year; 56% of the students in grade 3 improved at least placement level in one or more in one or

more math domains;

63% of the students in grade 4 improved at least placement level in one or more math domains;

87% of the students in grade 5 improved at least placement level in one or more math domains.

### Action Steps to Implement

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 and STEM related activities.
7. After school tutoring will be available Monday through Friday for grades 3-5 for the purpose of reinforcing, remediating, and enriching.
8. An additional certified teacher 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 paraprofessionals 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.

**Person Responsible** Shirley Brunache (charter5852@browardschools.com)

The school leadership team including the teachers will implement the following action plan to progress monitor the math instructional program:

1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data for patterns over time, related to a specific content area, etc., examine disaggregated data to fully understand the issues);
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine "best practice" and decide on interventions;
8. Implement/measure results/revise goals and interventions.

**Person Responsible** Shirley Brunache (charter5852@browardschools.com)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:**

Social and emotional learning (SEL) is the set of skills, knowledge, and behaviors involved in understanding and managing emotions, setting positive goals, feeling empathy for others, engaging in positive relationships, and solving problems effectively. SEL was identified as a key component in the improvement of the school because out 135 students there were nine suspensions and 29 students were absent and or tardy equal to or greater than ten percent for one or multiple marking periods. According to the 2015 national study published in the American Journal of Public Health significant associations between SEL skills in kindergarten and key outcomes for young adults years later. SEL decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

A way to reach at-risk students who are struggling in various ways can be difficult, but social-emotional learning can open doors. Copious research has shown that the impact of social-emotional learning (SEL) runs deep. SEL programs are shown to increase academic achievement and positive social interactions, and decrease negative outcomes later in life. SEL helps individuals develop competencies that last a lifetime. The goal of New Life Charter Academy introducing a SEL curriculum is make a intentional effort to focus on students strengths, as a result positively affecting academics and behavior. Furthermore, SEL being one of the catalyst to cultivate a general sense of happiness in the culture of the school, enabling a less stressful, and relaxed atmosphere by teaching mindfulness, empathy and critical thinking strategies.

**Measurable Outcome:**

There will be a 30% decline in disciplinary referrals by June, 2021.  
 The SEL curriculum will help students develop strategies to deal with conflict in healthier ways as a result suspensions and truancy violations will decline by 30% by June 2021.  
 Of the schools lowest performing 25%, 50% will make a gain in math and reading by June 2021.  
 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 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 a 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:**

Since its inception in 2008, Sanford Harmony has undergone continued development, evaluation, and iteration by academic experts in education and technology. The criteria that was developed to choose resources was that it was researched, tested and showed evidence of sustained effectiveness. Results from a quasi-experimental study conducted in 2010-2012 support the effectiveness of Sanford Harmony for elementary students. The

evaluation included 627 fifth grade students from 29 classes in 6 schools that were majority middle class and located in a large metropolitan area in the Southwest United States (White = 55%, Multiracial = 18%). The evaluation found that the students who participated in the program demonstrated fewer aggressive behaviors and had a higher overall mean grade compared to students in the comparison group. It also found that students who participated in the program reported greater feelings of classroom identification and school liking.

### Action Steps to Implement

1. The school leadership team will deliver training on implementing the Sanford Harmony curriculum. The curriculum uses a variety of activities including using thematic lessons in conjunction with story books that help students develop healthy social habits, helps them reflect on their own behaviors and emotions.
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 healthy social habits, participate in activities to develop communication, teamwork, and a supportive learning community.
3. Integrate Social Emotional Learning (SEL) standards/competencies/ strategies for staff and parents into the Newsletter.
4. We will see the results of implementing a successful SEL program by a decline in suspensions and truancy issues.

**Person Responsible** Renante Sanon (rsanon@newlifecharteracademy.org)

The school leadership team including the teachers will implement the following action plan to progress monitor the SEL program:

1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data for patterns over time, related to a specific content area, etc., examine disaggregated data to fully understand the issues);
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine "best practice" and decide on interventions;
8. Implement/measure results/revise goals and interventions.

**Person Responsible** Renante Sanon (rsanon@newlifecharteracademy.org)

**#4. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:**

Based on the data from the 2019-2020 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. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. A recent study looking at young children found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge. Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates. These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school.

**Measurable Outcome:**

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 an 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:**

The evidence strategy that will be utilized is a multi faced one. Early warning system to identify at-risk students and individualized support for such students. A social worker has been contracted to aid in giving students a parents poor personal attention to target and provide remedies for their respective difficulties. 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 an attendance portion that will outline the importance of attendance and showing up to school on time.

**Rationale for Evidence-based Strategy:**

Information, personal attention and Identifying at risk students early have been shown to have success decreasing truancy problems. 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 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 there will be a additional person that will outline, detail services and resources available to them. Incentive interventions will be developed. Hopefully it will create enthusiasm, motivation for the guardians and students to make gains in attendance, also serve as a positive reinforcement tool for both guardians and students. Lastly, the newsletter/questionnaire is an apparatus meant to continually



remind guardians of the importance of attendance and the consequences academically for attendance that is waning.

### Action Steps to Implement

1. The Dean of students will work closely with the Office Manager to stay current on students that have missed 10 percent or 5 days of the school quarter. Dean of students will work closely with them in order to execute the intervention plan developed by the social worker, himself, and parents.
2. An eight week plan will be developed and delivered by the Dean of Students, and the social worker, using positive contingency management with an 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.
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 aware of the consequences in detail academically and legally if the goals are not met.
4. The social worker and Dean of Students will work on an 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 a part 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. The majority of our students are on free/reduced lunch and many of our parents have difficulty with the all costs associated with commute, so we have sought the services of a school bus consultant to create additional and more efficient bus routes to curb the cost of traveling for the parents.

**Person Responsible** Renante Sanon (rsanon@newlifecharteracademy.org)

*No description entered*

**Person Responsible** [no one identified]

**#5. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and 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 RtI starting in the first quarter of the school year.

**Measurable Outcome:**

By June 2021, there will be a 10% increase from the 20% to 30% of ELL students showing growth from entering to emerging on the Access assessments in the domains of reading and writing.  
 By June 2021, there will be a 12% increase from the 32% to 44% of ELL students showing growth from developing to expanding on the Access assessments in all four domains.  
 By June 2021, there will be a 10% increase from the 33% to 43% of ELL students scoring proficiency on the FSA.  
 By June 2021, 50% of ELL learners will make gains in moving up one proficiency level in reading and writing on the Access test.

**Person responsible for monitoring outcome:**

Shirley Brunache (charter5852@browardschools.com)

**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, using and posting visual sentence starters, creating meaningful activities for students to build connections to in conjunction with utilizing In-Class Ellevation to improve the reading & writing for the ELL subgroup. Small group intervention data will be recorded under the MTSS/RTI tab in ELlevation.

**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 Steps to Implement**

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 and level I's according to Access 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 Foundation 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.
12. Teachers will use and post sentence starters for K-2.
13. Teachers will display the writing process (Think, Plan, Draw, Write, Re-Read, Revise, Edit, Publish).
14. Teachers will post and display the various types of writing (Opinion, Persuasive, Informative, Narrative).
15. Teachers will utilize Read To's and Write To's/Think Alouds for modeling for students.
16. Teachers will identify and implement small groups according to language levels for their intervention groups in reading and writing.
- 17.

**Person Responsible** Shirley Brunache (charter5852@browardschools.com)

The school leadership team including the teachers will implement the following action plan to progress monitor the ELL instructional program:

1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data for patterns over time, related to a specific content area, etc., examine disaggregated data to fully understand the issues);
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine "best practice" and decide on interventions;
8. Implement/measure results/revise goals and interventions.

**Person Responsible** Shirley Brunache (charter5852@browardschools.com)

### Additional Schoolwide Improvement Priorities

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

**NLCA will have a Multi-Tiered System Support System process to enhance data collection, data, 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.**

## 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.

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 that 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 all stakeholders. 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.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$51,117.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5100	500-Materials and Supplies	5852 - New Life Charter Academy		1.0	\$48,500.00	
		<i>Notes: The Charter school will be reimbursed for a certified teacher who will be used to provide intensive reading instruction to target academic needs of students during the small group instructional part of the ELA block. In addition, intensive reading classes will be scheduled where the certified teacher will be using researched based supplemental instructional materials to target reading deficiencies of select students. The teacher will follow the school's data protocol to progress monitor the students' growth in reading. The salary of the teacher is \$48,500.</i>				
		5852 - New Life Charter Academy			\$2,617.00	
		<i>Notes: The Charter school will be reimbursed for teacher stipends paid to provide Extended Learning Opportunities (ELO) for students in grades 3-5 during the week. ELO will be taught by teachers who will reinforce and remediate skills in the subject areas of english language arts and math.</i>				
2	III.A.	Areas of Focus: Instructional Practice: Math				\$7,080.88
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5000	590-Other Materials and Supplies	5852 - New Life Charter Academy			\$4,351.00	
		<i>Notes: The Charter school will be reimbursed for S.T.E.M.kits which will be utilized for students to explore the integration of science, technology, engineering, and math. Students will be given opportunities to think like real scientists and engineers as they explore the STEM design process and solve problems by planning, building and testing their designs, then improve them until they are successful.</i>				
5000	500-Materials and Supplies	5852 - New Life Charter Academy			\$2,729.88	
		<i>Notes: The Charter school will be reimbursed for Daily Math Fluency and Differentiated Centers Kit are resources of center activities and materials used to reinforce and support the beginning of new skills and strategies, as well as the use of models that promote the development of number sense and math talk. In addition, the Differentiated Kits provides objectives to be taught at three different levels according to the students' math skill sets.</i>				
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00

5	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
<b>Total:</b>			<b>\$58,197.88</b>