P. M. Wells Charter Academy

leadership
analysis
students
Florida
college and career
school improvement
ambitious
family and community involvement
mission
striving
achievement
teaching
relationships
success
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2021-22 Schoolwide Improvement Plan

Table of Contents

P. M. Wells Charter Academy

2426 REMINGTON BLVD, Kissimmee, FL 34744

https://www.pmwellsacademy.org

Demographics

Principal: Ivonne Sardinas

Start Date for this Principal: 9/24/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2020-21 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 Multiracial Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (65%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Osceola 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.

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

P. M. Wells Charter Academy

2426 REMINGTON BLVD, Kissimmee, FL 34744

https://www.pmwellsacademy.org

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	82%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

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.

At PM Wells Charter Academy, our unique and innovative curriculum and overall instructional program is designed to provide our scholars with CHOICE. Whether it is exposing them to exciting science and mathematics concepts through our STEAM program or providing the latest, research-based curriculum for core subject areas, PM Wells Panther graduates are empowered with the CHOICE to pursue their academic and career goals.

Provide the school's vision statement.

Our aim is to educate the learner as a whole, therefore, we value the individual experiences, interests, voice, and talents each student adds to the school community.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Sardinas Darder, Ivonne	Principal	Oversees operations of the school Oversees all professional development for faculty and staff Sets vision and mission for school Leads data analysis Oversees grade level team for lesson planning and data analysis Monitors weekly data meetings and discusses expectations with teachers Requires teachers to identify their lowest 25% and those projected to perform below grade level in Reading, Writing, Math, and Science Requires teachers to identify their students' areas of need, requiring data to support their decisions Requires teachers to identify the types of intervention being provided for those students and the research based materials being used Monitors student growth with the use of benchmarks, mini assessment, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups Provides teachers with resources and assistance analyzing data Offers support for effective ways to progress monitor students and make decisions about their academic need

Demographic Information

Principal start date
Friday 9/24/2021, Ivonne Sardinas

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.*
8

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

45

Total number of students enrolled at the school

657

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

23

Demographic Data

Early Warning Systems

2021-22

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	63	51	80	69	74	73	86	66	85	0	0	0	0	647
Attendance below 90 percent	24	19	9	17	35	18	1	0	0	0	0	0	0	123
One or more suspensions	1	0	0	1	1	1	1	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	20	10	0	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	19	12	21	16	12	6	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	20	12	18	19	14	12	0	0	0	0	95
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	3	3	4	7	5	0	4	7	0	0	0	0	38

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	2	0	0	0	2	1	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/7/2021

2020-21 - 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		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math 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		

2020-21 - 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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	56%	61%	53%	58%	60%
ELA Learning Gains				70%	57%	59%	65%	58%	57%
ELA Lowest 25th Percentile				85%	55%	54%	62%	52%	52%
Math Achievement				60%	52%	62%	56%	52%	61%
Math Learning Gains				70%	55%	59%	67%	54%	58%
Math Lowest 25th Percentile				59%	49%	52%	61%	50%	52%
Science Achievement				50%	49%	56%	42%	54%	57%
Social Studies Achievement				82%	75%	78%	75%	71%	77%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	51%	-1%	58%	-8%
Cohort Comparison						
04	2021					
	2019	59%	51%	8%	58%	1%
Cohort Comparison		-50%				
05	2021					
	2019	44%	48%	-4%	56%	-12%
Cohort Comparison		-59%				
06	2021					
	2019	52%	48%	4%	54%	-2%
Cohort Comparison		-44%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	58%	47%	11%	52%	6%
Cohort Comparison		-52%				
08	2021					
	2019	64%	49%	15%	56%	8%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	54%	2%	62%	-6%
Cohort Comparison						
04	2021					
	2019	61%	53%	8%	64%	-3%
Cohort Comparison		-56%				
05	2021					
	2019	52%	48%	4%	60%	-8%
Cohort Comparison		-61%				
06	2021					
	2019	53%	45%	8%	55%	-2%
Cohort Comparison		-52%				
07	2021					
	2019	62%	30%	32%	54%	8%
Cohort Comparison		-53%				
08	2021					
	2019	35%	47%	-12%	46%	-11%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	45%	2%	53%	-6%
Cohort Comparison						
08	2021					
	2019	46%	42%	4%	48%	-2%
Cohort Comparison		-47%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	73%	8%	71%	10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	49%	38%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready is the progress monitoring too used to compile the data in the charts below except for Science. Science data was provided by a Science Mastery Connect diagnostic assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			25
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			11
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			30
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			23
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			43
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			36
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			55
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			49
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			50
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			41
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			45
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			40
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			32
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			46
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			34
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			73
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			49
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			46
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	41	42	18	25			45			
ELL	51	66	54	48	49	42	37	75			
BLK	47	52		56	45		45	62			
HSP	61	66	52	52	47	37	48	78	85		
WHT	70	70		63	52		36	83			
FRL	59	63	39	49	43	25	45	70	84		
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	17	62		31	45	42	23				
ELL	44	69	84	50	68	66	35	71			
BLK	64	73		60	58		48				
HSP	55	70	86	59	70	62	51	79	83		

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
WHT	64	63		70	70						
FRL	53	68	82	56	69	63	42	74	76		
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	18	50	42	30	58	40					
ELL	34	62	61	39	65	58	24	27			
ASN	73			73							
BLK	43	50		53	69						
HSP	53	67	64	54	68	62	39	70	100		
WHT	63	65		70	75		58				
FRL	50	66	61	54	68	60	37	69	100		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
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	37
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

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

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

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

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

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

Analysis

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

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

For raw data from the 2021 FSA, the following was observed:

ELA
Fourth and fifth grade improved marginally in Reading/ELA while third grade dropped 7 points to a 43% reading proficiency. Overall, reading proficiency increased from 57 to 61, reading learning gains decreased from 70 to 65, and reading for the Lowest 25 from 85 to 52%

Math
3rd grade math dropped 20 points, 4th grade math dropped 8 points, and 5th grade math dropped 11 points.
Overall, math proficiency decreased from 60 to 53, math learning gains decreased from 70 to 47, and math for the Lowest 25 from 59 to 38%

It is also important to note that science scores decreased from 50 to 46, social studies scores decreased from 82 to 77, and acceleration points decreased form 85/83

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The school made significant gains on the 2019 state assessment (as compared to 2018) across all categories, earning an A grade for the 2019 FSA year. However, since that time, based on the analysis of the 2021 FSA scores in section A above, the school has significant need for improvement in mathematics across all grades and categories and in reading for the lowest 25 percentile.

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

Although gains were shown on the 2019 state assessment as mentioned above in Section B, the unofficial 2021 FSA scores show that mathematics instruction needs significant improvement. A combination of students not being able to achieve the same level of engagement and involvement via virtual/remote methods of teaching and learning, coupled with a curriculum that did not match the state standards as precisely as necessary, resulted in this need.

New actions to remediate the need for mathematics score improvement, as well as reading for the lowest 25 percentile, will include a much more precise and intensive level of Multi Tiered System of Supports processes including more differentiated curriculum, greater use of digital instructional programming, and more differentiation even at the Tier 1 curriculum level.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 state assessment, ELA scores in grades 3, 4, and 5 all showed significant improvement of more than 10 percentage points in proficiency. Math improved in grade 3 by 7 points and in grade 4 by 8 points. Science in 5th grade improved by 12 points, the highest gain for that year. One of the most important gains was that 85% of the lowest 25% of students in reading made learning gains.

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

Both the administration and the management company have changed since the 2019 FSA thus the actions taken are unknown.

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

Instructional focus on Tier 1 Reading and Math instruction will be needed. Adopting the Wit and Wisdom curriculum along with fidelity of implementation of the Eureka math curriculum will strengthen the core instruction across all grade levels. Given how low proficiency scores and learning gains were across all domains and grade levels it is also necessary to focus on the implementation of a research based MTSS program.

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

Teachers will be provided on going professional development; beginning with the pre-service weeks in August 2021 and continuing through a robust PLC program (common planning, early release PD and Saturday Morning Round Tables); in maximizing Tier 1 Instruction through fidelity of implementation of the Wit and Wisdom (K-5 ELA), SpringBoard ELA (6-8 ELA) and Eureka (K-8 Math) curriculums. This PD will be provided by a combination of the publisher and instructional coaches well versed in the use of the curriculums.

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

The school will have two instructional coaches for the 2021-2022 school year as opposed to one from the previous year to ensure that new teachers are well-versed and supported with not only the pedagogical strategies required for student-centered teaching but also the curricula that is new to the school. In addition, to facilitate access for students to curricular resources, students in grades 3-8 will be transitioned to a one-to-one device policy and Clever single-sign on to ensure that any pandemic-based impacts may be curtailed to digital access to all curricula, assignments, and intervention supports.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	School leadership utilized data points from the 2021 FSA school average of 61% in reading accountability areas to determine area of focus. Data indicates a need to strengthen Tier one instruction and a structured Tier two intervention program followed with fidelity to improve reading comprehension skills.
Measurable Outcome:	PM Wells Charter Academy will achieve a minimum of 70% proficiency rate in reading comprehension as evidenced by the 2022 FSA administration.
Monitoring:	The school will use i-Ready universal screeners (grades K-5) and Achieve 3000 Universal Screeners (grades 6-8, LevelSet) in conjunction with school wide benchmark assessments to monitor for the desired outcomes.
Person responsible for monitoring outcome:	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)
Evidence-based Strategy:	The school will utilize a research-based suite of curriculum and instructional tools to form a comprehensive MTSS process driven by a backwards-design approach to lesson planning informed by formative and summative assessments. The Universal Screeners utilized by the school will drive not only student tiering but their specific instructional programs at the Tier 2 and Tier 3 levels. Tier one instruction will be based on the curriculum, Wonders and ReadingPlus. Tier two instruction will be based on the utilization of i- Ready Online Instruction. Tier three instruction will be based on the utilization of i-Ready Toolbox. Given the school's high number of Tier two students, the assessment results will be used particularly to design specific standard-based lessons for intervention-based instruction.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student assessment data serves a critical role in the 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. Marzano (2003), Reeves (2010), Dufour, et al (2010).

Action Steps to Implement

1. Provide teachers with professional development on instructional planning and methodology.
2. Provide teachers with professional development on the Wit and Wisdom Curriculum for grades K-5 and Springboard curriculum for grades 6-8 (August 2021).
3. Administer three i-Ready Diagnostics assessments (September 2021, December 2021 and May 2022),
4. Implement the MTSS tiered instructional program with fidelity, including the use of daily MTSS blocks for reading focusing on Tier 2 students and Tier 3 instruction, in addition, by a reading-endorsed teacher. While all students will be assigned i-Ready lessons in reading for personalized, adaptive instruction, Tier 3 students will also be assigned additional lessons in i-Ready to ensure additional reading support.

Person Responsible	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

5. Departmentalize the elementary schedule for grades K-5, so that one teacher instructs reading and social studies and the other teacher do mathematics and science. This will allow teachers to become experts in content (August 2020).
6. Conduct data chats for students/teachers on the baseline data acquired from the 2019 FSA and the ongoing progress monitoring assessments from i-Ready, and school-wide benchmark assessments.

Person Responsible	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	School leadership utilized data points from the 2021 FSA Assessment of 53% in math accountability areas to determine area of focus. Data indicates a need to strengthen Tier one instruction and a structured Tier two intervention program followed with fidelity to improve reading comprehension skills.
Measurable Outcome:	PM Wells Charter Academy will achieve a minimum of 62% proficiency rate in math as evidenced by the 2022 FSA administration. In addition, the school will achieve at least 60% of students making learning gains overall and including and especially the lowest 25%.
Monitoring:	The school will use i-Ready universal screeners (grades K-5) and Achieve 3000 Universal Screeners (grades 6-8, LevelSet) in conjunction with school wide benchmark assessments to monitor for the desired outcomes.
Person responsible for monitoring outcome:	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)
Evidence-based Strategy:	The school will utilize a research-based suite of curriculum and instructional tools to form a comprehensive MTSS process for mathematics driven by a backwards-design approach to lesson planning informed by formative and summative assessments. The Universal Screeners utilized by the school will drive not only student tiering but their specific instructional programs at the Tier 2 and Tier 3 levels.Tier one instruction will be based on the math curriculum, Eureka . Tier two instruction will be based on the utilization of i-Ready Online Instruction. Tier three instruction will be based on the utilization of i- Ready Toolbox.
Rationale for Evidence-based Strategy:	In order for students to meet grade level expectations, it is important to determine their level in each Math Strand and when necessary, intervene accordingly. Assessing students with researched-based programs, will provide teachers a guide to enhance the curriculum to meet students' needs. Eureka Math's strong, research-based curriculum, which comes with its own unit and standard-based formative and summative assessments, will ensure all teachers have a strong base of curriculum and assessment tools in mathematics. Research illustrates a correlation between student 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 effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

1. Provide teachers with professional development on instructional planning and methodology.
2. Provide teachers with professional development on the Eureka Math curriculum from the company (August
2021).
3. Administer three i-Ready Diagnostics assessments (September 2021, December 2021 and May 2022)
4. Implement the MTSS tiered instructional program with fidelity. This will include intensive, daata-driven groups during the daily Math MTSS blocks.
5.Departmentalize the elementary schedule for grades K-5, so that one teacher instructs reading and social studies and the other teacher do mathematics and science. This will allow teachers to become experts in
6. Conduct data chats for students and teachers on the baseline data acquired from the 2021 FSA and the ongoing progress monitoring assessments from i-Ready.
7. Provide professional development to all the Math teachers on the implementation of Eureka by Math Coach experienced using this curriculum (August 2021).

Person Responsible   Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

#3. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Strengthen collaborative processes to ensure that the learning needs of all students are met and that educators can share best practices so that the strength of some may become the strength of the entire instructional staff. Research states, that if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then the student achievement will increase.
Measurable Outcome:	ELA, Math proficiency and gains will be at least at 62% in all subgroups. Science proficiency will be at least at 50% in all subgroups.
Monitoring:	The school will use i-Ready universal screeners for grades K-5 and Achieve universal screeners (LevelSet) in conjunction with school wide benchmark assessments to monitor for the desired outcomes.
Person responsible for monitoring outcome:	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)
Evidence-based Strategy:	When using the PLC strategy, department teams meet weekly, they: analyze student data, plan together, and learn from each other approaches, strategies, and techniques in order to increase student achievement. This strategy will be enhanced with the Instructional Rounds process for the 2021-2022 school year which will take collaboration beyond planning and allow teachers to view one another's approaches to instruction in an actual classroom setting (either digital or face-to-face). PLCs will be specifically structured to ensure targeted outcomes such as a mutual and collaborative understanding of student challenges, targeted and memorialized next steps that assess key gaps indicated by formative and summative assessments, and the memorialization of additional questions or inquiries from each session that will drive the focus of subsequent PLC meetings and efforts.
Rationale for Evidence-based Strategy:	With effective PLCs, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of themselves. To achieve this purpose, PLC members create and are guided by a clear and compelling vision of organizational goals for student learning. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes. Teachers may be more willing to openly discuss concerns and doubts if they have the opportunity to play the role of leader (Dufour, 2010).

Action Steps to Implement

1. Create a Master Schedule in which teachers have the same common planning.
2. Administrator will meet with the teachers weekly to work as a PLC for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of individual student's needs as a Collaborative team.
3. Norms are created and followed.
4. Standards are analyzed for a clear expectation.
5. Administrator will monitor all accountability area of collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC.
6. To enhance the PLC process with real-time instructional examples, teachers will utilize their planning periods and/or be provided coverage to observe one another's lesson for specific "Look Fors" based on

the topic of analysis for that segment of the PLC sequence. Targets will include digital instruction strategies, student engagement techniques, and the utilization of higher-level questioning and rigor.

Person Responsible   Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA requires that school's sub groups should not be below 41 %. When schools are below this percentage, it affects the proficiency and student achievement as seen throughout the state reporting of school data.
Measurable Outcome:	PM Wells Charter Academy will achieve a minimum of 41% proficiency rate in all ESSA Subgroups (Hispanic, ELL, SWD, and Economically Disadvantage students) as evidenced by the 2022 FSA administration.
Monitoring:	The school will use iReady universal screeners (grades K-5) and Achieve3000 Universal Screeners (grades 6-8) in conjunction with school wide benchmark assessments to monitor for the desired outcomes.
Person responsible for monitoring outcome:	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students.
Rationale for Evidence-based Strategy:	Tomlinson and lmbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum: Content- the information and skills that students need to learn Process- how students make sense of the content being taught Product- how students demonstrate what they have learned Affect - the feelings and attitudes that affect students' learning

Action Steps to Implement

1) Members of all subgroups will be identified for teachers so that a data analysis of their universal screener can be conducted to identify areas of needs in reading and math.
2) For all subgroups, a comprehensive profile analysis will be conducted to determine the students that comprise each ESSA group and their gaps will be identified i.e. credit acquisition, grades etc.
3) For ESE, an analysis of the Individual Educational Plan goals and objectives will be conducted and classroom performance cross references will be done to ensure that the student is accessing the general education in a least restrictive environment but still is being successful.
4) For all subgroups, the implementation of MTSS will be done with fidelity and appropriate Tier 2 and 3 services will be provided to meet the needs noted in their Universal Screener.

Person Responsible	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

5) For all subgroups, through participation in i-Ready and Achieve3000 as part of Tier 1, an additional pathway with academic support will be provided to ensure an increased rate of growth in reading and math. For example, in i-Ready, members of the subgroup will do an extra lesson per week at their independent level.
6) For all subgroups, using school site authored course flowcharts, an emphasis will be placed on providing them the opportunity to participate in higher level courses to enrich and challenge their academic performance.
7) For all subgroups, after school tutorial programs will be made available to further close their data driven academic gaps in reading and math.

Person Responsible	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

8) For ESE, general education teachers will be provided consultation and professional development on how to effectively implement accommodations in the general education classes to ensure students acquire

standards taught and are able to successfully demonstrate an understanding of the lessons via assessments and classwork.

9) For ESE students, support facilitation specialists will receive training on how to support students with various ESE strategies including multiple means of expression for specific mathematics and reading standards.

Person Responsible   Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Effective and interactive Science education empowers students' capabilities to engage in scientific inquiry, develop strong cognitive and analysis habits and teaches students how to reason within a scientific context. Science is a critical method by which students understand the physical world around them and is also a great platform for strong, critical thinking skills. Through hands-on labs and experiments, Science serves as an experiential and sequence-building foundation for education for all children.
Measurable Outcome:	The school achieved a 46% proficiency rate in Science in 2018-2019. The school will achieve a minimum of 55% proficiency rate in Science for the 2021-2022 school year, a 9% increase.
Monitoring:	Instructional practices for Science will be monitored most pointedly by student progress on Mastery Connect-based assessments to ensure that they're making progress between each administration of the screener. In addition, classroom walkthroughs will take place to observe for quality core instruction, including the appropriate usage of instructional differentiation and student-centered, high-yield, instructional strategies at the appropriate rigor levels. Lastly, the usage of digital instructional programs pertaining to the content areas (i.e. Gizmos) will be monitored weekly by teachers and administration.
Person responsible for monitoring outcome:	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)
Evidence-based Strategy:	The science curriculum will be made more relevant and engaging to students by contextualizing lessons that give facts meaning, explore concepts that are applicable to students' lives, and provide opportunities for solving complex problems through the utilization of the Scientific Method. The 5E concept for scientific inquiry will also be utilized.
Rationale for Evidence-based Strategy:	Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

Action Steps to Implement

1) The school has acquired an entire new suite of Tier I Science Curriculum to ensure that the text utilized for science education is hands-on, relevant, and aligned to the Next Generation Science Standards
- StemScopes Science (Grades K-5)
- Discovery Education (Grades 6-8)
- Biology: Miller & Levine Biology
2) Teachers will attain and break down achievement data from vendor-created diagnostic and summative assessments and district assessments during weekly common planning PLCs.
3) Science teachers will participate in a PLC process weekly to ensure content and pacing and re-teaching of standards.

Person Responsible	Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

4) Teachers will participate in PD that will explore key strategies including Kagan, Cornell notes, the 5 Es, interactive Science notebooks, and the scientific method.
5) Teachers will learn and implement standards based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.
6) Teachers will provide individual student data chats at the beginning, middle, and end of year.

7) The administration will provide professional development sessions to teachers as they request it and the need arises.

Person Responsible   Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the SafeSchoolsforAlex.org website, the school ranked in the "very low" category for incidents per student, #1 out of 313. The school had no "property incidents" for the 2019-2020 school year. The school ranked "very high" for drug/public order incidents. Lastly, the school ranked in the "high category for total reported suspensions for 2019-2020, with 7.2 suspensions for every 100 students.

While these numbers are low for violent/property incidents but high for suspension, the school leadership team has met extensively to account for the fact that students returning to school after the pandemic after being out of a school building for so long, as well as those students that were in face-to-face instruction last year but in a much less populated building may also have an adjustment period. High-level infractions and/or major incidents that may require suspensions will be treated on a case by case basis given the unprecedented level of environmental factors. Adding to this, the school will take into account the possibility of a home life impacted by the pandemic such as family member loss of work, geographic displacement and mobility due to the pandemic, health issues in the family, and more.

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.

Instilling an appreciation of the value of higher education will be a priority at the school. The school climate will be a positive one that promotes shared values, mutual respect, and mindfulness. The school will embody the skills and values the students will be expected to adopt, and therefore, all school stakeholders will work to implement an academic program where all curriculum and activities are geared toward the vision and mission of the school.

Positive Behavior Intervention and Supports
An integral aspect of maintaining a positive and "Ready to Learn" learning environment is a school's structured effort towards promoting positive behavior and addressing discipline issues in a structured, fair, and consistent manner. Given the need for behavioral training and many of our students' lack of ability to express themselves in a way that is conducive to a positive learning environment for social, emotional, psychological, environmental, and other reasons: ● Designing and structuring a well-sequenced and comprehensive classroom behavior escalation process and ensuring that discipline is addressed consistently across the school
● Adjust the counseling, preventative, and support services provided to ALL students as part of PBIS Tier I supports
● Further differentiating and more frequently communicating the student incentives for positive behavior within the classroom
● Creating a more structured monitoring process and provide further guidance on how teachers use system to communicate students' positive behavioral and academic accomplishments to parents and families.

A positive and safe school culture and climate will be a key priority for the school accomplished through a comprehensive MTSS process for behavior and empowered further through the use of the HERO PBIS platform which motivates students that demonstrate ready-to-lean behaviors and redirects those that do not. Parent and community involvement will also be highly prioritized via a structured parent communication plan and consistent, planned touch points between parents, teachers, and administrators for both student behavior and academic progress.

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

School Administrators - ensuring that the schools PBIS is implemented with fidelity by students and staff.
Staff - ensuring that the PBIS is used in their classrooms to encourage positive behavior.
Students - to follow the PBIS process
Parents - to support staff and administration in the implementation of the schools PBIS by modeling positive behavior at home for their students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$98,678.88
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	520-Textbooks	0881 - P. M. Wells Charter Academy	General Fund		$2,031.00
		Notes: Springboard ELA curriculum.				
	6300	519-Technology-Related Supplies	0881 - P. M. Wells Charter Academy	General Fund		$39,980.00
		Notes: Achieve3000 digital reading curriculum and intervention support for grades 6-8.				
	6300	520-Textbooks	0881 - P. M. Wells Charter Academy	General Fund		$42,232.88
		Notes: Wit and Wisdom curriculum for grades K-5 including books for novel-study, digital textbooks curriculum, and teacher materials.				

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	519-Technology-Related Supplies	0881 - P. M. Wells Charter Academy	General Fund		$14,435.00
			Notes: i-Ready reading for grades K-5.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$43,502.85**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	519-Technology-Related Supplies	0881 - P. M. Wells Charter Academy	Other Federal		$8,599.50
			Notes: ESSER funds used for ALEKS digital math instructional program for RTI for RTI math support for grades 6-8.			
	6300	519-Technology-Related Supplies	0881 - P. M. Wells Charter Academy	Other Federal		$1,500.00
			Notes: ESSER funds used for Prodigy Math - digital support of math core grades 1-8.			
	6300	520-Textbooks	0881 - P. M. Wells Charter Academy	General Fund		$2,031.00
			Notes: Purchase of CollegeBoard SpringBoard curriculum for Algebra 1.			
	6300	520-Textbooks	0881 - P. M. Wells Charter Academy	General Fund		$16,937.35
			Notes: Math K-2 and digital for all grades K-8 Eureka Math.			
	6300	519-Technology-Related Supplies	0881 - P. M. Wells Charter Academy	General Fund		$14,435.00
			Notes: i-Ready math for grades K-5.			
3	**III.A.**	**Areas of Focus: Leadership: Instructional Leadership Team**				**$1,875.90**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	519-Technology-Related Supplies	0881 - P. M. Wells Charter Academy	Other Federal		$1,875.90
			Notes: ESSER funds utilized for OnCourse lesson planning software for collaboration and lesson plan input for teachers.			
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
5	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$57,184.20**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	520-Textbooks	0881 - P. M. Wells Charter Academy	General Fund		$8,203.30
			Notes: StemScopes & FL Book Depository used for STEMScopes core science curriculum grades k-5.			
	6300	519-Technology-Related Supplies	0881 - P. M. Wells Charter Academy	Other Federal		$40,085.00
			Notes: WozEd STEM curriuclum purchased with $40,085.00 of ESSER funds.			
	6300	520-Textbooks	0881 - P. M. Wells Charter Academy	General Fund		$479.40
			Notes: Biology core Miller Levine purchased - SAVVAS is the main vendor.			
	6300	519-Technology-Related Supplies	0881 - P. M. Wells Charter Academy	General Fund		$4,812.50

			Notes: Science4Us technology lab platform Gizmos purchased with ESSER funding.			
	6300	520-Textbooks	0881 - P. M. Wells Charter Academy	General Fund		$3,604.00
			Notes: Discovery Education science core curriculum purchased for grades 6-8.			
					Total:	**$201,241.83**