Navigator Academy Of Leadership Davenport

2021-22 Schoolwide Improvement Plan

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Navigator Academy Of Leadership Davenport

495 HOLLY HILL RD, Davenport, FL 33837

http://navigatoracademypolk.com

Demographics

Principal: Valeria Blandino

Start Date for this Principal: 7/12/2019

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
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 White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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.

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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	No	23%

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
Grade	

School Board Approval

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SIP Authority

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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.

The mission of Navigator Academy of Leadership K-8 is to enable students to be independent learners and leaders by developing each child's intellectual curiosity and thirst for discovery through a cross-curricular integration of Science, Math, Art, Reading and Technology. By nurturing their minds to be SMART critical thinkers and problem solvers, our students will be well-rounded CEOs of their own learning.

Provide the school's vision statement.

Navigator Academy of Leadership K-8 will develop life-long learners through a relevant and engaging cross-curricular approach to Science, Math, Art, Reading and Technology. Our SMART focus, coupled with a narrowed focus on advanced leadership skills, will allow students to acquire content knowledge as well as the necessary skills to ensure college and career readiness.

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
Ward, Tiffany	Principal	MAJOR FUNCTION: The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students and represents the "face" of the school. ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE): Leadership: • Implementing, evaluating and reporting to the Governing Board the school's goals and objectives reflecting organizational and state goals. • Maintain a positive school/community climate and a safe and healthy environment Instructional: • Planning, implementing, and evaluating the school instructional program based on student needs within state guidelines. • Review teacher lesson plans and instruction to ensure they match with the Florida Standards. Administrative: • Planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, Co-Curricular. • Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel. • Recommends to the BOARD the appointment or dismissal of all employees of the school. • Ensuring the school is operating within the set budget. • Overseeing the proper record keeping processes, and inventory control of all school resources. • Maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements. • Recruit students and faculty for the school as needed. • Assure that all academic components of the school's charter are being met. • Enforce the Policies and Procedures of the organization as set by the BOARD. • Develops and implements school rules and regulations in keeping with the Policies and Procedures. • Attends and participates in meetings of the BOARD and its committees as requested. • Ensure that the BOARD is informed of the operations of the school and any problems which arise. • Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the BOARD. Computer Skills: • To perform this job successfully an individual must have knowledge of

Name	Position Title	Job Duties and Responsibilities
		accounting software, order processing software, spreadsheet software and work processing software.
Shoupe, Lori	Assistant Principal	MAJOR FUNCTION: The Assistant Principal works closely with the Principal and assists in performing responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students and represents the school in the Principal's absence. ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE): Leadership: • Implementing, evaluating and reporting to the Governing Board the school's goals and objectives reflecting organizational and state goals. • Maintain a positive school/community climate and a safe and healthy environment Instructional: • Planning, implementing, and evaluating the school instructional program based on student needs within state guidelines. • Review teacher lesson plans and instruction to ensure they match with the Florida Standards. Administrative: • Oversees team meeting and reports to the Principal. • Responsible for planning, implementing, and • Assists in planning, implementing, supervising, and evaluating all other programs, i.e. Athletics, Extra-Curricular, Co-Curricular. • Ensures the proper record keeping processes, and inventory control of all school resources. • Maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements. • Recruit students and faculty for the school as needed. • Assure that all academic components of the school's charter are being met. • Enforce the Policies and Procedures of the organization as set by the BOARD. • Develops and implements school rules and regulations in keeping with the Policies and Procedures. • Attends and participates in meetings of the BOARD and its committees as requested. • Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the Principal or BOARD. • Perform other duties as assigned by the principal or designee. Computer Skills: • To perform this job successfully an individual must have knowledge of

Name	Position Title	Job Duties and Responsibilities
		accounting software, order processing software, spreadsheet software and work processing software.
Branneky, Brindy	Instructional Coach	MAJOR FUNCTION: Meet the educational needs of the students by assisting teachers in the implementation of the Curriculum Programs. ESSENTIAL DUTIES AND RESPONSIBILITIES (NOT ALL INCLUSIVE): 1. Contribute the expertise needed to prepare the school's program. 2. Work with the school's curriculum personnel in planning and implementing the basic skills remediation program as determined by appropriate data collection and analysis and in response to interventions. 3. Provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction. 4. Provide in-service training for school staff by modeling and coaching and on effective strategies for content area instruction. 5. Participate in a team teaching effort with classroom teachers. 6. Interpret the program for both parents and the community. 7. Ensure student and teacher needs are being met by analyzing data regarding student performance and teacher training, and recommend steps to address those needs. 8. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments. 9. Review current developments, literature and technical sources of information related to job responsibility. 10. Attend district sponsored trainings and coach's meetings. 11. Perform other duties as assigned by the principal or designee.

Demographic Information

Principal start date
Friday 7/12/2019, Valeria Blandino

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.*
0

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.*
0

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
770

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

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	109	124	92	73	86	83	90	100	0	0	0	0	0	757
Attendance below 90 percent	18	21	20	7	16	15	42	42	0	0	0	0	0	181
One or more suspensions	0	0	0	1	0	1	3	0	0	0	0	0	0	5
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	23	1	7	15	22	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	11	12	23	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	4	12	12	14	24	39	43	0	0	0	0	0	148

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	3	3	13	10	11	13	28	0	0	0	0	0	81

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	0	19	0	0	0	0	0	0	0	0	0	20
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
Monday 7/12/2021

2020-21 - 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	123	82	72	98	86	89	110	0	0	0	0	0	0	660
Attendance below 90 percent	19	8	5	11	6	10	14	0	0	0	0	0	0	73
One or more suspensions	2	1	0	2	3	2	7	0	0	0	0	0	0	17
Course failure in ELA	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	2	1	8	17	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	6	23	0	0	0	0	0	0	37
December iReady 2019 Reading Data	66	55	44	37	49	49	73	0	0	0	0	0	0	373
December iReady 2019 Math Data	85	65	48	70	58	53	62	0	0	0	0	0	0	441

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	3	4	3	10	11	13	31	0	0	0	0	0	0	75

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	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	123	82	72	98	86	89	110	0	0	0	0	0	0	660
Attendance below 90 percent	19	8	5	11	6	10	14	0	0	0	0	0	0	73
One or more suspensions	2	1	0	2	3	2	7	0	0	0	0	0	0	17
Course failure in ELA	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	2	1	8	17	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	6	23	0	0	0	0	0	0	37
December iReady 2019 Reading Data	66	55	44	37	49	49	73	0	0	0	0	0	0	373
December iReady 2019 Math Data	85	65	48	70	58	53	62	0	0	0	0	0	0	441

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Students with two or more indicators	3	4	3	10	11	13	31	0	0	0	0	0	0	75

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Retained Students: Current Year	1	1	0	1	0	0	0	0	0	0	0	0	0	3
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					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					

	ELA					
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

	MATH					
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

	SCIENCE					
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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					

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.

iReady diagnostic assessments were used for ELA and Math.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57/48%	59/50%	69/55%
	Economically Disadvantaged	15/29%	17/33%	23/44%
	Students With Disabilities	3/50%	2/33%	4/67%
	English Language Learners	10/45%	9/41%	11/44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39/33%	42/37%	51/41%
	Economically Disadvantaged	7/13%	12/23%	15/29%
	Students With Disabilities	2/33%	1/17%	3/50%
	English Language Learners	6/24%	6/24%	8/32%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/37%	38/43%	49/53%
	Economically Disadvantaged	6/27%	11/50%	15/71%
	Students With Disabilities	0	0	0
	English Language Learners	9/33%	7/26%	7/26%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/23%	22/25$	42/46%
	Economically Disadvantaged	4/19%	5/24%	14/67%
	Students With Disabilities	0	0	0
	English Language Learners	5/19%	3/11%	9/33%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/48%	30/48%	40/55%
	Economically Disadvantaged	12/43%	11/39%	13/46%
	Students With Disabilities	0	0	1/50%
	English Language Learners	7/27%	7/27%	10/38%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/16%	17/23%	32/43%
	Economically Disadvantaged	2/7%	4/14%	10/36%
	Students With Disabilities	0	0	1/50%
	English Language Learners	1/4%	4/15%	7/27%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/44%	32/41%	43/48%
	Economically Disadvantaged	12/50%	7/29%	12/50%
	Students With Disabilities	0	0	0
	English Language Learners	8/36%	5/23%	8/36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/25%	22/25%	40/45%
	Economically Disadvantaged	4/17%	5/21%	10/42%
	Students With Disabilities	0	0	1/11%
	English Language Learners	3/14%	3/14%	7/32%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/38%	36/48%	35/40%
	Economically Disadvantaged	9/33%	12/44%	11/41%
	Students With Disabilities	0	0	0
	English Language Learners	1/8%	1/8%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/19%	27/32%	35/42%
	Economically Disadvantaged	6/22%	10/37%	10/37%
	Students With Disabilities	0	0	0
	English Language Learners	1/8%	1/8^	3/25%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/19%	23/29%	33/37%
	Economically Disadvantaged	4/10%	10/26%	15/52%
	Students With Disabilities	0	0	0
	English Language Learners	0	2/12%	1/6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/19%	16/18%	20/22%
	Economically Disadvantaged	9/23%	9/23%	10/27%
	Students With Disabilities	1/9%	1/9%	1/9%
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26/34%	29/37%	36/37%
	Economically Disadvantaged	6/19%	5/16%	8/25%
	Students With Disabilities	1/6%	0	0
	English Language Learners	2/10%	5/24%	2/10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	MATH 7/12% ALG 10/71%)	MATH 4/6% ALG 9/64%	MATH 8/40% ALG 7/50%
	Economically Disadvantaged	MATH 3/10% ALG 2/67%	MATH 1/3% ALG 1/33%	MATH 2/7% ALG 0/0%
	Students With Disabilities	MATH 1/6% ALG -/-	MATH 0/0% ALG -/-	MATH 0/0 ALG -/-
	English Language Learners	MATH 1/5% ALG 1/100%	MATH 1/5% ALG 1/100%	MATH 1/5% ALG 1/100%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	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			
	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	8	37	50	9	9	5					
ELL	31	39	44	21	21	25	11	21			
BLK	15	23		23	30						
HSP	42	35	43	31	19	22	24	32			
MUL	54			38							
WHT	50	40	40	42	21		38	45			
FRL	34	39	50	23	15	6	30	27			
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

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

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Navigator Academy of Leadership opened as a K-6 in Fall of 2019, and the initial data indicated that our overall student population had significant learning gaps that needed remediation and intervention in the areas of both Reading and Math. Based on our iReady Data, the students are making progress towards grade level proficiency but there is room for improvement. There is a significant decrease in

proficiency for reading in the transition from Kindergarten to First grade, but that may be attributed to the school closures the previous year, and as a result those students are deficient in the basic reading skills necessary to demonstrate proficiency.

When looking at the math data, There are inconsistencies in the proficiencies of all student grade levels. Identification of the sole cause can not be attributed to one independent factor but an overall need to develop math skills at all grade levels.

Overall School proficiency average

Reading- 53%
Math-42%

For Reading, the AP3 data showed that the following percentage of students met their projected annual growth
Kindergarten - :50%
First Grade - 19%
Second Grade - 35%
Third Grade - 40%
Fourth Grade - 38%
Fifth Grade - 40%
Sixth Grade - 55%
Seventh Grade - 49%

In Math, the AP3 data showed that the following percentage of students met their projected annual growth
Kindergarten - :51%
First Grade - 23%
Second Grade - 34%
Third Grade - 22%
Fourth Grade - 42%
Fifth Grade - 29%
Sixth Grade - 24%
Seventh Grade - 26%

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

Based on the data referenced above, all grade levels need targeted remediation and improvement for reading, This is most urgent in grade 4-7 as the learning gap is widest. Based off of the Math data referenced above, the most critical need for improvement is in grades 1,3, 5-7.

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

We inherited students who had significant learning gaps from previous years. We attempted to provide quality instruction and remediation and were hindered by COVID 19 school closures. Although we did an excellent job getting Online eLearning started quickly, nothing can replace face to face instruction. In the 2020-2021 school year, COVID19 Online eLearning and the need to quarantine disrupted the continuity of our learning environment. Additionally, we have a significantly large ESOL population that needs assistance with English language acquisition as this effects their ability to be proficient in both Reading and Math.

In order to address these areas of concern:

1. We have a fulltime ESOL teacher to provide instruction in Greek and Latin root words, vocabulary acquisition, and fluency.
2. We have hired a fulltime staff member to help with Reading Interventions in grades K-5 and we have also added a fulltime Intensive Reading teacher for Middle School to target decoding and fluency.
3. We are doing continuous professional development in RTI and differentiation. This professional development will assist in developing teacher skills needed for proper DI and interventions.
4. Teachers will all participate in a coaching and feedback cycle with our Instructional Coach using "Get Better Faster". This is a 90 day scripted and targeted program with specific feedback, practice, and modeling.
5. Teachers are also receiving additional professional development in lesson planning focusing on the alignment of standards, objectives, activities, and assessment.

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

Note: We do not have 2019 state assessment data.

In Math, the grade levels that demonstrated the most improvement are Kindergarten, Second, Third, Fourth and Fifth Grade. Overall, 44% of our students improved their placement on the iReady diagnostic when comparing the 2020 AP 1 to the 2021 AP 3. We also doubled the number of students demonstrating grade level proficiency. We also reduced the tier 3 at risk students from 22%-18%.

In Reading, the grade levels that demonstrated the most improvement are Kindergarten, Sixth and Seventh Grade. Overall, 50% of our students improved their placement on the iReady diagnostic when comparing the 2020 AP 1 to the 2021 AP 3. We also doubled the number of students demonstrating grade level proficiency. We also reduced the tier 3 at risk students from 24%-19% and tier 1 increased proficiency from 22%-33%. .

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

Although COVID and the addition of Online eLearning hindered the continuity of instruction when compared with what we could do in a traditional school year, we are pleased to see learning gains. We feel these improvements are due to our focused ongoing professional development and support in order to increase differentiated instruction in the classroom. We also provided incentives for students to continue to practice and develop Reading and Math skills outside of the school day through lessons and ongoing progress monitoring with iReady for both Reading and Math. We provided targeted afterschool tutoring for the students that needed it most. Finally, a contributing factor is that we were more data driven this school year since we were able to continue with progress monitoring and rolled out a more extensive MTSS process that we were able to maintain all year long.

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

Aligning the data with prescriptive instruction/remediation through interventions and differentiation of instruction will be crucial in our continued growth by filling in learning gaps. Having pull-out interventions for students who are significantly below grade level in Reading and focusing on their decoding and fluency to aid in comprehension will also accelerate the closing of learning gaps in both Reading and Math as well as all other core content areas.

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.

In addition to yearly professional development in Leader in Me and iReady, our teachers will also participate in professional development in these 3 specific areas:

1.Professional development in RTI and differentiation.

2.A coaching and feedback cycle with our Instructional Coach using "Get Better Faster" throughout the entire school year. This is a 90 day scripted and targeted program with specific feedback, practice, and modeling.

3. Professional development in lesson planning focusing on the alignment of standards, objectives, activities, and assessment.

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

There will be an even more systematic process to monitor data and align it with instruction, differentiation, and intervention. This includes data chats as a leadership team, data chats with teachers, and data chats with students as well. Data chats will include areas of strength as well as areas for posible growth and that actions that will be taken to improve achievement between data collection.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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.

No data for our school was found on the SafeSchoolsforAlex.org website. Our incident rate is about 1 per 100 students. This is far below the State and District numbers. By implementing the Leader in Me, we have been able to build students' self-esteem, confidence, as well as self-regulating behaviors. Students become accountable for their actions and are made aware of any consequences (positive or negative) for their actions. This has helped tremendously in curtaining behavior issues with our students. The administration has worked hard to create a positive school culture. The students have learned to support one another and they are not afraid to speak up when they are concerned about each other's wellbeing. This has contributed to the success the school has experienced in this particular section.

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.

The Leader in me is modeled after Stephen Covey's The 7 Habits of Highly Effective People, school culture and discipline will be developed with a focus on Habit #2; Begin with the end in mind. Through our mission and
vision, we have a clear picture of where we want to be. As stated in our mission, we will enable students to be independent learners and leaders by developing each child's intellectual curiosity and thirst for discovery while nurturing their minds to be well-rounded CEOs of their own learning.

Navigator Academy of Leadership has a set mission to prepare our
students to be future leaders of their community. This will be achieved not only by enhancing our educational focus, but also helping students develop their high Emotional Quotients (EQ). As it relates to our school's mission and culture, EQ is merely a term that has been researched and used for decades to quantify the effects of emotional intelligence which is composed of personal and social competence. Daniel Goleman's research supports that EQ, versus IQ, is a far more accurate predictor of both academic and life success. Goleman's theory is that, at the highest level in leadership positions, emotional intelligence will account for an entirely greater advantage over IQ alone. It is through our culture and with The Leader in Me that we can develop emotional geniuses!

Incorporating strategies from The Leader in Me, will allow Navigator Academy of Leadership to have a positive approach to discipline and our school's culture by first focusing on creating a culture of leadership for students and educators alike. The purpose of The Leader in Me is to develop a culture of leadership
that will enable students to excel as successful and responsible citizens. There are two types of leadership; first is the leadership of self which requires students to look inward first as they think and reflect on the correlation between actions and outcomes. This will enable students to become leaders of others in their own unique way. Teachers in turn also benefit from The Leader in Me as they too model the 7 Habits for students and this allows teachers to also grow as professionals with a focus on continuous improvement and accountability.

The staff goes through ongoing professional development with Leader in Me and it has become a part of the school and a part of the individuals employed at the school. We don't look at it as one more thing to do, but a part of who we are and it is no longer work. The staff become role models for the students in how they respond to different conflicts and use themselves as the positive examples.

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

Principal
Assistant Principal
Instructional Coach
Leader in Me Lighthouse Team (Staff)
Leader in Me Lighthouse Team (Students)
PACC (Parent Association for Culture and Community)
Governing Board

Part V: Budget

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

Total:	**$0.00**