

Broward County Public Schools

Everest Charter School



2021-22 Schoolwide Improvement Plan

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Everest Charter School

10038-10044 W. MCNAB RD, Tamarac, FL 33321

everestcharter.org

Demographics

Principal: Marsha Re ESE

Start Date for this Principal: 8/1/2016

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)	99%
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* Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: C (46%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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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Everest Charter School

10038-10044 W. MCNAB RD, Tamarac, FL 33321

everestcharter.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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	92%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	B	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to encourage the use of global perspectives and diversity to conquer the work opportunities of the future.

Provide the school's vision statement.

Everest Charter is a school that exists to stimulate students' curiosity to learn, explore, and apply concepts related to science, technology, engineer, and mathematics.

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
Stokes, Marsha	Principal	They generally oversee all staff and teachers. Confer with teachers about curriculum, mission, policies and goals; meet with parents and community members; issue press releases and advertising; hire and fire staff; arrange for maintenance; manage school activities and staff; counsel and discipline students; assess and prepare reports on test scores; manage the school's budget.
Jordan, Xiomara	Teacher, K-12	Progress Monitoring and Instructional Support
Wynter, Sonia	Reading Coach	In addition to 6-8 Reading: provides reading intervention to Tier 2 and 3 students. Ensures that literacy plan is being followed.
Carmona, Bryan	Science Coach	Provides instruction in science and works with reading coach to ensure that literacy is incorporated into Science lesson plans.

Demographic Information

Principal start date

Monday 8/1/2016, Marsha Re ESE

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.*

1

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

9

Total number of students enrolled at the school

133

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

2

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

1

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	8	11	6	11	12	5	20	42	36	0	0	0	0	151	
Attendance below 90 percent	20	1	0	2	2	1	0	0	0	0	0	0	0	26	
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	1	1	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	3	5	4	0	0	0	0	12	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	3	13	6	0	0	0	0	24	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	17	7	0	0	0	0	27	
Number of students with a substantial reading deficiency	0	5	1	3	2	3	8	20	11	0	0	0	0	53	
	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	1	0	0	0	2	6	18	7	0	0	0	0	34

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	1	2	0	0	0	0	0	3	

Date this data was collected or last updated

Tuesday 9/21/2021

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	8	0	0	0	0	0	0	0	0	0	0	0	0	8	
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				51%	58%	61%	52%	57%	60%
ELA Learning Gains				56%	58%	59%	56%	57%	57%
ELA Lowest 25th Percentile				38%	52%	54%	40%	49%	52%
Math Achievement				58%	58%	62%	48%	58%	61%
Math Learning Gains				62%	58%	59%	51%	56%	58%
Math Lowest 25th Percentile				59%	51%	52%	32%	49%	52%
Science Achievement				55%	51%	56%	29%	52%	57%
Social Studies Achievement				78%	74%	78%	68%	75%	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	41%	59%	-18%	56%	-15%
Cohort Comparison		0%				
06	2021					
	2019	53%	57%	-4%	54%	-1%
Cohort Comparison		-41%				
07	2021					
	2019	48%	55%	-7%	52%	-4%
Cohort Comparison		-53%				
08	2021					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-48%				

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	36%	64%	-28%	60%	-24%
Cohort Comparison		0%				
06	2021					
	2019	61%	58%	3%	55%	6%
Cohort Comparison		-36%				
07	2021					
	2019	52%	53%	-1%	54%	-2%
Cohort Comparison		-61%				
08	2021					
	2019	50%	45%	5%	46%	4%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	27%	49%	-22%	53%	-26%
Cohort Comparison						
08	2021					
	2019	68%	43%	25%	48%	20%
Cohort Comparison		-27%				

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	78%	71%	7%	71%	7%

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	94%	61%	33%	61%	33%
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: K-8 progress Monitoring

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	40	50
	Economically Disadvantaged	63	46	50
	Students With Disabilities	60	45	55
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	40	67
	Economically Disadvantaged	80	80	89
	Students With Disabilities	60	60	64
	English Language Learners	50	48	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	50	42
	Economically Disadvantaged	85.7	88	83.5
	Students With Disabilities	80	80	75
	English Language Learners	29	36	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	45	45
	Economically Disadvantaged	63	60	65
	Students With Disabilities	40	42	42
	English Language Learners	38	36	37.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	50	50
	Economically Disadvantaged	71	43	56
	Students With Disabilities	43	40	38
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	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	45	41	32
	Economically Disadvantaged	74	75	70
	Students With Disabilities	100	100	100
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	29	32
	Economically Disadvantaged	75	70	70
	Students With Disabilities	40	38	40
	English Language Learners	40	35	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	23	20
	Economically Disadvantaged	60	50	43
	Students With Disabilities	80	70	71
	English Language Learners	100	100	100
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
ELL	44	64		33	36						
BLK	50	59		33	22		17		8		
HSP	43	57		40	32			54			
FRL	48	58	40	29	24	30	14	50	7		
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	20	50		40	50						
ELL	36	48	30	40	60	60	30				
BLK	53	55	20	67	60		53				
HSP	53	61	46	53	63	62	67	60	80		
WHT	44	56		44	61						
FRL	51	56	38	57	63	60	53	75	78		

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
ELL	18	54		18	36						
BLK	46	53	21	43	51	40	21	69			
HSP	60	57	60	58	48	20	39	79	50		
WHT	33	50		27	57						
FRL	46	55	52	44	50	38	26	63	31		

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	9
Percent Tested	84%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
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	32
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	45
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
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?

At the end of the 2020-2021 school year, the data showed that 46% of students were on or above grade level, 19% were one grade level below, and 35% were more than two grade levels below. The results showed the continued need to increase student's ability to analyze informational text and comprehension. Vocabulary and informational text presented the greatest gap across all grade levels, subgroups, and core content areas. Across all subgroups 46% of students demonstrated proficiency in literature and 40% on informational text. These numbers are considerably lower than phonological awareness (96%), Phonics (81%), High Frequency Words (94%), vocabulary (55%). For the 2020-2021 school year, phonological awareness, phonics, and high frequency words continue to be areas of strength; however, much work is needed in literature and informational text.

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

iReady progress monitoring data indicates that there was a decline in all Reading data across all components. However, in comparison to 2019-2020 school year, students across all subgroups performed similarly in phonological awareness, high frequency words, and phonics. The data shows that historically, vocabulary, literature and informational text continues to be the components needing the most improvement.

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

It appears that the greatest contributing factor to this need for improvement is a result of students learning from home from March 2019 to June 2021. In examining previous year's data, this school year's data is historically the lowest. Now that student's have returned to in person instruction, we are able to actively monitor attendance, student work, and progress monitoring. Students are receiving classroom push-in interventions, remediation, TIER II and III intervention, and after school tutoring. To address this need for improvement, there should be greater focus CPST on coordinated approach, coordinated expectations for students on IEPs through lesson studies, and paying close attention to RTI in order to use the data to focus on growth.

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

Progress monitoring data showed significant improvement in reading for African American and ELL subgroups. 53% of African American students demonstrated proficiency in comparison to 46% from previous year, and 36% of ELL students demonstrated proficiency in comparison to 18% from previous years. Progress monitoring data showed that, although it is our weakest component, informational text showed the most improvement increasing from 34% to 42%. All other data components remained similar.

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

In reference to 2019 state assessments, it is difficult to compare our current situation to 2019. Students and teachers were not faced with a pandemic that forced them to immediately adapt to a new way of teaching and learning. The distractions presented in an at-home environment are not present in the brick and mortar classroom. There were factors outside the control of the school that lead to the decline in the current data. The 2019 data reflects face-to-face instruction, learning in a

controlled environment where students are able to better assess students needs and work with students one on one. The learning curve of adjusting to an online remote environment affected students.

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

In order to address these concerns, the school will provide classroom push-in and pullout interventions, remediation, after school tutoring, weekly iReady growth checks, and require students to complete 45 minutes of iReady reading lessons per day. Improve students' deeper reading comprehension by providing frequent opportunities for thinking, talking, and writing about reading. Student led parent conferences and goal setting.

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.

Professional learning will be provided on MTSS/RTI, Using data to drive instruction, iReady professional development. After school PD, Looking at student writing about reading work with a focus on high needs students. Coaching/model lessons for open response writing. Weekly common planning with lesson study focus at all grade levels.

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

The following services will be implemented to ensure sustainability of improvement in the next year and beyond:

1. Intensive reading
2. Tutoring and pull-outs to target deficiencies
3. Ongoing analysis of data
4. Ongoing professional development
5. Weekly data chats to analyze iReady Growth Checks
6. all teachers will have evidence of writing about reading in their classrooms in which teachers will encourage beyond the text and about the text thinking through specific feedback to student work.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Everest Charter School staff is committed to teaching students how to be proficient readers. The staff knows that proficient readers are independent, active, thoughtful, and construct meaning by using a variety of strategies. The formative assessment assessment is used to guide instruction and this process will enable students to increase achievement in the area of reading and continue the upward advancement of learning results. ELA was identified as a critical need based on the results of the 2020-2021 FSA. The data indicated that 50% or more of our students in grades 3-5 score below a level on 3 on the ELA Assessment.
Measurable Outcome:	By the end of the 2021-2022 school year, 62% of students will demonstrate proficiency in ELA, 50% of ELL, ESE and economically disadvantaged students will demonstrate proficiency as measured by the AP3 iReady progress monitoring data.
Monitoring:	This area of focus will be monitored for the desired outcome using weekly iReady growth monitoring, monthly standards mastery, and quarterly iReady progress monitoring.
Person responsible for monitoring outcome:	Marsha Stokes (charter5407@browardschools.com)
Evidence-based Strategy:	Implement strategies to increase effective, independent reading - reading independently provides opportunities for children to rehearse and refine the attitudes, understandings, and behavior they gain from reading instruction. Communicate learning targets to all students - students who have clear pictures of the learning target and of the criteria of success are likely to have a sense of what they can do to make their work measure up to those criteria and that goal. Provide comprehension checks for understanding for all students.
Rationale for Evidence-based Strategy:	Research shows that independent reading provides opportunities to apply reading strategies independently, provides time to sustain reading behavior, challenges the reader to work on his/her own and to use strategies on a variety of texts, promotes fluency through rereading, builds confidence, and challenges the reader to solve independently while reading texts well within his/her control. Additionally clear learning targets direct both teachers and students toward specific goals, students can meet goals only if they are actually working toward them, and they can't work toward them until they understand what they are. Lastly, research suggests that an important part of the learning process in all content areas is identifying and confronting misconceptions that can interfere with learning. Checking for understanding is a systematic approach to formative assessment in order to improve instruction and provide students feedback throughout the teaching and learning process. It fosters metacognition and improves teaching.

Action Steps to Implement

Daily 5 for all students. Ms. Jordan will provide a refresher of the Daily 5 by Gail Boushey and Joan Moser for existing and new staff.

Person Responsible Xiomara Jordan (xjordan@everestcharter.org)

Daily five for all students - Time for independent reading will be provided for students to apply comprehension and reading skills

Person Responsible Marsha Stokes (charter5407@browardschools.com)

Response to Intervention for struggling students - Teachers will utilize the RTI process to assist struggling readers; effective tier I supports will be put into place in the classroom and if progress is not sufficient, teachers will contact Mrs. Beckford to move the student to Tier 2 or additional support.

Person Responsible Sonia Wynter (swynter@everestcharter.org)

Response to intervention for struggling students. The RTI interventionist will provide a refresher of the RTI process with the returning staff and assist new staff with the implementation.

Person Responsible Xiomara Jordan (xjordan@everestcharter.org)

Response to intervention for struggling students - Teachers will utilize the strategy of splitting the class from Maximum Tier One by Pat Quinn after receiving training in PD.

Person Responsible Marsha Stokes (charter5407@browardschools.com)

Reading together for struggling students - implement and after school peer tutoring program entitled Reading Together that uses a mentoring approach to improving reading and comprehension

Person Responsible Sonia Wynter (swynter@everestcharter.org)

Literacy by Design for all students - provide PD on using learning by design effectively in the classroom and how to improve comprehension.

Person Responsible Sonia Wynter (swynter@everestcharter.org)

Literacy by Design for all students - utilize books labeled with comprehension strategies from Reading with Meaning by Debbie Miller to reinforce and enhance comprehension instruction.

Person Responsible Marsha Stokes (charter5407@browardschools.com)

Formative assessment process for all students - formative assessment training

Person Responsible Xiomara Jordan (xjordan@everestcharter.org)

Formative assessment process for all students - teachers will post and refer to learning targets in individual classrooms (before, during, and after instruction)

Person Responsible Marsha Stokes (charter5407@browardschools.com)

Formative assessment process for all students - teachers will provide checks for understanding throughout instruction

Person Responsible Marsha Stokes (charter5407@browardschools.com)

Acuity for 3rd, 4th, 5th grade students - teachers will provide checks for understanding throughout instruction.

Person Responsible Marsha Stokes (charter5407@browardschools.com)

Technology for all students - provide professional development on using technology to check for understanding.

Person Responsible Bryan Carmona (bcarmona@everestcharter.org)

Guided reading for all students - teachers will provide differentiation in the area of reading through the use of guided reading

Person Responsible Sonia Wynter (swynter@everestcharter.org)

Guided reading for struggling students - ELL, ESE and other students who could benefit will receive guided reading twice per day

Person Responsible Sonia Wynter (swynter@everestcharter.org)

Collaborative meeting for all students - Teachers will meet weekly to analyze data and create a plan for re-teaching, monitoring, enriching, and re-assessing using the formative assessment plan.

Person Responsible Marsha Stokes (charter5407@browardschools.com)

Programming for migrant students - implement an after school program that provides home language support for students while learning English (Imagine Learning)

Person Responsible Xiomara Jordan (xjordan@everestcharter.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

N/A