Kissimmee Charter Academy

2021-22 Schoolwide Improvement Plan

Table of Contents

Kissimmee Charter Academy

2850 BILL BECK BLVD, Kissimmee, FL 34744

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

Demographics

Principal: Jennifer Fornes

Start Date for this Principal: 6/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (51%) 2017-18: B (56%) 2016-17: B (59%)
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 was approved by the Osceola County School Board on 10/7/2021.

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.](www.floridacims.org)

Purpose and Outline of the SIP

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

Table of Contents

Kissimmee Charter Academy

2850 BILL BECK BLVD, Kissimmee, FL 34744

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

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	86%

School Grades History

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

School Board Approval

This plan was approved by the Osceola County School Board on 10/7/2021.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We educate and inspire every child to succeed!

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Trevino, Anna	Principal	• Implement the school's charter in collaboration with the school's board of directors and the authorizing institution. • Establish and communicate standards for student and professional performance. • Continually assess school practices and procedures and adjust them to support the diverse learning needs of students. • Assume responsibility for the health, safety and welfare of the students, staff and visitors. • Infuse the school culture with Imagine Schools' Six Measures of Excellence. • Demonstrate an understanding of the Imagine Schools Six Measures of Excellence in the execution of duties. • Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes. • Responsible for overseeing the financial management of the school, including: development of the annual budget, overseeing the management of accounts payable and accounts receivable, approving payroll, and provision of required financial reports to the board, district and state. Also responsible for seeing that the annual financial audit is completed in a timely manner. • Responsible for the hiring and supervision of school personnel. • Collaborate and clearly communicate with parents/guardians, and other educators to assist the students. • Regularly communicate with all members of the school community.
Robinet, Patricia	Assistant Principal	• Implement the school's charter in collaboration with the Principal, the board of directors and the authorizing institution. • Exert co-leadership in the adaptation of the general program of education meeting the needs of the State and the community served. • Infuse the school culture with Imagine Schools' Six Measures of Excellence. • Demonstrate an understanding of the Imagine Schools Six Measures of Excellence in the execution of duties. • Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes. • Assist in administering the budget appropriation allocated to the school. • Assist the Principal to implement in a fair and consistent manner, effective discipline and attendance systems that have high standards and are consistent with the philosophy, values and mission of the school. • Promote a safe and orderly environment that encourages students to take responsibility for their behavior, creating high morale for staff and students. • Assume the responsibility for the health, safety and welfare of the students, staff and visitors. • Collaborate and clearly communicate with parents/guardians, and other educators create a cooperative relationship in support of the students. • Assist staff in the performance of their duties. • Perform other duties as assigned by Principal/School Leader.
Ballard, Elizabeth	School Counselor	● Provide short-term individual and small group counseling services to students ● Monitor students who may need counseling, mediation or support due to

Name	Position Title	Job Duties and Responsibilities
		attendance, academic or disciplinary concerns. Tier 2 Second Step small groups ● Consulting with teachers about building classroom connections, effective classroom management and the role of social/emotional factors in student success ● Oversee 504 meetings ● Advocate for students at individual education plan meetings ● Advisement and appraisal for academic planning ● Part of the Threat Assessment Team - Meets monthly ● Train and Coach staff on Restorative Practices to include Community Circles. ● Research best Restorative Practices (on-going). ● Create staff community circle plans. ● Meet regularly with the behavior team. ● Looks at Jupiter data and conducts check-ins with students who have excessive discipline marks (MS). ● Coordinates monitoring and feedback for community time ● Coordinates Character Strong ● Plans Restorative Initiatives and monitors community time during Excel time
Bader, Leigh	Instructional Coach	Assists teachers with student data and growth
Cruz, Keri	Instructional Coach	Assists teachers with all academic programs for student growth.

Demographic Information

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

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

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

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
683

Identify the number of instructional staff who left the school during the 2020-21 school year.
15

Identify the number of instructional staff who joined the school during the 2021-22 school year.
16

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	64	60	59	85	72	70	97	80	68	0	0	0	0	655
Attendance below 90 percent	15	20	14	23	21	20	25	33	18	0	0	0	0	189
One or more suspensions	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	4	9	6	0	0	0	0	19
Course failure in Math	0	0	0	0	0	0	4	11	4	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	17	23	25	24	12	0	0	0	0	104
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	21	24	31	31	24	0	0	0	0	133
Number of students with a substantial reading deficiency	0	0	0	2	8	10	14	22	11	0	0	0	0	67

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	2	8	10	14	22	11	0	0	0	0	67

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	6	4	3	0	1	4	1	0	0	0	0	0	19
Students retained two or more times	0	0	1	0	1	1	5	1	0	0	0	0	0	9

Date this data was collected or last updated
Sunday 9/19/2021

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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				53%	56%	61%	59%	58%	60%
ELA Learning Gains				46%	57%	59%	57%	58%	57%
ELA Lowest 25th Percentile				37%	55%	54%	58%	52%	52%
Math Achievement				58%	52%	62%	62%	52%	61%
Math Learning Gains				53%	55%	59%	60%	54%	58%
Math Lowest 25th Percentile				37%	49%	52%	50%	50%	52%
Science Achievement				41%	49%	56%	50%	54%	57%
Social Studies Achievement				73%	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	56%	51%	5%	58%	-2%
Cohort Comparison						
04	2021					
	2019	58%	51%	7%	58%	0%
Cohort Comparison		-56%				
05	2021					
	2019	42%	48%	-6%	56%	-14%
Cohort Comparison		-58%				
06	2021					
	2019	64%	48%	16%	54%	10%
Cohort Comparison		-42%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	41%	47%	-6%	52%	-11%
Cohort Comparison		-64%				
08	2021					
	2019	48%	49%	-1%	56%	-8%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	54%	9%	62%	1%
Cohort Comparison						
04	2021					
	2019	44%	53%	-9%	64%	-20%
Cohort Comparison		-63%				
05	2021					
	2019	58%	48%	10%	60%	-2%
Cohort Comparison		-44%				
06	2021					
	2019	63%	45%	18%	55%	8%
Cohort Comparison		-58%				
07	2021					
	2019	47%	30%	17%	54%	-7%
Cohort Comparison		-63%				
08	2021					
	2019	45%	47%	-2%	46%	-1%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	45%	-10%	53%	-18%
Cohort Comparison						
08	2021					
	2019	43%	42%	1%	48%	-5%
Cohort Comparison		-35%				

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	70%	73%	-3%	71%	-1%
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	91%	49%	42%	61%	30%
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.

STAR

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71	61	60
	Economically Disadvantaged	45.7	64.8	64.9
	Students With Disabilities	0	33.3	33.3
	English Language Learners	19.9	37.5	35.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	63	57
	Economically Disadvantaged	78.3	70.2	67.5
	Students With Disabilities	50	33.3	66.7
	English Language Learners	73.3	62.5	64.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	55	59
	Economically Disadvantaged	57.1	54.8	60.5
	Students With Disabilities	33.3	16.7	50
	English Language Learners	35	30	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	55	59
	Economically Disadvantaged	50	59.5	72.1
	Students With Disabilities	33.3	33.3	42.9
	English Language Learners	20	26.3	57.1

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	40	43
	Economically Disadvantaged	21.1	26.3	35.9
	Students With Disabilities	0	0	0
	English Language Learners	4.6	4.7	13.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	53	49
	Economically Disadvantaged	44.7	57.9	43.5
	Students With Disabilities	11.1	11.1	11.1
	English Language Learners	42.9	47.6	40.9

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	42	38
	Economically Disadvantaged	37.1	33.3	32.4
	Students With Disabilities	0	0	33.3
	English Language Learners	21.4	26.7	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	50	54
	Economically Disadvantaged	54.3	50	60.6
	Students With Disabilities	0	33.3	0
	English Language Learners	28.6	33.3	53.3

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	45	61
	Economically Disadvantaged	23.7	19.1	39.6
	Students With Disabilities	0	0	0
	English Language Learners	17.6	33.3	47.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	42	44
	Economically Disadvantaged	57.9	45.3	53.5
	Students With Disabilities	25	25	50
	English Language Learners	47	38.9	36.8
	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	49	48
	Economically Disadvantaged	26.9	23.3	20.9
	Students With Disabilities	0	0	0
	English Language Learners	12.5	11.8	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	38	32
	Economically Disadvantaged	34.9	35.7	27.3
	Students With Disabilities	14..3	0	0
	English Language Learners	23.5	11.8	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	51	44
	Economically Disadvantaged	34.3	41.2	37.1
	Students With Disabilities	0	0	25
	English Language Learners	0	0	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	56	48
	Economically Disadvantaged	37.3	41.2	45.7
	Students With Disabilities	0	25	0
	English Language Learners	0	0	9
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	59	57
	Economically Disadvantaged	18.8	22.9	20.4
	Students With Disabilities	0	20	0
	English Language Learners	13.6	13.6	18.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59	65	57
	Economically Disadvantaged	40.4	39.6	41.7
	Students With Disabilities	0	0	0
	English Language Learners	24	18.2	27.3
	Number/% Proficiency	Fall	Winter	Spring
Science	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	10	31	30	4	27	36					
ELL	35	44	32	29	30	33	29	47			
BLK	42	41		30	33		35	58			
HSP	46	50	34	37	30	34	47	72	51		
WHT	55	63			45	26		76	82		
FRL	45	48	31	37	29	31	47	73	55		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	16	17	23	31	30	11	42			
ELL	39	47	40	42	45	36	32	55	55		
BLK	58	49		60	56		33				
HSP	50	44	37	53	50	35	38	69	56		

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
MUL	60			90							
WHT	67	53		84	67	40	63				
FRL	49	47	34	55	50	38	39	74	50		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	52	56	17	52	52					
ELL	34	47	55	40	46	39	18	40			
BLK	56	67	75	67	60	47	46	82			
HSP	56	55	57	58	59	52	48	69	26		
MUL	75	58		75	67						
WHT	74	63	45	75	65		53				
FRL	56	56	58	59	57	49	47	68	28		

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	35
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	40
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	44
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	58
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	43
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?

We have noticed that our ESE proficiency is low. Reading proficiency across the school is low.

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

Based off of the state assessment, the ELA lowest 25% component of Imagine Kissimmee Charter student data showed the greatest need for improvement. ELA also showed the greatest area of improvement based off the scores.

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

The factors that contributed to this decline was due to teachers not setting aside time to unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing
assessment and progress monitoring.

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

Based off of the progress monitoring tools, Math was the component at Imagine Kissimmee Charter student data that showed the area that we were the strongest in.

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

Imagine Kissimmee put extra efforts into explaining to teachers the importance of using Formative Assessment to guide their instruction. In addition, small group instruction was used and efforts were put into assisting the teachers in understanding of ESE accommodations.

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

We have provided additional interventionists in middle school, and para-professionals in grades K-5 to push into the classroom and also to pull out small groups. We also implement EXCEL time in the morning for the first 40 minutes of the day to promote additional reading and math assistance.

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.

We have provided professional development before school began in the fall, and are continuing professional development opportutnities in the english language arts throughout the year. We also have an MTSS coach, academic coach and peer coaches who assist our teachers as needed.

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

Providing training for our teachers will assist out instructional staff to have the skills that they need to assist students for years to come with the best strategies and techniques to scaffold learning for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The lowest 25% of ELA was identified as a critical need from the review of our assessment scores. Based on the 2019 school data, ELA proficiency 53%, which is below the state average of 61%. The district average is 56% & however, the goals is to increase to the state average of 61% while focusing on all the lowest 25% of English Language Arts is the area of focus that IKCA will be targeting. The lowest 25% of ELA students are at 37% proficiency. During the Covid-19 pandemic, our students scores have decreased. When we have good readers, and writers, this will help the student in all academic
Measurable Outcome:	During the 2021-2022 school year, our goal is to maintain the or increase our score by 1%.
Monitoring:	This will be monitored by our Interventionist as we use STAR progress monitoring.
Person responsible for monitoring outcome:	Leigh Bader (leigh.bader@imagineschools.org)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students including those with disabilities. Research also indicates that MTSS model and differentiation appropriately has a great effect on student achievement which IKCA will implement to assist our students ELA proficiency.
Rationale for Evidence-based Strategy:	Research correlates a connection between students achievement and the development of an achievable rigorous and aligned curriculum. Additionally schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effective double the speed of learning (Marzano 2003). The rationale for selecting these specific testing strategies include the resources/criteria, identified by Dylan William (2018), to assist our teachers as they prepare our students to thrive in the complex world of the 21st century.

Action Steps to Implement

All staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy including embedded informative assessment by Dylan Williams.

Person Responsible	Leigh Bader (leigh.bader@imagineschools.org)

2. Teachers utilize the reading pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based reading tools to ensure that lessons are standards-driven, cohesive and correctly paced.

Person Responsible	Leigh Bader (leigh.bader@imagineschools.org)

Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.

Person Responsible	Leigh Bader (leigh.bader@imagineschools.org)

Adherence to the Common Core State Standards shifts is evident with a true balance of literary and informational texts in classroom libraries, read-aloud and during instruction.

Person Responsible   Leigh Bader (leigh.bader@imagineschools.org)

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction.

Person Responsible   Leigh Bader (leigh.bader@imagineschools.org)

Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

Person Responsible   Leigh Bader (leigh.bader@imagineschools.org)

Administration will offer additional intervention time to support struggling students

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The lowest 25% of math proficient students was identified as a critical needfrom the review of our assessment scores. Based on the school data, IKCA Math proficiency is 58%, which is below the state average of 62%. The district average is 52%, however, the goals is to increase to the state average of 62% while focusing on all the lowest 25% of students in mathematics is the area of focus that IKCA will be targeting. The lowest 25% of Math students are at 37% proficiency. During the 2020-21 Covid-19 pandemic, we have found that our scores have decreased from the past school year assessment. When we have good mathematicians this will help the student in
Measurable Outcome:	During the 2021-2022 school year, our goal is to maintain or increase our score by 1%.
Monitoring:	Our MTSS Coach and Academic Coach will monitor student data from STAR assessments given throughout the year.
Person responsible for monitoring outcome:	Keri Cruz (keri.cruz@imagineschools.org)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical rolein teacher decision making and meeting the diverse needs of individual students. Additionally collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students including those with disabilities. Research also indicates that MTSS model and differentiation appropriately has a great effect on student achievement which IKCA will implement to assist our students math proficiency.
Rationale for Evidence-based Strategy:	Research correlates a connection between students achievement and the development of an achievable rigorous and aligned curriculum. Additionally schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effective double the speed of learning (Marzano 2003). The rationale for selecting these specific testing strategies include the resources/criteria, identified by Dylan William (2018), to assist our teachers as they prepare our students to thrive in the complex world of the 21st century.

Action Steps to Implement

All staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy including embedded informativeassessment by Dylan Williams.

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

Teachers utilize pacing guides to collaboratively plan rigorous lessons that integrate the math focus strategies and use researched based tools to ensure that lessons are standardsdriven, cohesive and correctly paced.

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

Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual student needs.

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

Adherence to the Common Core State Standards shifts is evident.

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

Content area teachers outside of the math classroom emphasize math experiences in their planning and instruction.

Person Responsible [no one identified]

Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

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

Administration will offer additional intervention time to support struggling students.

Person Responsible Anna Trevino (anna.trevino@imagineschools.org)

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

Action Steps to Implement

Teachers and staff will plan activities that are engaging and relevant to student identifying on building on students individual assets and passions.

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

Each morning, teachers hold "community time" where an environment of belonging occurs.

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

Teachers will increase student input and voice through planning and reflection activities.

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

Teachers will encourage and facilitate students shared decision making through planning.

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

Teachers will incorporate SEL strategic into their curriculum, such as self management, self confidence, and self awareness where applicable.

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

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.

Our school discipline data was very good during the past school year. We had between 40% and 60% of our students enrolled in digital learning during the past school year. Our biggest concern is now that our students are all back on campus, we may have more behavior issues that arise as they will be monitored more closely by educators and staff in school.

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.

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.

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

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. Our parents, students, City of Kissimmee and local business and neighborhood partnerships assist with building our positive cutlrue and environment at the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	**$0.00**