Broward County Public Schools

Rise Academy School Of Science And Technology

2021-22 Schoolwide Improvement Plan

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Rise Academy School Of Science And Technology

6101 NW 31ST ST, Margate, FL 33063

riseacademyschools.com

Demographics

Principal: Adriana Guerra

Start Date for this Principal: 9/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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: A (64%) 2017-18: B (61%) 2016-17: B (61%)
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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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	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	90%

School Grades History

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

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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 goal of RISE Academy is to build young scientists through a concentrated science and technology focused curriculum. Students will begin intense science and math instruction in the primary grades, connect with science and society, and become candidates for higher level courses in middle and high school.

Provide the school's vision statement.

RISE Academy School of Science and Technology prepares young scientists with the academic excellence necessary to compete within a global society and lead our nation in 21st century innovations.

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
Guerra, Adriana	Principal	The principal develops standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures. The principal strives to create an organization and or climate which fosters student and teacher growth.
King, Trisha	Curriculum Resource Teacher	A curriculum specialist provides support to teachers by helping create and revise materials used in the classroom. Her job typically involves research and requires them to work with selected and approved textbooks and curricula in order to improve the learning outcomes of the school's student body.
Harriott, Michelle	Instructional Coach	Ms. Harriott plans and prepares appropriately the assigned courses and lectures, conducts assigned classes at the scheduled time, demonstrates competence in classroom instruction, implements the designated curriculum completely and in due time, plans and implement effective classroom management practices.

Demographic Information

Principal start date
Friday 9/24/2021, Adriana Guerra

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.*

7

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.*

7

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

320

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.

4

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	23	36	34	25	48	42	42	44	27	0	0	0	0	321
Attendance below 90 percent	4	1	3	1	3	0	1	2	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	0	2	2	0	2	0	0	0	0	7
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	2	10	10	6	6	5	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	6	12	6	6	3	0	0	0	0	35
Number of students with a substantial reading deficiency	0	1	0	0	2	12	6	5	29	0	0	0	0	55

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	2	0	5	21	24	18	14	10	0	0	0	0	94

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	1	1	0	4	7	13	8	5	0	0	0	0	39

Date this data was collected or last updated

Friday 9/24/2021

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	21	34	32	40	37	37	38	39	26	0	0	0	0	304
Attendance below 90 percent	0	1	2	2	1	1	2	3	2	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	0	5	8	5	4	5	0	0	0	0	29
Course failure in Math	0	1	1	0	4	4	3	4	4	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	10	10	6	6	5	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	6	12	6	6	3	0	0	0	0	35

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	6	17	23	18	15	10	0	0	0	0	89

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				53%	58%	61%	48%	57%	60%
ELA Learning Gains				57%	58%	59%	54%	57%	57%
ELA Lowest 25th Percentile				58%	52%	54%	43%	49%	52%
Math Achievement				63%	58%	62%	66%	58%	61%
Math Learning Gains				70%	58%	59%	72%	56%	58%
Math Lowest 25th Percentile				63%	51%	52%	62%	49%	52%
Science Achievement				60%	51%	56%	53%	52%	57%
Social Studies Achievement				86%	74%	78%	85%	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	58%	60%	-2%	58%	0%
Cohort Comparison						
04	2021					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison	-58%					
05	2021					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison	-45%					
06	2021					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	38%	57%	-19%	54%	-16%
Cohort Comparison		-57%				
07	2021					
	2019	55%	55%	0%	52%	3%
Cohort Comparison		-38%				
08	2021					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-55%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	45%	65%	-20%	62%	-17%
Cohort Comparison						
04	2021					
	2019	52%	67%	-15%	64%	-12%
Cohort Comparison		-45%				
05	2021					
	2019	72%	64%	8%	60%	12%
Cohort Comparison		-52%				
06	2021					
	2019	64%	58%	6%	55%	9%
Cohort Comparison		-72%				
07	2021					
	2019	66%	53%	13%	54%	12%
Cohort Comparison		-64%				
08	2021					
	2019	59%	45%	14%	46%	13%
Cohort Comparison		-66%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	48%	49%	-1%	53%	-5%
Cohort Comparison						
08	2021					
	2019	50%	43%	7%	48%	2%
Cohort Comparison		-48%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	71%	16%	71%	16%
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	0%	61%	-61%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Kindergarten DRA, I Ready Letter/Sounds/Concepts
First Grade DRA, IReady, Mid and End of Year Assessment
Second Grade DRA, IReady, Mid and End of Year Assessment
Third Grade DRA, IReady FAIR
4th Grade DRA, IReady FAIR
5th Grade DRA, IReady FAIR
6th Grade DRA, IReady FAIR
7th Grade DRA, IReady FAIR
8th Grade DRA, IReady FAIR

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	34	32
	Economically Disadvantaged	20	20	20
	Students With Disabilities	2	2	2
	English Language Learners	5	4	5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	34	32
	Economically Disadvantaged	20	20	20
	Students With Disabilities	0	0	0
	English Language Learners	5	4	2

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	34	32
	Economically Disadvantaged	24	25	25
	Students With Disabilities	0	0	0
	English Language Learners	1	1	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	34	32
	Economically Disadvantaged	24	25	25
	Students With Disabilities	0	0	0
	English Language Learners	1	1	1

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	40	38
	Economically Disadvantaged	30	28	27
	Students With Disabilities	4	4	4
	English Language Learners	4	4	4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	40	38
	Economically Disadvantaged	30	28	27
	Students With Disabilities	4	4	4
	English Language Learners	4	4	4

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	42	41
	Economically Disadvantaged	30	29	28
	Students With Disabilities	5	5	5
	English Language Learners	1	1	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	42	41
	Economically Disadvantaged	30	29	28
	Students With Disabilities	5	5	5
	English Language Learners	1	1	1

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	45	44
	Economically Disadvantaged	30	32	31
	Students With Disabilities	3	3	3
	English Language Learners	3	3	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	45	44
	Economically Disadvantaged	30	32	31
	Students With Disabilities	3	3	3
	English Language Learners	3	3	3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	43	45	44
	Economically Disadvantaged	30	32	31
	Students With Disabilities	3	3	3
	English Language Learners	3	3	3

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	41	42
	Economically Disadvantaged	29	28	29
	Students With Disabilities	4	4	4
	English Language Learners	4	4	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	41	42
	Economically Disadvantaged	29	28	29
	Students With Disabilities	4	4	4
	English Language Learners	4	4	4

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	42	42
	Economically Disadvantaged	30	29	20
	Students With Disabilities	2	2	2
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	42	42
	Economically Disadvantaged	30	29	29
	Students With Disabilities	2	2	2
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	43	42	42
	Economically Disadvantaged	30	29	29
	Students With Disabilities	2	2	2
	English Language Learners	2	2	2

Grade 8					
	Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students		30	30	30
	Economically Disadvantaged		21	21	21
	Students With Disabilities		0	0	0
	English Language Learners		4	4	4
	Number/% Proficiency		Fall	Winter	Spring
Mathematics	All Students		30	30	30
	Economically Disadvantaged		21	21	21
	Students With Disabilities		0	0	0
	English Language Learners		4	4	4
	Number/% Proficiency		Fall	Winter	Spring
Science	All Students		30	30	30
	Economically Disadvantaged		21	21	21
	Students With Disabilities		0	0	0
	English Language Learners		4	4	4

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	45	70		61							
ELL	51	81	64	62	70		54				
BLK	59	68	63	56	69	69	50	73	75		
HSP	48	78		60	65						
WHT	75	69		75	80						
FRL	57	70	65	57	68	75	51	69			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	49	55	54	69	79	69	40				
BLK	49	55	62	58	66	68	55	83	54		
HSP	48	48		72	80						
WHT	76	68		81	83						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	50	53	48	63	72	64	52	82	62		
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	36	48	50	56	56	45					
BLK	47	51	42	65	72	61	54	85	80		
HSP	53	53		61	67						
WHT	58	75		68	83						
FRL	49	52	42	65	70	54	56	83	64		

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	13
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	10
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
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	
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	65
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	63
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	75
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	57
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?

All teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.

The trends emerging across grade levels for 2021 i-Ready ELA assessments from AP 1 –
AP3 show AP1 - Kindergarten with the highest proficiency - 99%, First Grade-99% 2nd Grade- 97% , third grade - 72%, 4th grade-58% with 5th grade lowest with 50%, 6th Grade-60%, 7th Grade- 81%, and 8th Grade- 83%.
AP3-Kindergarten with the highest proficiency - 99%, First Grade-99% 2nd Grade- 94% , Third grade - 88%, 4th grade-70% 5th grade- 80%, 6th Grade-28%, 7th Grade- 50%, and 8th Grade- 57%..

2019 School Grades Components by Subgroups
Subgroups ELA ELA ELA Math Math Math Science SS MS
Ach. LG 25%LG Ach LG 25% LG Ach Ach Accel
ELL 49 55 54 69 79 69 40
BLK 49 55 62 58 66 68 55 83 54
HSP 48 48 72 80
WHT 76 68 81 83
FRL 50 53 48 63 72 64 52 82 62

Math is a subject that was the top in our school.- AP1 79%% and AP3 87% proficiency. Kindergarten was highest beginning proficiency - 100%,1st Grade-90%, 2nd Grade 75% ,3rd Grade - 62%, 4th Grade 71% and 5th Grade- 76%. Kindergarten got the best score in Math.

The average Science score was 58% for the EOY, with 58% scoring 70% or above. ESE and ELL students showed a slight improvement of 21%. FRL students improved 59%..

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

RISE Academy School uses the following monitoring tools to monitor students/ performance: FAIR, and I Ready

FAIR 2019
AP3
3rd Grade scored 71% - 29% failed passing the test
4th Grade scored 69% - 31% failed passing the test
5th Grade scored 79%- 21% failed passing the test.

I ready
3rd Grade scored 88%- 21% failed passing the test
4th Grade scored 70% - 30% fail;ed passing the test
5th Grade scored 80% -20% failed passing the test

ELA is a subject that demonstrates based on 2019 state assessments (3-5) that needs improvement

in 4th Grade that scored 45%.
Content Areas (all):
Key ideas and details
Craft and Structure and
Language and Editing
Text-Based Writing

ELL students scored 49% in ELA learning Gains and ELA Lowest 25% Learning Gains
Black/African American Students scored 55% in ELA Learning Gains, and they scored 62% in the
Lowest 25% (LG)
FRL students scored 50% in ELA Achievement, and 53% in ELA Learning Gains

In Math, 3rd Grade needs improvement because it scored 45%
Content Areas:
Operations, Algebraic Thinking, and Numbers in Base Ten
Numbers and Operations Fractions and
Measurement, Data, and Geometry

Hispanic Students scored 72% in math Achievement and 80% in In Math Learning Gains.
FRL students scored 63% in Math Achievement, 72% in math learning gains, and 64% in the Lowest
25% (LG).

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

Covid and Distance Learning is a factor impeding improvement; The quarantine and Distance
Learning impacted science and ELA. Students came into the year lacking skills. It was challenging to
contact the students or parents many times, and there were internet issues.

Teachers provided tutoring even during weekend days to make sure the students completed their
work.
The areas that need the most improvement are ELA and Science. AP1 shows k-5 at 79%
proficiency. Ap2 shows k-5 at 87%, and Ap3 shows at 88%.

The students who performed low in iReady were placed in the RTI program RTI that identifies
struggling students. An essential part of RTI is measuring progress and providing more support to
kids who need it.

Every teacher develops an academic success plan for each student where instructional and support
services are generated based on every subject taught:Study skills pull-out ,tutorial
program,differentiated instruction behavior management.

The ESE instructor is in constant (weekly) communication with the ESE specialist to identify and
monitor for SWD who may have regressed academically and may not be on target to meet IEP goals
and close achievement gaps.

An ELL student's reading, writing, listening, or speaking skills are not performing as expected, as
evidenced by progress monitoring tools. In that case, student grades, teacher observations, or parent
concerns, ELL Committee meetings will be convened to review and revise the student's ELL Plan to
determine if additional or supplemental interventions or services are needed.

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

In 2019 state assessments (K-5) the most improved grades were ELA 3rd grade with 58% and 5th grade with 57%.
ELA Learning Gains showed 57% and ELA lowest 256% showed 58%.
Content Areas:
Key ideas and details
Craft and Structure and
Language and Editing

In Math (K-5) , 4th Grade with 52% and 5th Grade with 72%.
Content Areas:
Operations, Algebraic Thinking, and Numbers in Base Ten and
Measurement, Data, and Geometry
Math Achievement 63%
Math Learning Gains showed 70% and Math Lowest 25% 63%.

In Science (5th) the school scored 50%
Content Areas:
Nature of Science

Earth and Space Science
Physical Science and
Life Science
The school has developed a plan that analyzes each student's scores and creates a plan that will meet the needs of each student.
Also, the school takes into consideration the school's subgroups:
Subgroups:

Students with Disabilities 9%
ELL 8%
Asian Students 5%
Black/African American Students 69%
Hispanic Students 14%
Multiracial Students 6%
White Students 6%
Economically Disadvantage students 70%

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

Our data teams do the following:
(a) Provide an overview of administering common general outcome measures for progress monitoring in reading and mathematics for grades K-2, 3-5 and 6-8.
(b) Review graphed progress monitoring data, and
(c) Provide guidance to teaching teams on identifying what type of skills the intervention should target to be most effective in reading and mathematics.

Reading
• Screen all students for potential reading problems at the beginning, reading problems at the beginning of the year and again in the middle of the year.
• Provide time for differentiated instruction for all students based on assessments of students' current reading level.
• Monitor the progress of Tier 2 students at least once a month.
• Provide intensive instruction on a daily basis that promotes the development of the various

components of the reading proficiency to students who show minimal progress aster reasonable time in Tier 2 small groups (Tier 3).
• Students in K-2 are monitored through different assessments: DRA, End of Year Assessment, Letters Names, Concepts about Print, and Letter Sounds.
• Students in 3-8 are monitored through different assessments: DRA, BSA, FSA, FAIR I Ready

Math
RISE Academy School provides differentiated support for each student to reach grade-level standards by designing rich tier 1 instruction that allows for multiple entry points and solution pathways and uses a range of approaches.

Math and Reading are being monitored constantly at school, through the steady stream of homework assignments, quizzes, tests, projects, and standardized tests.

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

The below information is based on FLKRS, iReady, FAIR, BSA:
Actions:
We are targeting skills that are relative weaknesses for this specific group and for all groups through:
Supplemental curriculum
Added time and emphasis on particular skills
Targeted activities during center time.
For all grades, the school is providing:
1. Explicit vocabulary instruction.
Morphological Analysis – ex. audience, audible, auditory
Word Origin Tracing – ex. Greek/Latin roots
Semantic Mapping – visual displays of words
Synonyms & Antonyms
Context Clues
2. Provide direct and explicit comprehension strategy instruction.
Demonstrate your own use of comprehension strategies (think aloud)
3. Provide opportunities for extended discussion of text meaning and interpretation.
Extended discussions of text enable the student to increase their ability to comprehend complex text.
Discussions could occur in small groups or whole class in various content areas.
4. Increase student motivation and engagement in literacy learning.
When fostering motivation in students, research supports:
o Frequent feedback
o Supportive positive learning environment/personal connections
o Provide frequent choices
Connecting specific instructional content with explicit feedback to test scores is critical
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
Intensive instruction by specialists will only be effective if it is in addition to, not in place of, intensive content-area instruction.
The purpose of intensive interventions is to accelerate literacy development.
Two-step process:
o Initial screening to identify those students who need extra help
o Diagnostic tests to provide a profile of literacy strengths and weaknesses.

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

Teachers participate in regular professional learning to grow their skills and collaborate to plan effective and flexible instruction for their students through a cycle of continuous improvement that allows for responding to varied contexts.

To provide the best education to our students, our instructors are virtual certified through Florida Virtual School and experienced teachers who have developed remote learning plans as well as onsite plans. These plans are appropriate to the content, student demographics, and needs. Their plan focuses on the most required learning outcomes and targets students need in each content area.

RISE Academy School of Science and Technology develops a professional development program for each of their teachers every year to meet their teachers and students' needs. Teachers attend programs through "Learning Across Broward" (LAB), Broward School coaches support programs, curriculum experts, and curriculum publishers' training.

RISE Academy School's teachers will attend professional development to improve the quality of instruction and ensure accountability for classrooms/program performance in all modalities.

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

All our students underperforming in Math and Reading, regardless of what program they are using, participate in class and attend classes in small groups, tutoring, and weekend classes. All the assignments are modified according to their needs. The students are attending programs that are designed for them, and they keep practicing at home.

Students in K-2 are monitored through different assessments: GIZMO, Moby Max, End of Year Assessment, Go Math,

Iknowit.

Students in 3-8 are monitored through different assessments: GIZMO, Moby Max.BSA, FSA, I Ready, STEMScopes

Our school implements Response to Intervention (RTI) as an effective way to promote student learning across all instructional models.

RTI Progress Monitoring Tools:

Tier 1 : Core Instruction (Benchmark)

Teachers apply standards –aligned instruction for all students and academic interventions for struggling students on campus or online.

Tier 2: At-Risk Students (Strategic)

Teachers provide small-group intervention to address off-grade level deficits (on campus or online) and regular progress monitoring.

Tier 3: High-Risk Students (intensive)

Teachers' customized/intensive academic intervention plans (on campus or online) and apply daily progress monitoring.

RTI leverages technology to improve the delivery of basic education. RTI's technology applications also enhance traditional face-to-face training approaches in ways that can scale equitably.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The RAISE program establishes criteria for identifying schools for additional support. The criteria include schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment. The criteria also include students in grades Kindergarten through three, identified using the new coordinated screening and progress monitoring system, who are not on track to pass the statewide ELA assessment. RISE Academy Students in 5th Grade score 49% on ELA FSA this current year. The Florida Department of Education identified our school to participate in the state-mandated program because 5th grade scored 49%, which is below the 50% criteria established.
Measurable Outcome:	The school has purchased additional material to improve students' performance such as Scholastic Pro K-5. Students in 5th Grade, 3-5, K-2 will improve as follow K-2 will continue working in iReady and scoring 94%-100% 3-5 will improve by 10% on State Standardized Assessments in the following areas: -Key Ideas and Details -Craft and Structure -Integration of Knowledge and Ideas -Language and Editing
Monitoring:	All teachers use standards-based instructional materials appropriate to the content and instructional level of the students. Research-based supplementary materials are purchased and utilized to accelerate and/or enrich students' learning. The school uses the following monitoring tools to supervise students' performance: Kindergarten: FLKRS, Letters/Sounds/ Concepts, DRA, I Ready First Grade, DRA, I Ready, Mid and End of Year Assessment Second Grade: DRA, I Ready, Mid and End of Year Assessment Third Grade: DRA, I Ready, FAIR, FSA Fourth Grade: DRA, I Ready, FAIR, FSA 5th Grade: DRA, I Ready, FAIR, FSA, and BSA
Person responsible for monitoring outcome:	Adriana Guerra (charter5420@browardschools.com)
Evidence-based Strategy:	Check for Students' Understanding Analyze Progress Monitoring Tools Independent, Whole, and Small Group Instruction Provide critical feedback to teachers on instruction and feedback to students on their progress. Make the Required Accommodations for ESE Students Implement and Monitor the RTI Program to ensure student needs are being responded to in a timely manner and according to their level of support needed. Build in Time to Succeed during the instructional day Teach Strategies for Learning Tutoring is provided by certified teachers twice a week. Make the required accommodation for ELL students using researched-based strategies and materials Weekly Meetings to analyze students' assessment results and plan to address student deficiencies identified through assessments.

Rationale for Evidence-based Strategy:	Progress Monitoring tools will provide us with essential information about the areas of concern. Scholastic Pro K-5 provides students access to quality titles aligned to their changing interests. The school has developed small instruction and has grouped students according to test results. Scholastic pro is used the whole class and for independent learning. Voyager Passport is used for low-performing students and has been successful for our students.

Action Steps to Implement

Action Steps
Kindergarten
Students will take FLKRS within the first 30 days of the school year. The teacher uses the results to help understand each child's readiness for school and plan lessons to meet individual needs. Then, the students will take Letter/Sounds and Concepts of Prints. In addition, the student will take for all subjects a pre-assessment, and according to the results, the teacher will modify their lesson plan. I Ready, Letter/ Sounds and Concepts of Prints, and DRA are monitoring tools used for the teacher to evaluate their students every quarter.

Person Responsible	Trisha King (tking@riseacademyschools.com)

First Grade
The students take a pre-assessment for all subjects, and according to the results, the teacher will modify their lesson plan. I Ready, Scholastics, and DRA are monitoring tools used for the teacher to evaluate their students every quarter. Additionally, the students take the Mid and End of Year Assessment from Broward School District.
ELL students
ESOL Instruction: New ESOL students receive instruction through "Imagine Learning." All student instruction is modified according to their language classification. Additional instructional time includes small group instruction usually follows whole group
instruction to reinforce or reteach specific skills, concepts and provides a reduced student-teacher ratio. Teachers provide small-group intervention to address off-grade level deficits (and regular progress monitoring. The ESE teacher is responsible for data collection to monitor a student's progress on Individual Education Plan (IEP) goals, objectives, and use of accommodations.

Person Responsible	Trisha King (tking@riseacademyschools.com)

Action Steps
Second Grade
The students take a pre-assessment for all subjects, and according to the results, the teacher will modify their lesson plan. I Ready, Scholastics, and DRA are monitoring tools used for the teacher to evaluate their students every quarter. Additionally, the students take the Mid and End of Year Assessment from Broward School District.
ELL students
ESOL Instruction: New ESOL students receive instruction through "Imagine Learning." All student instruction is modified according to their language classification. Additional instructional time includes small group instruction usually follows whole group

instruction to reinforce or reteach specific skills, concepts and provides a reduced student-teacher ratio. Teachers provide small-group intervention to address off-grade level deficits (and regular progress monitoring. The ESE teacher is responsible for data collection to monitor a student's progress on Individual Education Plan (IEP) goals, objectives, and use of accommodations.
Supervisor
Ms. Esmer, Ms.Stone, Ms. Harriott

Person Responsible   Trisha King (tking@riseacademyschools.com)

Third Grade
The students take a pre-assessment for all subjects, and according to the results, the teacher will modify their lesson plan. I Ready, Scholastics, FAIR, and DRA are monitoring tools used for the teacher to evaluate their students every quarter. Additionally, the students a portfolio with their best work
ELL students
ESOL Instruction: New ESOL students receive instruction through "Imagine Learning." All student instruction is modified according to their language classification. Additional instructional time includes small group instruction usually follows whole group
instruction to reinforce or reteach specific skills, concepts and provides a reduced student-teacher ratio. Teachers provide small-group intervention to address off-grade level deficits (and regular progress monitoring.
ESE Students
The ESE teacher is responsible for data collection to monitor a student's progress on Individual Education Plan (IEP) goals, objectives, and use of accommodations.

Person Responsible   Trisha King (tking@riseacademyschools.com)

4th Grade
The students take a pre-assessment for all subjects, and according to the results, the teacher will modify their lesson plan. I Ready, Scholastics, BSA,FAIR are monitoring tools used for the teacher to evaluate their students every quarter.
The parents are inform about how their children are doing through the PMP letter and the parent-teachers observations
ELL students
ESOL Instruction: New ESOL students receive instruction through "Imagine Learning." All students instruction is modified according to their language classification.Additional instructional time includes small group instruction usually follows whole group
instruction to reinforce or reteach specific skills, concepts and provides a reduced student teacher ratio. Teachers provide small-group intervention to address off-grade level deficits (and regular progress monitoring.The ESE teacher is responsible for data collection to monitor a student's progress on Individual Education Plan (IEP) goals, objectives, and use of accommodations.

Person Responsible   Trisha King (tking@riseacademyschools.com)

5th Grade
The students take a pre-assessment for all subjects, and according to the results, the teacher modify their lesson plans. I Ready, Scholastics, BSA,FAIR are monitoring tools used for the teacher to evaluate their

students every quarter.
The parents are inform about their children progress through the PMP letters.
ESOL Students
New ESOL students receive instruction through "Imagine Learning." All students instruction is modified according to their language classification.Additional instructional time includes small group instruction usually follows whole group instruction to reinforce or reteach specific skills, concepts and provides a reduced student teacher ratio. Teachers provide small-group intervention to address off-grade level deficits (and regular progress monitoring.
ESE students
The ESE teacher is responsible for data collection to monitor a student's progress on IEP goals, objectives, and use of accommodations.
According to the results a student can be placed in the RTI program.

Person Responsible   Trisha King (tking@riseacademyschools.com)

ESE Students
The ESE instructor is in constant (weekly) communication with the ESE specialist to identify and monitor SWD who may have regressed academically and may not be on target to meet IEP goals and close achievement gaps.
All instructional activities (web learning, access to textbooks, pull-outs, and push-ins, and therapies). Documentation of parents' access to assignments is maintained in a logbook, grade book, teachers' folders, Additional curriculum materials may also be used to address student needs for gifted students. Our teacher's design challenging activities for our gifted students according to the student's EP Plan. The Gifted IEP is based on the student's needs. Our school implements varying strategies to address the needs of gifted students, which may include curriculum compacting, self-instructional programs, learning packets or learning contracts, and advanced materials. The specialist and school team design a program for all gifted students according to their needs and EP plans.

Person Responsible   Michelle Harriott (mharriott@riseacademyschools.com)

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 applies social-emotional learning (SEL) which refers to when students, teachers, and parents attempt to:
• Comprehend and control emotions
• Develop meaningful relationships
• Make responsible choices
• Set and meet learning goals
• Show empathy toward others

The SEL threads are imbedded in our school curriculum. Teachers participate in ongoing professional development to enhance their skills in covering social-emotional learning strategies.
Our school has developed a SEL program to meet the needs of our students.Our SEL team meets monthly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills:
Self-Awareness
Self-awareness involves understanding one's own emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

Self-Management
Self-management requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

Social Awareness
Social awareness involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

Relationship Skills
Relationship skills help students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

Responsible Decision Making
Responsible decision making involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences.

One of the most prevalent SEL approaches involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day.
Our students are taking classes through LAB to learn how to incorporate the SEL program in their classrooms.

At the school level, SEL strategies typically come in the form of policies, practices, or structures

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.

Professional Development
The overall purpose of our professional development is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum and prepare students for continuing education and the workforce. The overall goal of teachers participating in professional development activities is to:
1. Improve proficiency in teacher performance
2. Improve student achievement
3. Ensure fidelity of implementation of programs
4. Target specific needs of all students
5. Collect and analyze student academic data
6. Make data driven decisions in the classroom
7. Assist teachers in meeting the specific needs of SWD, ELL's, and Gifted

RISE Academy School applies Response to Intervention (RtI) Three-Tiered model of MTSS- Academic Systems and Behavior Systems, which provides interventions and educational support to all students at increasing intensity levels based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. RtI process is designed to help our School focus on interventions matched to student needs and are monitored regularly. School personnel adapt instruction and make decisions regarding the student's educational program. The School uses the information gained from the RtI process to identify a problem. The School starts with three pieces of data 1. Expected level of performance 2 Student level of performance 3. Peer level of performance.
The School them formulates hypotheses about why the student is not performing at the same rate as his or her peers. Assessment data are collected to validate hypotheses. The next step is designing intervention for the students as follows:

• Match intervention type and intensity to student(s), setting/problem
• Interventions focus on teaching replacement skills
• The School selects evidence-based interventions that match context of the school/classroom culture
• Provide support for implementation of the intervention strategies
• Teachers are coached in identified areas of weakness
• Teachers/school is evaluated on student/school performance annually.

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

The stakeholders play an essential role in our school. They are the partners of the school leaders in making our school conducive to teaching and learning. RISE has developed family-friendly policies and laws to encourage participation by diverse families. We have provided professional development for school teachers on family and community engagement for school. Additionally, the school has provided training to community stakeholders and parents to help them develop effective communications and partnering skills. Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups. The school family liaisons are in charge of communicating with stakeholder groups and sharing what our students, parents, and families need during instruction and how they could assist them. Depending on the situation, families can not come to the school to pick up school supplies, breakfast or lunch, documents, new chargers, and more documents or devices.

Ms. Cindy Guishard and Ms. Debbie Diedrick are the family liaisons to communicate with families. They keep good relationships between the school and families, and they help parents, too. They work with families that do not speak English, help new students settle into school, and help students with problems. If a student is absent and they don't report to the school. They contact the parents to find out what is going on or what they need so they can provide them,

Counseling Centers and Programs
RISE Academy School works with several Counseling Programs:

PACE for Girls
Pace provides free year-round middle school and high school academics, case management, counseling, and life skills development in a trauma-informed and gender-responsive environment. Pace is committed to finding the great in every girl. Each Pace community and every Pace team member is part of a collective culture focused on girls and their needs. The Pace culture plays a significant role on the impact to our girls, shaping their future. Their voice and perspective are always at the forefront. Pace values the uniqueness of every individual and believes that diversity enriches our world. We welcome and encourage our differences to be expressed as an opportunity for us all to learn and grow.

Chrysalis Health
Chrysalis Health offers mental health services & substance abuse counseling. Chrysalis Counseling & Coaching provides a nurturing atmosphere of hope, healing and restoration to all of our students, so that they can grow to fulfill their dreams.

Henderson Counseling
Henderson Behavioral Health provides healthcare, housing, and hope for people of all ages with behavioral health conditions in Florida each year. Henderson assists and inspires people with mental illnesses and substance use disorders to reclaim their lives.

Men2Boys Mentoring Program
Provides a 16 week curriculum focusing on areas to help teach the fundamental life skills to our young teen males. Each session lasts for one and ½ hours, equaling 24 hours. Our target population is twelve to sixteen year olds. Some of the topics addressed are: Understanding the differences between good, bad and poor choices. Men2Boys is a male only (single gender) program to ensure focus, to emphasize seriousness and to create bonds.

Parents as volunteers
Research has shown that children of a school volunteer make better grades and perform better on tests. They're also better behaved, have better attendance, and are more likely to graduate and continue their education. The more parents participate at school, the more successful their children will be.

City of Margate
Teacher and Student of the Month
The City of Margate has an excellent program to recognize a student and a teacher of the month from every school in Margate.

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
		Total:	**$0.00**