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New Life Charter Academy

3550 DAVIE BLVD, Fort Lauderdale, FL 33312

www.newlifecharteracademy.org

Demographics

Principal: Sh IR Ley Brunache

Start Date for this Principal: 7/16/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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)	52%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Black/African American Students Hispanic Students
School Grades History	2018-19: D (39%) 2017-18: C (50%) 2016-17: B (56%)
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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New Life Charter Academy

3550 DAVIE BLVD, Fort Lauderdale, FL 33312

www.newlifecharteracademy.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

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

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SIP Authority

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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 mission of the New Life Charter Academy is to provide an innovative, loving, caring and supportive education for students with a deep interest in the arts to strive for excellence in academics and performance through the use of a fine arts and technology integrated curriculum. Our intention is to provide an environment that sparks curiosity and inspires all students to develop their intellectual, creative and artistic talents in a manner that will enrich their own lives and the lives of those in their respective communities.

Provide the school's vision statement.

Promoting student engagement through the integration of arts and technology.

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
Brunache, Shirley	Principal	Oversee and progress monitor the fiscal, academic, and accountability of the school
McCloud, Christine	ELL Compliance Specialist	Oversees ELL and ESE programs

Demographic Information

Principal start date

Wednesday 7/16/2014, Sh IR Ley Brunache

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.*

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.*

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

143

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

4

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	11	23	21	33	25	11	0	0	0	0	0	0	0	124
Attendance below 90 percent	4	10	6	6	8	2	0	0	0	0	0	0	0	36
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	9	3	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	8	3	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	9	9	0	0	0	0	0	0	0	18

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 9/29/2021

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	24	30	28	16	27	16	0	0	0	0	0	0	0	141
Attendance below 90 percent	6	3	7	6	5	2	0	0	0	0	0	0	0	29
One or more suspensions	1	1	3	0	2	0	0	0	0	0	0	0	0	7
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	7	7	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	9	0	0	0	0	0	0	0	16

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	3	1	0	0	0	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	0	1	1	0	5	2	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	24	30	28	16	27	16	0	0	0	0	0	0	0	141
Attendance below 90 percent	6	3	7	6	5	2	0	0	0	0	0	0	0	29
One or more suspensions	1	1	3	0	2	0	0	0	0	0	0	0	0	7
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	7	7	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	9	0	0	0	0	0	0	0	16

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	3	1	0	0	0	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	0	1	1	0	5	2	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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				30%	59%	57%	32%	56%	56%
ELA Learning Gains				50%	60%	58%	32%	57%	55%
ELA Lowest 25th Percentile				50%	54%	53%		51%	48%
Math Achievement				34%	65%	63%	56%	62%	62%
Math Learning Gains				45%	66%	62%	82%	60%	59%
Math Lowest 25th Percentile					53%	51%		47%	47%
Science Achievement				27%	46%	53%	50%	49%	55%

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	21%	60%	-39%	58%	-37%
Cohort Comparison						
04	2021					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison		-21%				
05	2021					
	2019	21%	59%	-38%	56%	-35%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	14%	65%	-51%	62%	-48%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	64%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-14%				
05	2021					
	2019	50%	64%	-14%	60%	-10%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	49%	-20%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready is a comprehensive assessment and instructional program for reading and math standards. The Grade 3 Economically Disadvantaged students yielded the following FSA results:
 45% of the students scored a level 1,
 27% of the students scored a level 2,
 18% of the students scored a level 3,
 5% of the students scored a level 4,
 5% of the students scored a level 5.

The Grade 3 ELL students yielded the following FSA results:
 88% of the students scored a level 1;
 12% of the students scored a level 2.

The Grade 3 SWD students yielded the following FSA results:
 33.3% of the students scored a level 1.
 33.3% of the students scored a level 2,
 33.3% of the students scored a level 3.

In the area of language and editing:
 the ED students scored an average of 70%,
 the ELL students scored an average of 55%,
 the SWD students scored an average of 75%.

In the area of integration of knowledge and ideas,
 the ED students scored an average of 40%,
 the ELL students scored an average of 35%.
 the SWD students scored an average of 38%.

In the area of craft and structure,
 the ED students scored an average of 40%,
 the ELL students scored an average of 40%.
 the SWD students scored an average of 40%.

In the area of key ideas details,
 the ED students scored an average of 42%,
 the ELL students scored an average of 28%.
 the SWD students scored an average of 43%.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/48%	8/35%	13/59%
	Economically Disadvantaged	10/48%	8/35%	13/59%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0/0%	0/0%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/37%	6/26%	7/35%
	Economically Disadvantaged	7/37%	6/26%	7/35%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0/0%	0/0%	0/0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/26%	8/30%	14/50%
	Economically Disadvantaged	7/26%	8/30%	13/57%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/23%	2/15%	4/31%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/26%	4/16%	8/30%
	Economically Disadvantaged	7/26%	4/16%	8/30%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/8%	1/8%	2/17%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/40%	10/48%	14/67%
	Economically Disadvantaged	8/40%	10/48%	14/67%
	Students With Disabilities	0/0%	1/50%	2/100%
	English Language Learners	3/38%	2/25%	4/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/10%	3/14%	9/43%
	Economically Disadvantaged	2/10%	3/14%	9/43%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/31%	2/15%	1/8%
	Economically Disadvantaged	4/31%	2/15%	1/8%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0%	1/8%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0/0%	0/0%	0/0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/8%	4/17%	6/25%
	Economically Disadvantaged	2/8%	4/17%	6/25%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	2/33%	2/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/8%	1/5%	5/28%
	Economically Disadvantaged	2/8%	1/5%	5/28%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/17%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	13			13							
BLK	26	53		14	20		7				
HSP	20			10							
FRL	24	40		12	14		5				
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	27			33							
BLK	30	55		39	53		27				
HSP	29			29							
FRL	30	51	50	35	46		29				

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
BLK	27	16		47	74						
HSP	50			92							
FRL	32	31		58	81		54				

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	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	22
Total Points Earned for the Federal Index	117
Total Components for the Federal Index	6
Percent Tested	95%

Subgroup Data

Students With Disabilities

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

English Language Learners

Federal Index - English Language Learners	16
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	24
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	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

According to the 2020-2021 Florida Standards Assessments (FSA) English Language Arts (ELA), grade 3 students Economically Disadvantaged students yielded the following FSA results:
45% of the students scored a level 1,
27% of the students scored a level 2,
18% of the students scored a level 3,
5% of the students scored a level 4,
5% of the students scored a level 5.

The Grade 3 ELL students yielded the following FSA results:
100% of the ELL students scored a level 2 or lower;
66% of the SWD students scored a level 2 or lower.

Following a school year in a pandemic, the school noted that attendance was inconsistent with our students despite our efforts with eliminating the digital divide.
Due to the truancy issues, there is a trickle down effect with regards to Imagine Learning and i-Ready usage.
The ELL data reinforced the school's initiative plan to the exposure to activities requiring the implementation of language objectives.

ELA

The i-Ready Diagnostic tool yielded the following information from Assessment Period 1 to Assessment Period 3 regarding the Economically Disadvantaged Subgroup:
Grades K-5 increase their overall proficiency percentages by at least 10 percentage points.

Math

The i-Ready Diagnostic tool yielded the following information from Assessment Period 1 to Assessment Period 3 regarding the Economically Disadvantaged Subgroup:
Grades K-5 increase their overall proficiency percentages by at least 5 percentage points.

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

After reviewing and analyzing our school data, the following areas demonstrated the greatest need for improvement:

In grades K-5, in the area of comprehension literature and informational text could have shown more growth in all subgroups.

In grades 1,2, and 4, all math domains showed a need for improvement in all subgroups.

Grade 5 showed a decline in the mathematical domain of measurement and data in all subgroups.

The pandemic affected the learning process and attendance. Parents and students did not easily grasp the remote learning process. As a result, the school exhausted numerous resources to provide scaffolding support for the remote learners. Parents/guardians were reserved about bringing the students to the building. The social worker worked closely with the school leadership team to educate the parents/guardians on the importance of students continuing to learn while navigating through the pandemic.

Multitude of resources were made available for students to bridge the achievement gap. The parents/guardians and students did not use the resources effectively. Unfortunately, our students demonstrated a higher need in organizing their resources with limited parental involvement. This led to time being spent by the school team to assist the students with their social emotional learning rather than focusing on academic contents.

Additionally, the transitioning from remote learners to face to face learners took a great amount of time for the buying in from parents. Meanwhile, devices were provided to the entire staff and students.

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 pandemic affected the learning process and attendance. Parents and students did not easily grasp the remote learning process. As a result, the school exhausted numerous resources to provide scaffolding support for the remote learners. Parents/guardians were reserved about bringing the students to the building. The social worker worked closely with the school leadership team to educate the parents/guardians on the importance of students continuing to learn while navigating through the pandemic.

Multitude of resources were made available for students to bridge the achievement gap. The parents/guardians and students did not use the resources effectively. Unfortunately, our students demonstrated a higher need in organizing their resources with limited parental involvement. This led to time being spent by the school team to assist the students with their social emotional learning rather than focusing on academic contents.

Additionally, the transitioning from remote learners to face to face learners took a great amount of time for the buying in from parents. Meanwhile, devices were provided to the entire staff and students.

The school leadership team including the teachers will implement the following action plan to progress monitor the ELA, Math, and Science instructional programs:

1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine “best practice’ and decide on interventions;
8. Implement/measure results/revise goals and interventions.

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

The data that showed the most improvement was the ELA learning gains as measured by the i-Ready diagnostic tool. The i-Ready diagnostic tool was used to calculate the the component with the largest learning gains was ELA. According to i-Ready diagnostic data, the greatest data component that showed the most improvement,

Grade K’s overall proficiency placement percent went from 29% to 54% (net gain of 25%);

Grade 1’s overall proficiency placement percent went from 43% to 57% (net gain of 14%);

Grade 2’s overall proficiency placement percent went from 25% to 50% (net gain of 25%);

Grade 3’s overall proficiency placement percent went from 38% to 67% (net gain of 29%);

Grade 5’s overall proficiency percent went from 8% to 25% (net gain of 17%).

The school leadership team implemented the following action:push-in and push-out for select students accompanied with high quality tiered instruction. There was increased evidence of reading foundational skills (phonics, vocabulary strategies, decoding, multi-syllabic words, word work involving root words, prefixes, and suffixes.

Grade K’s overall proficiency placement percentage went from 13% to 50% (net gain of 37%);

Grade 3’s overall proficiency placement percentage went from 10% to 43% (net gain of 33%).

A contributing factor to this improvement were differentiated instructional groupings based on real-time data. Supplemental materials associated with the curriculum books were used to address deficiencies. In addition, parents were very motivated to engage with home learning assignments. Truancy was not a factor for grades K and 3.

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

The school leadership team implemented the following action: push-in and push-out for select students accompanied with high quality tiered instruction. There was increased evidence of reading foundational skills (phonics, vocabulary strategies, decoding, multi-syllabic words, word work involving root words, prefixes, and suffixes). Many opportunities were given to students in order to interact and apply academic domain specific vocabulary words. The school hired a certified Reading Specialist to oversee the the fidelity of interventions as well as monitor the response to interventions in english language arts for grades K-5. Moreover, extended learning opportunities were provided for all students, specifically FSA Bootcamps.

However, there was a more aggressive and concentrated effort for the guardians to the students of the lowest performing. The school communicated the importance of attending the FSA Bootcamp to parents by making phone calls, talking to parents at drop-off and pick up areas.

A contributing factor to this improvement were differentiated instructional groupings based on real-time data. Supplemental materials associated with the curriculum books were used to address deficiencies. In addition, parents were very motivated to engage with home learning assignments. Truancy was not a factor for grades K and 3.

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

The school employ the following strategies listed below to accelerate learning.

Scaffolding intentionally

Starting a lesson with a less complex text to establish a solid foundation of understanding before transitioning to a more complex text. Combining skills rather than focusing on isolated skills provide opportunities for students to use familiar, mastered skills in conjunction with newly acquired skills to achieve new levels of understanding.

Building Knowledge and vocabulary

Teachers will use multi-media consisting of pictures, text, photographs, records, videos, and infographics that are connected to a topic to tackle challenging grade level comprehension skills.

Prioritizing Standards

The school leadership team and teachers will decide the number of instructional time needed for a particular standard. Professional development will be conducted to assist teachers on how to bundle and unwrap the standards in a timely fashion.

Diagnosing Essential Missed Learning

On-going progress monitoring is the key to uncovering areas of need for students that have learning gaps. Teachers will develop a strong diagnostic measure prior to the unit which will determine student needs. Becoming familiar with and utilizing Professional Development/teacher training with the Florida Benchmark Advance will aid in this process.

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

Professional Development

New Life Charter Academy will provide on-going professional development opportunities to ensure that all staff members are increasing their capacities to accelerate learning for the upcoming school year. Teachers will apply all new knowledge and strategies to facilitate daily instruction learned and acquired from professional development workshops.

Professional learning communities will be held on a monthly basis to evaluate the success associated with the strategies to accelerate learning in the areas of math, reading, and science. During the professional learning communities, the teachers will identify students who need additional time and support by analyzing data. Thus, this will lead to making instructional next steps decisions based

solely on data.

The school leadership will be reviewing student products, conducting data chats, analyzing data, and conferencing with teachers to ensure that the strategies affiliated with accelerate learning are being implemented effectively and with fidelity.

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

Professional Development

New Life Charter Academy will provide on-going professional development opportunities to ensure that all staff members are increasing their capacities to accelerate learning for the upcoming school year. Teachers will apply all new knowledge and strategies to facilitate daily instruction learned and acquired from professional development workshops.

Professional learning communities will be held on a monthly basis to evaluate the success associated with the strategies to accelerate learning in the areas of math, reading, and science. During the professional learning communities, the teachers will identify students who need additional time and support by analyzing data. Thus, this will lead to making instructional next steps decisions based solely on data.

Evaluating Professional Development/ Professional Learning Communities Implementation and Outcomes

The school leadership team will be collecting data sources, monitoring, and analyzing routinely throughout the school year to ensure fidelity, efficacy, and sustainability of pd implementation of strategies and impact on teacher learning and student growth in all grade levels and subject areas.

The school leadership team will review the following products after professional development opportunities are implemented:

Teacher surveys (feedback from training)

Classroom Observations (looks for)

Student Work Analysis (evidence of application and transfer of knowledge of skills acquired from professional development learning)

Lesson plans (evidence of curriculum and delivery)

Professional Learning Communities (PLC)

Pre & Post teacher conferences and data chats

Peer (modeling, coaching, and co-teaching)

Formal Observations

School-wide data

Data Chats

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

According to the 2019-2020 FSA Data, our ELA achievement was at 30% whereas the District was at 59%. It was a cause for alarm for the school due to the fact that the ELA achievement decline in two percentage points in 2018. In 2018 and 2019, the ELA achievement percentage points were not near the state and District percentage points. The 2019 FSA data that grade 3 scored 21% which was a major decline of 16% percentage points. The 2019 FSA data showed that grade 5 scored 21% which was a major decline of 10 percentage points.

Our grades 3-5 yielded the following proficiency percentage on the 20-21 FSA ELA data:
 38% in the area of key ideas and details,
 44% in the area of craft and structure,
 39% in the area of integration of knowledge and ideas,
 66% in the area of language and editing.

Area of Focus Description and Rationale: Our grades 3-5 SWD students yielded the following proficiency percentage on the 20-21 FSA ELA data:
 37% in the area of key ideas and details,
 43% in the area of craft and structure,
 40% in the area of integration of knowledge and ideas,
 60% in the area of language and editing.

Our grades 3-5 ELL students yielded the following proficiency percentage on the 20-21 FSA ELA data:
 25% in the area of key ideas and details,
 24% in the area of craft and structure,
 31% in the area of integration of knowledge and ideas,
 48% in the area of language and editing.

As a result, the school decided to revamp the literacy program from grades K-5 to ensure that all students (ELL/SWD included) will experience success in all areas of English Language Arts. The school decided to conduct a self-audit.

By June 2022, there will be at least 30% of grades K-2 students scoring proficiency on the District end of the year ELA assessments.

By June 2022, there will be at least 30% of the grade 3 students earning proficiency points in the FSA ELA as measured by the spring FSA.

Measurable Outcome: By June 2022, there will be at least 30% of the grade 4 to earn proficiency points in FSA ELA as measured by the spring FSA.

By June 2022, there will be at least 30% in grade 5 to increase their FSA ELA score by at least one achievement level as measured by the spring FSA.

By June 2022, there will be at least 25% of SWD/ELL's to increase their data points as measured by iReady.

Monitoring: The school will use i-Ready to assist with progress monitoring as well as provide additional support in the area of differentiated instruction. i-Ready reduces complexity and allows

differentiated instruction within every classroom. It offers a complete picture of student performance and growth throughout the beginning, middle and end of the year. After obtaining and analyzing data, the school will conduct data chats with all stakeholders. The school leadership team will have data chats with teachers to discuss students' personalized learning plan and how students are responding to statewide standards.

The school will be utilizing Imagine Learning as supplement literacy instruction. Imagine Language and Literacy provides instruction and practice within all four domains of literacy (Reading, Writing, Speaking, and Listening) through the integration of technology. Imagine Learning is an adaptive literacy program geared towards K-5 ELL students.

Person responsible for monitoring outcome:

Shirley Brunache (charter5852@browardschools.com)

Evidence-based Strategy:

The Gradual Release Model is a best practice instructional model where the teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). Typically, the model of teacher has four phases: I DO - where the teacher models lesson objectives in a focus lesson, WE DO - guided instruction with both input from the teacher and students; YOU DO together - collaborative learning in small groups or partners, and YOU DO ALONE - independent practice. The current TIERS 1-3 instructional programs use the Gradual Release Model which enables the needs of the students to be met by the school.

Rationale for Evidence-based Strategy:

The principal reason for choosing the Gradual Release Model is because it has been researched and proven effective. The gradual release of the responsibility model or GRR model is a particular style of teaching which is a structured method of pedagogy framed around a process devolving responsibility. Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. The i-Ready Diagnostic Tool yielded the following information after three administrations in ELA; 17% of grade K students had improved placement, 45% of grade 1 had improved placement, 55% of grade 2 students had improved placement, 76% of grade 3 had improved placement, 31% of grade 4 students had improved placement, and 42% of grade 5 had improved placement.

Action Steps to Implement

1. The school will provide professional development sessions where teachers will be provided with professional development training in Florida Benchmark Advance, i-Ready, Ready Toolbox, Ready Books, and Imagine Learning.
2. Diagnostic Assessment of Reading (DAR) will be utilized to assess a SWD student's reading ability within the area of phonemic awareness, phonics, vocabulary development, reading fluency and comprehension.
3. The Florida Benchmark Advance promotes the following: discussion and activation of prior knowledge, creation of questions while reading and annotation/reflection of text.
4. Grades K-5 ELA teachers will differentiated centers targeting specific skills in the area of remediation, reinforcement, and enrichment.
5. After school tutoring will be available for reading for grades 3-5 during the week for the purpose of reinforcing, remediating, and enriching.

6. There will be an implementation of writing workshops in which mini-lessons are explicitly taught on specific topics integrating different subjects.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

The school leadership team including the teachers will implement the following action plan to progress monitor the ELA instructional program:

1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data for patterns over time, related to a specific content area, etc., examine disaggregated data to fully understand the issues);
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine “best practice’ and decide on interventions;
8. Implement/measure results/revise goals and interventions.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

#2. Instructional Practice specifically relating to Math

The i-Ready mid year assessment data from 2020 and 2019 FSA Data will be used to identify weaknesses, FSA data for math achievement was at 50% whereas the District was at 54%. In 2018, the Math achievement percentage was at 56% which made the 2019 FSA Math achievement a slight decline. However, the 2019 FSA Math learning gains were at 22% percent, below the District average. In addition, the school went from earning 82% in Math learning gains in 2018 to 45% in 2019.

Our grades 3-5 yielded the following proficiency percentage on the 20-21 FSA math data:
 34% in the area of operations, algebraic thinking, numbers in base ten, fractions
 34% in the area of numbers and operations,
 32% in the area of measurement, data, numbers&operations- fractions,
 23% in the area of measurement and data

Area of Focus Description and Rationale:

Our grades 3-5 SWD students yielded the following proficiency percentage on the 20-21 FSA math data:

31% in the area of operations, algebraic thinking, numbers in base ten, fractions
 22% in the area of numbers and operations,
 27% in the area of measurement, data, numbers&operations- fractions,
 0% in the area of measurement and data

Our grades 3-5 ELL students yielded the following proficiency percentage on the 20-21 FSA math data:

21% in the area of operations, algebraic thinking, numbers in base ten, fractions
 20% in the area of numbers and operations,
 24% in the area of measurement, data, numbers&operations- fractions,
 22% in the area of measurement and data

Due to the 20-21 FSA Math data, the school revamped the math block to ensure a laser like focus on remediating, reinforcing, and enriching all students including ELL and ESE. Push-ins and pull out services will provided to students who need additional scaffolding.

Measurable Outcome:

By June 2022, there will be at least 30% of grades K-2 students scoring proficiency on the District end of the year Math assessments.
 By June 2022, there will be at least 30% of the grade 3 students earning proficiency points in the FSA Math as measured by the spring FSA.
 By June 2022, there will be at least 30% in grade 4 to earn proficiency points in FSA Math as measured by the spring FSA.
 By June 2022, there will be at least 20% in grade 5 to increase their FSA Math score by at least one achievement level as measured by the spring FSA.

By June 2022, there will be a 25% increase in data points by ELL's/SWD's as measured by the iReady.

Monitoring:

The school will use i-Ready to assist with progress monitoring as well as provide additional support in the area of differentiated instruction. i-Ready is a research-based comprehensive adaptive online assessment and instructional program tailored to the individual student learner. It offers a complete picture of student performance and growth throughout the beginning, middle and end of the year. i-Ready is the progress monitoring tool that allows the school to track students' progress in the domain areas of Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, as well as Geometry.

This i-Ready data will be used to make flexible and fluid instructional grouping decisions for

remediation, reinforcement & enrichment. After obtaining and analyzing data, the teachers & leadership team will have data chats with all stakeholders to discuss students' personalized learning plan and how students are responding to statewide standards.

The school will also be utilizing the Ready MAFS Textbook in Grades 3-5. These textbooks provide the opportunity for teachers & students to familiarize themselves and practice activities that will appear on the FSA and the end of the year assessments. The Ready Toolbox will also be used as supplemental material. This toolbox is a digital collection of K-8 resources to help teachers differentiate instruction to students performing on, below, and above grade level. It helps to build confidence and provides opportunities for student engagement through interactive tutorials and engaging lessons. It also allows for ongoing monitoring between all stakeholders as it is tied into our i-Ready platform. Data will be collected and analyzed to make appropriate instructional decisions.

The school will be utilizing the Go Math curriculum, which is a comprehensive K-6 mathematics program developed to support the latest Florida Standards. The program emphasizes on Essential Questions and Big Ideas with depth of understanding as the goal. Interactive lessons utilize research based instructional approaches and differentiated instructional resources to ensure success for all students. Embedded in each lesson are language tips to assist the classroom teacher and help make connections for students. In order to support the ELL, SWD and ED students, the grades K-5 teachers will utilize the i-Ready Toolbox to meet the individual needs of the students during the math block and assign personalized learning plans designated to focus on the areas of need at school and home.

The school will utilize The KeyMath 3 Diagnostic Assessment to target SWD students. The KeyMath 3 Diagnostic Assessment is a comprehensive, norm referenced assessment utilized to gather in depth data across a broad range of mathematical concepts and skills. The ESE Specialist/Support Facilitator will analyze specific data and be able to target areas such as numeration, algebra, geometry, measurement, data analysis and probability, mental computation and estimation, addition and subtraction, multiplication and division, foundations of problems solving, and applied problem solving using specialized instruction. This data will be used for differentiation within the general education and SWD classroom settings.

Person responsible for monitoring outcome:

Shirley Brunache (charter5852@browardschools.com)

Evidence-based Strategy:

The GRR (Gradual Release Model) is used as our chief method for instruction, however other methods are incorporated on a daily basis. The additional strategies are as follows: Focus lessons on specific concepts/skills that are standards-based; Differentiate instruction through flexible grouping, individualizing lessons, compacting, using tiered assignments, and varying questions; Ensure that instructional activities are learner-centered and emphasize inquire/problem-solving; Use cooperative learning strategies and make real-life connections; Use scaffolding to make connections to concepts, procedures, and understanding; Ask probing questions which required students to justify their responses; Use of manipulatives; S.T.E.M. (cross-curricular activities); Emphasize the development of basic computational skills.

Rationale for

Effective math instruction executes a general delivery in conjunction with other strategies that synthesize, invite collaboration, diversify learning styles and delivery of instruction. For

Evidence-based Strategy:

the 2015-2016 and 2016-2017 school year students for 3th, 4th and 5th grade made over 80% percent learning gains. Compared to the state and district averages we exceeded that by at least 15% for those school years using the the Gradual Release Model, cooperative learning groups, reading books affiliated with math, using S.T.E.M, using manipulatives, implementing differentiated instruction, connecting instruction to real-life, and using scaffolding to make connections to concepts and procedures.

The i-Ready Diagnostic Tool yielded the following information after three administrations in Math during the 2020-2021 school year; 42% of the grade K students had improved placement, 22% of grade 1 students had improved placement, 48% of grade 2 students had improved placement, 81% of the students in grade 3 had improved placement, 42% of the students in grade 4 had improved placement, 46% of the students in grade 5 had improved placement level.

Action Steps to Implement

1. The i-Ready Diagnostic and instruction will be provided for all students in math which will provide ongoing progress monitoring. Teachers will receive professional development on implementing i-Ready and analyzing data yielded from i-Ready to maximize classroom instruction in math.
2. In order to support the ELL, Hispanics, SWD, and ED students, the grades K-5 teachers will utilize the i-Ready Toolbox to meet the individual needs of the students during the math block.
3. The school literacy leadership team will create a scope and sequence to synchronize the Ready MAFS instructional materials with the Go Math instructional materials resulting in offering an engaging and interactive approach to learning math targeting specific FSA math standards.
4. The Go Math test booklets will serve as on-going progress monitoring tools to ensure that the students are mastering the standards taught by the math teachers.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

5. Grades K-5 teachers will receive on-going training on how to ask questions generated from the Mathematical Practices. These questioning techniques will be aligned with Go Math and Ready Math instructional materials. Teachers will have training once a month to model their questioning techniques in a collaborative environment.

6. The grades K-5 math instructional block will lend itself for teachers to conduct whole and small group instructions on a daily basis. During the small group instructions, the teachers will have opportunities to provide scaffolding support using manipulatives and instructional activities generated from the Ready Toolbox to students. In addition, the other centers will allow students to use the i-Ready technology and work on fluency and STEM related activities.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

7. After school tutoring will be available Monday through Friday for grades 3-5 for the purpose of reinforcing, remediating, and enriching.

8. An additional certified teacher will be used on a daily basis to provide effective push-in services to support students needing scaffolding in math. The general ed teacher will identify struggling students and the teacher will create a curriculum and blueprint for them to follow. The paraprofessionals and teacher will coordinate on Wednesday of each week to discuss the effectiveness of the push-ins. The in class assessment will be the measurement tool used to track the progress of the push-ins.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

The school leadership team along with the teachers will implement the following action plan to progress monitor the math instructional program:

1. Collect and disaggregate data
2. Analyze all data for patterns and identify additional data to collect-look at data for patterns over time,

- related to a specific content area, etc., examine disaggregated data to fully understand the issues);
3. Create data summary statements;
 4. Examine possible causes/factors impacting the data-use tools;
 5. Collect additional data as needed;
 6. Write a SMART goal;
 7. Examine “best practice” and decide on interventions;
 8. Implement/measure results/revise goals and interventions.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: During the 2020-2021 school year, the school’s primary focus was to bridge the gap and address the learning curve that increased in Reading and Math due to the pandemic. As a result, no data was collected for Science and the school decided to revamp the Science program from grades K-5 for the 2021-2022 school year to ensure that all students will experience success in all areas of Science.

Measurable Outcome: By June 2022, there will be at least 30% of Grades K-4 students scoring proficiency on the Cumulative Benchmark Assessments for ScienceFusion.
By June 2022, there will be at least 30% in Grade 5 scoring on proficiency level as measured by the End of Year Statewide Science Assessment.

Monitoring: The school will be utilizing Florida ScienceFusion in Grades K-5, a comprehensive science curriculum, specifically designed to engage students with its unique interaction of print and e-learning resources. ScienceFusion promotes STEM by incorporating critical-thinking skills through the use of virtual labs, hands-on activities, and consumable writing textbooks to gain important content according to the Florida State Standards. The ScienceFusion online platform provides teachers with additional resources such as leveled readers that provide support in vocabulary acquisition through differentiation helping to support transitioning to academic language for all students. There is differentiated support and scaffolded content that aligns to grade level standards and activities to build confidence and vocabulary within videos, animations, simulations and enriching content that compliments the standards which will support the ELLs and SWD population. Data from the beginning, middle, end of the year, lesson and unit assessments will be collected and analyzed to make appropriate instructional decisions.

Person responsible for monitoring outcome: Shirley Brunache (charter5852@browardschools.com)

Evidence-based Strategy: The 5E Model of Instruction is an evidence based instructional model that encompasses the phases Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understanding to real world experiences. The 5E Model of Instruction promotes active learning. Students are involved in more than just listening and reading. They learn to ask questions, observe, model, analyze, explain, draw conclusions, argue from evidence, and talk about their own understanding. Students work collaboratively with peers to construct explanations, solve problems, and plan and carry out investigations.

Rationale for Evidence-based Strategy: Due to the pandemic and reopening of schools, the highest needs for our student demographics was primarily focused on English Language Arts and Math. Therefore, much emphasis of progress monitoring assessments were placed on English Language Arts and Mathematics. As the school transitions to the full reopening of school in the Fall, the school recognizes efforts will be placed equally among English Language Arts, Math, and Science. The school will use the grade 5 science data yielded from the Spring 2021 Science Statewide Assessments to map out the testing plan and protocols for the school.

Action Steps to Implement

1.The Florida Benchmark Practice Tests will be administered at the beginning, middle, and end of the year to all students in Science. This will be a source of progress monitoring. Teachers will receive professional development on implementing the assessments and analyzing data yielded to maximize classroom

instruction in Science.

2. In order to support the ELL, Hispanics, SWD, and ED students, the grades K-5 teachers will utilize the digital lessons, interactive glossaries, as well as all supplemental activities within the Florida Science to meet the individual needs of the students during the Science block.

3. Teachers along with the school leadership team will create a scope and sequence to synchronize the Florida Science materials with the Science Weekly material resulting in offering a more engaging and interactive approach to learning science targeting specific Florida Science Standards.

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4. The lesson quizzes, unit tests, and cumulative assessments will serve as on-going progress monitoring tools to ensure that the students are mastering the standards taught by the Science teachers. Grade 5 teachers will administer the Florida Statewide Standards Practice Assessments quarterly. This data will allow for ongoing monitoring between all stakeholders as it pertains to the Florida Science Standards Assessment. Data will be collected and analyzed to make appropriate instructional decisions.

5. Grades K-5 teachers will receive on-going training on how to use the 5Es to incorporate ELA and Math into the Science lessons. Teachers will also receive training on addressing the Big Ideas, Essential Questions and focusing on the Florida Benchmarks. All activities, assessments, and strategies will be aligned with Florida State Standard instructional materials.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

6. The grades K-5 science instructional block will lend itself for teachers to conduct whole group instruction, cooperative learning, & inquiry labs on a weekly basis. During this time, the teachers will have opportunities to provide scaffolding support using differentiated, hands-on, STEM related activities, technology, and instructional activities generated from the Florida Science platform.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

#4. Other specifically relating to Attendance & SEL

Area of Focus Description and Rationale:

Following a school year in a pandemic, the school noted that attendance was inconsistent with our students despite our efforts with eliminating the digital divide. We utilized our newsletters written in multiple languages. In addition, the school social worker and personnel worked with families in their native languages to communicate and promote the importance of regular consistent attendance. Social and emotional learning (SEL) is the set of skills, knowledge, and behaviors involved in understanding and managing emotions, setting positive goals, feeling empathy for others, engaging in positive relationships, and solving problems effectively. SEL was identified as a key component in the improvement of the school because out of 135 students there were nine suspensions and 29 students were absent and or tardy equal to or greater than ten percent for one or multiple marking periods. According to the 2015 national study published in the American Journal of Public Health significant associations between SEL skills in kindergarten and key outcomes for young adults years later. SEL decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility. A way to reach at-risk students who are struggling in various ways can be difficult, but social-emotional learning can open doors. The goal of New Life Charter Academy introducing a SEL curriculum is to make an intentional effort to focus on students strengths, as a result positively affecting academics, attendance, and behavior. Furthermore, SEL is one of the catalysts to cultivate a general sense of happiness in the culture of the school, enabling a less stressful, and relaxed atmosphere by teaching mindfulness, empathy and critical thinking strategies.

Measurable Outcome:

There will be a 30% decline in disciplinary referrals by June, 2022. The SEL curriculum will help students develop strategies to deal with conflict in healthier ways. As a result, suspensions and truancy violations will decline by 30% by June 2022. The SEL curriculum focuses on the child as a whole. Therefore, as the discipline issues decrease, the performance in the core subject areas will increase. Of the school's lowest performing 25%, 50% will make gains in math and reading by June 2022. The SEL activities will help students build confidence and develop better communication skills.

Monitoring:

After reviewing the history of parental involvement during the last three years, the school is making parental involvement and attendance a primary focus. Parent involvement is directly linked to student achievement and attendance. The school will exhaust all of its resources and efforts in order to promote parental involvement, student achievement, and student attendance. The school will increase the use of heritage language support to translate for any parents that may need assistance. The school will utilize the activities the Science Weeklies Well-Being to monitor how well students are understanding the content. The school leadership team will also keep track of referrals and analyze the data to see if the number of disciplinary issues are decreasing as the SEL lessons and activities are being implemented with fidelity.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

The school will be utilizing the Studies Weeklies Well-Being curriculum. The curriculum is in a student-friendly periodical format and has a robust online learning platform that is aligned to state standards. The studies weeklies are organized through themes, culturally relevant, hands-on and consumable. This social-emotional learning curriculum helps educators teach, examine, and support student well-being through discussion, instruction, and reflection. Topics include self-regulation, empathy, resilience, collaboration, the growth mindset, decision-making, stress management, and mindfulness. Each unit has integrated

discussion prompts that help students learn to navigate life's challenges. These discussions help students thrive physically, socially, emotionally, mentally, and academically. The curriculum has a toolbox of resources that will help teachers differentiate instruction, build confidence among students and provide opportunities for student engagement through interactive lessons. Students will be given lesson quizzes to monitor progress.

**Rationale
for
Evidence-
based
Strategy:**

Since its inception in 2008, Sanford Harmony has undergone continued development, evaluation, and iteration by academic experts in education and technology. The criteria that was developed to choose resources was that it was researched, tested and showed evidence of sustained effectiveness. Results from a quasi-experimental study conducted in 2010-2012 support the effectiveness of Sanford Harmony for elementary students. The evaluation included 627 fifth grade students from 29 classes in 6 schools that were majority middle class and located in a large metropolitan area in the Southwest United States (White = 55%, Multiracial = 18%). The evaluation found that the students who participated in the program demonstrated fewer aggressive behaviors and had a higher overall mean grade compared to students in the comparison group. It also found that students who participated in the program reported greater feelings of classroom identification and school liking.

Action Steps to Implement

Attendance

1. Raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absence and truancy.
- 2) Identify and respond to grade level and pupil subgroup patterns of chronic absence and truancy.
- 3) Ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions.

SEL

1. The school leadership team will deliver training on implementing the Studies Weeklies Well-Being curriculum. The curriculum uses a variety of activities that will be aligned to the Sanford Harmony curriculum.
2. The Meet Up and Buddy Up procedures/lessons are a part of the Sanford Harmony curriculum. These plans are streamlined to assimilate into the daily routine. Additionally, the teachers have access to what is called a "Treasure Box" with additional social emotional activities.
3. Integrate Social Emotional Learning (SEL) standards/competencies/ strategies for staff and parents into the Newsletter.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

The school leadership team, including the teachers will implement the following action plan to progress monitor the SEL program:

1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data for patterns over time, related to a specific content area, etc., examine disaggregated data to fully understand the issues);
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;

7. Examine "best practice" and decide on interventions;
8. Implement/measure results/revise goals and interventions.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

#5. Other specifically relating to ELL, ESE, & Gifted

Our grades 3-5 SWD students yielded the following proficiency percentage on the 20-21 FSA ELA data:

- 37% in the area of key ideas and details,
- 43% in the area of craft and structure,
- 40% in the area of integration of knowledge and ideas,
- 60% in the area of language and editing.

Our grades 3-5 ELL students yielded the following proficiency percentage on the 20-21 FSA ELA data:

- 25% in the area of key ideas and details,
- 24% in the area of craft and structure,
- 31% in the area of integration of knowledge and ideas,
- 48% in the area of language and editing.

Area of Focus Description and Rationale:

Following a school year in a pandemic, the school noted that attendance was inconsistent with our students despite our efforts with eliminating the digital divide. We utilized our newsletters written in multiple languages. In addition, the school social worker and personnel worked with families in their native languages to communicate and promote the importance of regular consistent attendance.

Due to the truancy issues, there is a trickle down effect with regards to Imagine Learning and i-Ready usage. Students were not present to experience the fidelity of the instructional core and intervention programs.

After analyzing the last school year, the school will implement a language enrichment camp targeting the academic language in grades 3-5. The ELL/SWD students in grades 3-5 have not shown proficient progress in the area of reading. In addition, the reading teachers will have a specific interventions targeting academic language and vocabulary acquisition. The school will incorporate listening, reading, writing, and speaking in all lessons. Professional development workshops will focused on the following strategies for teaching ELL/SWD across content areas: discussion of content language objectives, building and connecting to background knowledge, providing comprehensible input, make lessons auditory, kinesthetic, and visual, cooperative learning strategies, and modifying vocabulary instruction.

By June 2022, there will be at least 30% of grades K-2 students scoring proficiency on the District end of the year ELA and Math assessments.

By June 2022, there will be at least 30% of the grade 3 students earning proficiency points in the FSA ELA and Math as measured by the spring FSA.

Measurable Outcome:

By June 2022, there will be at least 30% of the grade 4 to earn proficiency points in FSA ELA and Math as measured by the spring FSA.

By June 2022, there will be at least 30% in grade 5 to increase their FSA ELA and Math score by at least one achievement level as measured by the spring FSA.

By June 2022, there will be an increase of at least of 25% of ELL/SWD students increasing data points/proficiency points in iReady.

Monitoring:

The school will use i-Ready to assist with progress monitoring as well as provide additional support in the area of differentiated instruction. After obtaining and analyzing data, the school will conduct data chats with all stakeholders to discuss students' personalized

learning plans.

The school will be utilizing Imagine Learning as supplement literacy instruction. Imagine Language and Literacy provides instruction and practice within all four domains of literacy (Reading, Writing, Speaking, and Listening) through the integration of technology. Imagine Learning is an adaptive literacy program geared towards K-5 ELL students.

Key Math and DAR assessments will be utilized to evaluate the on-going progress of the SWD students in math and reading. Enrichment activities will be provided to the gifted students in all subjects.

Selected staff members will be making phone calls to parents of students who are on the verge of being truant and reminding them of their signed attendance contract.

Person responsible for monitoring outcome:

Christine McCloud (cmccloud@newlifecharteracademy.org)

Evidence-based Strategy:

After reviewing the history of parental involvement during the last three years, the school is making parental involvement and attendance a primary focus. Parent involvement is directly linked to student achievement and attendance. The school will exhaust all of its resources and efforts in order to promote parental involvement, student achievement, and student attendance. The school will increase the use of heritage language support to translate for any parents that may need assistance. The ESE team will be available to provide support and feedback for the SWD and Gifted students and families.

Rationale for Evidence-based Strategy:

According to Kathleen Cotton and Karen Reed Wikelunden in Parent Involvement in Education, the research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. New Life Charter would like to ensure parent involvement will be at its peak therefore resulting increased communication, student achievement, and student attendance.

Action Steps to Implement

Attendance

1. Raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absence and truancy.
- 2) Identify and respond to grade level and pupil subgroup patterns of chronic absence and truancy.
- 3) Ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions.

ELL

- 1) The school leadership team will monitor implementation of lessons taken from ELLevation to support ELL's directly at their area of need.
- 2) The school will host a language enrichment camp outside of the reading block using the Rally Complex Reading in Context to provide scaffolding with regards to academic language in all grade levels.

SWD & Gifted

- 1) Accommodations will be used the students' IEP and EP to ensure appropriate students' learning paths.
- 2) There will be routine lesson plans check as well as review of student work folders.

Person Responsible

Christine McCloud (cmccloud@newlifecharteracademy.org)

#6. Other specifically relating to ELA

Area of Focus Description and Rationale:

Our grades 3-5 yielded the following proficiency percentage on the 20-21 FSA ELA data:
 38% in the area of key ideas and details,
 44% in the area of craft and structure,
 39% in the area of integration of knowledge and ideas,
 66% in the area of language and editing.

Our grades 3-5 SWD students yielded the following proficiency percentage on the 20-21 FSA ELA data:
 37% in the area of key ideas and details,
 43% in the area of craft and structure,
 40% in the area of integration of knowledge and ideas,
 60% in the area of language and editing.

Our grades 3-5 ELL students yielded the following proficiency percentage on the 20-21 FSA ELA data:
 25% in the area of key ideas and details,
 24% in the area of craft and structure,
 31% in the area of integration of knowledge and ideas,
 48% in the area of language and editing.

Our 21-22 beginning of the year i-Ready diagnostic yielded the following information in the domains of phonological awareness, phonics, high frequency words, comprehension literature, and comprehension informational text:
 Grades K-2 yielded 28% proficiency percentage points.
 Grades 3-5 yielded 45% proficiency percentage points.

As a result, the school decided to revamp the literacy program from grades K-5 to ensure that all students (ELL/SWD included) will experience success in all areas of English Language Arts. The school decided to conduct a self-audit.

ESE teacher will work closely with the grades K-5 general education ELA teachers to provide support in the classroom as well as in specialized instruction using the data yielded from i-Ready and DAR.
 ELL coordinator will work closely with the grades K-5 general education ELA teachers to provide support in the classroom using the data yielded from i-Ready and Imagine Learning.

Measurable Outcome: By June 2022, there will be at least 30% of grades K-5 students to increase their data points as measured by the end of the year i-Ready assessments.
 By June 2022, there will be at least 25% of SWD/ELLs to increase their data points as measured by the end of the year i-Ready assessments.

Monitoring: The school will use i-Ready to assist with progress monitoring as well as provide additional support in the area of differentiated instruction. i-Ready reduces complexity and allows differentiated instruction within every classroom. It offers a complete picture of student performance and growth throughout the beginning, middle and end of the year. After obtaining and analyzing data, the school will conduct data chats with all stakeholders. The school leadership team will have data chats with teachers to discuss students' personalized learning plan and how students are responding to statewide standards.
 The school will be utilizing Imagine Learning as supplement literacy instruction. Imagine Language and Literacy provides instruction and practice within all four domains of literacy

(Reading, Writing, Speaking, and Listening) through the integration of technology. Imagine Learning is an adaptive literacy program geared towards K-5 ELL students. Diagnostic Assessment of Reading is tailored to address the learning needs of ESE students.

Person responsible for monitoring outcome:

Shirley Brunache (charter5852@browardschools.com)

Evidence-based Strategy:

The Gradual Release Model is a best practice instructional model where the teachers strategically transfer the responsibility in the learning process from the teacher to the students (Fisher & Frey). Typically, the model of teacher has four phases: I DO - where the teacher models lesson objectives in a focus lesson, WE DO - guided instruction with both input from the teacher and students; YOU DO together - collaborative learning in small groups or partners, and YOU DO ALONE - independent practice. The current TIERS 1-3 instructional programs use the Gradual Release Model which enables the needs of the students to be met by the school.

Rationale for Evidence-based Strategy:

The principal reason for choosing the Gradual Release Model is because it has been researched and proven effective. The gradual release of the responsibility model or GRR model is a particular style of teaching which is a structured method of pedagogy framed around a process devolving responsibility. Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. The i-Ready Diagnostic Tool yielded the following information after three administrations in ELA; 17% of grade K students had improved placement, 45% of grade 1 had improved placement, 55% of grade 2 students had improved placement, 76% of grade 3 had improved placement, 31% of grade 4 students had improved placement, and 42% of grade 5 had improved placement.

Action Steps to Implement

1. The grades K-5 ELA teachers will be using Florida Benchmark Advance to facilitate the ELA curriculum.
2. The ELA teachers will use a toolbox of effective reading strategies to teach reading comprehension during whole and small group instruction. The strategies are as follows: activating and using background knowledge, generating and asking questions, making inferences, predicting, summarizing, and visualizing.
3. Data yielded and analyzed from i-Ready will be used to provide differentiated instruction.
3. The ELA teachers will implement a daily schedule meeting students in small group to address their reading comprehension needs using the intervention materials affiliated Florida Benchmark Advance.
4. The MTSS process will be implemented to ensure quality tiered instruction in grades K-5.
5. A certified reading interventionist will be utilized to provide pullout services for students who need additional scaffolding.
6. i-Ready will be used to progress monitor the effectiveness of the reading comprehension instruction.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

Data Collection

1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data for patterns over time, related to a specific content area, etc., examine disaggregated data to fully understand the issues);
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine “best practice’ and decide on interventions;
8. Implement/measure results/revise goals and interventions.

Person Responsible Shirley Brunache (charter5852@browardschools.com)

Additional Schoolwide Improvement Priorities

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

New Life Charter Academy ranked 1,099 out of 1,035 elementary schools statewide. The school ranked 103 out of 116 elementary schools in the county. There was a reported 1.4 incident per 100 students. When compared to all elementary schools statewide, it falls into the high category. Violent incidents were the highest area of concern. The school was ranked statewide 1,156 out of 1,395. The county rank was 110 out of 116.

The School will Positive behavioral interventions and supports (PBIS) is an approach promote school safety and positive behavior. Our PBIS will consists of the following: school-wide SEL program, Classdojo, and the use of CHAMPS.

We will continue to implement Social Emotional Learning in all grade levels using an integrated curriculum format.

ClassDojo will be used as a school-wide communication tool which is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.

The school will continue to utilize the school's resource officer to help with working to prevent juvenile delinquency through close contact and positive relationships with students. In addition the SRO shall develop crime prevention programs and conduct security inspections to deter criminal or delinquent activities. The SRO should monitor crime statistics and work with local patrol officers and students together to design crime prevention strategies

CHAMPS is an acronym that reflects the types of expectations used by the teacher to clarify the activity and transitions occurring in class. The acronym stands for Conversation, Help, Activity, Movement, and Participation.

CHAMPS is not a program, but rather a compilation of how-to strategies for classroom management that support teachers with the very skills that have been associated with student success. CHAMPS is a systematic, prevention-oriented approach that guides teachers in providing universal classroom supports that are likely to promote appropriate behavior and reduce interruptions while working in small groups and independently.

Additionally, the school will make more of an effort to encourage community engagement and fun at school by having family game night, pizza and pasta night, promoting the Book Fair and changing the aesthetics around campus more frequently with new displays of student work every two to four weeks. By building family-school partnerships (encouraged and cultivated), connections multiply. The school will be encouraging community involvement with school wide incentives. Attendance for these events will be taken and students will be recognized for their participation. The celebrations will be but are not limited to: i-Ready Pizza Party, Honor Roll Dessert Party, Student of the Month. When positive, trustworthy connections are made to improve school climate, the amount of incidents of negative behavior decreases. Data of the number of incidents will serve as progress monitoring to pinpoint problems that require intervention.

The school will implement the Safety Patrols. Safety Patrols are students selected with input from teachers, administrators, patrol sponsors, parents, and bus drivers. Consideration is based on student interest, academic achievement, commitment, sense of responsibility, and attitude toward others. In most cases, students who are dedicated to their school work will be dedicated to patrol responsibilities.

New Life Charter Academy (NLCA) will offer a flexible number of meetings, conferences, hot lab technology sessions, and events in the morning, evening and/or weekends to ensure flexibility for parents to attend. Starting in the Fall, parents will be invited to attend the Title I Open House where the school will equip parents with literacy strategies across content areas to improve

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.

New Life Charter Academy (NLCA) will offer a flexible number of meetings, conferences, and events in the morning, evening and/or weekends to ensure flexibility for parents to attend. Starting in the Fall, parents will be invited to attend the Title I Open House where the school will equip parents with Literacy strategies across content areas to improve their child's academic achievement.

Parent Academy sessions will be hosted to inform parents/guardians about preparing for testing grades K-5. In addition, different strategies will be presented to parents to assist with home learning assignments. There will be a Title I cultural extravaganza that will highlight the integration of the English Language Arts and Social Studies standards during Spring 2022. During the school year, the school will share information for parents of SWD regarding District sponsored workshops, classes, and advisory councils which are open to all stakeholders. In addition, NLCA will highlight Autism Awareness Month in April, the school will display and inform the parents and students about Special Needs and acceptance in order to have positive interactions with all students. NLCA will highlight Hispanic Heritage Month (September 15-October 15, 2021) and Black History Month (February 1-March 1, 2022) by displaying informative posters and educating students regarding pertinent historical and current information. The School will Positive behavioral interventions and supports (PBIS) is an approach promoting school safety and positive behavior. Our PBIS will consist of the following: school-wide SEL program, Clasdojo, and the use of CHAMPS. CHAMPS is an acronym that reflects the types of expectations used by the teacher to clarify the activity and transitions occurring in class. The acronym stands for Conversation, Help, Activity, Movement, and Participation.

CHAMPS is not a program, but rather a compilation of how-to strategies for classroom management that support teachers with the very skills that have been associated with student success. CHAMPS is a systematic, prevention-oriented approach that guides teachers in providing universal classroom supports that are likely to promote appropriate behavior and reduce interruptions while working in small groups and independently.

SEL professional development for staff throughout the year. In addition, we will integrate Social Emotional Learning (SEL) standards/competencies/ strategies for staff and parents into the Quarterly Title I Parent Newsletter. As part of our SEL initiatives, NLCA will be adding Social Workers and a Community Liaison to the staff to assist with home visits to meet the needs of our students and families. In addition to these activities, the school will host several evening events to encourage and build community (Bingo night, Pizza & Pasta Night and Movie Night.) Not only will this encourage community to come together, but will entice students to have a love for school outside of the classroom. As a school, student work will be highlighted in the hallways putting on display a range of student work from all grade levels and all students (ESE, ELL, Gifted). Furthermore the school will

incorporate students in morning announcements and engaging students with the implementation of safety patrol.

To connect with the ELL community, we will continue to provide school information in multiple languages, written and oral communication (translators). In the classroom, we will continue to use content glossaries and bilingual dictionaries. For our ESE students, the ESE Specialist will ensure that accommodations on IEP's and ESOL Strategies from the GO TO Matrix are used daily with each lesson. For parent nights, the ESOL Contact and ESE Specialist will also be available to answer questions, help and support.

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

The school will continue to utilize the school's resource officer to help with working to prevent juvenile delinquency through close contact and developing positive relationships with students. In addition the SRO shall develop crime prevention programs and conduct security inspections to deter criminal or delinquent activities. The SRO should monitor crime statistics and work with local patrol officers and students together to design crime prevention strategies

Additionally, the school will make more of an effort to encourage community engagement and fun at school by having Family Game Night, Pizza and Pasta Night, promoting the Book Fair and changing the aesthetics around campus more frequently with new displays of student work every two to four weeks. By building family-school partnerships (encouraged and cultivated), connections multiply therefore resulting in higher student achievement. The school will be encouraging community involvement with school wide incentives. Attendance for these events will be taken and students will be recognized for their participation. The celebrations will be but are not limited to: i-Ready Pizza Party, Honor Roll Dessert Party, Student of the Month. When positive, trustworthy connections are made to improve school climate, the amount of incidents of negative behavior decreases. Data of the number of incidents will serve as progress monitoring to pinpoint problems that require intervention.

The school will implement the Safety Patrols. Safety Patrols are students selected with input from teachers, administrators, patrol sponsors, parents, and bus drivers. Consideration is based on student interest, academic achievement, commitment, sense of responsibility, and attitude toward others. In most cases, students who are dedicated to their school work will be dedicated to patrol responsibilities.

Throughout the school year, New Life Charter Academy will host parent academy sessions facilitated by the teachers, ESOL Contact, and ESE Specialist. The parents will be given an opportunity to ask questions as well as practice the skills being taught and utilized in the classrooms. ESOL Contact will review the Go To Matrix of ESOL strategies used in daily instruction. The ESE Specialist will be available to answer questions and provide an overview of ESE program. Students' products will be displayed throughout the school year. In addition, parents will be trained in reading and analyzing data yielded from Pinnacle Gradebook, ClassDojo, i-Ready, Florida Benchmark Assessments, and Google Classrooms. Community members will be invited throughout the school year to conduct the following presentations for our entire school family. For instance, the school established a relationship with the local museum of science to host weekly S.T.E.A.M. activities with all grade levels. In addition, the school purchased S.T.E.A.M. labs to take place weekly with students in all grade levels. The literacy contact person will oversee the implementation and scheduling of the S.T.E.A.M. activities.

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: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Other: Attendance & SEL	\$0.00
5	III.A.	Areas of Focus: Other: ELL, ESE, & Gifted	\$0.00
6	III.A.	Areas of Focus: Other: ELA	\$0.00
Total:			\$0.00