

Broward County Public Schools

# Imagine Charter School At North Lauderdale Elementary



2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>21</b>

# Imagine Charter School At North Lauderdale Elementary

1395 S STATE ROAD 7, North Lauderdale, FL 33068

www.imagenel.com

## Demographics

**Principal: Sharon Bailey**

Start Date for this Principal: 9/22/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	93%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (41%) 2016-17: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://www.floridacims.org).

**Purpose and Outline of the SIP**

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

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>21</b>

# Imagine Charter School At North Lauderdale Elementary

1395 S STATE ROAD 7, North Lauderdale, FL 33068

www.imagenel.com

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School KG-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>93%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>98%</p>

## School Grades History

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

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

It is all about the students. No exceptions. No excuses.

**Provide the school's vision statement.**

At Imagine Charter at North Lauderdale Elementary School, we strive to ensure all students demonstrate above-average academic growth each year.

### 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
Bailey, Sharon	Principal	<p>Responsibilities include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members. Implement the school's charter in collaboration with the school's board of directors and the authorizing institution.</p> <p>Establish and communicate standards for student and professional performance. Continually assess school practices and procedures and adjust them to support the diverse learning needs of students.</p> <p>Assume responsibility for the health, safety and welfare of the students, staff and visitors.</p> <p>Infuse the school culture with Imagine Schools Non-Profit's Six Measures of Excellence.</p> <p>Demonstrate an understanding of the Imagine Schools Non-Profit Six Measures of Excellence in the execution of duties.</p> <p>Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes.</p> <p>Responsible for overseeing the financial management of the school, including: development of the annual budget, overseeing the management of accounts payable and accounts receivable, approving payroll, and provision of required financial reports to the board, district and state. Also responsible for seeing that the annual financial audit is completed in a timely manner.</p> <p>Responsible for the hiring and supervision of school personnel.</p> <p>Collaborate and clearly communicate with parents/guardians, and other educators to assist the students.</p> <p>Regularly communicate with all members of the school community.</p>
Wright, Alicia	Dean	<p>Performs a variety of administrative duties to assist the Principal in managing the school; assumes the duties of the Principal in the absence of the Principal and as assigned. Assists the Principal in providing instructional leadership to the school. Supervises and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives;</p> <p>assists with the recruiting, interviewing, and selection of new faculty and staff.</p> <p>Supervises students on campus after school; assist with monitoring students during lunch when needed Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate.</p> <p>Directs the after school tutoring program in collaboration with school staff and/or personnel from outside agencies. Provide Professional Development at Bi-Weekly Staff Meetings, Meet with educators to discuss data, Complete reports and progress monitor data, Serve as ESOL Contact, Serves as Title 1 Liason, Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.</p>

**Demographic Information**

**Principal start date**

Wednesday 9/22/2021, Sharon Bailey

**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.*

4

**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.*

20

**Total number of teacher positions allocated to the school**

19

**Total number of students enrolled at the school**

429

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

10

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

6

**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	67	65	87	95	95	73	0	0	0	0	0	0	0	482
Attendance below 90 percent	23	11	17	26	20	20	0	0	0	0	0	0	0	117
One or more suspensions	0	0	0	0	0	1	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	1	0	14	23	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	1	0	11	24	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	2	2	8	11	10	1	0	0	0	0	0	0	0	34

**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	2	1	3	7	14	20	0	0	0	0	0	0	0	47

**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	3	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 9/27/2021

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	59%	57%	38%	56%	56%
ELA Learning Gains				55%	60%	58%	58%	57%	55%
ELA Lowest 25th Percentile				43%	54%	53%	60%	51%	48%
Math Achievement				43%	65%	63%	37%	62%	62%
Math Learning Gains				60%	66%	62%	38%	60%	59%
Math Lowest 25th Percentile				43%	53%	51%	40%	47%	47%
Science Achievement				31%	46%	53%	13%	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	24%	60%	-36%	58%	-34%
Cohort Comparison						
04	2021					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-24%				
05	2021					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	65%	-33%	62%	-30%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-32%				
05	2021					
	2019	45%	64%	-19%	60%	-15%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	49%	-19%	53%	-23%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

The progress monitoring tool used to compile the data is I-Ready Reading for grades first through fifth.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	39	49
	Economically Disadvantaged	38	39	49
	Students With Disabilities	67	0	0
	English Language Learners	71	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	30	45
	Economically Disadvantaged	28	30	45
	Students With Disabilities	33	33	67
	English Language Learners	8	16	41
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	36	46
	Economically Disadvantaged	31	36	46
	Students With Disabilities	15	0	15
	English Language Learners	5	11	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	22	36
	Economically Disadvantaged	17	22	36
	Students With Disabilities	0	0	10
	English Language Learners	0	4	23
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	24	43
	Economically Disadvantaged	24	24	43
	Students With Disabilities	1	0	10
	English Language Learners	0	0	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

**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	6	40	50	2	4						
ELL	19	44		18	12		12				
BLK	28	40	64	18	9	15	13				
HSP	29	36		23	17		25				
FRL	27	40	59	19	10	12	17				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	46	46	10	33	35	6				
ELL	38	63	43	48	62	40	36				
BLK	33	48	37	38	57	43	28				
HSP	45	69	55	54	63	42	33				
FRL	37	55	43	44	61	43	32				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	50	46	4	17	20					
ELL	38	70	54	36	42						
BLK	35	57	65	33	35	44	13				
HSP	47	62	50	49	49		17				
FRL	39	58	60	38	38	39	12				

**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	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	232
Total Components for the Federal Index	8
Percent Tested	98%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
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	31
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	29
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?**

Across grade levels as a whole when analyzing school based progress monitoring data we noticed a slight increase in proficiency overall when comparing the Fall (35%) to Winter (37%) Data in the Subject Area of English Language Arts. When looking at Fall to Spring Data we noticed an overall increase on proficiency from

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

Based on our 2019 Progress monitoring state assessments the data components with the greatest need for improvement would be reading proficiency with students with disabilities and English Language Learners.

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

There were several factors that lead to this need for improvement. The campus had 100% of the campus operating virtually for the first three months of the school year and many families lacked access to virtual classes due to internet access or device shortages once the school had given out all technology possessed by the school. Once campus doors re-opened 61% of students continued to attend virtually even when the neediest were invited back to campus. ESE Educators struggled to have students log in for virtual instruction and small groups. Educators were challenged with proving modifications and accommodations virtually and with social distance mandates. Lack of consistent interventions and instruction have contributed to the decreases seen. Also, test data lacked validity and reliability as many of our learners were assisted when taking assessments at home, once students were back on campus in the winter we saw a huge decrease in scores that gave a more realistic picture of what teachers observed in classrooms as well.

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

The data components that showed the most improvement was the proficiency level for 3rd grade students on the 2020-2021 FSA ELA Assessment. 3rd grade was the only grade to show an increase in proficiency. . When analyzing STAR data there was an increase in proficiency consistently during each assessment period for grade four from a 22%, to a 27% and finally a 31%, and an increase from Winter to Spring Proficiency for grade 5 from a 25% to a 34% overall.

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

We contribute the improvement in the area of ELA Proficiency to targeted data based grade level intervention. During 3rd Grade reading intervention hour all 3rd grade classes were split based upon data and 4 leadership team members pulled small groups with the students performing on level and students that were below level according to i-ready diagnostic assessments. With smaller class sizes and students with similar needs educators were able to provide more targeted instruction.

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

In order to accelerate learning, students will need consistent interventions provided through small group instruction with research based intervention programs. Progress monitoring must remain consistent as well to ensure action steps are being carried out with fidelity and instruction can be

adjusted as needed. A reading interventionist can also assist with pulling small groups to provide extra intervention to students. To accelerate learning at Imagine Charter School at North Lauderdale Elementary we will have teachers in kindergarten, first and second grade implementing Foundations and teachers instructing third, fourth and fifth grade students will be incorporating IReady Toolkit lessons into their instruction during our daily extended reading block. Each day for thirty minutes, teachers will be using these resources as a tier 2 intervention while preparing students for both End of Year Assessments and Florida Standards Assessments. Students who are retained and/or are considered the lowest 30th percentile within our population will be instructed by Reading Certified Specialist individually and/or in small group while using Phonics for Reading and Rewards.

**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.**

Educators will receive Professional Development with the new Benchmark Advance Reading Curriculum, Provided Weekly ELA Lesson Plan Feedback by the Instructional Coach, PD on utilizing STAR and Iready data to form and instruct data based small groups. As well as training on the Foundations Intervention Program and Benchmark Intervention Programs. The Instructional Coach will also attend common planning sessions weekly to support educators in planning instruction as well as provide coaching cycles for educators in need.

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

Additional services that are being provided to students are tutoring opportunities in the subject area of reading and math. ESE, ELL, and Socioeconomically disadvantaged students will receive priority invitations to the free tutoring opportunities.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

Proficiency in the subject area of English Language Arts is our priority focus area for the 2021-2022 school year. In analyzing various data points decreases have been seen in the subject area of ELA. FSA data reflects a decrease in reading proficiency overall from a 38% in 2018 to a 37% in 2019 and now a 26% based on 2021 data.

In order to provide unified consistent reading instruction and to increase reading comprehension we will continue to implement the research based reading program Foundations for grades K-2 as iready data shows that our Primary students will benefit from phonics instruction.

**Area of Focus Description and Rationale:**

In analyzing Fall I-ready Diagnostic results 30% of Kindergarten students are proficient in the area of Phonics. 84% of Kinder students are one grade level below in Reading overall. As displayed through the Fall I-ready Diagnostic Assessment 9% of 1st grade students and 16% of 2nd grade students are proficient in the Area of Phonics. In first grade nearly 60% of students are one grade level below overall in the subject area of Reading and 40% of 2nd grade is one grade level below with 42% of students in intervention. With consistent implementation of the Foundations Program Primary students will receive evidence based instruction in their area of need. As displayed through the Fall I-ready Diagnostic Assessment 22% of 3rd grade students are proficient in the area of reading overall. 100% of students are proficient in Phonological Awareness, 69% of students are proficient with High Frequency words, and 26% with Phonics. Although growth has been seen, our 3rd graders' proficiency in Vocabulary and Comprehension of Informational and Literary text are all below 25% with the majority of students falling into intervention.

By June 2022, Kindergarten Phonics Proficiency will increase from 16% to a 56% as diagnosed by the Iready Diagnostic Assessment.

By June 2022, 1st Grade Phonics Proficiency will increase from 9% to a 39% as diagnosed by the Iready Diagnostic Assessment.

By June 2022, 2nd grade Phonics Proficiency will increase from a 16% to at least a 37% as diagnosed by the iready Diagnostic Assessment.

By June 2022, 3rd Grade Reading Proficiency will increase from 22% to at least a 42% as diagnosed by the Iready Diagnostic Assessment.

By June 2022, 4th Grade Reading Proficiency will increase from 14% to at least a 30% as diagnosed by the Iready Diagnostic Assessment.

By June 2022, 5th Grade Reading Proficiency will increase from 14% to at least a 37% as diagnosed by the Iready Diagnostic Assessment.

Educators will receive bi-weekly Professional Development to guide instructional practices, implementation will be monitored through weekly lesson plan checks, observation feedback from the leadership team through the evaluation tool Observe for Success, schoolwide data progress monitoring through google documents and quarterly grade level and individual teacher data chats.

**Measurable Outcome:**

**Monitoring:**

Intermediate students will take Bi Weekly Standards Mastery Assessments to progress monitor proficiency of grade level standards and Primary students will utilize school

assigned Diagnostic Assessments.

**Person responsible for monitoring outcome:**

Sharon Bailey (charter5171@browardschools.com)

**Evidence-based Strategy:**

Educators will pull data based small groups daily and utilize Benchmark Interventions to meet needs of Tier 2 students. Small group pull -out Interventions will take place for SWD students with our Reading intervention specialist utilizing Phonics For Reading, REWARDS and Benchmark intervention components. Classroom teachers will utilize Ready Toolkit lessons to teach State Standards following the Bi-Weekly scope and sequence developed by the leadership team will be utilized for Economically disadvantaged students and ELL students, accommodations will be provided for ELL Learners .

**Rationale for Evidence-based Strategy:**

Small group instruction was chosen as an evidence based reading strategy because it allows educators to focus precisely on what the students need to learn next to move forward. Educators are able to observe students and provide instruction at their targeted instructional levels.

**Action Steps to Implement**

All educators will be trained on Benchmark Advance Reading Materials.

**Person Responsible**

Alicia Wright (alicia.wright@imagineschools.org)

Reading Intervention Specialist will pull data based small groups daily with Tier 3 students in grades 3-5.

**Person Responsible**

Sharon Bailey (charter5171@browardschools.com)

All educators will be trained on utilizing Iready and STAR Data to form data based small groups.

**Person Responsible**

Alicia Wright (alicia.wright@imagineschools.org)

**Additional Schoolwide Improvement Priorities**

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

**Does not apply.**

### 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.**

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

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
			<b>Total:</b>
			\$0.00