Central Charter School

2023-24

Schoolwide Improvement Plan (SIP)

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Central Charter School

4515 STATE ROAD 7, Lauderdale Lakes, FL 33319

www.centralcharterschool.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To achieve our vision, we will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning.

Provide the school's vision statement.

Inspiring, challenging, and preparing our students for tomorrow's global opportunities.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Billingsley, John	Principal	Serve as an instructional leader by monitoring implementation of professional development -through classroom visitations and grade level meetings, and team planning. • Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, discipline and resolving issues. • Oversee all aspects of testing within the school. • Implement and monitor school-wide behavioral expectations and policies; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Monitor attendance trends including overseeing truancy interventions. • Implement instructional and assessment strategies by collecting and analyzing student achievement data, facilitating discussions amongst teachers and staff and planning professional development. • Address building management concerns by working with the custodial staff, office staff, and teachers and District staff including implementing school-wide safety and emergency protocols. • Collaborate and develop master schedules as well as student classroom assignments. • Plan, schedule and coordinate school projects. • Attend Special Education staffing and IEP meetings, and/or facilitate Instructional Support Team including monitoring interventions. • Meet audit requirements in the use of all funds. • Supervise student bus transportation program. • Perform other duties as assigned. • Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities. • Ensure good adherence to good safety procedures.
Jackson, Lakeshia	Assistant Principal	
Jackson, Dominique	Dean	• Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies as it relates to ELA, Math, Science, and Social Studies. • Support the development of high-quality/effective ELA instruction; observe and coach developing ELA, Math, Science, and Social Studies teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology. • Work with ELA Math, Science, and Social Studies teachers to refine and develop common standards based pacing plans, mid-year, and end-of-year common assessments for each grade level. • Be knowledgeable and skilled in the use of the latest technology and be able to integrate it into all areas of curriculum as a delivery tool. • Evaluate subject area programs and develop prescriptive improvement plans which increase effectiveness in meeting school and system wide goals. • Work collaboratively in cross-functional teams to provide direct/indirect

Name	Position Title	Job Duties and Responsibilities
		support to the teacher, focused on improved student achievement. • Able to modify the delivery of an interdisciplinary curriculum that is time appropriate and be able to adapt to the concept of flexible scheduling. • Promote greater understanding of curriculum across all levels. • Use curriculum and teacher coaching techniques in order to provide direct assistance to classroom teachers by coordinating, modeling, and/or teaching. • Participate in the evaluation and selection of materials and equipment appropriate to the teaching of the curriculum. • Ensure that instructional personnel is provided with technical assistance in the implementation of modified methods of instruction that reflect the philosophy that all students can learn. • Utilize knowledge of test assessment techniques to adapt, design, and implement the diagnostic-prescriptive curriculum with learning styles to meet the needs of the individual program. • Interviews and selects staff members and provides in-service training for teachers. • Analyzes data from questionnaires, interviews, and group discussions to evaluate curriculums, teaching methods, and community participation in educational and other programs. • Directs preparation of publicity to promote activities such as personnel recruitment, educational programs, and other services. • Work closely with the principals to create schedules and lesson plans. • Keep up to date with developments in the subject area, teaching resources, and methods and make relevant changes to instructional plans and activities.
Lopez, Milagros	Other	• Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP. • Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques. • Employs various teaching techniques, methods and principles of learning to enable students to meet their IEP goals. • Develops and implements annual Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. • Schedules team meetings and works cooperatively with child study team members and others in developing instructional goals and strategies. • Coordinates the delivery of special education services in each student's IEP
Alexander, Janell	Assistant Principal	
Othello, Erica	School Counselor	
Hatch, Anna	School Counselor	
Jones, Iyinka	Reading Coach	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Central Charter School has developed our school-wide plan with the participation of individuals who will carry out the comprehensive School-wide Plan. The people involved in the School Improvement Plan process included:the school leadership team, parents, students, teachers, community leaders, and staff. The ways they were involved included collaboratively analyzing all of the current and historical data for Central Charter School K-8 from the 2019 to 2023 academic years. Our School Advisory Council (SAC) which was made up of all stakeholder groups, participated in the development of the school-wide plan by seeking verbal feedback, collecting parent surveys, and engaging them in a variety of planning meeting sessions. We encourage participants to provide input at the planning meetings and through the documented reviews. We solicited input from our stakeholders on best ways to nurture, to motivate, and to increase student engagement, and to improve academic achievement for the 2023-2024 school year.

Our focus for instruction is driven by data analysis of the administered school and state assessments. At the beginning of the school year, a prerequisite skills test is administered to determine whether or not the students are familiar with any of the skills required at the present grade-level. In addition, pre- and post-tests are administered, as well as an evaluation of the individual students' previous years test scores to determine their current level of performance. Pre- and Post-tests are administered at the beginning of the school year because we realize that students lose some of what they learned over the long summer break. Tests are administered bi-weekly, nine-week intervals, and continuously throughout the school year.

Central Charter School seeks to promote learning at a high level to all students. In order to accomplish this task, teachers, parents, and staff members need to be aware of what is required for students to excel academically. As a result it is necessary for all stakeholders to be knowledgeable about the content taught to the students in order to support classroom instruction and continuity. Research has shown that Parental Involvement is key to student success. Central Charter School therefore holds parent-training workshops, open houses, academic fairs, and parent-teacher conferences to educate parents on the tools and resources available to them to assist their student/students at home. Also, they are given hands-on training in Mathematics, Reading, Science and Social Studies as well as resources for reference as they work with their students at home.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The principal will conduct data chats to create academic goals, track the progress towards academic goals, revise or create new goals, and evaluate the outcomes of goals. The data review and chats will take place every other month. The curriculum team will support the teachers and assists with training and proper implementation. The team visits with teachers in the classroom to model lessons, develop lesson plans, formative standards-based assessments, and analyze students' assessment data.

In addition, teachers participate in on-campus and district-led professional development activities geared to equip them with research-based strategies to adequately facilitate instruction which will lead to student mastery of standards as dictated by classroom walkthroughs and observations. The Dean of Academics,

coaches and mentors follow up with each teacher and lends their assistance in ensuring he or she is comfortable providing effective instruction to each group/level of students. Each grade-level team or department participates in Professional Learning Communities (PLC's).

Central Charter School data from the 2022SY indicates that in ELA the school was 41% proficient. In math, the proficiency rate of the school was 38%. In Science the proficiency scores were 26% and 60% in Social Studies. The strategies that will need to be implemented to accelerate learning would be implementing various research-based strategies to assist in accelerating learning. Additionally, the Curriculum coach will work with the teachers to disaggregate data. After understanding the data, the coach will model how to find differentiated instructional materials to assist students in improving their deficiencies. Teachers will also have data chats with the students to explain not only what score they received, but how the activities will assist them in improving said deficiency. The school will also diagnose critical missed learning. This will help identify key concepts and skills that students are missing and provide them with an individualized guided plan for each student. With the data from progress monitoring, students will be afforded extended learning opportunities on Saturdays and weekends to address student deficiencies.

Student achievement will be monitored through FAST progress monitoring 3 times a year. Instruction will be adjusted to address areas of student deficiencies after PM1 and PM2. Tier 2 students will be monitored using the intensive reading and math classes using the district approved curriculum. The lowest 25% of students will be placed in Tier 3 and will receive interventions in addition to their intensive math and/or reading class(es). The interventions will be provided 30 minutes per day, 2-3 times per week.

Students with Disabilities (SWD) and English Language Learners (ELL) students will be taught how to apply skills and strategies on not only math and reading, but all subjects. The skills will include: test-taking skills and strategies, how to apply effective problem-solving skills and strategies to solve academic and personal problems. SWD and ELL students will be exposed to task-completion, time-management and organizational skills and strategies, as well as how to work with peers and adults.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	0	1	1	5	19	18	15	60
One or more suspensions	0	0	0	1	0	2	9	12	8	32
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	1	0	2	4
Course failure in Math	0	0	0	1	0	0	2	1	2	6
Level 1 on statewide ELA assessment	0	0	0	0	36	36	32	27	31	162
Level 1 on statewide Math assessment	0	0	0	0	37	46	35	19	20	157
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	1	2	53	40	30	126

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	55	53	41	57	55	31		
ELA Learning Gains				63			38		
ELA Lowest 25th Percentile				57			39		
Math Achievement*	43	52	55	38	47	42	20		
Math Learning Gains				74			26		
Math Lowest 25th Percentile				78			30		
Science Achievement*	24	50	52	26	52	54	19		
Social Studies Achievement*	65	68	68	60	64	59	40		
Middle School Acceleration	84	72	70	89	57	51	0		
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	57	53	55	62	75	70	41		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	588
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	3
ELL	39	Yes	1	
AMI				
ASN				
BLK	51			
HSP	46			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	2
ELL	49			
AMI				
ASN				
BLK	59			
HSP	59			
MUL				
PAC				
WHT				
FRL	59			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			43			24	65	84			57
SWD	19			22			5				4	
ELL	41			38			11	50			6	57
AMI												
ASN												
BLK	45			43			24	66	83		7	55
HSP	30			52			25				4	75
MUL												

| 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	45			43			24	65	84		7	57

| 2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	63	57	38	74	78	26	60	89			62
SWD	18	33	29	20	52	55	26	15				
ELL	33	59	49	29	70	71	20	48				62
AMI												
ASN												
BLK	40	63	60	38	74	77	26	60	88			63
HSP	38	50		35	94							80
MUL												
PAC												
WHT												
FRL	41	63	57	38	74	78	26	60	89			62

| 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	38	39	20	26	30	19	40	0			41
SWD	12	32	32	10	29	32	10	9				
ELL	25	41	46	16	31	38	10	40				41
AMI												
ASN												
BLK	31	38	39	20	26	32	20	39	0			44
HSP	33			13	10							
MUL												
PAC												
WHT												
FRL	31	38	39	20	26	30	19	40	0			41

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or
all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	56%	-7%	54%	-5%
07	2023 - Spring	46%	49%	-3%	47%	-1%
08	2023 - Spring	40%	49%	-9%	47%	-7%
04	2023 - Spring	46%	61%	-15%	58%	-12%
06	2023 - Spring	44%	50%	-6%	47%	-3%
03	2023 - Spring	40%	53%	-13%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	54%	-11%	54%	-11%
07	2023 - Spring	54%	51%	3%	48%	6%
03	2023 - Spring	40%	62%	-22%	59%	-19%
04	2023 - Spring	40%	65%	-25%	61%	-21%
08	2023 - Spring	73%	46%	27%	55%	18%
05	2023 - Spring	44%	58%	-14%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	22%	38%	-16%	44%	-22%
05	2023 - Spring	24%	46%	-22%	51%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	48%	45%	50%	43%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	64%	0%	66%	-2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the data the lowest performance was demonstrated in the area of Reading and Vocabulary Genres.
Vocabulary has always been a weak area for our students. SWD with disabilities who are also English Language Learners face additional challenges in understanding and using academic vocabulary. Low phonics scores in our school impact this area. Students who are unable to decode words in isolation struggle in vocabulary tasks.
Phonics scores have been decreasing and thus impacting the ability of our students to read fluently. This is a trend we have noticed.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the data of the FAST in 2022-2023, 24 % of our SWD are proficient in reading. 27% of our students are proficient in Reading and Vocabulary Genres. 31% of our SWD are proficient in Prose and Poetry. 47% of our students were proficient in Comprehension of Informational Text. The greatest decline was in the area of Vocabulary. Many of our SWD are English Language Learners. We have seen an increase in the number of students for Speech and Language services. Attendance is another factor that has impacted the ability to show more gains/

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average was in the area of Vocabulary and Reading Genres. It must be noted though that the gaps in the other areas were quite significant. The factors leading to this gap were that decoding and fluency instruction was not as robust as was needed. The deficits in Vocabulary have impacted all other areas of reading.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improvement was noted in the area of Comprehension of Informational Text. The support facilitator worked closely with general education teachers to collaborate with them in the general education classroom. This approach of providing additional support within the classroom helped measure student needs and identify areas where students required additional support. To ensure that students could understand not only at the word level but also at the passage level across different genres, we incorporated comprehension instruction and fluency into our phonics interventions. We also monitored assessments including the FAST and Iready testing measures 3 times a year, and SWD

students participated in evidence-based programs according to the intensity needed based on their age and area of deficit. The programs used include Fundations (with progress monitoring, unit tests, charts, dictation, and fluency), Phonics for Reading (with progress monitoring in oral reading fluency with comprehension, and multi-sequence speed drills), Rewards (with progress monitoring in unit tests, oral reading fluency, and vocabulary tests), and Wilson (with progress monitoring in unit tests, weekly charting, dictation, and fluency). In addition, our SLP used visualizing and verbalizing techniques with the students. The outgoing service and collaboration with consultants supported faculty to ensure maximum fidelity of the programs and the educational process. Necessary accommodations were made to the students' educational plans, which became an integral part of quarterly progress reports.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After analyzing the EWS data from Part 1, it has become evident that the ELA section is one of the major areas of concern, especially regarding phonological and phonics/word analysis and fluency these areas are impacting comprehension. To improve comprehension, several strategies need to be implemented, such as enhancing students' knowledge and vocabulary, and fluency especially for our ESOL and ESE students. Moreover, this deficiency can get worse due to low attendance or frequent tardiness among students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for School improvement in the upcoming.

1-Phonics
2-Fluency
3. vocabulary
4- Reading comprehension
5-writing

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our 2021-2022 FSA data, our Students with Disabilities performed below 41% proficiency. The ESSA subgroup had a proficiency rate of 31%. In specific subjects18% of students with disabilities were proficient in ELA and 20% in Math. The previous school year, the achievement was 21% in ELA and 13% proficiency in Math. Due to the challenges presented by unforeseeable circumstances, our students will likely continue to perform below the state average.

Based on the 2022-23SY data, the area that shows the greatest need for improvement for SWD was in Literacy. The proficiency rate in the 12th percentile and the domain that showed the greatest need for improvement is "Reading Across Genres and Vocabulary". Across the board in all grades, students displayed a deficiency in the following areas: comparative language, context and connotation, interpreting figurative language, morphology, and understanding rhetoric. The data indicates that SWDs The students' have difficulty analyzing the author's purpose and/or perspective in a variety of texts and understand how they affect meaning, and the greatest difficulty with making inferences and analyzing vocabulary relationships.

Tier 2 students will be placed in Intensive Reading and/or Math Course. In grades Kindergarten to 5th grades, the SWDs will use the Benchmark advanced interventions. In math, students will utilize the SAVVAS online math program to provide personalized interventions. Students will also be able to utilize IXL online to address their math deficiencies. The students will utilize the Read 180 program in grades 6th through 8th. The lowest 25% of students will be placed in Tier 3 interventions. Kindergarten through 5th grade will utilize the Phonics for Reading program and grades 6th through 8th will utilize the Systems 44 program.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Central Charter School will increase the Federal Index percentage from 31% to 41% for the underperforming subgroup, Students with Disabilities, on the 2024 state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The SWD students will be closely monitored throughout the 2023-2024 school year. These students have been identified through the RTI process and the Individualized Educational Plan. The Diagnostic Assessments of Reading and the WADE testing will be administered during the school year to assist in the implementation of evidence-based reading programs that are based on the science of reading. Specialized instruction will include Fundations Wilson, Phonics for Reading, and REWARDS programs along with Read 180, Systems 44, and Visualizing and Verbalizing. Specialized instruction for SWD students identified with math deficits includes Envision and IXL. The school's model of delivery will include consultation, collaboration, and specialized instruction in specific areas of concern. Ongoing in-service and collaboration with consultants will support faculty in order to ensure maximum fidelity of programs and the educational process.

Person responsible for monitoring outcome:

Milagros Lopez (mlopez@centralcharterschool.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The SWDs receive classroom instruction using the Core Curriculum, which includes Benchmark Assessment K-5, Read 180, and Systems 44. The Core math instruction is taught through the Envision and IXL programs. Based upon the specific evidence-based program, selected monitoring will be reflective of the skills taught in that program. The data from FAST 2022-2023 indicates deficiencies in reading and math. This data provided the levels of targeted areas of improvement. Through monitoring assessments including the FAST and iReady testing measures, Instruction will be adjusted to address areas of student's deficiencies after PM1 and iReady diagnostic 3 times a year. This will be accomplished through evidence-based teaching strategies and curriculum which will be continuously monitored. By determining the impact of the student's disability in all academic areas, the team will tailor goals to meet the diverse needs and perform progress monitoring accordingly.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data indicates that our students have difficulty in the following areas: argument, central idea, structure, and purpose and perspective. In math, they had difficult with measurement, data, and geometry. Students tested below the proficiency standard, which is closely related to the deficiencies that are present among out students. The students with disabilities subgroup has performed below 41% proficiency for the last three years.

Explain why we are using the interventions.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tier 3 students will be identified using the 2021-2022 FSA, 2022-2023 F.A.S.T. PM3, 2023-2024 F.A.S.T. PM1 data. These students will be placed in intensive reading and/or math courses. Tier 3 students will either be pulled out of class or the interventionist will push into their reading and/or math class. During interventions (either pull out or push in) tier 3 students will work with their tier 2 peers to address their difficulty in reading and math. The students will receive intense interventions using Phonics for reading (In grades K-5th) and Systems 44 to address their phonics and comprehension deficiencies. IXL, iReady, and their core curriculum will be utilized to help students master essential math skills at their own pace through interactive questions, built in support, and motivating awards.

Person Responsible: Milagros Lopez (mlopez@centralcharterschool.com)

By When: Central Charter School will increase the Federal Index percentage from 31% to 41% for the underperforming subgroup, Students with Disabilities, on the 2024 state assessment.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data indicates that Central Charter School's students with disabilities have performed under the 41% proficiency threshold for the past 3 years. 51% of ESE student attendance during the 2022-2023 school year was flagged at either at risk, moderate chronic, or severe chronic. We understand the impact a positive school culture and environment has on student achievement. This data displays that we need to implement researched-based interventions to increase student achievement and attendance. Additionally, we have to implement interventions to decrease negative student behavior to increase attendance and academic proficiency.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, the ESE students' ELA achievement will increase from 31% to at least 41%. This will prevent the students from being flagged as an ESSA subgroup, as measured by the Florida state-wide assessments by the year 2024. Central Charter school will increase the percentage of students with disabilities attending school to at least 90% and it will be measured by the period 3 FTE survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students with disabilities academic performance will be monitored on a quarterly basis through grades, progress monitoring using district approved curriculum, and F.A.S.T. assessment three times per year. Student attendance and behavior will be monitored on a bi-weekly basis.

The Student Services Coordinator will monitor the students' attendance for school and the extended day programs through TERMS on a bi-weekly basis. The leadership team will request a report and the ESE specialist will meet with students to check-in to determine if they are present or not. Monthly CPST meetings will be conducted to develop and execute action plans for students identified as habitual absentee students.

The Behavior interventionist and counselor will meet with students who have received referrals on a weekly basis and provide check-ins and determine if interventions provided are assisting in decreasing negative student behavior.

Person responsible for monitoring outcome:

Milagros Lopez (mlopez@centralcharterschool.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

When implemented with fidelity, Positive Behavioral Interventions and Supports (PBIS) provides evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health (What is PBIS? 2023). The interventions Central Charter will implement include: incentives for increases in attendance and academics and a decrease in negative behavior based on quarterly reviews of attendance, grades, progress monitoring, and behavior.

We will offer evening events every other month for parents that will provide resources and support on how parents can assist their child with disabilities. We will host both high school and college tours and informational sessions. We will recruit students who need a boost in social skills and peer interactions,

and we will create a project-based service-learning opportunity as a context for social-emotional learning. When students feel safe, supported, respected, and valued in their environment, the foundation is set for them to learn and achieve their best.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The leadership team at Central Charter School understands that, in a school setting, it is critically important that we celebrate and recognize the outstanding things that our school community accomplishes, both inside
and out of our building. According to research, when students feel liked and respected by their teachers, they find more success in school, academically, and behaviorally (Lewis, Schaps & Watson, 1996). It is the
goal of the leadership team to foster positive relationships with students, staff, and parents to increase student achievement on the F.A.S.T. PM3 assessment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Central Charter School will focus on developing a positive school culture, to bridge the deficiencies of students with disabilities. We will implement frequent incentives, progress monitoring, mentoring, and advisement as well as increased academic support. We will also implement recruiting people from the community to become involved in the school and ask them to provide educational and essential resources. Our students also need to have a sense of belonging and having school be a safe place to learn. We will provide quarterly incentives to students based on attendance, GPA, and progress monitoring data to assist with creating a positive school culture while promoting attendance.

Person Responsible: Milagros Lopez (mlopez@centralcharterschool.com)

By When: Central Charter School will increase the Federal Index percentage from 31% to 41% for the underperforming subgroup, Students with Disabilities, on the 2024 state assessment.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Identification of Targeted Groups and Areas of Improvement:
Clearly identify the specific groups or areas within the school that require improvement. This may include students from historically disadvantaged backgrounds, low-performing subgroups, or specific academic subjects.

Data Analysis:
Conduct a thorough analysis of academic performance data, attendance rates, graduation rates, and other relevant metrics. Identify trends, patterns, and specific areas that require improvement.

Needs Assessment:
Perform a needs assessment to identify the root causes of the challenges faced by the targeted groups or areas. This may involve surveys, focus groups, and consultations with teachers, parents, and community stakeholders.

Set Measurable Goals:
Establish clear, measurable, and achievable goals for improvement. These goals should align with the identified needs and be specific to the challenges faced by the school.

Intervention Selection:
Based on the needs assessment and established goals, select evidence-based interventions that have proven effectiveness in addressing the identified challenges. Consider interventions related to curriculum, teaching methods, professional development, and support services.

Budget Allocation:
Develop a budget that aligns with the selected interventions. Allocate resources in a way that prioritizes the most critical needs and interventions. Ensure that funding is distributed equitably and efficiently.

Consultation with Stakeholders:
Engage with various stakeholders, including teachers, parents, students, and community members, to gather input on the proposed interventions and budget allocations. This collaborative approach ensures that diverse perspectives are considered.

Review and Approval:
Present the proposed school improvement plan, including interventions and budget allocations, to relevant decision-making bodies within the school or district. This may involve school boards, district administrators, and other oversight bodies.

Implementation Monitoring:
Once the plan is approved, implement the selected interventions and closely monitor their effectiveness. Adjustments may be necessary based on ongoing assessment and feedback.

Evaluation and Reporting:
Conduct regular evaluations to assess the impact of interventions on student outcomes. Provide transparent and regular reports to stakeholders, demonstrating progress toward goals and the effective use of allocated resources.

Continuous Improvement:
Establish a cycle of continuous improvement by regularly reviewing data, seeking feedback, and making adjustments to interventions and resource allocations as needed. This iterative process ensures that the school remains responsive to evolving needs.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

In order to develop a relationship with parents and encourage participation in their students' education, it is important to keep them informed. Central Charter prides itself in the fact that the parents are very involved. Central Charter hosts an annual Title 1 Parent meeting at the beginning of every new school year. Parents are informed about Title 1 programs available to them, and the financial and other benefits students receive. Parents attend monthly training offered by Title 1, and the school also hosts parent training on the local campus targeted to improve their knowledge of the education offered by the teachers within the classroom to all subgroups. We keep them informed through monthly newsletters, flyers that go home via backpack, and Parent Link. They are encouraged to participate in all in-school activities. Frequent monthly School Advisory Council (SAC) and Parent Teachers Organization (PTO) meetings are held. We plan for the year, and parents volunteer when the need arises. Frequent conferences are scheduled with parents and teachers so that they are aware of the academic performance of their students, and give information on how to assist with these areas of concerns. The school also hosts parent academic nights, so that they can have opportunities to interact with the curriculum, and learn best practices to assist their students at home. At these parent nights, they are exposed to the content that will be tested. They also get to participate in simulated testing situations where they will complete questions from a sample test. The teacher/s then demonstrate/s how to solve the problem or respond to a question. Parents are also given information on how to access the resources to assist their student at home.
Describe the yearly parental evaluation of the schoolwide program and how this information will be used to improve the plan.

All stakeholder groups take part in the evaluation and development of the schoolwide plan. Evaluation takes place in the Fall of the new school year, and involves the analysis of standardized test and progress monitoring assessments data. The Dean of Academics presents the data to the committee in a format that is user friendly and easily understood. Data is examined by grade-level and areas of deficiencies are addressed. The committee tries to identify possible causes of the problem and identifies strategies that may be used to address these deficiencies across all subject areas. The performance data is then compared to the Title 1 survey data to identify any patterns or trends that may be evident. Everyone present understands the role that he or she plays in promoting academic achievement and works to create buy-in from the sector that each person represents. That information is later inputted into the newly developed schoolwide plan.

The School Improvement Plan will be available for all stakeholders to view on Central Charter School's website at www.centralcharterschool.org.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Central Charter School, we understand that parent involvement in every aspect of the school is imperative for students to realize high-level academic achievement. We therefore encourage parents to participate in the decision-making process via our monthly SAC and PTO meetings, as well as encouraging participation in all other activities. Parents assist with the development of the Schoolwide plan and understand that they are responsible for partnering with the school to ensure that the goals are

realized and that students are successful. Parents are expected to participate in all activities, and understand that their opinions matter. Parents meet with their children's teachers regularly to discuss their progress (academically and behaviorally). They are encouraged to hold teachers and administrators accountable for implementation of academic standards. They work together with the school to ensure that students are doing well in all areas. Parents are allowed to interact with all school data and identify strategies that may be implemented to improve upon the current reality. They, as well as the school are held accountable for any decision made because the plan was developed in joint partnership among all stakeholder groups. The team meets intermittently during the year to discuss and evaluate how well we are doing with the activities implemented. At the beginning of the new school year the SAC meets to analyze the data and address any gaps that exist.

Parents are required to volunteer at the school for two (2) hours each month or twenty (20) hours per school year. At the beginning of the school all parents are required to sign a contract agreeing to do this. For those parents who are unable to do so due to job responsibilities, they are given the option of purchasing needed items for the classroom. Approximately 20% of our parents are diligent with volunteering. The PTO is currently working on a strategy to get the other 80% of parents to commit to volunteering or making contributions in the event that they are not able.

Central Charter School is also working on building partnerships with businesses in the community. In the planning meeting, they have devised strategies to get these businesses to contribute in meaningful ways to the school. There are activities planned throughout the year, and we are looking forward to them to become sponsors of these activities. A committee of parents and teachers has been formed and has been placed in charge of community partnerships.

The School Improvement Plan will be available for all stakeholders to view on Central Charter School's website at www.centralcharterschool.org.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Central Charter School is committed to fostering academic growth and development among our students. The school's population is made up of approximately 98% African-American students. Central Charter School consists of a large immigrant population, many of which are English Speakers of Other Languages. The school has seen tremendous growth in student numbers and new staff members over the years. With these changes, there is an increased need for educational support, which has resulted in the hiring of support staff that is able to effectively train and support teachers. In an effort to develop teachers and build capacity within the organization, we recognize that teachers need to be trained on how to effectively accommodate students, design and facilitate instruction to ensure that students experience academic success. Teachers participate in Professional Learning Communities (PLC's) and attend professional development training in order to learn proven research-based strategies that increase students' learning. Therefore, teachers are able to identify best practices and learn how to implement them in the classroom to enhance learning. Within the PLC's, teachers evaluate and discuss students' data. Additionally, District and on-site professional development is provided in an attempt to build the capacity of teachers so that they will be able to provide effective instruction to the students. Students will be provided:
·. After- school tutoring starts in November
· Small group differentiated instruction utilized to instruct the various subgroups.
· Interventionists who provide additional instruction
· Implementation of I-Ready and Progress Learning
· Standards-based Instructional Focus Calendars (ELA, Writing, Mathematics, Civics, World History, American History, and Science)
· Uniformed Lesson Plans

· Uniformed Daily Schedules

These strategies will be implemented to accelerate learning and implementing various research-based strategies to assist in accelerating learning. Additionally, the Dean of Academics will work with the teachers to desegregate the data. After understanding the data, the instructional coach will model how to find differentiated instructional materials to assist students in improving their deficiencies. Analyzing the data will allow the teachers to prioritize the standards that are required for future learning. Teachers will also have data chats with the students to explain not only what score they received, but how the activities will assist them in improving said deficiency. Doing this will provide more transparency with the students about their data. The school will also diagnose critical missed learning. This will help identify key concepts and skills that students are missing and provide them with an individualized guided plan for each student.

SWD and ELL students will be taught how to apply skills and strategies on not only math and reading, but all subjects. The skills will include: test-taking skills and strategies, how to apply effective problem-solving skills and strategies to solve academic and personal problems. SWD and ELL students will be exposed to task-completion, time-management and organizational skills and strategies, as well as how to work with peers and adults.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Central Charter offers teachers a way to help address behavior issues that may arise in their classrooms.The teachers are asked to submit a Corrective Behavior form. Once the teacher has submitted two of them, they fill out a Counselor Referral Form. The counselor meets with the student and offers strategies the students can use to correct their behavior. Interventions are also offered and the counselor will follow up on an as needed basis. If behavior continues, the parent is contacted and asked to meet for a conference. The parent is then asked about inteventions used at home. Many parents ask for outside help at this point. If not, we are able to offer outside agencies that are approved by Broward County. Mentoring Services are also offered and are provided during the school day.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Central Charter School students are offered their core classes along with technology courses for Industry Certification.They are given the opportunity to go on Field trips that can enhance their exposure to different careers. For example, students attended a field trip to the courthouse as well as our local Fire station.
The High School morning assembly was offered to our 8th graders. Nearby High Schools were invited to

come and speak about the different programs their schools have available. We also facilitate Career Day. Central Charter is also currently building a partnership with the BSO Explorer's Program. Central Charter School will continue to offer and facilitate more opportunities for our students to increase their exposure to career and workforce choices.
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Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Central Charter School implemented a Response to Intervention facilitator and interventionist to address problem behaviors and early intervening services. The RtI facilitator consults with the teachers weekly to identify new students who have indicated a problem area that needs to be addressed. A schedule is created for interventionists to either push into classrooms or pull students out for academic interventions.

Student achievement will be monitored through FAST progress monitoring 3 times a year. Instruction will be adjusted to address areas of student deficiencies after PM1 and PM2. All Tier 1 students will receive instruction from the district approved curriculum and progress will be monitored through student grades and unit assessments from the curriculum. Tier 2 students will be monitored using the intensive reading and math classes using the district approved curriculum. The lowest 25% of students will be placed in Tier 3 and will receive interventions in addition to their intensive math and/or reading class(es). The interventions will be provided 30 minutes per day, 2-3 times per week. Student progress will be monitored through formative and summative assessments from the intervention curriculum. Interventionists will utilize REWARDS, iReady, Phonics for Reading, IXL, Progress Learning, Wilson, and Benchmark Interventions curriculums. These research-based curriculums all target individualized deficiencies students may have. Students will be moved through the three step intervention process based on the student's response to the interventions provided.

Central Charter will provide enhanced outreach to the parents/guardians of the students identified as habitually absent. After 3 consecutive absences, we will contact the parents via telephone. After 3-5 absences we within the academic quarter we will contact the parents via a telephone call/text and an email. After 10 or more absences within an academic quarter will result in a phone call to parents, an email, and a certified letter to their home address that requires a signature. If the aforementioned attempts at communicating the importance of attending school are unsuccessful, we will attempt administrative home visits to ensure all students not meeting adequate progress are accounted for.

The administrative team will take opportunities to incentivize student compliance and participation in the initiatives created. Students will be recognized in front of their peers and teachers on a quarterly basis with awards for their achievement based on GPA, attendance records, and progress monitoring. For the students who have truancy issues, the principal will provide them with lunch on a monthly basis if they have perfect attendance. The Pinnacle grading system will be utilized to collect the current grade, participation, and attendance data for each student. Counselors will monitor the students' attendance through TERMS on a weekly basis. The leadership team will request a report and meet with students to check-in to determine if they are present or not. Monthly CPST meetings will be conducted to develop and execute action plans for students identified as habitual absentee students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

In order to provide quality instruction in the classroom, it is imperative that all teachers and instructional leaders are aware of instructional requirements needed to effectively facilitate classroom instruction. Professional development activities are offered at the school level as well as the district level. The school

hires individuals from different backgrounds and varied experiences. In order that we display uniformity in our instruction, all individuals who support instruction have to be trained so that they will be current, relevant, and equipped to teach the standards. Gaps are identified through classroom observations, teacher conferences, and student performance data. These areas of need will be addressed through ongoing professional development that addresses the areas of need in order to help teachers become proficient.

We work hard to ensure that professional development is based on the unique needs of our students and staff. Classroom data are analyzed on an ongoing basis and at the end of the year to determine root causes for gaps in achievement. For example, a root cause of a reading weakness was determined to be a lack of instructional time spent on reading across the curriculum. For that reason, we are focusing professional development efforts on literacy across the curriculum this year to raise our students' achievement in our areas of need.

We believe that promoting the continuing education of the faculty and staff promotes the improved education of the student. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be determined by student performance data discussed during weekly Professional Learning Communities (PLC's). Teachers will identify their levels of proficiency in various research-based instructional strategies. On-site training will be given through our curriculum department, and teachers can also select learning opportunities that will enhance the areas of need. These opportunities will be provided throughout the school year. In addition to staff development opportunities at the school, all staff members will have opportunities to participate in professional development offered by the School Board of Broward County. As permitted, staff members are also encouraged to attend conferences, symposiums, and other workshops that enhance a well-rounded educator.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we will devote resources to improve academic achievement for our students in order to increase teacher efficacy. This is done through planned, consistent and pervasive professional development through and with the support of our instructional coaches during the school day, on teacher planning days and after school hours. To that end, we have dedicated a large portion of our Title I funding for professional development.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

To facilitate a smooth transition from early childhood education programs to local elementary school programs, Central Charter School often employs a multifaceted approach aimed at addressing the diverse needs of preschool children. The strategies implemented align with the Every Student Succeeds Act (ESSA) Section 1114(b)(7)(iii)(V), which emphasizes the importance of ensuring successful transitions for young learners. Below are key strategies that Central Charter School employs.

Collaborative Partnerships:
Central Charter School has taken the initiative to reach out to Preschools; not only in our area but to adjacent cities as well. We provided several preschools with our school information in the form of brochures and flyers. Directors, employees, parents and students were invited to our Kindergarten Round up. Students were able to walk around the classrooms as well as tour the school. Central Charter School was able to showcase our student work, and parents were able to view our curriculum,

Parent and Family Engagement:
Central Charter School organizes parent orientation opportunities. Our school also facilitates Academic meetings for parents, including Math Night, Science Night, and Literacy day.

Alignment of Curriculum and Standards: Central Charter School utilizes a curriculum that ensures continuity with academic standards. Central Charter School currently utilizes ENVISION/Savvas for Math and Benchmark Advanced for Reading. Incoming kindergarten students are assessed over the summer in order to place them in the appropriate class.

Orientation Activities: Central Charter School facilitates school tours throughout the year to help preschoolers with their new surroundings. Students are able to walk around and see Kindergarten students in their classrooms as well as other buildings in our school. Families are also invited to attend

In summary, the strategies that Central Charter School focuses on to assist preschool children in transitioning from preschool to our school encompasses collaborative partnerships, parent and family engagement- active involvement of parents, curriculum alignment and activities offered for orientation. By utilizing these strategies with our young students, we are able to better address their needs and create a positive and successful transition and therefore setting the student up for a very well rounded positive academic year

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No