

Broward County Public Schools

# Innovation Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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# Innovation Charter School

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[ no web address on file ]

## School Board Approval

This plan was approved by the Broward County School Board on 11/29/2023.

## 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.**

The mission of Innovation Charter School (ICS) is to develop and nurture a collaborative community of learners with successful education models to impact tomorrow's world today. Equipping and nurturing children from lower socioeconomic strata with technology, literacy, and numeracy skills prepares them for fulfilling their future roles in a workforce that is increasingly global in its perspective, as well as in its connectedness and reach, is critical to their success in that environment and, ultimately, to the advancement of our community and culture within that technology-rich and knowledge-driven context. The focus of the charter school is to serve the children and families in our culturally diverse community with an emphasis on reading, math, and technology. The theme of the charter school helps facilitate learning through a dynamic, interactive, teamwork environment to prepare students for the global workplace. ICS serves all eligible Broward County students in grades K-5. The Board of ICS cast this mission and vision during the development of the original application, and they reflect their passions, dreams, and desires to serve the community of Pompano Beach, Florida. This mission has been rephrased for ease of communication via publication to our school's website as "Innovation Charter School empowers young ones for success as world changers through highly talented teachers using innovative and leading methods in a very loving environment." An emphasis on Caring and Excellence as the two pillars of our community have evolved out of daily practice and interaction amongst our administrators, teachers, staff, students, parents and surrounding community members.

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

ICS CREED Today is going to be a great day. I came to school to listen and learn. I will ask questions if I don't understand. My teachers and my classmates love me and are cheering me on. I will be diligent and do my best daily. I will respect my teachers and my classmates. I will walk in confidence knowing that I am destined for great things.

ICS is constantly working to achieve significant progress towards achieving the school/mission-specific goals as defined in our charter agreement. We understand that each child is unique and learns differently, developing at his/her own rate, and reinforces this in the classroom with professionals who believe that all children can succeed. To support this learning environment, professionals have the tools to facilitate student learning to the Application Notes for Innovation Charter School Page 41 level of mastery and life application. In addition, our teachers use data to accurately shape differentiation. The role of the teacher is interactive, facilitating academic student activities. Children learn by building on what they already know. The KWL reading strategy – what they Know, what they Want to know, and what they will Learn – applies as our children begin building a foundation of knowledge in the early years and then learning how to take this educational framework to assist them in developing the constructs upon which their viewpoints will be based. For our demographics, this knowledge base begins at school age and is nurtured in the classroom by the school academic program and safe environment. As this educational foundation is cultivated, students have been empowered to look to the future with hopes and dreams of becoming productive members of society. ICS facilitates the building of this educational framework to encourage students to become the "best they can be" to impact the future and be "world changers. ICS's mission is "to develop and nurture a collaborative community of learners with successful education models to impact tomorrow's world today." The foundation – a framework of concepts not yet built – begins as our children experience the world of knowledge in our classrooms, immersed with the lessons from our core curriculum and actively engaged with these new concepts in a visual and tactile way. Then, our children begin constructing from what they have yet to experience within a lower economic background and language interference environment and progress in our "collaborative community of learners." This mission is working towards progressing by: effectively executing Standards-

Based classroom instruction aligned B.E.S.T. Florida State Standards, integrated research-based core curricula, Broward County approved K-12 Literacy Plan, and individualized online instructional support using IXL in a safe environment for students. The ultimate outcome: Students are growing as individuals to “impact tomorrow’s world today.”

**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
Alexander, Susan	Principal	Responsible for student academic achievement, staff & faculty professional development and oversight, overall operational organization of the school, community relations, and supervision of the budget
Anderson, Marisa	Assistant Principal	Proxy for the principal, Overall operations of the school, Operational Budget, Teacher care, accountability, development, and observations, Academics, Teacher Evaluations Student Data Collection, student retention Master Schedule School Events, Parent Communication
Yates, Janet		Teacher care, accountability, development, and observations, Academics, Teacher Evaluations & Prof. Dev. Plans, Progress Monitoring, Student Data Collection, Grade accountability/Report, Cards, Lesson Plans, School Improvement Plan, MTSS/Rtl Management
Lopez, Joann		ELL student support, small group pull-outs/push-ins, ELL adaptations, CPS Team, Student Retention, Buses
Velis, Shannon		Reading/ELA support (including lesson planning), Professional Learning Community (PLC), Curriculum Purchases and Facilitation, Testing Coordinator
Louseau, Krista	Other	MTSS student support, Tier 3 small groups, Attendance contracts (tardiness & truancy), At Risk Students, CPST meetings, Social Worker referrals EA's and Substitutes
Iles, Evie		Compliance for ESE

### **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.

Although we did not know we had to do a SIP until October 2, ICS began the process of creating a “school plan” for 2023-24 as soon as data from the PM# FAST was collected.

The ICS Board meets in July to discuss all academic outcomes from the previous year and requires a plan formulated for the next year. After the progress monitoring was completed and the data was set, the school administrative team began to discuss goals and make plans for the coming year. Purchasing professional development and preparing for a new vocabulary Special, the Literacy Coach began creating a professional development schedule and the Principal began creating the Master calendar. A goal for academics was established, and we hired a new Math Coach.

Coaches evaluated the data according to disciplines and determined strengths and weakness to bring to the discussion. Small groups - differentiation – was one of the key repetitive areas of focus and Marzano’s Resources agreed to come for an Orientation presentation. By August, the Administrative Support Team had met to discuss curriculum for all ELL, MTSS/Rtl and ESE pullouts and the “school academic plan” was under way.

Next, the team leaders met and the “school plan” was discussed in the form of data discussion and meeting components. Team Leaders were given time to ask questions and add thoughts. During Orientation, progress monitoring data from PM 3 2022-23 was discussed and teachers were introduced to the academic school goals for the 2023-24 school year.

At the SACC meeting in September, the “school plan” and Title I documents were shared and parents were given cards to write their suggestions.

So, our stakeholders at every level were able to give their input into what has become the “School Improvement Plan.” To follow through with communicating our responsibilities with all groups, the Administrative team tomorrow for discussion and input, we will give a copy of the SIP to the Board Member to read and give suggestions before submitting it for approval, and communicate the updated SIP with as seen here in the next Team Leader meeting, parent meeting, and faculty meeting – all to be held in the next 2 weeks.

### **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 SIP will be monitored for effective implementation with updates in scheduled monthly meetings to each level of leadership: Administration, Administrative Support team, Grade Level Lead Teachers, and Teachers. Individual monthly meetings will be scheduled for all those responsible for a part of the FOCUS Areas. Review of Action steps, evidence of implementation, strengths, needs of improvement, and modifications for Areas of Focus will be addressed, as we work as a team for the betterment of our students. Administration will be updated on areas of success and areas of improvement or readjustments as we collaborate with team members, teachers and parents accordingly to complete the SIP.



Teachers will be part of the discussion as they meet with coaches and in data meeting. SIP information will be a planned part of the agenda to give teachers an update and input for improvement and Action Steps accordingly.

Student achievement will be progress monitored 3 times a year with the FAST ELA/Reading and regular curricular based assessments will be tracked for remediation and reassessing in preparation for the FAST testing. Teachers will attend coaches meetings and monthly data meetings for data collaboration, dissemination, and instruction. Teachers will have data chats with students quarterly to review achievements and set goals. IXL online learning system will be tracked for individual improvement and standards based practice for curricular lessons.

The Collaborative Problem-Solving Team (CPS) will meet quarterly to discuss student performance in progress monitoring assessments, IXL, and curriculum based assessments to compare student growth and needs according to MTSS/RtI tiers with all students including our subgroups: (SWD, ELL, BLK, HSP, FRL). The CPS team and classroom teacher meet to discuss student progress and parent communication by in-person conference, call, or letter (if necessary) is made at the time of the meeting.

The ICS Board meets quarterly and academics is an agenda topic for each meeting. An update will be written for these meetings, and Board Members including the Education Specialist will ask questions and give input. The Board gives regular feedback to all school improvement plans and holds ICS accountable to the academic program. The Principal discusses implementation strategies accordingly with the administrative team.

Parent meetings are held monthly. Updates from the Principal are a part of the agenda. These include the academic updates. SACC meetings are held specifically to give parents an opportunity to give suggestions to the academic plans as well as other areas of the school program.

With these avenues for progress monitoring, student performance discussions, and parent communications, the workings of the SIP will be evidenced and collaboration for readjustments will determine next steps as the year progresses.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	95%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	19	16	11	8	9	0	0	0	63
One or more suspensions	0	0	0	1	0	4	0	0	0	5
Course failure in English Language Arts (ELA)	0	1	4	11	38	7	0	0	0	61
Course failure in Math	0	1	3	7	4	20	0	0	0	35
Level 1 on statewide ELA assessment	0	8	17	30	15	19	0	0	0	89
Level 1 on statewide Math assessment	0	11	8	26	17	20	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	9	26	24	8	0	0	0	68
	0	0	0	0	0	0	0	0	0	
ELL Program Participants	0	35	40	25	44	21	0	0	0	165
ESE Program Participants	0	1	2	1	3	12	0	0	0	19

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	4	20	23	33	35	0	0	0	115

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	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	1	2	0	0	0	4

**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	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on statewide FSA Math assessment	0	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	0

**The number of students by current grade level that had 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	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	0
Students retained two or more times	0	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*	44	56	53	38	58	56	46		
ELA Learning Gains				51			58		
ELA Lowest 25th Percentile				60			53		
Math Achievement*	56	62	59	35	54	50	31		
Math Learning Gains				46			30		
Math Lowest 25th Percentile				46			59		
Science Achievement*	29	48	54	24	59	59	27		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	56	59	59	52			44		

\* 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	228
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	8
Percent Tested	100
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	23	Yes	4	4
ELL	42			
AMI				
ASN				
BLK	41			
HSP	45			
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	46			

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	22	Yes	3	3
ELL	42			
AMI				
ASN				
BLK	45			
HSP	42			
MUL				
PAC				
WHT				
FRL	42			

**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	44			56			29					56
SWD	17			28							2	
ELL	37			56			21				5	56
AMI												
ASN												
BLK	41			44			36				4	
HSP	42			59			26				5	54
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	44			51			30				5	56

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	38	51	60	35	46	46	24					52
SWD	6	36	54	3	12	27	0					40
ELL	34	52	61	34	40	36	25					52
AMI												
ASN												
BLK	31	40	64	31	55	55	25					60
HSP	38	55	55	36	41	36	22					51
MUL												
PAC												
WHT												
FRL	30	49	68	32	46	45	22					46

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	46	58	53	31	30	59	27					44
SWD	13			8								
ELL	37	50	45	30	41	57	18					44
AMI												
ASN												
BLK	47	67		32	21		29					36
HSP	41	52	45	29	38	57	28					45
MUL												
PAC												
WHT	73			18								
FRL	42	56	54	28	30	45	26					40

**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	48%	56%	-8%	54%	-6%
04	2023 - Spring	51%	61%	-10%	58%	-7%
03	2023 - Spring	42%	53%	-11%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	62%	-11%	59%	-8%
04	2023 - Spring	64%	65%	-1%	61%	3%
05	2023 - Spring	56%	58%	-2%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	46%	-17%	51%	-22%

**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.**

Historically, vocabulary is the skill with the lowest proficiency. ICS scored 44% for 2022-23 PM2 proficiency and 62% for PM3 proficiency. Even with an increase of 22%, vocabulary was the lowest skill for PM3. For K-2, 2nd grade scored the lowest in vocabulary and Informational text with the same percentage of 45%. For Grades 3-5, 5th Grade scored the lowest in vocabulary with a 42% and 49% in LIT comprehension.

For FAST Grades 3-5, the FAST - Reading Across Genres and Vocabulary is the lowest component/ category for PM3 and within this category, 5th grade is 86% below grade level and 3rd grade with 81%, both with a 12% difference from BCPS score. Grade levels made efforts to develop vocabulary by



working on prefixes, suffixes and Greek and Latin root words, the Literacy Coach redirected grade level reading/lesson plans for vocabulary, and continued use of Benchmark Advance curriculum with the vocabulary component was encouraged. Vocabulary still needs growth with teaching vocabulary in context as well as building a word bank. Although there is improvement from PM2 to PM3 in level 1 and 2, data shows a deficit in vocabulary relatable to lack of growth school wide. School wide we were 65% HSP, 41% ELL, 29% BLK (with a Creole population), 10% ESE, and 63% FRL for 2022-23 and the numbers for this year are slightly higher for ELL (45%) and HSP (65%).

A new Vocabulary Special will be added to the schedule for next year. The Marzano Vocabulary Resource will be used to support vocabulary building on every grade level including our subgroups.

Star data shows teaching across genres and phonics in the lower grades as the lowest skills with overall increases from PM 1- PM3 as follows: Kinder +42%, 1st Grade +11%, 2nd Grade -2%. Effective teaching in every classroom - including small groups for differentiation are a focus for 2023-24.

For Grades K-2, 2nd Grade showed the lowest performance from PM2 to PM 3 with a +3% increase (overall PM1-PM3 as a -2% deficit) and a 35% proficiency. The largest subgroup was HSP 73%. Grades 3-5 PM 3 Fast scores showed 3rd Grade to score the lowest with a 43% proficiency along with the lowest increase from PM1 to PM3 with a 24%. This grade level had over 30% of students in MTSS/Rtl, and subgroups: 55% HSP, 39% BLK, 37% ELL, (9% on Imagine Learning), 7% WHT, 8% ESE, and 61% FRL. Lowest performance for i-Ready Reading K-5 is 5th with only a 25% increase between PM1 and PM3 and most subgroup percentages the same except for 17% ESE. Third Grade was close with a 27% i-Ready increase. This relates to the vocabulary deficit as these grades have the lowest overall scores as well.

For PM1 2023-24, Grade 3 scored the lowest performance in FAST ELA/Reading with 92% below proficiency and 72% in Level 1 (a 20% difference for Level 1 over 4th and 5th Grade)

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

Second Grade showed the greatest decline on the 2022-23 PM 1 FAST/STAR with 37% proficiency and PM 3 with 35% proficiency (-2%). With 63 students testing, 21 were proficient and 42 scored below grade level. The other grade levels showed a majority of the class as proficient.

The greatest decline according to i-Ready is 2nd Grade. I-Ready assessed 54 of the 68 students, and this is the reading year to prepare students for the 3rd grade. With only a 27% increase for these students, there will be much to make up as 3rd Graders for 2023-24. Three of the 2nd grade classes started with 0%, and the enrichment class for PM1 scored a 47%. PM3 scores were 22%, 18%, 50%, 90% proficiency – again the enrichment class average was a 90%. With 53/68 students who took i-Ready, 54% of students scored proficient per the grade level with 51% proficiency for phonics and 45% vocabulary. The other 14 students were A and A1 ELL students who are still learning the language.

Second grade 2022-23 subgroups were as follows: 24% BLK, 73% Hispanic, 53% ELL (20% Imagine Learning), 4% ESE, and 49% FRL.

MTSS/Rtl teacher schedules were modified to consolidate both ELL and Rtl pullouts (34%) accordingly. These small groups focused on phonemic awareness and phonics. Administration talked with each 2nd grade teachers, reviewed data, and created goals for PM3. They discussed student growth concerns, giving encouragement for teachers to teach phonics and use small groups to fill gaps in student learning. The Literacy Coach reworked the 2nd grade template for the lesson plans and implemented the phonics accordingly. Second Grade FAST/STAR increased proficiency from PM1 to PM3 with only 7%. Three of

the teachers did not be return.

This is noteworthy because these 2nd graders are the 2023-24 third graders. For PM1, this grade level scored 92% below proficiency with 72% in Level 1 and 20% in Level 2. Only 8% scored at proficiency levels. A team of the 3rd grade Reading/ELA teachers, Literacy Coach, ELL Director, MTSS/RtI Director, and Academic Director meet monthly to discuss instructional challenges, changes that need to be made, next steps for intervention and teacher care. The 2023-24 third grade consist 73 students with the following subgroups: 21% BLK, 75% HSP, 63% FRL, 48% ELL, and 7% ESE. Currently, there are 13 students in Tier 2 and 25 students in Tier 3 Reading Intervention. Student must learn to read and comprehend what they are reading as well as learn math concepts. Academic vocabulary will be taught as the students continue to grow and read. We look forward to the PM2 FAST ELA/Reading assessment to see improvement as our teachers work consistently with these 3rd graders.

**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.**

FAST scores showed the greatest gap compared to the state average is 3rd Grade. For PM1, 3rd Grade scored 19% proficient and for PM 3, this increased to 43% proficient (+24%). Grades 3-5 scored within 4% difference for PM1, but 3rd Grade made the least improvement, thus creating the greatest gap.

Again, the greatest gap in i-Ready was 3rd grade. Collectively the 3rd grade scored 42% for PM1 and 69% in PM3, a difference of 27%, but the Enrichment class made no gains for the year, and other classes showed 61%, 22%,23% increases. The class scoring 61% balanced out the average for the other three.

When comparing ICS Grades 3-5 to District and State scores, ICS 3rd Grade scored the lowest of our grade levels when comparing them to the State (-8%) and District (-11%) differences. This trend is also evident in the overall Math performance scores comparing District and State differences. Both 4th and 5th Grade were comparable data with District (-1%) and State (3%) differences for 4th Grade and District (-2%) and State (1%) for 5th Grade. Third Grade scored -11% difference for District and -8% difference for State on the final FAST Math scores

The factors contributing to this gap are: low starting point and then slow increase. The subgroups include 55% HSP, 39% BLK, 37% ELL (9% Imagine Learning), 8% ESE, 61% FRL and 37% Reading RtI. Also, 3rd grade had 7 retentions return. All of these students needed extra small group instruction, and making up gaps took time. For PM1, 3rd Grade individual class performance scores showed 100%, 90%, 89% and the enrichment class 36% in either Level 1 or Level 2, and these classes just did not make up the reading deficit to create for this decline in performance by end of year. Also, students in 3 of the classes scored an average of 24% for i-Ready PM1, and scored 55% proficiency for phonics and 34% for vocabulary. Again, i-Ready does not assess those ELL students on A or A1 (9%) levels who are reflected in the FAST performance. The 3rd grade students could not read on grade level at the beginning of the year and needed extra phonics and vocabulary/comprehension instruction to meet 3rd grade criteria.

The 2 lowest individual classes were a 3rd grade class, scoring 25% proficiency in reading and 25% proficiency in math, and a 5th Grade class with 31% proficiency in reading, and 15% proficiency in math. The 3rd Grade class had 7 BLK, 10 HSP, 10 FRL, 8 ELL, and 14 in Tier 2 or Tier 3 Reading MTSS/RtI. The 5th Grade class subgroups were 3 BLK, 18 HSP, 11 FRL, 5 ELL, 17 in Tier 2 or Tier 3 Reading MTSS/RtI.

The 2023-24 third grade is a more diverse group with 75% HSP, 21% BLK, 48% ELL, 7% ESE, and 63% FRL, scoring only 8% (down from last year's 19%) proficient for the 2023-24 PM1 FAST ELA/Reading and 7% (last year – 11%) for PM1 Math.

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

Historically, kindergarten scores the most improvement for K-2. For FAST/STAR, kindergarten showed the most improvement from PM1 to PM2 with 27% increase and had a +42% increase from PM1-PM3 in At and Above Grade Level. Kindergarten scored the lowest for PM1 i-Ready in 4 years with 7%, but increased to 75% PM2, and 91% PM3 (84% increase). Kindergarten showed 57% At or Above Grade Level for FAST/Star and 91% proficiency for i-Ready PM3.

For Grades 3-5, 4th Grade showed the greatest improvement on FAST Reading, showing an increase of 36% from PM1 (15%) -PM3 (65%). Fourth grade was 10% away from the District Reading score and 7% shy of the State average, showing improvement in every class from 28%, 35%, 50% to 54%. Fourth grade had the following subgroups: 30% BLK, 64% HSP, 28% ELL, 22% ESE and 55% FRL. The Enrichment class scored 100% proficiency in reading and 92% proficiency in Math, highest of all classes and exceeding State and County averages for both Reading and Math. FAST Math improved by 61% and was 1% shy of the District average and 3% above the State average. The newest action was scheduling one Enrichment class with high achieving students and gifted students. Also, the reading teachers added a unit vocabulary quiz to their grades and had the lowest percentage Below Grade Level in reading. Lastly, teachers were committed to the scheduled reading and math intervention times with planned small groups and differentiation. For all grade levels, teachers attending data meetings, having conversations and data chats with students, and considering the best use of scheduled times for reading are other expectations that effected student improvement.

It is important to note that the 5th grade Enrichment class also exceeded County and State proficiency levels.

The same classes that scored the most improvement for FAST scored the most improvement for i-Ready. For i-Ready, Kindergarten showed most improvement and does each year with 84% improvement. First grade was next with 46% improvement.

For Grades 3-5, 4th Grade showed the most improvement with 36% increase from PM1 to PM3 with PM1 16% -PM3 51% proficiency. Although 4th grade showed the most improved for PM3 i-Ready reading with 35% improvement, 3rd grade had the highest proficiency with 69%. 4th Grade scored 16% for PM1 and improved to 51% for PM3. For Math, 4th grade had the second highest proficiency by 2% to Kindergarten and 49% improvement. Kindergarten had 68% improvement.

For 2023-24 PM1 FAST ELA/Reading, 5th grade (last year's 4th grade) inched out for the most proficient at 26% (up from the 15% last year) . In Math, 5th Grade had the highest with 13% proficiency (again 9% higher than last year PM1).

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

1. Attendance Focus:

Attendance is a concern as the goal is 15% below 90% (of days) of students who attend school, and our cumulative yearly average was 19.6%. Early Warning Systems (EWS) data lists 261 students. When eliminating the Rtl Tier 2 and 3 students, there are still 69 students who still have 2 or more warning signs. To eliminate these 61 students and the rest of the students' absence concerns on the EWS chart, ICS will make modifications to the Attendance Tier Focus. Tardies as well as absences will be tracked and then, the minutes will convert into days with the tracking. Also, an added step of support will be added by the Academic Director /ELL Director before the Social Worker calls when 15 absences have been reached. Parents are notified during CPS team meetings and in person conferences may be schedule.

Our end of year school attendance showed 19.6% below 90% days with 3rd Grade (15%) and 4th Grade

(11%) finishing the year meeting the goal. The 2 lowest grade levels were Kindergarten (32%) and 1st Grade (26%).

## 2. MTSS/RtI-CPS Team Meetings:

We will continue to review student performance on a quarterly basis with each teacher and discuss each student's status per grade level, making adjustments as recommended by the CPS Team and notifying parents. Then, each teacher will be notified of the students with attendance concerns and EWS status. With this knowledge, we will encourage teachers to follow through with small groups in reading/math and reading intervention accordingly to meet student quarterly goals. Also, a new schedule was created in January where Tier 3 pullout groups were divided between the RtI Teacher and the ELL Director to accommodate all students, including our subgroups. Per the ELL chart, ELL students improved in Imagine Learning an average of 205 points kindergarten – 2nd grade.

### 2022-23 Quarter 4 RtI Starting 2023-24

1. Total students: 144 Total students: 154 (placed according to assessment scores)

- a. Kinder: 3 Kinder: 10
- b. 1st: 13 1st: 27
- c. 2nd: 31 2nd: 41
- d. 3rd: 37 3rd: 44
- e. 4th: 30 4th: 32
- f. 5th: 30 ---

### 2. RtI Tiers

- a. Tier 2 Math: 49 Tier 2 Math: 57
- b. Tier 3 Math: 73 Tier 3 Math: 52
- c. Tier 2 Reading: 36 Tier 2 Reading: 88
- d. Tier 3 Reading: 80 Tier 3 Reading: 78

### 3. Need for Small Group Focus:

Small groups are important to all disciplines in support for student growth, but especially in the Reading block using Benchmark Advance curriculum, Math block using Envision curriculum, and the scheduled RtI Intervention. We have scheduled these small groups and RtI groups to give teachers time to reteach standards, address gaps in student learning, and build the student knowledge base per individual student needs for all of our students including our subgroups. RtI pullouts meet with Tier 3 students 4 times a week. The Literacy Coach will then do walkthroughs focused on small groups and mentor teachers during the 2023-24 school year.

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

### 1. Implementing Professional Development Focus:

- a. Marzano's – The Art and Science of Teaching Presentation scheduled for Orientation.
- b. Deliberate Practice Plan based on The New Art and Science of Teaching (Marzano Research, 2016) – designed to encourage teachers to choose an area of improvement from the ICS Model of Instruction and listen to tutorials and other resources available for training as they deliberately practice for improvement. Administrative Staff/Coaches will observe and mentor by providing feedback according to the rubric guidelines.
- c. Vocabulary in the Classrooms – Vocabulary has historically been our lowest assessed skill. Therefore, Marzano's virtual presentations are scheduled for Professional Development.
- d. PLC - Small Group Instruction – Literacy Coach will provide training for teachers on small group instruction according to individual grade levels using Benchmark Advance curriculum.
- e. IXL Training – ICS will be using the IXL online learning system based on B.E.S.T. Standards this year.

IXL will also serve as a data base for student growth, and a resource for teacher to use in making instructional changes.

## 2. Vocabulary Focus:

Vocabulary has historically been our lowest skill on assessments – both i-Ready and FAST. FAST data shows ICS Reading Across Genres and Vocabulary 10 to 12 % lower for PM3 compared to BCPS scores.

Although there is improvement from PM2 to PM3, data shows why vocabulary will be a focus for next school year. We have 3rd Grade at 81% below grade level, 4th grade with 75% below grade level and 5th grade at 86% below grade level for Grades 3-5. I-Ready shows 56% proficiency whole school for vocabulary with 2nd grade at 45% and 5th grade at 42%. To give support for vocabulary growth, a new Vocabulary Special will be added to the schedule, using the Marzano Vocabulary Resource to support vocabulary building on every grade level. We have a 63% Hispanic subgroup for grades K-5 as well as a small Creole and Portuguese population including 198 in the ELL program. This weekly Special will complement our Benchmark Advance reading curriculum, and the Marzano Vocabulary Program will serve as a resource for the 40-minute Special.

## 3. Curriculum Development and Teacher Support and Mentoring:

### Math Focus:

A new Math/Science Coach has been hired to lead teachers as they work through the new IXL online math program, STEMscopes and Envision curriculum (2nd year), meet with grade level to discuss lesson plans, small groups, and standards, and share best practices – all to better equip our teachers with better use of teaching tools, scope and sequence accountability, and curriculum components. The Math Coach will complete Professional Development Cycles and DPP follow through.

### Literacy Focus:

The Literacy Coach will monitor the new IXL individualized online reading program along with the Benchmark Advance curriculum, meet with reading teachers on a bi-monthly basis to discuss lesson plans, monitor scope and sequence progress, Civics development, and create grade level small group instruction mentoring. The Literacy Coach will complete Professional Development Cycles and DPP follow through.

## Area of Focus

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

**#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning****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.

The ICS student body is 95% subgroups with the following Federal Percent of Points Index 2021-22: SWD 22, ELL 42, BLK 45, HSP 42, and FRL 42. The ICS subgroup scoring below 32% for 3 years (goal of 41%) is Students with Disabilities (SWD). FAST 2022-23 ELA/Reading scores for Grades 3-5 averaged 47% proficiency and 57% Math proficiency.

There are 28 ICS faculty members and 50% teachers have taught for 3 years or less. With 53% scoring Highly Effective on the end of year Florida Consortium of Public Charter Schools (FCPCS) Teacher Evaluation in May 2022-23, ICS scheduled the Marzano Resources professional development entitled The New Art and Science of Teaching for orientation. This was the beginning step to our Area of Focus - "Instructional Practice specifically related to Instructional Coaching/Professional Learning." Virtual sessions have been scheduled throughout the year for follow-up.

The next step is to take the information from this professional development and implement by using the Marzano Deliberate Practice Plan (DPP), impacting instructional practices including whole group, and small group instruction, and student outcomes by supporting teachers with instruction and providing resources. Teachers will receive an evaluation rubric and resources to reference as they train in their choice area. Observations will take place accordingly. Linking teacher practice to well-defined aspects of expert performance ensures that teachers are actually practicing the right skills and moving toward expertise.

Research shows that quality teaching closes achievement gaps, and the primary role of an effective teacher is to advance student achievement. Therefore, ICS will implement the Deliberate Practice Plan to increase effectiveness guided by the ICS Model of Instruction tool (infusing our evaluation tool and the Marzano researched based teaching strategies) and incorporating teaching strategies related to direct instruction and small groups using Benchmark Advance approved curriculum to develop expert-level skill.

**Measurable Outcome:**

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

By May of 2024, percentage of teachers earning highly effective FCPCS end of year teacher evaluation will increase from 55% (2022-23) to 65% (2023-2024).

New teachers need support within the classroom and guidance with classroom management and "best practices" while trying to juggle the educational systems of effective lesson planning, student assessments, student support, scheduling, and grading. ICS has a support system in place for Team Leaders, Coaches, Administrative Support Staff and Administration to come alongside of teachers. To help balance school responsibilities and personal responsibilities, there are regular monthly meeting times addressing these "systems" so instructional practices remain a top priority.

From professional development (PD) opportunities giving teachers opportunities to understand expectation to training on the FCPCS, and then accountability through teacher observations with mentoring, and teacher participation with the Deliberate Practice Plan (DPP), teachers will become familiar with both the evaluation tool and the expectation for classroom efficacy.

**Monitoring:**

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

This focus will be monitored by teacher discussions after professional development sessions, walk-throughs and observations conducted by the coaches and communication/mentoring with teachers and Administration, and grade level meetings to support teachers with Benchmark Advance and Envision curriculum and “best practices” using the PD resources. Administrative discussions will include the DDP process.

Professional Development Cycles will begin in Quarter 1 for all new teachers and then all returning teachers at the request of Administration, and DPP’s in Quarter 2 with administrative observations.

Walk-throughs by Principal and Academic Director will begin Quarter 1, communicating findings to the teacher, and the Academic Director will observe teachers using ICS Model of Instruction/FCPCS evaluation tool beginning in Quarter 2. Coaches will conduct more intense mentoring. End of Year Evaluations will begin in March.

All teachers should be using approved curriculum. Student achievement will be assessed each PM1-3 session - Data Meetings are scheduled monthly.

#### **Person responsible for monitoring outcome:**

Janet Yates (janetyates@innovationcharter.net)

#### **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.)

ICS partnered with Marzano Resources to provide researched based professional development opportunities for our teachers. The school goal for professional development is "effective instruction in every classroom."

In this full-day workshop on The New Art and Science of Teaching focused instructional strategies intertwined with cooperative learning activities, and higher-order thinking skills were presented, and teachers received the handbook to use in planning. A virtual follow-up has been scheduled.

The evidenced based intervention to be implemented to help our teachers will be the Marzano's Deliberate Practice Plan (DPP). Using the ICS Model of Instruction (researched based Marzano Model of Instruction aligned to the FCPCS Teacher Evaluation), teachers will choose an area for practice corresponding with observation outcomes and receive mentoring. Elements included in the Model of instruction are researched based, high yield Marzano strategies proven to increase student achievement including all subgroups and impact teaching.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

It is important that teachers understand the expectations of a highly effective outcome on the teacher evaluation. Marzano’s Deliberate Practice Plan (DPP) focuses on skill improvement.

“Significant research has also shown that deliberate practice — a focused loop of intense practice on specific skills, followed by targeted feedback and further practice — is a proven pathway for any person in any discipline to improve virtually any skill.”

By using the Deliberate Practice Plan (DDP), teachers will become the “agent of their own expertise” by choosing the teaching strategies applicable to their personal observation results for best results. Providing ways of practicing skills at the appropriate level of challenge is essential. Our teachers teaching for 3 years or less will need a more leveled plan for practice with less “look fors” per practice/observation discussion and use of ICS Model of instructional strategies.

Multiple practices and collaboration produce continual growth.

### **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.

#### 1. Implementing Marzano Professional Development

Marzano Resources provided a full-day workshop on "The New Art and Science of Teaching." Dr. Mike Ruyle presented invaluable information on instructional strategies by actually using instructional strategies, incorporating cooperative learning, and chunking information connecting higher order thinking graphic organizers along with resources teachers can reference for lessons. A follow-up on The New Art and Science of Teaching is scheduled.

Regular walk-throughs and observations will be conducted by the Coaches and Administrative staff. Information from the workshop and the resources provided will be used for mentoring. Implementation of the Deliberate Practice Plan (DPP) will be rolled out. Using the ICS Model of Instruction (researched based Marzano Model of Instruction aligned to the FCPCS Teacher Evaluation), teachers will choose an area for practice and mentoring. Elements included in Model of instruction are researched based, high yield Marzano strategies proven to increase student achievement and impact teaching.

**Person Responsible:** Shannon Velis (shannonvelis@innovationcharter.net)

**By When:** End of Year Evaluations begin in March 2024. By this time, teachers will have met with coaches on multiple occasions and Administrative staff for at least one observation conversation.

#### 2. Professional Learning Communities

These Professional Learning Communities will be held during Grade Level Meetings with the Literacy and Math/Science Coaches. The content discussed as follows: differences between whole group and small group instruction, lesson planning, schedule fidelity, and DPP evaluation rubric. Working through Progress Monitoring data, coaches will work with teachers to determine how to create small groups according to appropriate standards and student skill deficits, and "how to differentiate" to meet the needs of our student body including subgroups: BLK, HSP, ELL, SWD, and FRL. Coaches will then observe teachers in small groups and mentor accordingly.

PLC's on Small Group instruction will continue mentoring phonics, fact fluency, advanced word study and reading comprehension till May. Coaches will discuss lesson plans, schedules, and the Evaluation Rubric (Instructional Design/Instruction Delivery). Discussing teaching strategies will be ongoing and collaborative as teachers analyze student performance and need to remediate and reassess.

**Person Responsible:** Shannon Velis (shannonvelis@innovationcharter.net)

**By When:** PLC's on Small Group instruction will continue through end of year. The discussion on teaching strategies will be ongoing and collaborative as teachers analyze student performance and need to remediate.

#### 3. Teaching Academic Vocabulary



The ICS Benchmark Advance curriculum is used for teaching Vocabulary in the reading classes, but vocabulary must be specifically taught in all disciplines. Marzano Resources will be providing 2 virtual sessions on Teaching Academic Vocabulary (New Special).

Academic vocabulary is taught using multiple modalities: writing, speaking, listening. Teachers will introduce new concepts, skills, and strategies and connect prior knowledge for student association and engagement. Providing instructional support by reading texts aloud at the start of the lesson, teachers will facilitate discussion about the text, point out multiple meaning words and affixes, associating how words and concepts “fit together.” Teachers will provide student friendly definitions using examples, non-examples, and concrete representations to build vocabulary. Opportunities for students to use words in writing, draw pictures, or have conversation will provide practice for all students including subgroups (SWD, ELL, BLK, HSP, FRL) while practicing informational and literary text comprehension.

**Person Responsible:** Shannon Velis (shannonvelis@innovationcharter.net)

**By When:** The last Marzano session on Teaching Academic Vocabulary is at the March 21. The implementation of information and mentoring will be provided until May. 2023

#### 4. Teacher Support and Evaluation

Teacher evaluations should be a time of celebrating positive teacher growth, but this is not always the outcome. Teacher support comes by way of the Team Leader who mentors, the Coaches who mentors and observes, and Administration who mentors and observes, but also holds teachers accountable to the expectation of student growth and teacher performance.

Leaders are placed purposefully to collaborate with teachers according to performance expectations on the FCPCS Teacher Evaluation. The Administrative Staff will be responsible to train teachers on the evaluation form and provide observation experiences that will help teachers see strengths and areas of improvement for all our students’ academic growth including the subgroups: (SWD, ELL, BLK, HSP, FRL).

All teachers who have been teaching 3 years or less will have 2 evaluative observations; all teachers will have an end of year evaluation with the Assistant Principal and the Academic Director.

**Person Responsible:** Janet Yates (janetyates@innovationcharter.net)

**By When:** Teacher support, collaboration, rubric training, and evaluations continue until evaluations are completed in April 2024. From the weekly grade level meetings to Coaches’ PLC’s, to observation discussions, teachers are mentored.

## #2. 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.

For 2021-2022, Federal Percent of Points Index showed the SWD students scored 22% for 3 consecutive years below 32%. For PM3 FAST ELA/Reading, four of 24 students were proficient. Three of the four were in 5th Grade, and one was in 3rd Grade. For 2022-23, we had 24 SWD students grades 3-5, and for 2023-24 we have 23 SWD students Grades 3-5. With the guidance of the new ESE Director and teacher accountability for knowing individual Student IEP's, differentiating lessons according to students' learning styles for all SWD students at ICS, students will show academic growth in May 2024.

Success is when a teacher can transfer the learning to the learner. It's not that our students cannot learn, it's that teachers need to teach the lesson in a way that students can learn and grow as young people. Differentiation is an important teaching strategy that will enable students to learn and to build upon that learning.

Twelve of our teachers have taught for three years or less, and teacher support will be monitored by the coaches as they work with teachers in creating small groups and identifying teaching strategies that will transfer learning. But, with the low performance, there will need to be teacher accountability for all General Education teachers with ESE students.

Teacher support, small group training, parent communication, and student encouragement will be action steps to monitor as we working toward improving student academic performance including all of our subgroups (SWD, ELL, BLK, HSP, FRL), but especially with our SWD students.

### Measurable Outcome:

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

The percentage of SWD students scoring proficient or higher in the ELA/ Reading FAST will increase from 2022-23 PM3 of 17% to 30% on the FAST ELA/Reading, May 2024.

We will begin in the classroom with Differentiation, provide teacher support through professional development, teacher accountability with observations, and student encouragement through data chats and daily conversations. Also, ICS will progress monitor weekly assignments, unit assessments, and state assessments to drive instruction, and commit to consistent parent communication.

By providing professional development for our teachers, they will be able to understand the IEP, implement IEP accommodations, and make adjustments in instruction to meet the needs of our ESE students. To have student growth, teachers must be able to identify gaps and determine learning styles to help students achieve academic success. Consistent progress monitoring to hold teachers accountable will generate discussion and mentoring as needed.

### Monitoring:

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

Teacher accountability: Teachers will be monitor during small group instruction using differentiation with Benchmark Advance and Envision Curriculum, coaches will complete training and schedule walk-throughs to observe teachers working with students in small groups. Professional development cycles will take place as needed.

Teachers will keep student files of student work from formative and summative assessments and small group interventions from approved curriculum. The ESE teacher will keep progress monitoring data for the

SWD pullouts and push-ins and have data chats with students as well as the General Education teacher.

**Student Encouragement:** Students need encouragement and guidance, and both the ESE and GE teachers will be working with these students. The coaches and Academic Director will monitor assessments and progress monitoring alongside the teachers.

**Parent Communication:** Parent communication is so important. The ESE teacher will call parents quarterly to give an update and progress monitoring updates will be sent home quarterly.

#### **Person responsible for monitoring outcome:**

Joann Lopez (joannlopez@innovationcharter.net)

#### **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.)

In the book by Carol Ann Tomlinson and Jay Mc Tighe book, *Integrating Differentiated Instruction: Understanding by Design*, they present a model of instruction where teachers adjust the content, process and products of a lesson to improve the likelihood of students' engagement and achievement. This focus on "differentiation" emphasizes creating curriculum and instruction that are accessible to all students including our Students with Disabilities (SWD) subgroup. Strategies such as tiered assignments, flexible grouping, and varied reading materials can benefit all students by accommodating their diverse learning styles and abilities. Collaborative grouping can promote teamwork, empathy and peer tutoring, which will enhance the learning experience. When incorporating such strategies as multiple means of representation and engagement, teachers offer a more effective and inclusive literacy instruction. Differentiation is a "best practice" for all students, but especially for our SWD learners, who must be taught in a way that they can learn.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Because our ESE students have such a low performance rate for reading and math, we must make changes. We will begin by reworking how we differentiating lessons in the classroom.

Differentiation means "tailoring instruction to meet individual needs." Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction for all students including our subgroups: (SWD, ELL, BLK, HSP, FRL).

Differentiation is predominantly an instructional design model that requires proactive planning for lessons that provide a variety of ways to express learning. Instead of adjusting the quantity of an assignment, it is more effective to alter the nature of the assignment. Assessments are ongoing throughout the unit to continually monitor students' readiness levels and interests and design learning experiences based on student needs. Finally, differentiation is student centered with whole group, small group and individual instruction.

#### **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.

### 1. Teacher Support:

Connecting the learning process for our SWD students to new content information and skills in the General Education classroom will include teacher training for: how to differentiate and make accommodations, as well as understand students' learning styles and IEP goals. Teachers will receive Manzano Resources Professional Development instructing on teaching strategies, and the Coaches will train on how to differentiate in a small group setting with all students including our subgroups: (SWD, ELL, BLK, HSP, FRL). This will include instruction as it relates to whole group, small group and assessment support in accordance with varied formative and summative assessments with Benchmark Advance and other approved curriculum as well as remediation and reassessing.

SWD students will have opportunities for push-ins and pull-outs according to individual IEP's. The ESE Director will consult teachers on IEP's, create schedules for push-ins and pullouts and communicate with teachers on a regular basis.

**Person Responsible:** Shannon Velis (shannonvelis@innovationcharter.net)

**By When:** Teachers support with "differentiation" will continue all year, but should understand student's IEP when school starts. As teachers progress monitor and prepare students for final state assessments, support is necessary.

### 2. Professional Learning Communities

Professional Learning Communities are scheduled during Grade Level Meetings with Literacy and Math/ Science Coaches. The content discussed as follows: difference between whole group and small group instruction, lesson planning using approved curriculum, schedule fidelity, and evaluation rubric. Working through Progress Monitoring data, coaches will mentor teachers regarding how to create small groups according to appropriate standards and student skill deficits along with "how to differentiate" teacher strategies to meet the needs of our student body including subgroups: BLK, HSP, ELL, SWD, and FRL. Coaches will then observe teachers in small groups and mentor accordingly.

PLC's on Small Group instruction will continue through end of year mentoring teachers on phonics, fact fluency, advanced word study and reading comprehension. Coaches will discuss lesson plans, schedules, and Evaluation Rubric (Instructional Design/Instruction Delivery). Discussing teaching strategies will be ongoing and collaborative as teachers analyze student performance, remediation and reassess.

**Person Responsible:** Shannon Velis (shannonvelis@innovationcharter.net)

**By When:** PLC's on Small Group instruction will continue through end of year. The discussion on teaching strategies will be ongoing and collaborative as teachers analyze student performance and need to remediate.

### 3. Progress monitoring

The ESE teacher will use the curriculum based assessments, assessments from pullouts, and FAST ELA/ Reading PM1-3 to keep progress monitoring data for the SWD students. Analysis of data will include baseline PM1 ELA/Reading assessment data compared to IEP goals to determine if the student is making progress toward desired outcomes. The ESE teacher will meet with students per data chats as well as administration regarding student growth. Documentation of the progress monitoring, instructional adjustments per pullouts and push-ins and communication with all involved will ensure accountability with compliance.

Teachers will document student work in student folders and maintain a collection of data per the grades in Pinnacle and the small group interactions or worksheets. The General Education teacher and the ESE teacher will collaborate on a regular basis to be informed and keep abreast of SWD student's improvement or make instructional changes accordingly for continued student growth.

**Person Responsible:** Janet Yates (janetyates@innovationcharter.net)

**By When:** Progress Monitoring will take place through the FAST ELA/Reading assessment in May. To reach our goal, students will need support and encouragement to do their best.

#### 4. Parent Support

Teachers will have continued communication with parents by DOJO, agendas, and phone, keeping parents informed about their child's progress, areas of concern and strategies for support at home. Parent conferences will be held twice a year with the General Education teacher. Translators are provided for parent conferences. Quarterly interim reports and report cards communicate continual updates of students' progress. Parents will be encouraged to provide suggestions/evaluations of the school's performance on a quarterly basis.

Periodic reviews and updates for IEP's to reflect the student's evolving needs and progress will ensure that the IEP continues to align with the desired outcomes. It is important to celebrate the child's achievements and milestones no matter how small. Positive reinforcement can motivate and build confidence.

The ESE teacher will make quarterly contact by sending home the student's completed progress report, and the ESE Director will be available for conferences as needed.

**Person Responsible:** Janet Yates (janetyates@innovationcharter.net)

**By When:** Parent communication will end in June. It is important that we communicate "care" by connecting with parents regarding completion of student performance goals for all 4 quarters.

### #3. Positive Culture and Environment specifically relating to Other

#### 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.

Innovation Charter School's Mission states: ...“An emphasis on Caring and Excellence as the two pillars of our community have evolved out of daily practice and interaction amongst our administrators, teachers, staff, students, parents and surrounding community members.”

We strive for a positive culture to create a sense of belonging with all of those connected to ICS, from a positive Moral Plan for our teachers, to planned Parent meetings with student performances and incentives for attendance, to Spirit Week for students and morning meetings for conversation and personal growth.

To increase parent involvement in the upcoming school year, we will ask involved parents to motivate other parents to take on an active role in making their child's learning-community a place of “academic excellence” and a “caring environment.” Parent activities will be scheduled at different times to ensure working parents are available.

All students including our subgroups are at the heart of our community. Encouraging academic success through semester awards and individual data chats, and planning student performances at evening events will be part of student recognition this year.

ICS had an average of 548 Adult and school age children attending the Title I Back to School Night, Math Night and Literacy Night. This year, 350 were in attendance for the Title I Meeting because of rain. Research shows parental involvement leads to increased student achievement, increased social emotional intelligence, and increased family connection. Providing events that spotlight students and shows the success of the teacher and student successfully working together lends positive results at home and at school with attitude, desires, motivation, and behaviors. When parents feel welcomed, they are confident that their child feels welcomed. When students are happy, parents are happy.

Together we strive to ...”empowers young ones for success as world changers through ...a very loving environment.”

#### Measurable Outcome:

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

The percentage of ICS families attending the Family Literacy Night will increase from 48% in March of 2023 to 53% in March 2024 as measured by Family Literacy Night classroom sign-in sheets.

ICS had 48% of families attend the culminating parent event, Literacy Night, in March 2023. Yearly parent events include Title I Back to School Night, Math Night and Literacy Night for the 2022-23 school year. Our 2 pillars are “caring” and “excellence.” Planning events that provide resources to support student learning at home, student performances, and incentives will encourage parents to attend as well as provide for positive outcomes. Research shows that parent involvement will have a positive effect on academic achievement. Our goal for these events is to create a welcoming atmosphere where all teachers, parents and students including our subgroups feel “at home” and “a sense of belonging” as they attend these ICS events.

#### Monitoring:

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

Teacher Support – The Principal plans the monthly events and committees of teachers have been formed to work on individual events. From the Chili Cook-off to the Christmas Party and monthly nights out, teacher committees under the direction of the Principal lead these events.

Parent Events - Administrative Staff including the Assistant Principal, the Literacy and Math Coaches will plan the event accordingly with guidance from the Principal a month ahead of time to give grade levels enough time to complete performance practice. For Coffee and Conversation, the Team Leader along with the grade level team determine student participation according to the time of year.

Student Events – Student Events such as Spirit Week and varied special events are determined and planned individually under the direction of the Principal and/or the Assistant Principal.

Teacher and Parent Home-School Connection Surveys are distributed for feedback and monitored by the Assistant Principal.

**Person responsible for monitoring outcome:**

Marisa Anderson (marisaanderson@innovationcharter.net)

**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.)

Understanding and Cultivating a Positive School Climate by Prevention Research Center of Colorado State University shows how positive school climate shows a correlation between quality supports for teaching and learning, safety, quality interpersonal relationships, and school improvement processes to support the whole child.

"Evidence confirms the importance of cultivating a positive school climate fosters a sense of belonging." The creation of an environment that is safe and welcoming for students of all subgroups, opens the space for the interpersonal relationships to flourish. Then, these connections continue to build a strong connection between the family and the school which impacts the students' academic and social/emotional well-being. The teacher is primary in creating this connection between the school and the family. As research shows the family connection impacts student achievement, it is important to plan events that welcome parents and leave them proud of their child and connected to the school.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

It is important that ICS employees, students and parents feel a sense of belonging to cultivate relationships between the school and family.

It is important that ICS employees, students, and parents feel a sense of belonging to foster healthy relationships between student - teacher, student/student, teacher/teacher and teacher/parent. Ultimately, this sense of belonging will foster a relationship school to family. Other positive outcomes include increased academic achievement, less behavioral issues, and resilience.

Research shows areas of school climate such as belonging (quality interpersonal relationships, teaching and learning ) impact academic achievement even when "controlling for individual demographic factors such as race, ethnicity or socio-economic status."

Since a sense of belonging impacts student achievement, it is important to provide an educational program that meets the needs of all of our students including our subgroups, that welcomes parents and leave them proud of their child and connected to the school.

**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.

## 1. Teacher Morale Plan

The Principal has created a Teacher Morale Plan consisting of monthly events. From the Chili Cook-off, a Christmas Party to monthly nights out, teacher committees under the direction of Principal lead the event. Some events are as simple as donuts and coffee on a random day. Others include team building activities for faculty meetings. The Principal distributes hand written "thank you" notes during Teacher Appreciation Week for each employee. This February, teachers will participate in a "Pay it Forward" kindness activity to distribute various items throughout the community.

The purpose of the Teacher Morale Plan is to encourage, appreciate and recognize staff. The Principal has an open door policy. Teachers are given a survey created by Administration as a means of listening to the "temperature" of the team. The Principal discusses these survey results and considerations for change as a means of building a healthy community.

**Person Responsible:** Susan Alexander (susanalexander@innovationcharter.net)

**By When:** The Teacher Morale Plan is a yearly plan with activities for each month, ending with a Teacher Recognition breakfast on the last day of school for teachers.

## 2. Event Planning

Interactions between families and schools center on the relationship between teachers and parents. Providing events that spotlight students and show the success of the teacher and student successfully working together lends positive results at home and at school with student attitude, desires, motivation, and behaviors. When parents feel welcomed, they are confident that their child feels welcomed. When students are happy, parents are happy. The purpose for parent events at ICS is to share instructional resources that teaches parents how to work with their student at home and to showcase students successes.

The Literacy and Math Coaches will plan the event accordingly with guidance from the Principal. Then, Coaches will meet with the grade levels and define rotating grade level performances. Coffee and Conversation schedules are distributed at the beginning of the year and the grade level team determine student participation according to the time of year.

**Person Responsible:** Marisa Anderson (marisaanderson@innovationcharter.net)

**By When:** Parent events take place through May, ending with a new parent event called "Around the World at ICS." Parents will be welcomed into the world of our ICS community heritage.

## 3. Parent Invitation/communication in home language

Teachers will hold parent conferences in their classrooms at least twice a year. CPS meetings are designed to communicate student performance and encourage parental involvement. Translators are provided for parent conferences. Quarterly interim reports and report cards communicate continual updates of students' progress. Parents will be encouraged to provide suggestions/evaluations of the school's performance on a regular basis. The school's academic plan along with Title I Student/Parent Compact and Family Engagement Plan will be discussed at the SACC meeting.



The Bees Buzz monthly newsletter communicates up-to-date monthly activities and announcements pertinent to the time of year. Other forms of communication are communication folder, flyers, DOJO/ emails, and parent link. Communications are printed in English and Spanish, and translators are scheduled for school events.

Parents will receive invitations to the nightly events created by the students, building that sense of belonging.

**Person Responsible:** Marisa Anderson (marisaanderson@innovationcharter.net)

**By When:** Communication is a key priority that will continue to the end of the year. Bees Buzz will go out in June as an end of year and looking forward communication.

#### 4. Incentivizing attendance

Research shows that academic achievement is impacted when parents play a role in their child's education. It is important that ICS encourages parents to come to planned events and give them resources to show parents how to help their student at home. Teachers receive rewards for the most participation. Give aways are a draw for the children and parents. From refurbished computers, homework passes to flashcards, incentives are planned in support of student achievement.

As Coaches prepare for the Math and Literacy event, incentives are discussed and coaches may spend time calling for donations for these events. Although there is excitement for give-aways, we want all students and parents to leave happily. With student performances, parental resources, and prizes, we want parents to leave with a sense of pride. Refreshments are served as parents exit the building. All parents and students leave receiving treats.

**Person Responsible:** Marisa Anderson (marisaanderson@innovationcharter.net)

**By When:** The last parent event is in May. Give aways will be needed for this final event. As we close out the year, we parents to be proud of their child.

#### 5. Parent resources

ICS will schedule parent training for each parent event on varied topics according to the time of year. From monthly Coffee and Conversation to Literacy Night, and Math Night, parents receive information pertinent to the event and/or time of year. ICS has purchased pamphlets from Parent Institute to hand out at varied events such as Coffee and Conversation, and evening events (available in English and Spanish) as resources for them to read and follow for supporting their child's education

At home discussions and encouragement surrounding school have a positive impact on students' academic achievement at all developmental stages. How to help students with homework, set up an environment for students to study, prepare students for testing days, be prepared for parent conferences will be just a few of the topics discussed in our yearly parent events.

**Person Responsible:** Susan Alexander (susanalexander@innovationcharter.net)

**By When:** Parent Resources are handed out at every parent event. Parents will receive a parent training resource for the last event in May.

## 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)).

The process to review school improvement funding allocations begins with the assembly of our School Advisory Council (SAC). The team consists of administrators, teachers, parents, and community members who provide input and expertise on how the funding is allocated. The team oversees the process ensuring diverse perspectives are considered. Information is presented at the SAC meetings, such as testing data, that allow members to assess the school's needs. A range of data, including academic performance, progress monitoring, and attendance records are analyzed and the team identifies and prioritizes specific areas in need of improvement. Based on the findings, a yearly goal is established, such as raising student achievement in math or reading, improving special education services, or meeting specific student subgroups' needs. The SAC then makes decisions on the allocation of funds for hiring additional teachers, coaches, support staff, investing in professional development, purchasing instructional or supplemental material, technology or resources tailored to address specific academic needs, and implementing research-based programs or interventions. The team ensures that resources are allocated to reach all students, particularly those who are historically underserved or at risk. Factors such as socioeconomic status, English language proficiency and special education needs are considered when making allocations. The proposed budget is then presented to the SAC and the ICS school board for review and approval. Transparency and collaboration are essential, and feedback and input from stakeholders are considered before finalizing the budget plan. Once approved, the budget is put into action. Resources are allocated as planned and the budget is monitored to ensure that the funds are used effectively to address the identified needs. Throughout the school year, regular data collection and analysis are carried out to assess the impact of the allocated resources on student outcomes and adjustments are made, as necessary. The budget is reviewed yearly and the outcome of the review is used to inform future budget decisions and improvement efforts.

By following this comprehensive process, ICS ensures that the improvement funding is allocated strategically and effectively to meet the unique needs of our students. Our collaborative efforts promote equity, drive academic outcomes, and create a transparent framework for continuous improvement within our school community.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

The area of focus is data-driven small group instruction, based on the Science of Reading. This centers on using student data from FAST PM1 to create small groups tailored to individual learning needs in literacy, such as phonological awareness, phonics, and vocabulary development. Teachers in grades K-2 receive support from the Literacy Coach in order to analyze STAR assessment data and identify learning gaps. This data driven instructional planning allows teachers to provide more personalized and targeted instruction, ultimately enhancing students' literacy skills and outcomes.

The percentage of students below 50th PR on the STAR Early Literacy 2022-23 PM 3 assessment and are not on track to score Level 3 or above on the Grade 3 FAST assessment is as follows: 43% in Kindergarten, and 42% in 1st Grade. Students below 50th PR on the STAR Reading Assessment and are not on track to score Level 3 or above on the Grade 3 FAST assessment is as follows: 64% in 2nd Grade.

The percentage of students below 50th PR on the STAR Early Literacy 2023 PM1 assessment and are not on track to score Level 3 or above on the Grade 3 FAST assessment is as follows: 75% in Kindergarten and 48% in 1st Grade. Students below 50th PR on the STAR Reading Assessment and are not on track to score Level 3 or above on the Grade 3 FAST assessment is as follows: 68% in 2nd Grade.

At ICS, the Literacy Coach is working with Reading teachers in grades K-2 on the importance of phonemic awareness, which is the ability to hear and manipulate individual sounds in spoken language. Monthly PLC meetings cover strategies for developing phonemic awareness with students during small group instruction. Additionally, classroom teachers as well as the ELL department work with students on phonics instruction. The Literacy Coach works with teachers on the principles of phonics and how to systematically and explicitly teach letter-sound relationships. ICS has an extra hour of Reading instruction built into the instructional day. This hour is used for Reading Intervention in grades K-2. During the intervention block, assessment data is used to determine areas of need for individual students including our subgroups: BLK, HSP, ELL, SWD, FRL. Students are provided with individualized support either in class with the classroom teacher or in pull-out groups with an intervention teacher. In order to ensure that the instruction is meeting the needs of the students, the Literacy Coach trains teachers on how to assess students' reading skills and analyze the data to inform their instruction. This includes using Benchmark Advance Unit assessments, IXL progress monitoring, and STAR Early Literacy and STAR Reading assessments. ICS has also partnered with Marzano Research in order to provide research based professional development on Teaching Academic Vocabulary. This professional development initiative includes training on strategies for building students' vocabulary, which is essential for comprehension. Additional support is provided by the Literacy Coach on explicit instruction in word meanings and the use of context clues to develop vocabulary acquisition.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

The area of focus is data-driven small group instruction, based on the Science of Reading. This focus area centers on using student data from FAST PM1 to create small groups tailored to individual learning needs in literacy, such as vocabulary development, fluency, and comprehension. In addition, Reading teachers in grades 3-5 receive comprehensive training on Florida's BEST Standards, including purpose, framework, and expectations for student outcomes in Reading. The Literacy Coach facilitates monthly PLC meetings with the third through fifth grade literacy team in order to continually provide opportunities to deepen teachers' understanding of BEST Standards and to collaborate with one another on effective instructional practices. Furthermore, teachers in grades 3-5 receive support from the Literacy Coach in order to analyze FAST assessment data and identify learning gaps. This data driven instructional planning allows teachers to provide more personalized and targeted instruction, ultimately enhancing students' standards mastery and reading comprehension.

The percentage of students scoring below level 3 on the 2022-23 FAST PM 3 Reading Assessment are as follows:

57% in grade 3, 49% in grade 4, and 53% in grade 5.

The percentage of students scoring below level 3 on the 2023 FAST PM1 Reading Assessment are as follows: 92% in grade 3, 75% in grade 4, and 74% in grade 5.

At ICS, the Literacy Coach is working with Reading teachers in grades 3-5 on developing a solid understanding of foundational principles of the science of reading. This includes knowledge of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Literacy Coach provides training on cognitive and neurological processes involved in reading. Monthly PLC meetings cover strategies for developing reading comprehension. Additionally, teachers in grades 3-5 who have ELL students provide phonics instruction, fluency, comprehension, and vocabulary development. ICS has an additional 30 minutes of Reading instruction built into the instructional day. This thirty minute block is used for Reading Intervention in grades 3-5. During intervention blocks, assessment data is used to determine areas of need for individual students including our subgroups. These students are provided with individualized support either in class with the classroom teacher or in pull-out groups with an intervention teacher. In order to ensure that the instruction is meeting the needs of the students, the Literacy Coach trains teachers on how to assess students' reading skills and analyze the data to inform their instruction. This includes using Benchmark Advance Unit assessments, IXL progress monitoring, and the FAST Reading assessment. The Literacy Coach meets with the literacy team in grades 3-5 in order to disaggregate data based on the BEST standards. This process allows for data driven instruction and results in standards remediation and reassessment in order to increase student achievement and standards mastery.

ICS has also partnered with Marzano Research to provide research based professional development on Teaching Academic Vocabulary. This professional development initiative includes training on strategies for building students' vocabulary, essential for comprehension. Additional support is provided on explicit instruction in word meanings and the use of context clues to develop vocabulary acquisition.

### **Measurable Outcomes**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2 Measurable Outcomes**

#### Grades K-2

The percentage of students below 50th PR on the STAR Early Literacy/STAR 2022-23 PM 3 assessment and are not on track to score Level 3 or above on the Grade 3 FAST assessment is as follows: 43% in Kindergarten, 42% in 1st Grade, and 64% in 2nd Grade.

The percentage of students below 50th PR on the STAR Early Literacy/STAR 2023 PM1 assessment and are not on track to score Level 3 or above on the Grade 3 FAST assessment is as follows: 75% in Kindergarten, 48% in 1st Grade, and 68% in 2nd Grade.

1. Kindergarten: The percentage of Kindergarten students scoring proficient or higher in Reading will increase from 19% proficiency in PM 1 to 62% proficiency by May 2023-24 school year as measured by the FAST/STAR PM 3 assessment (a 5% increase from last year's kindergarten).

For 2022-23 FAST/STAR, kindergarten showed the most improvement K- 2 from PM1 to PM2 with 27% increase and +42% increase from PM1-PM3 proficiency. Kindergarten scored the lowest for PM1 i-Ready in 4 years with 7%, but increased to 91% PM3 (84% increase). Kindergarten showed 57% proficiency for FAST/Star and 91% proficiency i-Ready PM3.

For the 2023-24 PM 1 FAST/STAR, Kindergarten scored 25% proficiency.

2. 1st Grade: The percentage of 1st grade students scoring proficient or higher in Reading will increase from 48% proficiency in PM 1 to 62% proficiency by May 2023-24 as measured by the FAST/STAR PM 3 assessment (a 5% increase from last year's Kinder).

First grade scored 47% on the 2022-23 FAST/STAR PM1 and 58% on the PM 3 assessment (+11%). Second highest proficiency score K-5, but the lowest improvement total other than 2nd grade. Individual classes showed 71%, 10%, 41%, and 88% for Enrichment. Again, 1st Grade end of year I-Ready was 78% (+44%). Second highest improvement score K-5.

For the 2023-24 PM 1 FAST/STAR, 1st Grade shows 52% proficiency.

3. 2nd Grade: The percentage of 2nd grade students scoring proficient or higher in Reading will increase from 32% proficiency in PM 1 to 63% proficiency by May 2023-24 as measured by the FAST/STAR PM 3 assessment (a 5% increase from last year's 1st grade).

Second Grade showed the greatest decline on the 2022-23 PM 1 FAST/STAR with 37% proficiency and showed the lowest performance from PM2 to PM 3 with a +3% increase (overall PM1-PM3 as a -2% deficit) and a 35% proficiency. The largest subgroup was HSP 73%.

Again, the greatest decline according to i-Ready was 2nd Grade. With only a 27% increase for these students, there will be much to make up as 3rd Graders for 2023-24. Three of the 2nd grade classes started with 0% proficiency for PM1. PM3 scores were 22%, 18%, 50%, 90% proficiency.

Star data shows teaching across genres and phonics in the lower grades as the lowest skills with overall increases from PM1- PM3 as follows: Kinder +42%, 1st Grade +11%, 2nd Grade -2%.

For the 2023-24 PM 1 FAST/STAR, 2nd Grade shows 32% proficiency.

### **Grades 3-5 Measurable Outcomes**

#### Grades 3-5

The percentage of students scoring below level 3 on the 2022-23 FAST PM 3 Reading Assessment are as follows: 57% in grade 3, 49% in grade 4, and 53% in grade 5.

The percentage of students scoring below level 3 on the 2023 FAST PM1 Reading Assessment are as follows: 92% in grade 3, 75% in grade 4, and 74% in grade 5.

1. 3rd Grade: The percentage of 3rd grade students scoring proficient or higher in Reading will increase from 8% proficiency in PM 1 to 45% proficiency by May 2023-24 as measured by the FAST Ela/Reading PM 3 assessment (a 10% increase from last year's 2nd Grade).

When comparing ICS 2022-23 Grades 3-5 FAST ELA/Reading PM 3 to District and State scores, ICS 3rd Grade scored the lowest of our grade levels with State (-8%) and District (-11%) differences.

Third grade had the lowest proficiency with 43% and the lowest increase from PM1 to PM3 of +24%. Again, 3rd Grade scored the lowest of Enrichment classes PM3 at 77% proficiency. Third grade was 55% Hispanic, 37% ELL, 8% ESE, and 9% Imagine Learning with 37 students in Rti and 12 retained students.

For PM1 2023-24, Grade 3 scored the lowest performance in FAST ELA/Reading with 8% proficiency and 72% in Level 1 (a 20% difference for Level 1 over 4th and 5th Grade).

2. 4th Grade: The percentage of 4th grade students scoring proficient or higher in Reading will increase from 25% proficiency in PM 1 to 50% proficiency by May 2023-24 as measured by the FAST Ela/ Reading PM 3 assessment (a 7% increase from last year's 3rd Grade).

4th Grade showed the greatest improvement on 2022-23 FAST ELA/Reading of 36% from PM1 (15%)-PM3 (65%). Fourth grade was 10% away from the District Reading score and 7% shy of the State average, showing improvement in every class from 28%, 35%, 50% to 54%. Fourth grade had the following subgroups: 30% BLK, 64% HSP, 28% ELL, 22% ESE and 55% FRL. The Enrichment class scored 100% proficiency in reading, highest of all classes and exceeded State and County averages for Reading.

For the 2023-24 PM 1 FAST/STAR, 4th grade scored 25% proficiency .

3. 5th Grade: The percentage of 5th grade students scoring proficient or higher in Reading will increase from 26% proficiency in PM 1 to 54% % proficiency by May 2023-24 as measured by the FAST Ela/ Reading PM 3 assessment (a 5% increase from last year's 4th Grade).

5th Grade showed a 26% difference in Level 1 on the 2022-23 FAST ELA/Reading from PM1 to PM2. Fifth grade showed the most growth by improving in all levels except level 4, and the Enrichment class exceeded County and State proficiency levels. For PM 3, 5th grade scores showed 48% proficiency and +31% improvement, second for most improvement.

For the 2023-24 PM 1 FAST/STAR, 5th grade scored 26% proficiency (a 11% increase from last year's 4th Grade PM 1) .

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring data-driven small group instruction for desired outcomes involves a systematic approach to track student data and evaluate the effectiveness of small group instruction. The process begins with defining specific, measurable learning objectives which will serve as the benchmark for success.

Ongoing data will be collected and will include PM1 data to establish a baseline for tracking student progress (PM2, IXL, Benchmark Advance Unit tests), and PM3 data to measure the impact of small group instruction. Once collected, the data will be analyzed to identify trends and patterns and modify

instruction to meet the student needs including our subgroups: BLK, HSP, ELL, SWD, FRL. Also, any improvements in the specific literacy skills that are addressed in the small group instruction will be analyzed.

Teachers in grades K-5 receive support from the Literacy Coach in order to analyze STAR/FAST assessment data and identify learning gaps for all of our students including our subgroups. This data driven instructional planning allows teachers to provide more personalized and targeted instruction, ultimately enhancing students' literacy skills and outcomes.

To gather insight on the effectiveness of instructional strategies used during small group instruction, teacher feedback will be requested and teacher observations will be scheduled to give the Literacy Coach insights for coaching and mentoring teachers. Teachers will also be provided with professional development opportunities through our Literacy Department that specifically address small group instruction. The Literacy Coach will provide teachers with data-driven strategies, assessment methods, and instructional technologies that can enhance their students' learning. Through monthly data meetings, teachers will be trained on analyzing and interpreting student data effectively. Teachers will be asked to choose an area of instructional improvement through the Deliberate Practice Plan, and this will be monitored through teacher observations and mentoring discussions.

ICS has an extra hour of Reading instruction built into the instructional day. This hour is used for Reading Intervention in grades K-2. During the intervention block, assessment data is used to determine areas of need for individual students including our subgroups: BLK, HSP, ELL, SWD, FRL. Also, ICS has an additional 30 minutes of Reading instruction built into the instructional day for Reading Intervention in grades 3-5. During intervention blocks, assessment data is used to determine areas of need for individual students including our subgroups. Students are provided with individualized support either in class with the classroom teacher or in a pull-out group with an intervention teacher. In order to ensure that the instruction is meeting the needs of the students, the Literacy Coach trains teachers on how to assess students' reading skills and analyze the data to inform their instruction. This includes using Benchmark Advance Unit assessments, IXL progress monitoring, and STAR Early Literacy and STAR Reading assessments.

Based on the collected data, feedback, and implementation of best practices, teacher will continuously monitor and adjust small group instruction. Small groups will be tailored to meet individual student needs, ultimately leading to improved literacy skills and the successful attainment of learning objectives.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

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**Evidence-based Practices/Programs**

**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The area of focus is data-driven small group instruction, based on the Science of Reading. This centers on using student data to create small groups tailored to individual learning needs in literacy, such as phonological awareness, phonics, and vocabulary development. The evidence-based practices from the Science of Reading have a proven record of increasing student achievement in underperforming students:

The evidence based practices that ICS teachers incorporate into Reading blocks and Intervention block in grades K-2:

- Develop awareness of segments of sounds in speech and how they link to letters. What Works Clearinghouse reported in 2016 that direct instruction of phonological awareness was strongly linked to increased student achievement, particularly in grades kindergarten through first grade. At ICS, we continue to teach phonological awareness into the second grade because we are 48%ELL.
- Provide small group instructional intervention to students struggling in areas of literacy and English language development. What Works Clearinghouse reported in 2014 that there is moderate evidence that small group instruction is linked to increased student achievement.
- Teach students to decode words. What Works Clearinghouse reported in 2016 that direct instruction of phonics was strongly linked to increased student achievement, particularly in grades K-2.
- Ensure students read connected text every day to support reading accuracy, fluency, and comprehension. What Works Clearinghouse (2016) has moderately linked reading connected text increased student achievement.
- Teach students academic language skills, including narrative language and vocabulary knowledge. This instructional strategy shows promising evidence that oral language development increases student achievement (What Works Clearinghouse, 2016).

The evidence based practices that ICS teachers incorporate into their Reading block and Intervention block in grades 3-5:

- Teach a set of academic vocabulary words intensively across several days. What Works Clearinghouse reported in 2014 teaching academic vocabulary was strongly linked to increased student achievement, particularly with English language learners.
- Provide small group instructional intervention to students struggling in areas of literacy and English language development. What Works Clearinghouse reported in 2014 that there is moderate evidence that small group instruction is linked to increased student achievement.
- Teach students to analyze word parts. What Works Clearinghouse reported in 2016 that direct instruction of morphology was strongly linked to increased student achievement, particularly in grade 3.
- Ensure students read connected text every day to support reading accuracy, fluency, and comprehension. What Works Clearinghouse (2016) has moderately linked reading connected text increased student achievement.
- Provide regular, structured opportunities to develop written language skills. This instructional practice is linked to promising evidence of increased student achievement, as reported by What Works



Clearinghouse in 2014.

The evidence based practices align with the district's Comprehensive Evidence-based Reading Plan, and ICS teachers incorporate these into their Reading block and Intervention block align with the district's Reading Plan in that the practices:

- Include implementation of BEST standards.
- Include use of the state-approved, evidence-based curriculum. ICS uses Benchmark Advance. Progress

monitoring includes FAST PM 1-3 as well as Benchmark Advance Unit assessments every eighteen days.

### **Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based practices identified above are key components of the Science of Reading. Specifically, teaching foundational skills, phonological awareness and phonics, in grades K-2 has proven to be effective in increasing reading proficiency in English language learners (ELL). One of the focus areas for small group instruction in grades 3-5 continues to be foundational skills for underperforming students as well as all of our subgroups. ICS subgroups are as follows: 26%, Black, 70% Hispanic, 4% White, 48% ELL, 9% ESE, and 59% Free and Reduce Lunch. This evidence-based practice is a key component of small group instruction in grades K-5.

Additionally, ICS has identified vocabulary development as an area of need. Vocabulary plays a vital role in reading proficiency. Historically, vocabulary is the skill with the lowest proficiency. ICS scored 62% for the 3033-34 PM3 proficiency. Even with an increase of 22%, vocabulary was the lowest skill for PM3. For K-2, 2nd grade scored the lowest in vocabulary and Informational text with the same percentage of 45%. For Grades 3-5, 5th Grade scored the lowest in vocabulary with a 42%. For FAST Grades 3-5, the FAST - Reading Across Genres and Vocabulary is the lowest component/category for PM3 and within this category, 5th grade is 86% below grade level and 3rd grade with 81%, both with a 12% difference from BCPS score. ICS students in grades K-5 receive direct instruction on academic vocabulary using Benchmark Advance resources and curriculum during the Reading Block. ICS has also added a Vocabulary class which all students attend once a week. This vocabulary class is using Dr. Robert Marzano's research-based six-step vocabulary instruction process to expose students to vocabulary words in a cluster model.

The evidence-based practices based on the Science of Reading have a proven record of increasing student achievement in underperforming students in the following ways:

- What Works Clearinghouse reported in 2016 that instruction in phonological awareness, phonics, and morphology was strongly linked to increased reading proficiency.
- What Works Clearinghouse reported in 2014 that instruction in vocabulary, oral language, and writing was strongly linked to increased student proficiency in ELL students.
- The National Reading Panel Report (2000) identified five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This report laid the foundation for evidence-based reading instruction, which has since become a cornerstone of effective teaching strategies
- The Report of the National Early Literacy Panel (2008) found that explicit and systematic phonics instruction is particularly effective in improving reading in grades K-2.

- The National Reading Panel (2000) reported that teaching specific reading comprehension strategies, such as summarization, questioning, and visualization, has been shown to improve students' understanding of text.

### **Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Implementing Professional Development – Instructional Strategies and Small Groups

1. ICS has partnered with Marzano Research to provide research based professional learning. The two focus areas are: The New Art and Science of Teaching, and Teaching Academic Vocabulary, a full day workshop in August, and three virtual workshops schedule in October, January, and March.
2. The Leadership will observe small group instruction and provide growth feedback. Additionally, administration will schedule time for teachers to observe their peers as they effectively implement small group instructional strategies.
3. Coaches will implement professional development cycles for all new teachers and coaching cycles with teachers who have been identified as needing improvement in small group instructional strategies. Coaching cycles include modeling, mentoring, and collaboration with teachers. The Literacy Coach will inform administration of improvements and areas of concern.
4. Teachers will implement the information by using Marzano Deliberate Practice Plan (DPP) and choosing an area of instructional improvement. This will be monitored through continued teacher observations, mentoring discussions, and student progress monitoring.

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Teachers will receive an evaluation rubric and resources to reference as they train in their choice area. Observations will take place accordingly. Linking teacher practice to well-defined aspects of expert performance ensures that teachers are actually practicing the right skills and moving toward expertise and student achievement. ICS will implement the Deliberate Practice Plan to increase effectiveness guided by the ICS Model of Instruction tool (infusing our evaluation tool and the Marzano researched based teaching strategies) and incorporating teaching strategies related to small groups using Benchmark Advance approved curriculum to develop expert-level skill.

5. The Literacy Coach will assist teachers as they create goals for student achievement based on data driven, small group instruction. Teachers will implement data chats, continuously monitor individual student progress, celebrate success, and adjust instructional changes accordingly.

Continued Progress Monitoring to Drive Instruction

1. Administration will hold monthly Data Meetings to discuss student performance and quarterly individual teacher meetings for an overview of Interims and Report Cards. CPS Team will review MTSS/Rtl levels quarterly using FAST data and Benchmark Advance assessments.
2. The Literacy Coach will work with teachers daily basis ensure that effective instructional practices are being implemented within small groups, including the reading block 60 minute small group rotation K-5. The Literacy Coach is responsible for supporting teachers as they disseminate aspects of the Science of Reading into small group lessons.
3. In order to ensure that students are making progress towards standards mastery, the Literacy Coach will support and guide teachers as they analyze

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Action Step	Person Responsible for Monitoring
<p>data to determine which standards need to be retaught and reassessed. Teachers will also analyze individual student data and determine which standards fall within the student’s zone of proximal development.</p> <p>4. The Literacy Coach will work with teachers to disaggregate data from STAR and FAST, as well as, IXL progress monitoring data and Benchmark Advance Unit assessment data. Data analysis will take place during monthly PLC meetings and used to inform small group instruction, celebrate success and determine next steps. Teachers will continuously monitor individual student progress towards their goals and celebrate success when adequate progress is made for both the students and class.</p> <p>5. The administration hosts school events to provide parents with resources that support literacy development at home, explain the ICS calendar of assessments, and student services available for all of our subgroups.</p> <p>6. ICS has scheduled the Marzano PD – Teaching Academic Vocabulary to help teachers as we work toward increased vocabulary proficiency for all of our students including our subgroups. Administration provided all teachers with The Handbook for the Art and Science of Teaching PD.</p>	

## 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.

Webpage Link for SIP -

<https://www.innovationcharter.net/parents-2-2-2/>

<https://www.innovationcharter.net/wp-content/uploads/2023/10/website-pending.pdf>

**Community**

The SIP is on the website, and available for the community to see. There is a hard copy in the office for all parents who would like to discuss or review items addressed.

**Parents**

ICS will utilize multiple means of communicating with parents. The SIP will be disseminated in the Coffee & Conversation and SACC meeting in October. Academic updates from the Principal are a part of the agenda. SACC meetings are held specifically to give parents an opportunity to give suggestions to the academic plan, as well as other areas of the school program. Parents will be sent notification of these

meetings in advance. The SIP is also on the ICS website, and there is a hard copy in the office for all parents who would like to discuss or review items addressed.

#### Teachers

Faculty Meetings are held weekly. An overview of the SIP will be disseminated in the weekly meeting as we begin rolling out the Focus Areas and Action Steps to begin working on timeline expectations for completion. The SIP is also on the ICS website, and there is a hard copy in the office for all teachers who would like to discuss or review items addressed.

#### Board Meetings

The ICS Board meets quarterly. Academics is a agenda topic for each meeting. A presentation review of the key parts of the SIP will be given as part of the Board meeting agenda, and the full SIP will be part of the ICS Board documents for their reading. The ICS Board will give regular feedback to the school improvement plan and holds ICS accountable to the academic program.

#### Students

Students are the recipients of the SIP Focus Areas, and teachers will give a short summary in the scheduled Morning Meeting on the day after the Faculty meeting where the SIP is discussed.

### **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))

Webpage Link for Family Engagement Plan -

<https://www.innovationcharter.net/parents-2-2-2/>

[https://www.innovationcharter.net/wp-content/uploads/2023/10/e5-\\_eng.pdf](https://www.innovationcharter.net/wp-content/uploads/2023/10/e5-_eng.pdf)

[https://www.innovationcharter.net/wp-content/uploads/2023/10/e5\\_spn.pdf](https://www.innovationcharter.net/wp-content/uploads/2023/10/e5_spn.pdf)

Innovation Charter School's Mission states: ...“An emphasis on Caring and Excellence,” as the two pillars of our community have evolved out of daily practice and interaction amongst our administrators, teachers, staff, students, parents and surrounding community members.”

Our Mission is treat the ICS Community with “Caring and Excellence,” and we strive for a positive culture with all who are connected to ICS. Our theme for 2023-24 is "Around the World." We want to recognize our students' ethnicity. ICS recognizes Heritage month, and students study each subgroup recognized in Civics.

Timely communication with the Master Calendar and varied team meetings are scheduled monthly to communicate on multiple levels important information: Faculty meetings, weekly Grade Level meetings, monthly Math/Literacy Team Meetings, Lead Teacher meetings, EA meetings, New Teacher meetings, and Data meetings. This will enable each connected group to have training and explanation according to specific circumstances and activities. Staff activities have been planned with both staff and families to connect our ICS staff families with one another. Also, administration will be readily available in the mornings and after school for teacher and parental conversations.

To increase parent involvement, parent activities will be scheduled at different times to ensure working parents are available. We will also ask each teacher ask for volunteers, and to motivate active parental

participation and involvement that is authentic and value-added.

Parents will be encouraged to attend the annual Parent Meeting. They will be notified by a personal invitation made by their child, newsletter, Parent Link, or teacher initiated contact (i.e., conference, DOJO, or phone call). Other activities held to help build effective parental involvement, include monthly Coffee and Conversation with the Principal, SAC meetings, Literacy/Math Family Night, Family Celebration, and testing meetings and conferences. Communications are printed in English and Spanish, and translators are scheduled for school events

Teachers will also hold parent conferences in classrooms at least twice a year. CPS meetings are designed to communicate student performance and encourage parental involvement. Translators are provided for conferences. Parents will be given quarterly interim reports and report cards for continual updates of student progress. Parents will be encouraged to provide suggestions/evaluations of the school's performance on parent surveys.

Also, one community sponsor has established an after school program to mentor our 5th grade students, one sponsor has established an after school program to mentor children, and another one has provided weekly volunteers who come to ICS to read to our younger students. Our placards used for dismissal are sponsored each year, and we will work with all of our sponsors to welcome them as they give to Innovation Charter School.

Students are at the heart of our community. Encouraging academic success through quarterly awards and individual data chats are part of student recognition. Building healthy relationships, a sense of belonging, and individual self-confidence are conversations in Morning meeting.

Together we strive to ...”empowers young ones for success as world changers through ...a very loving environment.”

**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)**

In order to strengthen the academic program and enhance the quality of learning at Innovation Charter School, the Literacy and Math coaches are committed to meeting with teachers on a weekly basis to ensure that the curriculum and instruction is aligned with the Florida BEST standards and the most effective instructional practices.

To ensure fidelity with implementation of these instructional practices, ICS has partnered with Marzano Research for the 2023-2024 school year to support teachers with ongoing professional development on the New Art and Science of Teaching as well as teaching academic vocabulary. In addition to facilitation of this research based professional development, teachers will attend monthly PLC meetings with the Literacy and Math coach in order to ensure that enrichment activities are included in both Reading and Math unit plans. The Literacy and Math coaches will support and expand the gifted and enrichment program to provide an accelerated curriculum for high-achieving students. The Literacy and Math coaches will assist teachers with implementing differentiated instruction techniques to cater to the diverse learning needs of students, ensuring that each student is challenged appropriately.

In addition, academic programs will be expanded to include hands-on and cooperative learning projects that align with curriculum and the unit standards. Literacy and Math coaches will provide students with opportunities to apply their knowledge and skills in real-world scenarios through hands-on activities. Additionally, these enrichment projects will allow students to explore their own interest areas and engage in their own learning styles.

During parent-teacher conferences, teachers will engage parents in the learning process, seeking their support in reinforcing academic goals at home. Parent-teacher meetings and Coffee and Conversation (SAC meetings) will be conducted to facilitate communication and ensure a home-school connection.

The Literacy and Math coaches will use data from state assessments to ensure that students are adequately supported and enriched throughout the school year.

**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))**

We contract a Social Worker through Venture Design who comes on a monthly basis to our school. This is her second year, and she loves our children. She contacts parents and counsels with our children. We also offer a counseling service called Chrysalis. Each teacher begins the day with a Morning Meeting to discuss such topics as relationships, conflict, self confidence and encourage students on a daily basis.

**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))**

N/A

**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).**

ICS had 10 suspensions last year. Although we are not without behavior problems, our hallways are controlled and the Principal asks our teachers not to yell. The ICS Behavior Plan is Tiered according to offense, teacher/Administrator responses and student consequences. Parent contact is a must when a student misbehaves. We partner with our parents to help them educate their child(ren). The PBIS listings of tiered interventions is a an added resource for our teachers when implementing consequences. Referrals are written accordingly and teachers keep a log in Pinnacle. ICS follows the Broward County Public School Discipline Matrix.

We do have a plan for tiered behavior intervention. ICS follows the MTSS/Rti Tiered behavior system when the ICS Behavior plan is exhausted or a an offense warrants a Tier 2 or Tier 3 level.

**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))**

At ICS, Literacy and Math coaches provide teachers with opportunities to learn about new teaching methods, curriculum, and assessment strategies. The coaches meet with teachers after each state mandated assessment period in order to provide specific training on data analysis and data driven instruction. Training on data analysis helps educators understand and utilize assessment data to tailor

instruction to individual student needs. In addition, weekly coaching sessions help teachers apply best practices in the classroom. Research has shown that support and mentoring are key components to teacher retention, especially with teachers new to the profession. The coaches also hold monthly PLC meetings. Teachers benefit from working in Professional Learning Communities, as these communities foster a culture of continuous improvement.

Recently, ICS has partnered with Marzano Research in order to provide teachers with professional development on The New Art and Science of Teaching and vocabulary instruction. The research based strategies encompassed in The New Art and Science of Teaching have been proven to increase teacher effectiveness. Research has shown that increased teacher effectiveness is linked to increased teacher retention. In terms of recruitment, members of the leadership team attend job fairs at local universities in order to recruit qualified teachers and educational assistant.

Innovation Charter School has created a teacher recruitment initiative for the 2023-2024 school year. One portion of this initiative involves partnering with the School of Education at local universities to build relationships and subsequently recruit recent graduates. The Assistant Principal and the Literacy Coach attended the job fair at NOVA. The job fair was catering to students in the colleges of the Arts, Humanities, Social Sciences, and Education. By securing a booth at the job fair, ICS was able to reach out to prospective teachers by communicating its brand of "Caring and Excellence." Engaging in conversation on personal levels allowed ICS to convey our vision with potential candidates. The Assistant Principal was able to share with each applicant that at ICS there is a "climate of care" which builds future world changers and recognizes the diversity of the whole child. Additionally, candidates were informed that ICS matches, and can beat, district salaries for qualified teachers. In addition, we offer 100% paid medical insurance, 10 PTO days, \$50,000 life insurance and additional incentives. The next phase of the teacher recruitment process will include contacting the School of Education at FIU, FAU, Lynn University, and Broward University in order to establish a relationship with these schools as well. ICS also relies on strong community partnerships and parent relationships to help create a supportive network for teachers and improve the overall quality of education. ICS currently employs several educational assistants who are also parents to ICS students.

**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))**

ICS employs various strategies to support the transition of preschool children from childhood education programs to elementary school.

The school collaborates with neighboring preschools to create a seamless transition plan that includes strategies on how to provide continuity in learning. ICS meets with preschool directors and potential parents to provide assistance with the registration process and guidance on preparing students for the transition. Working together allows the preschools, parents, and ICS to establish a network of support for students as they move through the educational system.

Post registration, ICS assesses the academic and developmental progress of incoming Kindergarteners to determine appropriate placement. Based on the results of the Kindergarten Readiness Assessments, ICS makes informed decisions about class placement, identifies students who may benefit from additional support services, and develops individualized learning plans, if necessary. The goal is to ensure that each child's transition to kindergarten is as smooth as possible and that they are receiving the level of support and instruction that matches their needs. After the transition, ICS continues to closely monitor the progress of these students using progress monitoring tools aligned to our educational standards. Teachers and support staff work together to address any challenges that may arise.

ICS hosts an annual orientation session (Kindergarten Roundup) for incoming Kindergarteners and their



families. The session includes a “parent meeting” where the school’s policies, procedures and expectations are explained. Parents may ask questions about the curriculum, daily routines, homework expectations, or even voice concerns they may have. This helps parents feel more informed and confident about their child’s educational experience. Welcome packets containing important information about the school, such as the school calendar, a newsletter, and practice worksheets to help the student reinforce foundational skills in various subjects (letter recognition, writing, number sense, etc.) are provided. Parents and students are also able to tour the school and become familiar with the layout. This session gives families the opportunity to meet school administrators, teachers and support staff which helps to reduce anxiety and make the student’s first day less intimidating.

Recognizing that the transition from preschool to kindergarten can be emotionally challenging for young students, ICS provides social and emotional development support through daily morning meetings with teachers and students. These meetings provide a structured and supportive environment for children to interact, build relationships, and

develop important social and emotional skills. Along with teaching these skills, ICS works to create and welcoming and child-friendly environment. Age-appropriate teaching materials, manipulatives supportive staff who understand the unique needs of young learners are essential to the successful transition of preschoolers to kindergarteners.

In an effort to reduce the stress and anxiety for both incoming kindergarten students and their families, ICS has implemented strategies to achieve the following: academic preparedness, emotional readiness, early identification of potential delays or needs, parental involvement, and a positive school environment. By implementing these strategies, ICS aims to create a positive and supportive transition experience for preschool children, setting a strong foundation for their future academic success.