New Life Charter Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

New Life Charter Academy

3550 DAVIE BLVD, Fort Lauderdale, FL 33312

www.newlifecharteracademy.org

SIP Authority

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

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

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Promoting student engagement through the integration of science, engineering, arts, mathematics, and technology.

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
Brunache, Shirley	Principal	Analyze student performance data to identify areas of improvement, achievement gaps, and opportunities for growth. Use data to inform instructional decisions and interventions. Collaborate with teachers to select and implement effective curriculum and instructional strategies. Provide targeted professional development opportunities for teachers and staff to enhance their instructional practices and strategies. Foster a positive and supportive school culture that promotes high expectations, student engagement, and a safe and inclusive learning environment. Provide coaching and mentoring for teachers to improve their instructional practices and help them implement evidence-based teaching strategies. Develop and implement intervention plans to address the specific needs of struggling students and close achievement gaps. Establish strong relationships with parents and the community to gain their support and involvement in school improvement efforts. Ensure effective allocation of resources, including funding, personnel, and materials, to support the school's improvement goals. Hold staff and students accountable for meeting established goals and expectations.
Sanon, Renante	ELL Compliance Specialist	Complete ESOL: ELLevation and Curriculum training and other required professional learning, such as IPT and WIDA assessment tools; Coordinate and/or administer initial placement and progress monitoring assessments; Attend all ESOL Contact meetings and disseminate information and correspondence received from the Bilingual/ESOL Department regarding ESOL Program curriculum and compliance to appropriate personnel; Coordinate and convene the ELL Committee as needed and send notification to invite parents and other appropriate personnel; Provide professional development in ESOL instructional strategies to faculty and staff; Complete, maintain, and update the English Language Learner Plan (ELL) with all appropriate supporting documentation, and collaborate with designated staff to complete and document the programmatic assessment and academic placement information in each ELL Folder; Collaborate with the Information Management Specialist/Technician (IMS/IMT) to ensure correlation between ELL Plan, TERMS, and ELLevation; Follow federal, state and School Board policies and regulations regarding ELLs and the ESOL Program.

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.

Stakeholders are an essential component of the learning community and providing feedback towards the School Improvement Process (SIP). Their input is provided through school-wide meetings where components of the SIP are shared along with data to support the decisions made for continuous improvement. During these meetings, stakeholders come to a consensus on additional action steps needed to support student achievement.

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 implementation of the SIP will be monitored through the following: conducting formal and informal observations, creating opportunities for data chats with teachers and students,using professional learning communities to review real-time data from formative and summative assessments to drive instruction, having administrative review of lesson plans and student work folders, and analyzing data yielded from progress monitoring tools.
The school leadership team including the teachers will implement the following action plan to progress monitor the instructional programs:
1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine "best practice' and decide on interventions;
8. Implement/measure results/revise goals and interventions.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	52%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: D
	2018-19: D
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	4	0	0	0	0	4
Course failure in English Language Arts (ELA)	1	0	0	0	0	0	0	0	0	1
Course failure in Math	3	5	1	3	4	0	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	0	4	0	0	0	0	4
Level 1 on statewide Math assessment	0	0	0	2	4	4	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	4	4	0	0	0	10

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

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

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	3	2	2	3	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	
One or more suspensions	0	0	0	0	4	0	0	0	0	4
Course failure in English Language Arts (ELA)	1	0	0	0	0	0	0	0	0	1
Course failure in Math	3	5	1	3	4	0	0	0	0	16
Level 1 on statewide FSA ELA assessment	0	0	0	2	4	4	0	0	0	10
Level 1 on statewide FSA Math assessment	0	0	0	2	4	4	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	4	4	0	0	0	10

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	3	0	0	0	0	3

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	3	2	2	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	56	53	34	58	56	24		
ELA Learning Gains				62			40		
ELA Lowest 25th Percentile									
Math Achievement*	41	62	59	36	54	50	12		
Math Learning Gains				54			14		
Math Lowest 25th Percentile									
Science Achievement*	27	48	54		59	59	5		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	59	59	59	38			22		

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)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	239
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	5
Percent Tested	94
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				
ELL	39	Yes	3	
AMI				
ASN				
BLK	45			
HSP	47			
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				

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				
ELL	28	Yes	2	1
AMI				
ASN				
BLK	45			
HSP	33	Yes	2	
MUL				
PAC				
WHT				
FRL	40	Yes	2	

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	47			41			27					59
SWD												
ELL	32			26							3	59
AMI												
ASN												
BLK	48			39			23				4	
HSP	43			43							3	56
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												

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	34	62		36	54							38
SWD												
ELL	20			25								38
AMI												
ASN												
BLK	31	59		40	50							
HSP	28			33								37
MUL												
PAC												
WHT												
FRL	30	59		35	47							27

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	24	40		12	14		5					22
SWD												
ELL	13			13								22
AMI												
ASN												
BLK	26	53		14	20		7					
HSP	20			10								
MUL												
PAC												
WHT												
FRL	24	40		12	14		5					22

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	28%	56%	-28%	54%	-26%
04	2023 - Spring	48%	61%	-13%	58%	-10%
03	2023 - Spring	48%	53%	-5%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	62%	-10%	59%	-7%
04	2023 - Spring	44%	65%	-21%	61%	-17%
05	2023 - Spring	33%	58%	-25%	55%	-22%

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

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.

The school´s historical data has shown the ELL´s percentage of scoring level 1 on the 2023 FAST ELA Reading was 94% for PM1, 89% for PM2, and 76% for PM3. In addition, the ELL´s percentage of scoring level 1 on the 2023 FAST Mathematics was 100% for PM1, 94% for PM2, and 83% for PM3. The English Language Learners (ELL) were the lowest performing according to the 2023 FAST data. The ELL subgroup's proficiency percentage was 18% which did not meet the recommended percentage of 41% or more by ESSA. One of the contributing factors was the lack of Professional Development pertaining to ESOL Strategies, WIDA Standards, & supplemental materials.Teachers who are unaware of the WIDA standards may not be equipped to provide effective instruction tailored to the specific language development needs of ELLs. This can result in suboptimal learning experiences for these students. ELLs

may experience slower language development and struggle to achieve academic proficiency in English without the appropriate instructional support outlined in the WIDA standards. Due to the lack of professional development on these WIDA standards, the teachers failed to provide the necessary scaffolding needed for the ELLs which resulted in low performance on the 2023 FAST. Another contributing factor was the lack of fidelity with the implementation of Imagine Learning in the classrooms. Imagine Learning is an educational technology program designed to support English Language Learners (ELLs) and students who are struggling with language and literacy development. Imagine Learning plays a crucial role in helping ELLs overcome language barriers and achieve academic success. It provides a structured and supportive environment for language development, which is fundamental to ELLs' ability to fully participate in their education and succeed in their academic endeavors and unfortunately, the school did not use Imagine Learning to their advantage and the overall usage was very low.

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

Based on the 2022 state assessments, the ELA Achievement only increased by 10 percentage points which was the lowest data component. Therefore, this demonstrated that ELA had the greatest need for improvement; specifically ELL, Hispanics, & FRL. Our ELL population was the lowest performing subgroup with 20 percentage points in ELA achievement. A factor that contributed to this decline was the lack of professional learning opportunities targeted for teachers to understand and dissect the WIDA standards. The data has revealed that the school needs to provide more effective professional development opportunities for teachers to implement effective instructional practices to accommodate the English Language Learners in all subject areas, especially ELA. There was also a lack of effective professional development targeting effective instructional practices to address the learning needs of our ELL population. Finally, the use of Imagine Learning which targets our Level 1 ELL population, was not implemented with fidelity. The lack of consistency, played an integral role in the lack of performance by our ELL population.

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

The greatest gap when compared to the state average was ELA achievement in the following subgroups: Hispanics, ELL, and FRL. Based on the 2022 state assessments, the ELL subgroup's ELA achievement was 20% which was an increase of 7% from the prior school year. The Hispanics subgroup's ELA achievement was 28% which was an increase of 8% from the prior school year. The FRL subgroup's ELA achievement was 30% which was an increase of 6% from the prior school year. Although there was an increase in ELA achievements, the subgroups did not meet the threshold of 41%. A factor that contributed to the ELA Achievement gap was the lack of cohesion in using effective ELA strategies and practices. Another factor was the lack of differentiated instruction and learning styles to accommodate the following subgroups: ELL, Hispanic, and FRL. Teachers failed to implement effective instructional practices to accommodate the English Language Learners in all subject areas, specifically ELA.

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

Based on the 2022 state assessments, the most improvement was shown in the area of Mathematics. We increased from: 13 percentage points to 25 percentage points in Math Achievement for the ELL subgroup; 10 percentage points to 33 percentage points in Math Achievement for the Hispanic subgroup; and 12 percentage points to 35 percentage points in Math Achievement for the Free and Reduced Lunch subgroup. A contributing factor to this improvement was differentiated instructional groupings based on real time data. Supplemental materials associated with the curriculum books were used strategically to address deficiencies.

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

The potential area of concern is the amount of students who scored a level 1 on the FAST ELA and/or FAST Math. The data indicated that 31% (5 students) in grade scored a level 1 on the grade 4 22-23 FAST ELA. Of those 5 students, 3 students have been retained at least one time. The data indicated that 25% (6 students) in grade scored a level 1 on the grade 5 22-23 FAST ELA. Of those 5 students, 2 students have been retained at least one time. The 22-23 FAST Math data yielded the following level 1 students: 8% (2 students) in grade 3, 25% (4 students) in grade 4, and 17% (4 students) in grade 5.The students will be placed in the MTSS procress where there will be an immediate focus on improving the quality of general education instruction to ensure that all students receive high-quality core instruction aligned with academic standards. The process is ongoing, and interventions are adjusted as needed to ensure that all students have the opportunity to succeed academically. It involves three tiers of support. MTSS relies on data, progress monitoring, collaboration among educators and parents, and evidence-based interventions to improve academic outcomes for students, with the goal of ensuring that all students can succeed. The MTSS team will do the following:
Accurately identify problems and goals, analyze data;
Generate and validate hypotheses about why the students are not yet demonstrating the desired skill;
Design, support, and implement academic interventions and behavioral supports; and
Use student-centered data to evaluate the response to instruction/intervention.
All students receive high-quality instruction in the regular classroom at Tier 1 (Universal). During Tier 1 (Universal), the NLCA teachers are implementing differentiated instruction to meet the diverse needs of all students, including those who may need additional support. Differentiated instruction strategies will be implemented to meet the diverse learning needs of students. If adequate progress is not being made by selected students, they are moved to Tier 2 in order to receive targeted interventions. Students needing extra help receive specific interventions in small groups at Tier 2 (Targeted). Targeted interventions are instructionally designed as small group instruction. Students will be provided additional support. The small group instruction will focus on specific skills or concepts where they are encountering academic struggles such as with reading fluency or math facts. Tier 3 (Intensive): Students with significant challenges receive individualized, intensive support at Tier 3 (Intensive). Tier 3 students receive more frequent and targeted interventions if they have not made significant learning gains when they were in Tier 2. Regular assessments and data collection are essential at all tiers to monitor student progress. Data points yielded from the progress monitoring tools will be used to implement the interventions at various intervals. Based on data, the interventions may be adjusted or modified to better meet a student's needs. Parents are typically kept informed about their child's progress and are involved in decision-making regarding interventions.

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

Addressing the Hispanic & ELL Subgroups will be the school's first priority.The School will strive to provide more effective professional development opportunities for teachers to implement effective instructional practices to accommodate the subgroups of the Hispanics and Economically Disadvantaged students in all subject areas. We are currently addressing this area of needed improvement with teachers attending WIDA professional development works where they are receiving relevant information on how to implement effective instructional strategies to build the capacity of the ELL students with the use of WIDA standards as well as successful implementation of accommodations for ELL. Professional learning communities will have an additional target for teachers to review current instructional plans to ensure the successful implementation of WIDA standards and student work in the forms of assessments will be used to evaluate the effectiveness of the instructional practices. It is in these meetings that we create instructional plans to help with student development as well as accelerate learning. This monitoring helps teachers reflect on their instructional strategies to best meet the needs of all students. Professional development for teachers is determined based on need as determined by the data.

Addressing the Economically Disadvantaged will be the school's second priority.The School will strive to provide more effective opportunities for accelerated learning to take place in the core subject areas. The

school will employ the following strategies listed below to accelerate learning in the areas of reading and math: scaffolding internationally, prioritizing standards, and diagnosing essential missed learning. Scaffolding intentionally involves the teacher starting a lesson with a less complex text to establish a solid foundation of understanding before transitioning to a more complex test. The emphasis will be placed on combining skills rather than focusing on isolated skills. As a result, students would have opportunities for students to use familiar, mastered skills in conjunction with newly acquired skills to achieve new levels of understanding. A demand will be placed on the teachers to incorporate the use of multi-media consisting of pictures, text, photographs, records, videos, and infographics that are connected to a topic to tackle challenging grade level comprehension skills. The school leadership team and teachers will decide the number of instructional time needed for a particular standard. Professional development will be conducted to assist teachers on how to bundle and unwrap the standards in a timely fashion. A schoolwide plan will involve on-going progress monitoring is the key to uncovering areas of need for students that have learning gaps. Teachers will develop a strong diagnostic measure prior to the unit which will determine student needs.

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 Student Engagement

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.

Based on the 2022 state proficiency levels of ELA and Mathematics, we will focus on using data yielded from progress monitoring assessments to improve differentiated instruction. The levels of proficiency was 34% in ELA and 36% in mathematics. In comparable to the 2021 data, the levels of proficiency was 24% in ELA and 12% in mathematics. This data indicates that highly structured differentiated instruction will be instrumental in closing the achievement gaps in math and reading.

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

The specific measurable outcome that the school plans to achieve is to improve academic performance on the 2024 statewide assessments. When the highly structured differentiated instruction is implemented with fidelity, the school proficiency scores will increase by 10% or more in ELA and Mathematics on the 2024 statewide assessments.

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

The School Leadership Team will conduct quarterly data chats and walk throughs to ensure that highly structured differentiated instruction is being implemented with fidelity. In addition, the Team will monitor the bi-weekly progress monitoring assessments for ELA using Florida Benchmark Advance and Math using Go Math Chapter Assessments. I-ready will be the additional progress monitoring tool to help the teachers customize instruction based on individual student needs. The students will maintain a Differentiated Instruction folder/journal with evidence of differentiated activities for ela and math.

Person responsible for monitoring outcome:

Shirley Brunache (charter5852@browardschools.com)

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

The school will use the Differentiated Instruction as the evidence-based intervention because Differentiated instruction is not a one-size-fits-all approach but rather a framework that allows teachers to respond to the unique needs of each student. In addition, differentiated instruction will allow the school's teacher to to tailor instruction, content, and assessment methods to meet individual students' readiness levels, interests, and learning profiles. The goal of differentiated instruction is to help all students, regardless of their abilities, learning styles, or backgrounds, succeed in the classroom by providing a more personalized and effective learning experience.

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

The rationale for selecting Differentiated Instruction is to close the achievement gaps in ELA and mathematics as well as provide tailored lessons to meet the individual academic needs.

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.

The School Leadership Team will provide professional development and professional learning community opportunities for the ELA and Mathematics teachers on differentiated instruction. As a result, the teachers will be able to have an understanding of Differentiated Instruction as well as be aware of the look fors associated with differentiated instruction.

Person Responsible: Shirley Brunache (sbrunache@newlifecharteracademy.org)

By When: There will be monthly professional development and professional learning community session for teachers to build their capacity as well as share evidence of successful differentiated instruction.

The school leadership team including the teachers will implement the following action plan to progress monitor the ELA, Math, and Science instructional programs:
1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data;
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine "best practice' and decide on differentiated instruction;
8. Implement/measure results/revise goals and differentiated instruction.

Person Responsible: Shirley Brunache (charter5852@browardschools.com)

By When: The School Leadership will implement the steps by 11/6/23.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Based on the 21-22 ESSA Subgroup Information, the Federal Percent of Points Index is as follows: 20% for our ELL, 28% for Hispanics and 30% for Free/Reduced Lunch. These data points indicate that the school needs to focus on the following subgroups: ELL, Hispanics, and Free and Reduced Lunch Groups in the areas of ELA and Mathematics.

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

When the Standards-Aligned Instruction is implemented with fidelity, an additional 10% of the students in the Hispanics, ESOL, and Free/Reduced Lunch subgroups will increase their proficiency in reading and mathematics.

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

The School Leadership Team will conduct quarterly data chats and walk throughs to ensure that highly structured differentiated instruction is being implemented with fidelity. In addition, the Team will monitor the bi-weekly progress monitoring assessments for ELA using Florida Benchmark Advance and Math using Go Math Chapter Assessments. I-ready will be the additional progress monitoring tool to help the teachers customize instruction based on individual student needs. The students will maintain a Standards-Aligned Instruction folder/journal with evidence of differentiated activities for ela and math.

Person responsible for monitoring outcome:

[no one identified]

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

The School will implement Standards-Aligned Instruction because it is an educational approach that focuses on designing and delivering curriculum and teaching practices that align with specific learning standards. Learning standards are predetermined learning goals and expectations that outline what students are expected to know and be able to do at different grade levels or in various subject areas. Standards-aligned instruction ensures that what students are taught in the classroom is directly tied to these established standards. This approach is widely used in education to provide clear, measurable, and consistent expectations for student learning.

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

Standards-Algned also standards-based instruction will enable teachers to plan and execute lessons to guide students through the demands of the standards. In addition, the students will be demonstrate evidence of mastering the standards through work samples.

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.

The School Leadership Team will provide opportunities for professional development and professional learning communities to align the instruction with the standards. In addition, curriculum mapping will be conducted to ensure that all standards are covered in a bundle format.

Person Responsible: Shirley Brunache (sbrunache@newlifecharteracademy.org)

By When: The School Leadership will implement the steps by 11/13/23.

The school leadership team including the teachers will implement the following action plan to progress monitor the ELA, Math, and Science instructional programs:
1. Collect and disaggregate data;
2. Analyze all data for patterns and identify additional data to collect-look at data;
3. Create data summary statements;
4. Examine possible causes/factors impacting the data-use tools;
5. Collect additional data as needed;
6. Write a SMART goal;
7. Examine "best practice' and decide on standards- aligned instruction;
8. Implement/measure results/revise goals and interventions.

Person Responsible: Shirley Brunache (sbrunache@newlifecharteracademy.org)

By When: The School Leadership will implement the steps by 11/13/23.

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

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

The 23-24 EWS data yielded a significant number of students who represent the following subgroups: ELL, Hispanic, and FRL.
As a result of the End of Year data, the school leadership team will implement an action to decrease the number of students in the EWS by 10 percentage points for the 23-24 school year.

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

By June 2024, the number of ELL, Hispanic, and FRL students in the EWS will decrease by 10 percentage points for the 23-24 school year.

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

Student performance will be monitored by the school leadership team and classroom teachers. Classroom teachers will communicate data with students and families. Teachers will differentiate instruction based on the data and use effective instructional strategies to assist all subgroups. School Counselor and create an attendance referral with the School Social Worker. IMT and school administrators will also monitor student attendance and refer absenteeism for the BTIP process as required by BCPS policy.

Person responsible for monitoring outcome:

[no one identified]

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

The evidence-based intervention being implemented to address student performance is a monthly incentive for students who reach certain goals monthly. The focus for the incentive is completing i-Ready lessons with and average of 70% or greater. Also, students completing weekly Imagine Learning goals .

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

The research-based intervention of a monthly incentive involves all stakeholders which allows everyone to have accountability and ownership of improving student attendance.

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. The School Leadership Team will collect, monitor, and analyze student attendance data to identify students exhibiting chronic absenteeism. Based on this information families will receive support from the School Social Worker to develop an action plan along with an attendance contract.

2. Based on areas of need, the School Social Worker will collaborate with outside agencies to provide resources and support to families that may need them.
3. School will implement an attendance incentive program that will reward students who demonstrate perfect attendance and most improved attendance on a monthly basis.

Person Responsible: Shirley Brunache (sbrunache@newlifecharteracademy.org)

By When: This will be implemented by 11/13/23

#4. -- Select below -- specifically relating to

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.

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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.

No action steps were entered for this area of focus

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).

School funds are allocated based on student needs. Funds were used to purchase i-Ready to provide students with tailored instructional paths in the subjects of reading and math. The School uses i-Ready which serves as

an educational technology program designed to support personalized learning in various subjects, including reading and mathematics. It is a valuable resource when used in conjunction with other strategies to support language acquisition and academic growth. i-Ready provides adaptive learning experiences, adjusting the difficulty of content based on individual student performance. This adaptability allows ESOL students to progress at their own pace, providing additional support or challenges as needed.The program includes diagnostic assessments to evaluate students' current skill levels. This information helps teachers identify specific areas where ESOL students may need additional support, allowing for targeted instruction and differentiation.

i-Ready offers personalized learning paths for each student based on their performance in assessments. ESOL students can receive instruction that aligns with their language proficiency and academic needs, addressing both language and content objectives.i-Ready often includes visual and interactive elements that can benefit ESOL students. These features can help students grasp concepts more effectively, especially when English proficiency is still developing.The program incorporates various engaging activities, games, and multimedia resources. These can be especially helpful for ESOL students as they provide a more interactive and stimulating learning environment, promoting language acquisition through context. i-Ready allows teachers to monitor students' progress in real-time.
In addition, Flocabulary was also purchased to help the teachers to incorporate multimedia and music into their teaching methods. Flocabulary is an educational platform that uses music and videos to engage students and teach various subjects, including language arts, math, social studies, and science. It is a beneficial supplementary resource to support their language acquisition and overall learning. - Flocabulary delivers educational content through catchy songs and videos, making learning enjoyable and engaging for students. ESOL students may find the multimedia format particularly helpful as it provides visual and auditory cues to support language comprehension.The use of music and rhymes in Flocabulary can aid in vocabulary building. ESOL students can benefit from exposure to new words, expressions, and contextual usage in a memorable and entertaining way.

Flocabulary often incorporates culturally relevant themes and references in its content. This can be valuable for ESOL students, as it provides connections between their cultural background and the content being taught, enhancing understanding and relevance. The repetition of key concepts through songs and videos can reinforce learning for ESOL students. Hearing and seeing content presented in different ways can help solidify understanding and retention.Exposure to spoken English in a musical and rhythmic context can assist ESOL students in improving their language skills. The varied vocabulary and sentence structures used in Flocabulary can contribute to language development. Flocabulary often provides accessibility features such as subtitles, transcripts, and language support. These features can assist ESOL students in understanding and following along with the content.

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 school employs the following acceleration of strategies listed below to accelerate learning/ELA: scaffolding intentionally, building knowledge and vocabulary, prioritizing standards, and diagnosing essential missed learning.

When teachers are scaffoldings intentionally, they will start a lesson with a less complex text to establish a solid foundation of understanding before transitioning to a more complex test. There will be laser-like focus on combining skills rather than isolating skills provide opportunities for students to use familiar, mastered skills in conjunction with newly acquired skills to achieve new levels of understanding. During the building of knowledge and vocabulary, the teachers will use multi-media consisting of pictures, text, photographs, records, videos, and infographics that are connected to a topic to tackle challenging grade level comprehension skills.

Prioritizing Standards is very similar to standards-aligned instruction whereby the School Leadership Team and teachers will decide the number of instructional time needed for a particular standard. Professional development will be conducted to assist teachers on how to bundle and unwrap the standards in a timely fashion.

Diagnosing Essential Missed Learning allows for on-going progress monitoring is the key to uncovering areas of need for students that have learning gaps. Teachers will develop a strong diagnostic measure prior to the unit which will determine student needs.

After the employment of accelerating strategies, the MTSS process will be initiated for students who are not making adequate progress in reading.

1) Accurately identify problems and goals, analyze data;
2) Generate and validate hypotheses about why the students are not yet demonstrating the desired skill;
3) Design, support, and implement academic interventions and behavioral supports; and
4) Use student-centered data to evaluate the response to instruction/intervention.

All students receive high-quality instruction in the regular classroom at Tier 1 (Universal). During Tier 1 (Universal), the NLCA teachers are implementing differentiated instruction to meet the diverse needs of all students, including those who may need additional support. Differentiated instruction strategies will be implemented to meet the diverse learning needs of students.If adequate progress is not being made by selected students, they are moved to Tier 2 in order to receive targeted interventions. Students needing extra help receive specific interventions in small groups at Tier 2 (Targeted). Targeted interventions are instructionally designed as small group instruction. Students will be provided additional support. The small group instruction will focus on specific skills or concepts where they are encountering academic struggles such as with reading fluency or math facts. Tier 3 (Intensive): Students with significant challenges receive individualized, intensive support at Tier 3 (Intensive). Tier 3 students receive more frequent and targeted interventions if they have not made significant learning gains when they were in

Tier 2. Regular assessments and data collection are essential at all tiers to monitor student progress. Data points yielded from the progress monitoring tools will be used to implement the interventions at various intervals. Based on data, the interventions may be adjusted or modified to better meet a student's needs.

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

The school employs the following acceleration of strategies listed below to accelerate learning/ELA: scaffolding intentionally, building knowledge and vocabulary, prioritizing standards, and diagnosing essential missed learning.

When teachers are scaffoldings intentionally, they will start a lesson with a less complex text to establish a solid foundation of understanding before transitioning to a more complex test. There will be laser-like focus on combining skills rather than isolating skills provide opportunities for students to use familiar, mastered skills in conjunction with newly acquired skills to achieve new levels of understanding. During the building of knowledge and vocabulary, the teachers will use multi-media consisting of pictures, text, photographs, records, videos, and infographics that are connected to a topic to tackle challenging grade level comprehension skills.

Prioritizing Standards is very similar to standards-aligned instruction whereby the School Leadership Team and teachers will decide the number of instructional time needed for a particular standard. Professional development will be conducted to assist teachers on how to bundle and unwrap the standards in a timely fashion.

Diagnosing Essential Missed Learning allows for on-going progress monitoring is the key to uncovering areas of need for students that have learning gaps. Teachers will develop a strong diagnostic measure prior to the unit which will determine student needs.

After the employment of accelerating strategies, the MTSS process will be initiated for students who are not making adequate progress in reading.

1) Accurately identify problems and goals, analyze data;
2) Generate and validate hypotheses about why the students are not yet demonstrating the desired skill;
3) Design, support, and implement academic interventions and behavioral supports; and
4) Use student-centered data to evaluate the response to instruction/intervention.

All students receive high-quality instruction in the regular classroom at Tier 1 (Universal). During Tier 1 (Universal), the NLCA teachers are implementing differentiated instruction to meet the diverse needs of all students, including those who may need additional support. Differentiated instruction strategies will be implemented to meet the diverse learning needs of students.If adequate progress is not being made by selected students, they are moved to Tier 2 in order to receive targeted interventions. Students needing extra help receive specific interventions in small groups at Tier 2 (Targeted). Targeted interventions are instructionally designed as small group instruction. Students will be provided additional support. The small group instruction will focus on specific skills or concepts where they are encountering academic struggles such as with reading fluency or math facts. Tier 3 (Intensive): Students with significant challenges receive individualized, intensive support at Tier 3 (Intensive). Tier 3 students receive more frequent and targeted interventions if they have not made significant learning gains when they were in Tier 2. Regular assessments and data collection are essential at all tiers to monitor student progress. Data points yielded from the progress monitoring tools will be used to implement the interventions at various intervals. Based on data, the interventions may be adjusted or modified to better meet a student's needs.

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

The School will use FAST statewide assessments as the specific measurable outcome. When there are the successful implementation of differentiated instruction and standards-aligned instruction, the overall proficient for ELA and math will by improve by 10% on the FAST statewide assessments.
The first progress monitoring administration yielded the following information:
Grade K-2 students' average proficiency level was 47% in reading and 47% in math.

Grades 3-5 Measurable Outcomes

The School will use FAST statewide assessments as the specific measurable outcome. When there are the successful implementation of differentiated instruction and standards-aligned instruction, the overall proficient for ELA and math will by improve by 10% on the FAST statewide assessments.
The third progress monitoring administration from the 22-23 school year which yielded the following information:
Grade 3-5 students' proficiency level was 42% in reading and 44% in math.

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.

The School Leadership Team will conduct bi-weekly collaborative meetings with the ELA teachers to review and analyze data to drive instruction based on the standards and monitor the intervention data. In addition, the School Leadership Team will conduct walk throughs to ensue that acceleration of learning instructional strategies are being implemented with fidelity. Intervention checkpoints will be completed and monitored by the Team. The Progress Monitoring tools of i-Ready will utilize to ensure that the students are meeting grade level performance in the areas of english language arts and math. Data chats will be conducted schoolwide to ensure accountability for all stake holders.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Brunache, Shirley, sbrunache@newlifecharteracademy.org

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 School will be using the following instructional strategies: Acceleration of Instructional Strategies, Standardards-Aligned and Differentiated Instruction.
Differentiated Instruction
The School will use the Differentiated Instruction as the evidence-based intervention because Differentiated instruction is not a one-size-fits-all approach but rather a framework that allows teachers to respond to the unique needs of each student. In addition, differentiated instruction will allow the school's teacher to to tailor instruction, content, and assessment methods to meet individual students' readiness levels, interests, and learning profiles. The goal of differentiated instruction is to help all students, regardless of their abilities, learning styles, or backgrounds, succeed in the classroom by providing a more personalized and effective learning experience.
Standards-Aligned Instruction
The School will implement Standards-Aligned Instruction because it is an educational approach that focuses on designing and delivering curriculum and teaching practices that align with specific learning standards. Learning standards are predetermined learning goals and expectations that outline what students are expected to know and be able to do at different grade levels or in various subject areas. Standards-aligned instruction ensures that what students are taught in the classroom is directly tied to these established standards. This approach is widely used in education to provide clear, measurable, and consistent expectations for student learning.
Acceleration of Instructional Strategies
The school employs the following acceleration of strategies listed below to accelerate learning/ELA: scaffolding intentionally, building knowledge and vocabulary, prioritizing standards, and diagnosing essential missed learning.
When teachers are scaffolding intentionally, they will start a lesson with a less complex text to establish a solid foundation of understanding before transitioning to a more complex test. There will be laser-like focus on combining skills rather than isolating skills provide opportunities for students to use familiar, mastered skills in conjunction with newly acquired skills to achieve new levels of understanding. During the building of knowledge and vocabulary, the teachers will use multi-media consisting of pictures, text, photographs, records, videos, and infographics that are connected to a topic to tackle challenging grade level comprehension skills.
Prioritizing Standards is very similar to standards-aligned instruction whereby the School Leadership Team and teachers will decide the number of instructional time needed for a particular standard. Professional development will be conducted to assist teachers on how to bundle and unwrap the standards in a timely fashion.
Diagnosing Essential Missed Learning allows for on-going progress monitoring is the key to uncovering areas of need for students that have learning gaps.
The School will use the following instructional resources which are aligned with the B.E.S.T. : Florida Benchmark Advance core an intervention kits.These instructional resources are aligned with the B.E.S.T. standards.

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 School uses the state and district approved Florida Benchmark Advance because it delivers effective ELA instruction and support student growth in reading, writing, and language skills. Since Florida Benchmark Advance serves as the core instructional material, it provides options for differentiated instruction. It makes allowances for teachers to adapt lessons to meet the diverse needs of their students. This is especially important for English language learners and students with varying abilities. The program includes resources and strategies to support the language development and literacy skills of ELL students, helping them acquire proficiency in English.

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
New Life Charter will work with all stakeholders to improve student performance. Literacy Leadership The Literacy Leadership Team will set the vision for literacy improvement, coordinate efforts, and work collaboratively with teachers, administrators, and other stakeholders. The team will offer feedback, resources, and professional development to improve instructional practices and student outcomes. Literacy Coaching The literacy coach will work closely with educators, offering feedback, resources, and professional development to improve instructional practices and student outcomes. The literacy coach will support the educators to meet the directives set forth by the Literacy Leadership. Assessment The Literacy Leadership, Literacy Coach and teachers will meet to conduct data analyses. They will review and map out assessment calendars and strategically plan assessments to ensure proper progress monitoring is taking place. The team will help educators identify areas for improvement, track progress, and tailor instructional strategies to meet the specific needs of individual students or groups all based on the data from the prior assessments. Professional Learning New Life Charter will ensure that proper professional learning opportunities in literacy are available to teachers. The professional learning opportunities will focus on effective instructional methods and tools to support continuous improvement in literacy education.	Brunache, Shirley, sbrunache@newlifecharteracademy.org
The Literacy Team will meet with the teachers on a weekly basis to review the pacing guides to ensure effective instruction aligned with the B.E.S.T. standards is taking place during the ELA and intervention blocks. Literacy Leadership Literacy Coaching Assessment Professional Learning	Brunache, Shirley, sbrunache@newlifecharteracademy.org
The teachers will conduct intervention checkpoints by following the assessment calendar to collect data based on the standards. As a result, the teachers will identify the weakest stands and provide differentiated instruction to close the achievement gap. Literacy Leadership Literacy Coaching Assessment Professional Learning	Brunache, Shirley, sbrunache@newlifecharteracademy.org

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.

New Life Charter Academy will disseminate Information to all stakeholders via SAC/Parent meetings, School Website, and the School's Newsletters. Translations will be made available for Spanish and Haitian Creole speaking of the school's stakeholders. The School's webpage is www.newlifecharteracademy.org.

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

New Life Charter Academy will engage its stakeholders through Meet and Greet, Open House, Annual Title 1 Parent Meeting, School Advisory Council, and family nights to build positive relationships with parents, families and other members of the community. We also communicate with our parents via newsletters, social media, text messages, and parent links. Parents are informed about their child(ren)'s progress through parent conferences, interim progress reports, MTSS meetings, report cards, and Pinnacle. Stakeholders are also connected to the school through the New Life Charter Academy's website which is www.newlifecharteracademy.org.

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

The School plans to strengthen the academic program by having a laser-like focus on implementing data-driven instruction based on data yielded from progress monitoring assessments such as the FAST. The School will increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, interventions and tutorial programs will be developed and offered to students needing remediation, reinforcement, and/or enrichment.

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))

The following programs are addressed in coordination with Federal, State, and local services. Violence prevention is addressed in the Discipline Matrix, Student Code of Conduct, and Anti Bullying policies and

programs. Nutrition programs and Health Education are integrated into our physical education and science curricula. Parents and students in need of housing and food assistance are referred to the school Social Worker and HEART. Adult Education questions are referred to the Adult Community School in our area. This includes ESOL, GED, and other continuing education programs. Persons interested in Career and Technical Education are referred to the appropriate department.

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))

New Life Charter Academy implements an interactive social emotional learning program for students in grades K-5 where the students learn appropriate daily life skills and wellness practices. Faculty and staff are able to refer students to the School Social Worker. Students are also able to refer themselves if they need support from the School Social Worker. The School Social Worker refers students and families to outside agencies for support. Time is allotted for the School Worker where he/she can pull groups based on the needs of the students.

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))

Not applicable for the 2023-2024 school year

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).

New Life Charter Academy has a School-wide Positive Behavior Plan which embodies the principles of CHAMP. CHAMP" is an acronym often used in the context of proactive classroom management and discipline strategies. It stands for Clear expectations, Halt (no more teaching), Attention (to the teacher), Motivation (for the task), and Participation. The CHAMP model provides a structured and proactive approach to classroom management, helping to prevent disruptive behaviors by clearly outlining expectations and procedures. It also promotes a positive and engaging classroom environment that fosters student learning. Teachers who use CHAMP aim to create a classroom culture where students are aware of expectations, understand the consequences of their actions, and are motivated to participate actively in their education. This approach can be particularly effective in maintaining a positive and productive learning environment. The expectations are reviewed daily on the morning announcements, in the classrooms, and throughout the school campus. Students attend quarterly behavior assemblies. The Student Code of Conduct is reviewed at the beginning of the school year and it is signed by the student and legal guardian. New Life Charter Academy follows BCPS behavior and discipline policies and procedures.

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))

New Life Charter Academy's staff participates in bi-weekly professional learning communities where teachers are given opportunity to analyze data collaboratively, identify student needs, track progress, and make informed decisions to tailor instruction to address specific gaps in learning. Staff is provided

ongoing school-based or district professional development in curriculum and instruction, MTSS, ESE strategies, ELL strategies, and effective behavior management strategies.

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))

New Life Charter Academy offers Kindergarten Roundup in the spring in an effort to assist preschool children in the transition from early childhood education programs to Kindergarten. In addition, New Life Charter Academy also offers scheduled tours of the school for possible incoming students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: -- Select below --:	$0.00
		Total:	**$0.00**

Budget Approval

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

No