School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2014-2015

A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., Must develop and submit a school improvement plan to its sponsor.

School Name: Pivot Charter School School Location Number: 5322

2014-2015 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: Pivot Charter School School Location Number: 5322	District: **Broward**
Principal: David Heeb	District Superintendent: **Robert Runcie**
Governing Board Member(s): Chris Card, Willye Dent, Pamela Watkins, Linda Findgold	Date of School Board Charter Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FSA ELA)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FSA ELA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA ELA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	David Heeb	Bachelors, Masters, Specialists Administration	1*	5	Mr. Heeb began his teaching career at Bell City High School (MO) as the physical education teacher, athletic director, and basketball coach. Mr. Heeb taught and coached, at both the high school and collegiate level, for 10 years before moving up into an administrative role. He has three years experience as the Alternative School Director at Caruthersville Public Schools (MO) and two years experience as the high school principal at Clarkton C-4 School District (MO). Mr. Heeb has spent his career turning programs around. He was a highly successful basketball coach, taking over struggling programs and leading them to two state championships before eventually serving as a head coach at the collegiate level. Mr. Heeb applied this same turnaround mentality when he began his administrative career. At Caruthersville his efforts in the Alternative School helped increase the graduation rate in that district from 54% to 85%. As the principal at Clarkton C-4, he raised the attendance rate, raised test scores, graduation rate, and raised the overall school grade from a 70.0 to an 89.6. Mr. Heeb is beginning his first year as the principal at

					Pivot Charter School. He brings with him 15 years of experience as an educator. He has five years of building level administrative leadership experience, and he also has eight additional years of administrative experience, having served as an athletic director. He has extensive experience in dealing with students from diverse backgrounds, students who come from impoverished homes and neighborhoods, and at risk students.
Assistant Principal	Nicole Boyd	Bachelors/ Drama (6-12) English (5-9)	1	2	Mrs. Boyd has been working in education for over eight years. While attending college she managed a tutoring center, which specialized in growth in the areas of Reading and Writing. It was here that she began to learn how to find diversified ways of helping students with all learning abilities Additionally, Mrs. Boyd began a part-time position in the registration office at a small private school where she learned how to assess transcripts, graduation requirements, as well as school data. After graduating from college Mrs. Boyd took a teaching and leadership position at a small private school in the Fort Myers area. During her time at this school she assisted the Principal, as the Assistant Principal, in daily tasks handing parental meetings, graduation status meetings, budget and discipline. Due to the schools small nature she also taught in the subject areas of English, grades 9-12, SAT/ACT Prep, grades 10 and 11, and History, grade 11 and 12. She facilitated in giving

					out the schools writing and reading examinations where students showed 20% gains in the two years that she was there. Although, the private school did not participate in the Florida Comprehensive Assessment Test (FCAT), the private school participated in a variety of achievement tests where students showed 75% proficient. In hopes of working with a larger diversified population of students. In 2012-2013, Mrs. Boyd took a teaching position at Pivot Charter School Fort Myers, as a Reading teacher. In her first year at Pivot Charter School Fort Myers, students showed a 7% gain in Reading. In 2013-2014, Mrs. Boyd was promoted to the Assistant Principal at the Pivot Charter School Fort Myers, and transferred in Summer of 2014, to Pivot Charter School in Tamarac.

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FSA ELA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FSA ELA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science & Math	Wayne Caton	Business Education (6-12) General Science (5-9)	2 years	2 years	Mr. Caton has been an instructional coach at PCS for two years. During the first year of operation the Student Assessment/Achievement Levels reflected the lowest percentages in the subgroups of our Black students at 9% satisfactory/proficient, and Hispanic students at 12% satisfactory/proficient. Students in these two subgroup areas have shown gains in the Mathematics area through the tracking of Scantron Math assessment data. 2013 - Present Pivot Charter School - Tamarac, Fla. - Math & Science Instructor for End-of-Course Exam preparation – Facilitate a blended learning education delivery to high school math and science students. Provide instructional and course selection guidance to students within a flexible learning, Next Generation school model. Use Blackboard instructor interface to manage the coursework for algebra, geometry, and environment science students. 2012 – 2013 Masters Preparatory School (Private School) - Hialeah Gardens, Fla. - Math Instructor in Algebra, Middle Grades Math, and Pre-Algebra – Provide classroom instruction to students in grades

					6-9 Most students classified as English Speakers of Other Languages (ESOL) and under the Mackay Scholarship banner. As a private school, Masters Prep did not administer FCAT and EOC to its students. Instead, they administered the SAT booklet-based aptitude test with a focus on moving these students in preparation for higher education and life skills. Masters Prep was in the process of accreditation. 2009 – 2012 School Board of Broward County - Ft. Lauderdale, Fla. - Title III Certified Teacher's assistant -Provide classroom instruction and support through group instruction for (ESOL) students – Administer initial and re-evaluation IDEA Proficiency Test to ESOL students - Assist in moving bottom 25% students' learning levels through extended learning opportunities (ELOs) in reading and mathematics tutoring – Translate and initiate communication between school administration and Spanish speaking parents. Cresthaven Elementary School "A" and Pompano Beach Middle School "B".
Science	Ashley Conner	Bachelor of Science in Animal Ecology Biology (6-12) General Science (5-9)	2 years	4 years	Ashley Conner has been an instructional coach at PCS for two years. During the first year of operation the Student Assessment/ Achievement Levels reflected the lowest percentage in the subgroup categories was the Economically Disadvantaged at

					41% satisfactory/proficient. Students have since shown further gains in Science through the tracking Scantron Science assessment data. Prior to working at PCS in Tamarac, Ms. Conner was a teacher at the Fort Myers campus. As Pivot Fort Myers was in its' first year of operation there was no school grade. The second year earned a grade of Incomplete. In her current and previous positions held at PCS, Ms. Connor has demonstrated her abilities to develop lesson plans for middle school science and high school biology using the Florida Standards for Science; identify and implement learning strategies for struggling students and train/mentor teachers.
Reading Specialis t	Darlene Pillsbury	Masters in Reading Elementary Ed Certified ESOL Endorsement	38 years	1 year	Ms. Pillsbury began her career as a Middle School Reading teacher in New Jersey. She has spent her entire teaching career in Reading. Ms. Pillsbury has always had an effective or highly effective rating on teacher evaluations..She has been a Reading Ms. Pillsbury has been a Department Head for 13 years. When Ms. Pillsbury taught High School Intensive Reading her student consistently scored higher than the district average. Her students were successful on the FCAT as well as the ACT.

					Ms. Pillsbury will serve as the Reading Specialist at Pivot Charter School. She will train teacher in reading strategies and reading across the curriculum. She will also train teachers on writing across the curriculum. Ms. Pillsbury will attend the monthly district reading meetings. She will then pass on the information as needed to teachers.

Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

The mission statement written in Pivot Charter School's application:

> The mission of Pivot Charter School (PCS) is to provide a rigorous standards-based, individualized online curriculum to students in grades 6-12, within a site-based instructional model in a unique "learning studio" environment.

PCS's revised mission statement:

> The mission of Pivot Charter Schools (PCS) is to create a unique learning environment where each student will learn to "Believe" in themselves, "Excel" at their goals and discover pathways to a successful and fulfilling life. This will occur in a Blended Educational Model, combining one-on-one teaching with the best elements of online and traditional education.

2. Academic Data

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*Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA ELA, EOC, FAIR, BAT, etc.), if available:*

Pivot Charter School opened for the 2013-2014 school year. Data shown below only reflects 1 year (2013-2014) of testing and progress monitoring data. Data shown includes FCAT 2.0 Reading, FCAT 2.0 Writing, FCAT 2.0 Math, EOC Algebra 1, FCAT 2.0 Science, EOC Biology and Scantron Reading for Fall, Winter and Spring. FCAT data is broken down by subgroup, proficiency and levels achieved. EOC data, when combined with FCAT 2.0 data is broken down by subgroup and is then broken down by grade level. Scantron Reading is broken down by season (Fall, Winter and Spring) and by grade level.

	Percentage of Students Scoring Satisfactory & Above			
	Reading Assessment Results (FCAT 2.0, and FAA)	Writing Assessment Results (FCAT 2.0, and FAA)	Mathematics Assessment Results (FCAT 2.0, EOC's and FAA)	Science Assessment Results (FCAT 2.0, EOC's and FAA)
	2013-14	2013-14	2013-14	2013-14
ALL STUDENTS	40	48	24	46
WHITE	43	53	26	50
BLACK OR AFRICAN AMERICAN	32	17	9	N
HISPANIC/LATINO	42	71	34	53
ASIAN	N	N	N	N
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	N
TWO OR MORE RACES*	N	N	N	N
DISABLED	25	N	12	N
ECONOMICALLY DISADVANTAGED	41	41	24	41
ELL**	N	N	N	N

MIGRANT*	N	N	N	N
LOWEST 25%†	0	0	0	N
FEMALE*	48	47	31	36
MALE*	33	48	18	54

Percentage of Students Scoring at Each FCAT 2.0 and EOC Achievement Level, 2013-14

	FCAT 2.0 Reading						FCAT 2.0 Math and Algebra 1 EOC						FCAT 2.0 Science & Biology 1 EOC				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**		**L1**	**L2**	**L3**	**L4**	**L5**		**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	34	29	22	12			40	39	18				21	40	29		
WHITE	37						26	51									
BLACK OR AFRICAN AMERICAN	51						71										
HISPANIC/LATINO	23	35	23				29	42	22					44			
ASIAN																	
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*																	
AMERICAN INDIAN OR ALASKA NATIVE																	
TWO OR MORE RACES*																	
DISABLED	53						46	42									
ECO. DISADVANTAGED	38	25	18	15			46	37	13					42			
ELL**																	
MIGRANT*																	
FEMALE*	30	25	30				41	34	19					41			
MALE*	38	32	16				40	42	17					38	34		

FCAT 2.0 Reading Data (Grades 6-8)

*Proficiency determined by students scoring 80% or higher in tested area as specified FCAT Score Reports

Grade/Group	Tested Area/ Proficiency	Tested Area/ Proficiency	Tested Area/ Proficiency	Tested Area/ Proficiency	Overall Proficiency
6th	Vocabulary **91% proficient**	Reading Applications **87% proficient**	Literary Analysis: Fiction/Non-Fiction **74% proficient**	Informational Text and Research Process **34% proficient**	**48% proficient**
7th	Vocabulary **67% proficient**	Reading Applications **60% proficient**	Literary Analysis: Fiction/ Non-Fiction **40% proficient**	Informational Text and Research Process **66% proficient**	**47% proficient**
8th	Vocabulary **85% proficient**	Reading Applications **60% proficient**	Literary Analysis: Fiction/Non-Fiction **75% proficient**	Informational Text and Research Process **55% proficient**	**50% proficient**
Middle School	Vocabulary **82% proficient**	Reading Applications **70% proficient**	Literary Analysis: Fiction/Non-Fiction **65% proficient**	Informational Text and Research Process **69% proficient**	**48% proficient**

FCAT 2.0 Reading (Grades 9-10)

*Proficiency determined by students scoring 80% or higher in tested area as specified FCAT Score Reports

Grade/Group	Tested Area/ Proficiency	Tested Area/ Proficiency	Tested Area/ Proficiency	Tested Area/ Proficiency	Overall Proficiency
9th	Vocabulary **55% proficiency**	Reading Applications **58% proficiency**	Literary Analysis: Fiction/Non-fiction **55% proficiency**	Informational Text and Research Process **50% proficiency**	**84% proficiency**
10th	Vocabulary **51% proficiency**	Reading Applications **35% proficiency**	Literary Analysis: Fiction/Non-fiction **38% proficiency**	Informational Text and Research Process **48% proficiency**	**29% proficiency**

High School	Vocabulary **53% proficiency**	Reading Applications **47% proficiency**	Literary Analysis: Fiction/Non-fiction **47% proficiency**	Informational Text and Research Process **49% proficiency**	**30% proficiency**

FCAT 2.0 Mathematics (6-8)

*Proficiency determined by students scoring 80% or higher in tested area as specified FCAT Score Reports

Grade	Tested Area	Test Area	Tested Area	Tested Area	Overall Proficiency
6th	Fractions, Ratios, Proportional Relationships, and Statistics **43% proficient**	Expressions and Equations **21% proficient**	Geometry and Measurement **17% proficient**	N/A	**17% proficient**
7th	Number: Base Ten **13% proficient**	Ratios Proportional Relationships **40% proficient**	Geometry and Measurement **13% proficient**	Statistics and Probability **46% proficient**	**13% proficient**
8th	Number: Operations, Problems, and Statistics **25% proficient**	Expressions, Equations, and Functions **30% proficient**	Geometry and Measurement **30% proficient**	N/A	
Middle School					**29% Proficient**

Algebra I End of Course Assessment

*Proficiency determined by students scoring 80% or higher in tested area as specified EOC Algebra 1 Score Reports

Group/Grade	Tested Area/ Proficiency	Tested Area/ Proficiency	Tested Area/ Proficiency	Overall Proficiency
8th	Functions Linear Equations, and Inequalities **20% proficient**	Polynomials **20% proficient**	Rationals, Radicals, Quadratics, and Discrete Mathematics **40% proficient**	**80% proficient**
9th	Functions Linear Equations, and Inequalities **11% proficient**	Polynomials **0% proficient**	Rationals, Radicals, Quadratics, and Discrete Mathematics **21% proficient**	**22% proficient**
10th	Functions Linear Equations, and Inequalities **03% proficient**	Polynomials **0% proficient**	Rationals, Radicals, Quadratics, and Discrete Mathematics **11% proficient**	**07% proficient**
11th	Functions Linear Equations, and Inequalities **07% proficient**	Polynomials **07% proficient**	Rationals, Radicals, Quadratics, and Discrete Mathematics **29% proficient**	**07% proficient**
12th	Functions Linear Equations,	Polynomials	Rationals, Radicals, Quadratics, and	**0% proficient**

	and Inequalities **0% proficient**	**0% proficient**	Discrete Mathematics **0% proficient**	
High School	Functions Linear Equations, and Inequalities **11% proficient**	Polynomials **02% proficient**	Rationals, Radicals, Quadratics, and Discrete Mathematics **15% proficient**	**19% proficient**

Geometry End of Course Assessment

*Proficiency determined by students scoring 80% or higher in tested area as specified EOC Geometry Score Reports

Group/Grad	Tested Area/	Tested Area/	Tested Area/	Overall

e	Proficiency	Proficiency	Proficiency	Proficiency
9th	Two Dimensional Geometry **50% proficient**	Three Dimensional Geometry **50% proficient**	Trigonometry and Discrete Mathematics **50% proficient**	**50% proficiency**
10th	Two Dimensional Geometry **12% proficient**	Three Dimensional Geometry **04% proficient**	Trigonometry and Discrete Mathematics **12% proficient**	**28% proficiency**
11th	Two Dimensional Geometry **0% proficient**	Three Dimensional Geometry **08% proficient**	Trigonometry and Discrete Mathematics **25% proficient**	**08% proficiency**
12th	Two Dimensional Geometry **0% proficient**	Three Dimensional Geometry **0% proficient**	Trigonometry and Discrete Mathematics **0% proficient**	**0% proficiency**
High School	Two Dimensional Geometry **11% proficient**	Three Dimensional Geometry **10% proficient**	Trigonometry and Discrete Mathematics **15% proficient**	**22% proficiency**

Biology End of Course Assessment

*Proficiency determined by students scoring 80% or higher in tested area as specified Biology EOC Score Reports

Group/Grade	Tested Area/ Proficiency	Tested Area/ Proficiency	Tested Area/ Proficiency	Overall Proficiency
9th	Molecular and Cellular Biology **44% proficiency**	Classification, Heredity, and Evolution **50% proficiency**	Organisms, Populations, and Ecosystems **39% proficiency**	**39% proficiency**
10th	Molecular and Cellular Biology **30% proficiency**	Classification, Heredity, and Evolution **30% proficiency**	Organisms, Populations, and Ecosystems **35% proficiency**	**40% proficiency**
11th	Molecular and Cellular Biology **50% proficiency**	Classification, Heredity, and Evolution **50% proficiency**	Organisms, Populations, and Ecosystems **0% proficiency**	**100% proficiency**
12th	Molecular and Cellular Biology **100% proficiency**	Classification, Heredity, and Evolution **100% proficiency**	Organisms, Populations, and Ecosystems **50% proficiency**	**100% proficiency**
High School	Molecular and Cellular Biology **47% proficiency**	Classification, Heredity, and Evolution **50% proficiency**	Organisms, Populations, and Ecosystems **42% proficiency**	**53% proficiency**

Pivot also used Scantron Performance Series assessments for Reading to screen and monitor the progress of students. Scantron assessments were taken in the Fall, Winter and Spring seasons. Each assessment provides data related to: subject area ability level, grade level equivalency estimate and a student's estimated percent correct for all test questions aligned to the Florida Common Core Standards. This information helps teachers guide instruction correlated to the State Standards as well as make informed decisions on instructing students at their individual levels. The following chart provides Scantron results for Fall, Winter and Spring for students scoring proficient (on grade level) and well as the percentage of students making or not making gains by grade level.

(Reading) Scantron Testing Data for All Pivot Charter School Students

Year	Test	Test Session	Proficiency	Gain/Deficit

2013-2014	Scantron Reading	Spring	34%	N/A
2014-2015	Scantron Reading	Winter	36%	+2

(Reading) Scantron Testing Data for Middle School Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2013-2014	Scantron Reading	Spring	43%	N/A
2014-2015	Scantron Reading	Fall	40%	-3
2014-2015	Scantron Reading	Winter	40	0

(Reading) Scantron Testing Data for 6th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2013-2014	Scantron Reading	Spring	43%	N/A
2014-2015	Scantron Reading	Fall	41%	-2
2014-2015	Scantron Reading	Winter	41%	0

(Reading) Scantron Testing Data for 7th Grade Students

Year	Test	Test Session	Proficiency	Gain/ Deficit
2013-2014	Scantron Reading	Spring	46%	N/A
2014-2015	Scantrong Reading	Fall	29%	-17
2014-2015	Scantron Reading	Winter	37%	+8

Scantron Testing Data for 8th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2013-2014	Scantron Reading	Spring	40%	N/A
2014-2015	Scantron Reading	Fall	25%	-15
2014-2015	Scantron Reading	Winter	33%	+8

(Reading) Scantron Testing Data for High School Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2013-2014	Scantron Reading	Spring	29%	N/A
2014-2015	Scantron Reading	Fall	34%	+5
2014-2015	Scantron Reading	Winter	34%	0

(Reading) Scantron Testing Data for 9th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2013-2014	Scantron Reading	Spring	34%	N/A
2014-2015	Scantron Reading	Fall	25%	-9
2014-2015	Scantron Reading	Winter	37%	+12

(Reading) Scantron Testing Data for 10th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2013-2014	Scantron Reading	Spring	12%	N/A

2014-2015	Scantron Reading	Fall	41%	+29
2014-2015	Scantron Reading	Winter	41%	0

(Reading) Scantron Testing Data for 11th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2013-2014	Scantron Reading	Spring	39%	N/A
2014-2015	Scantron Reading	Fall	42%	+3
2014-2015	Scantron Reading	Winter	41%	-1

(Reading) Scantron Testing Data for 12th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2013-2014	Scantron Reading	Spring	44%	N/A
2014-2015	Scantron Reading	Fall	22%	-22
2014-2015	Scantron Reading	Winter	29%	+7

Scantron Testing Data for Middle School Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Math	Fall	41%	None
2014-2015	Scantron Math	Winter	36%	-9

Scantron Testing Data for 6th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Math	Fall	46%	None
2014-2015	Scantron Math	Winter	26%	-10

Scantron Testing Data for 7th Grade Students

Year	Test	Test Session	Proficiency	Gain/ Deficit
2014-2015	Scantrong Math	Fall	56%	None
2014-2015	Scantron Math	Winter	48%	-8

Scantron Testing Data for 8th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Math	Fall	24%	None
2014-2015	Scantron Math	Winter	32%	+8

Scantron Algebra Testing Data for High School Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Algebra	Fall	38%	None
2014-2015	Scantron Algebra	Winter	52%	+14

Scantron Algebra Testing Data for 9th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Algebra	Fall	45%	None
2014-2015	Scantron Algebra	Winter	45%	0

Scantron Algebra Testing Data for 10th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Algebra	Fall	46%	None
2014-2015	Scantron Algebra	Winter	42%	-4

Scantron Algebra Testing Data for 11th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Algebra	Fall	33%	None
2014-2015	Scantron Algebra	Winter	37%	+4

Scantron Algebra Testing Data for 12th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Algebra	Fall	28%	None
2014-2015	Scantron Algebra	Winter	40%	+12

Scantron Geometry Testing Data for High School Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Geometry	Fall	36%	None
2014-2015	Scantron Geometry	Winter	46%	+10

Scantron Geometry Testing Data for 10th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Geometry	Fall	30%	None
2014-2015	Scantron Geometry	Winter	43%	+13

Scantron Geometry Testing Data for 11th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Geometry	Fall	50%	None
2014-2015	Scantron Geometry	Winter	50%	None

Scantron Geometry Testing Data for 12th Grade Students

Year	Test	Test Session	Proficiency	Gain/Deficit
2014-2015	Scantron Geometry	Fall	67%	None
2014-2015	Scantron Geometry	Winter	67%	None

3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:

As per the PCS Charter Application, the following student achievement objectives were identified:

- Goal 1 – 100% of enrolled students will engage in their assigned courses weekly as measured by the online curriculum's reporting data.
- Goal 2 – On a daily basis, 85% of students enrolled in PCS will meet grade level content standards as demonstrated by meeting or exceeding the expected percent complete in courses assigned as measured by the online curriculum's reporting data.
- Goal 3 – On any given school day, 60% of students will be meeting grade level content standards as demonstrated by receiving an average of a "C" or better in their assigned course as measured by the online curriculum's reporting data.

- Goal 4 – By 2014, 85% of students enrolled in PCS will achieve a 3, 4 or 5 on the FCAT assessments taken at each grade level in math and language arts.
- Goal 5 – By 2015, 80% of eligible students will be participating in at least one online college course each semester.
- Goal 6 – By 2014, PCS will have created a high tech multimedia learning studio that will meet the needs of students and teachers engaged in multiple learning environments from online courses on laptops and desktops to small group and individual counseling and tutoring.
- Goal 7 – 100% of PCS students will complete a career interest inventory and establish at least three personal goals toward post-secondary plans in their Personal Development Plan. At least two annual action steps will be created per goal that supports the student in meeting post-secondary goals and action steps will be revised annually in the Personal Development Plan.
- Goal 8 – 95% of PCS students will meet or exceed the annual Service Learning requirement.
- Goal 9 – 80% of parents, teachers and students will report an overall "meets or exceeds expectations" satisfaction level of PCS programs on the annual school-wide surveys.
- Goal 10 – By 2015, 90% of PCS seniors will receive a high school diploma.

4. Student Performance Data Analysis

*Provide a **detailed** analysis of the student performance data including academic performance by each subgroup:*

Pivot Charter school has been in operation since August of 2013. The following provides an overview of our academic performance data school wide, by subgroups and by grade level.

Subgroup Analysis

- For the 2013 – 2014 academic school year, the percentage of students performing at Level 3 or above in the content areas was: Reading (40%), Mathematics (24%), Science (46%) and Writing (48%).

- In reading, 43% of White students performed at the proficient/satisfactory level, while only 32% of Black students and 42% of the Hispanic students met the same standard. 41% of Economically Disadvantaged students met the expectation. 25% of SWD students scored proficient in the area of reading.

- In mathematics, 24% of White students earned proficient scores while only 9% of Black students and 34% of Hispanic students achieved the same score. 24% identified as Economically Disadvantaged students earned a passing score while only 12% of SWD students scored in the passing range.

- In science, 46% of students earned a Level 3 or higher on the 2014 Science assessment. 51% of White students performed at level 3 or higher while there were no scores for Black students. In addition, 53% of Hispanic students passed with a level 3 or higher. 41% of Economically Disadvantaged students were successful in their science assessments. SWD students did not score in this area.

- In Writing, 48% of students scored at satisfactory level. 53% of White students performed satisfactory while only 17% of Black students performed at a satisfactory level. Hispanic students outperformed all other subgroups with 71% passing. In addition, 41% of Economically Disadvantaged students performed at satisfactory or above. SWD students did not score in the writing area.

The academic performance described above demonstrates that White students perform just a bit higher on mathematics and reading assessments than their minority counterparts. Hispanic students performed better than Black students in reading. In the area of Math, the percentage of White students scoring proficient was a little more than double the percentage of Black students scoring proficient. Hispanic students scored similar to the White students with 53% scoring proficient. In addition, in writing the Hispanic subgroup scored higher than all other subgroups with 71% more than 20% higher than the group average. The data also shows that ELL students did not score proficient on FCAT Reading, Writing, Math and Science.

Middle School Reading

- In the 2013-2014 school year, middle school students who participated in the FCAT 2.0 Reading Assessment showed 48% proficiency in Reading. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Vocabulary all middle school students showed 82% proficiency. In the area of Reading Application middle school students showed 70% proficiency. In the area of Literary Analysis: Fiction and Nonfiction middle school students showed 65% proficiency. In the area of Informational Text and Research Process all middle school students showed 69% proficiency. With this data it is indicated that middle school students, at PCS who participated in the FCAT 2.0 Reading Assessment showed deficiencies in the areas of: Literary Analysis: Fiction and Nonfiction, and Informational Text and Research Process.

- In 2013-2014 sixth grade students who participated in the FCAT 2.0 Reading Assessment showed 48% proficient overall in reading. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Vocabulary sixth grade students showed 91% proficiency. In the area of Reading Application sixth grade students showed 87% proficiency. In the area of Literary Analysis: Fiction and Nonfiction sixth graders showed 74% proficiency. In the area of Informational text and Research Process sixth graders showed 34% proficiency. With this data it is indicated that sixth graders, at Pivot Charter School who participated in the FCAT 2.0 Reading Assessment showed mastery in areas of Vocabulary, and Reading Application and deficiencies in the areas of Literary Analysis: Fiction and Nonfiction and Informational Text and Research Process.

- In 2013-2014 seventh grade students, at Pivot Charter School who participated in the FCAT 2.0 Reading Assessment, showed 47% proficiency in reading. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Vocabulary seventh grade students showed 67% proficiency. In the area of Reading Applications seventh grade students showed 60% proficiency. In

the area of Literary Analysis: Fiction and Non-fiction seventh grade students showed 40% proficiency. In the area of Informational Text and Research Process all seventh grade students showed 66% proficiency. With this data it is indicated that the seventh grade students, at Pivot Charter School who participated in the FCAT 2.0 Reading exam showed deficiencies in the areas of: Vocabulary, Reading Applications, Literary Analysis: Fiction and Non-fiction, and Informational Text and Research Process.

- In 2013-2014 eighth grade students, at Pivot Charter School who participated in the FCAT 2.0 Reading Assessment, showed 50% proficiency in reading. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Vocabulary eighth grade students showed 85% proficiency. In the area of Reading Applications eighth grade students showed 60% proficiency. In the area of Literary Analysis: Fiction and Non-fiction eighth grade students showed 75% proficiency. In the area of Information Text and Research Process eighth grade students showed 55% proficiency. With this data it is indicated that eighth grade students, at Pivot Charter School who participated in the FCAT 2.0 Reading exam, showed deficiencies in the areas of: Reading Applications, Literary Analysis: Fiction and Nonfiction, and Informational Text and Research Process.

High School Reading

- In the 2013-2014 school year, at high school students at Pivot Charter School, who participated in the FCAT 2.0 Reading Assessment, showed 30% proficient in Reading. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Vocabulary all high school students showed 53% proficiency in reading. In the area of Reading Application all high school students showed 47% proficiency. In the area of Literary Analysis: Fiction and Nonfiction all high school students showed 47% proficiency. In the area of Informational Text and Research Process all high school students showed 49% proficiency. With this data it is indicated that high school students, at Pivot Charter School who participated in the FCAT 2.0 Reading exam showed deficiencies in the areas of: Vocabulary, Literary Analysis: Fiction and Nonfiction, and Informational Text and Research Process.

- In 2013-2014 ninth grade students, at Pivot Charter School who participated in the FCAT 2.0 Reading Assessment showed 34% proficiency in reading. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Vocabulary ninth

grade students showed 55% proficiency. In the area of Reading Applications ninth grade students showed 58% proficiency. In the area of Literary Analysis: Fiction and Nonfiction ninth grade students showed 58% proficiency. In the area of Informational Text and Research Process ninth grade students showed 50% proficiency. With this data it is indicated that ninth grade students, at Pivot Charter School who participated in the FCAT 2.0 Reading Assessment, showed deficiencies in the areas of: Vocabulary, Reading Applications, Literary Analysis: Fiction and Nonfiction, and Informational Text and Research Process.

- In 2013-2014 tenth grade students, at Pivot Charter School who participated in the FCAT 2.0 Reading Assessment showed 29% proficient in reading. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Vocabulary tenth grade students showed 51% proficiency. In the area of Reading Applications tenth grade students showed 35% proficiency. In the area of Literary Analysis: Fiction and Nonfiction tenth grade students showed 38% proficiency. In the area of Informational Text and Research Process tenth grade students showed 48% proficiency. With this data it is indicated that tenth grade students, at Pivot Charter School who participated in the FCAT 2.0 Reading Assessment, showed deficiencies in the areas of: Vocabulary, Reading Applications, Literary Analysis: Fiction and Nonfiction, and Informational text and Research Process.

Middle School Mathematics

- In the 2013-2014 school year middle school students, who participated in the FCAT 2.0 Mathematics Assessment and the Algebra I End of Course Assessment at Pivot Charter School showed an overall 29% proficiency in the subject area of Mathematics.

- In 2013-2014 in the subject area of mathematics, sixth grade students showed a 17% proficiency in mathematics. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Fractions, Ratios, and Proportional Relationships and Statistics sixth grade students showed 43% proficient. In the area of Expressions and Equations sixth grade students showed 21% proficient. In the area of Geometry and Measurement sixth graders showed that they were only 17% proficient. With this data it is indicated that sixth graders were deficient in the following areas: Fractions, Ratios and Proportional Relationships and Statistics, Expressions and Equations as well as Geometry and Measurement.

- In 2013-2014, in the subject area of mathematics, seventh grade students were 13% proficient, according to the FCAT 2.0 Mathematics Assessment. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Number: Base Ten, seventh grade students were 13% proficient. In the area of Ratio Proportional Relationships, seventh grade students showed that they were 40% proficient. In the area of Geometry and Measurement seventh graders demonstrated 13% proficient. With this data it is indicated that seventh graders are deficient in the subject areas of the mathematics state assessment: Number: Base Ten, Ratios Proportional Relationships, and Geometry and Measurement.

- In 2013-2014, in the subject area of mathematics, eighth grade students demonstrated that they were 55% proficient according to the FCAT 2.0 Mathematics Assessment. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Number: Operations, Problems, and Statistics eighth grade students showed 25% proficient. In the area of Expressions, Equations and Functions eighth graders proved to be 35% proficient. In the area of Geometry and Measurement eight graders showed 30% proficient. With this data it is indicated that eighth graders are deficient in the following subject areas of the mathematics state assessment: Number: Operations, Problems, and Statistics, Expressions, Equations and Functions, and Geometry and Measurement.

Algebra I End of Course Assessment (EOC)

- In the 2013-2014 school year high school students at Pivot Charter School, who participated in the Algebra I EOC showed an overall 19% proficiency in Algebraic concepts whereas high school students at Pivot Charter School, who participated in the Geometry End of Course Assessment showed 22% proficient.

- In the 2013-2014 School year all Pivot Charter School students who participated in the Algebra I EOC showed 17% proficient. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Functions, Linear Equations and Inequalities students showed 11% proficiency. In the area of Polynomials students showed 02% proficiency. In the area of Rationals, Radicals, Quadratics, and Discrete Mathematics students showed 15% proficiency. With this data it is indicated that Pivot Charter School students who

participated in the Algebra I EOC showed deficiencies in the areas of Functions, Linear Equations, and Inequalities; Rationals, Radicals, Quadratics, Discrete Mathematics and Polynomials.

- In 2013-2014, eighth graders who participated in the Algebra I EOC showed 80% proficiency overall. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Functions, Linear Equations, and Inequalities eighth graders showed 20% proficient. In the area of Polynomials eighth graders showed 20% proficiency. In the area of Rationals, Radicals, Quadratics, and Discrete Mathematics eight graders showed 40% proficiency. With this data it is indicated that eighth graders are deficient in the areas of Functions, Linear Equations, and Inequalities, Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.

- In 2013-2014, all ninth graders, at Pivot Charter School, who participated in the Algebra I End of Course Assessment (EOC) showed 22% proficiency. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Functions, Linear Equations, and Inequalities ninth graders showed 11% proficient. In the area of Polynomials ninth graders showed 0% proficiency. In the area of Rationals, Radicals, Quadratics, and Discrete Mathematics ninth graders showed 21% proficient. With this data it is indicated that ninth graders, at Pivot Charter School who participated in the Algebra I EOC were deficient in the areas of Functions, Linear Equations, and Inequalities; Rationals, Radicals, Quadratics, Discrete Mathematics, and the largest deficiency in Polynomials.

- In 2013-2014, tenth graders, at Pivot Charter School who participated in the Algebra I EOC showed 07% proficiency. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Functions, Linear Equations, and Inequalities tenth graders showed 3% proficiency. In the area of Polynomials tenth graders showed 0% proficiency. In the area of Rationals, Radicals, Quadratics, and Discrete Mathematics tenth graders showed 11% proficient. With this data it is indicated that tenth graders, at Pivot Charter School who participated in the Algebra I EOC, were deficient in the following areas of the Algebra I EOC: Functions, Linear Equations and Inequalities; Rationals, Radicals, Quadratics, Discrete Mathematics, and its largest deficiency in Polynomials.

- In 2013-2014, eleventh graders, at Pivot Charter School who participated in the Algebra I End of Course Assessment, showed 07%

proficiency. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Functions, Linear Equations, and Inequalities eleventh graders, at Pivot Charter School who participated in the Algebra I EOC, showed 07% proficiency. In the area of Polynomials eleventh graders, at Pivot Charter School who participated in the Algebra I EOC, showed 07% proficiency. In the area of Rationales, Radicals, Quadratics, and Discrete Mathematics eleventh graders, at Pivot Charter School who participated in the Algebra I EOC, showed 29% proficiency. With this data it is indicated the eleventh graders, at Pivot Charter School who participated in the Algebra I End of Course Exam, were deficient in the following areas of the Algebra I EOC: Functions, Linear Equations and Inequalities; Rationales, Radicals, Quadratics, and Discrete Mathematics, and Polynomials.

- In 2013-2014, twelfth graders who participated in the Algebra I End of Course Assessment showed 0% proficient. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Functions, Linear Equations, and Inequalities twelfth graders showed 0% proficiency. In the area of Polynomials twelfth graders showed 0% proficiency. In the area of Rationals, Radicals, Quadratics, and Discrete Mathematics twelfth graders showed 0% proficiency. With this data it is indicated the twelfth graders, at Pivot Charter School who participated in the Algebra I EOC were deficient in the following areas of the Algebra I EOC: Functions, Linear Equations and Inequalities; Rationals, Radicals, Quadratics, Discrete Mathematics, and Polynomials.

Geometry End of Course Assessment

- In the 2013-2014 school year, all Pivot Charter School students who participated in the Geometry End of Course (EOC) Assessment showed 22% proficiency. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Two Dimensional Geometry demonstrated they showed 11% proficiency. In the area of Three Dimensional Geometry students showed 15% proficiency. In the area of Trigonometry and Discrete Mathematics showed 15% proficiency. With this data it is indicated that all Pivot Charter School students who participated in the Geometry EOC showed deficiencies in the following areas: Two Dimensional Geometry, Three Dimensional Geometry, and Trigonometry and Discrete Mathematics.

- In 2013-2014 ninth graders at Pivot Charter School who participated in the Geometry End of Course Assessment (EOC) showed 50% proficient. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Two Dimensional Geometry ninth graders showed 50% proficiency. In the area of Three Dimensional Geometry ninth graders showed 50% proficiency. In the area of Trigonometry and Discrete Mathematics ninth graders showed 50% proficiency. With this data it is indicated that ninth graders, at Pivot Charter School who participated in the Geometry EOC, have mastered 50% of the needed material to pass the Geometry End of Course Assessment. Additionally, ninth grade students at Pivot Charter School who participated in the Geometry EOC, could improve by working in areas of Three Dimensional Geometry, Two Dimensional Geometry and, Trigonometry and Discrete Mathematics.

- In 2013-2014, tenth graders at Pivot Charter School who participated in the Geometry End of Course Assessment showed 28% proficiency. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Two Dimensional Geometry tenth graders showed 12% proficiency. In the area of Three Dimensional Geometry tenth graders showed 04% proficiency. In the area of Trigonometry and Discrete Mathematics tenth graders showed 12% proficiency. With this data it is indicated that tenth graders, at Pivot Charter School who participated in the Geometry End of Course Assessment showed deficiencies in Two Dimensional Geometry and Trigonometry and Discrete math, with their biggest deficiency being in Three Dimensional Geometry.

- In 2013-2014, eleventh graders who participated in the Geometry End of Course Assessment showed 08% proficient. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Two Dimensional Geometry eleventh graders showed 0% proficiency. In the area of Three Dimensional Geometry eleventh graders showed 08% proficiency. In the area of Trigonometry and Discrete Mathematics eleventh graders showed 25% proficiency. With this data it is indicated that eleventh graders, at Pivot Charter School who participated in the Geometry EOC, showed deficiency in the areas of Three Dimensional Geometry as well as Trigonometry and Discrete Mathematics with their biggest deficiency in Two Dimensional Geometry.

- In 2013-2014, twelfth graders at Pivot Charter School who participated in the Geometry End of Course Assessment showed 0% proficient. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Two Dimensional Geometry, all

twelfth graders showed 0% proficiency. In the area of Three Dimensional Geometry all twelfth graders showed 08% proficiency. In the area of Trigonometry and Discrete Mathematics all twelfth graders who participated in the Geometry EOC showed 0% proficiency. With this data it is indicated that twelfth graders at Pivot Charter School who participated in the Geometry EOC showed large deficiencies in the areas of Two Dimensional Geometry and Trigonometry and Discrete Mathematics, and some deficiency in Three Dimensional Geometry.

8th Grade Science

- In the 2013-2014 school year all students at Pivot Charter School who participated in the FCAT 2.0 8th Grade Science Assessment showed to be 35% proficient overall. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Nature of Science eighth grade students showed 65% proficiency. In the area of Earth and Space Science eighth grade students showed 80% proficiency. In the area of Physical Science eighth grade students showed 65% proficiency. With this data it is indicated that eighth grade students, at Pivot Charter School who participated in the FCAT 2.0 8th Grade Science Assessment showed mastery in the areas of Physical Science and Earth and Space Science, and could benefit from further guidance in the area of Nature of Science.

Biology End of Course Assessment (EOC)

- In the 2013-2014 school year, all students at Pivot Charter School who participated in the Biology End of Course Assessment showed to be 53% proficient in the overall area of Biology. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Molecular and Cellular Biology all students showed 47% proficiency. In the area of Classification, Heredity, and Evolution all students showed 50% proficient. In the area of Organisms, Populations and Ecosystems all students showed 42% proficiency. With this data it is indicated that all students at Pivot Charter School, who participated in the Biology End of Course Assessment showed 50% mastery of the necessary items to pass the Biology EOC. Students at Pivot Charter School showed some areas of deficiency in Molecular and Cellular Biology, and Organisms, Populations and Ecosystems.

- In 2013-2014 ninth graders, at Pivot Charter School who participated in the Biology EOC showed 39% proficient. Proficiency is

determined by students scoring 80% or higher in each tested area. In the area of Molecular and Cellular Biology ninth grade students showed 44% proficiency. In the area of Classification, Heredity, and Evolution ninth grade students showed 50% proficiency. In the area of Organisms, Populations, and Ecosystems ninth graders showed 39% proficiency. With this data it can be indicated that ninth grade students, at Pivot Charter School who participated in the Biology EOC showed deficiencies in the areas of: Classification, Heredity and Evolution; Organisms, Populations and Ecosystems; and Molecular and Cellular Biology.

- In 2013-2014 tenth graders, at Pivot Charter School who participated in the Biology EOC showed 40% proficient. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Molecular and Cellular Biology tenth grade students showed 30% proficiency. In the area of Classification, Heredity, and Evolution tenth grade students showed 30% proficiency. In the area of Organisms, Populations, and Ecosystems tenth graders showed 35% proficiency. With this data it can be indicated that tenth grade students, at Pivot Charter School who participated in the Biology End of Course Assessment showed deficiencies in the areas of: Classification, Heredity and Evolution; Organisms, Populations and Ecosystems; and Molecular and Cellular Biology.

- In 2013-2014 eleventh graders at Pivot Charter School who participated in the Biology EOC showed 100% proficient. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Molecular and Cellular Biology eleventh grade students showed 100% proficiency. In the area of Classification, Heredity, and Evolution eleventh grade students showed 100% proficiency. In the area of Organisms, Populations, and Ecosystems eleventh graders showed 0% proficiency. With this data it can be indicated that eleventh grade students, at Pivot Charter School who participated in the Biology EOC showed mastery in the areas of: Classification, Heredity and Evolution; and Molecular and Cellular Biology whereas eleventh grade students, at Pivot Charter School who participated in the Biology End of Course Assessment, showed a large deficiencies in the area of Organisms, Populations and Ecosystems.

- In 2013-2014 twelfth graders at Pivot Charter School who participated in the Biology EOC showed 100% proficiency. Proficiency is determined by students scoring 80% or higher in each tested area. In the area of Molecular and Cellular Biology twelfth grade students showed 100% proficiency. In the area of Classification, Heredity, and Evolution twelfth grade students showed 100% proficiency. In the

area of Organisms, Populations, and Ecosystems twelfth graders showed 50% proficiency. With this data it can be indicated that twelfth grade students, at Pivot Charter School who participated in the Biology EOC showed mastery in the areas of: Classification, Heredity and Evolution; and Molecular and Cellular Biology whereas eleventh grade students, at Pivot Charter School who participated in the Biology EOC showed some deficiency in the area of Organisms, Populations and Ecosystems.

Scantron Reading Assessment Data Analysis:

In order to monitor our students' progress, Pivot Charter School uses the formative assessment of Scantron Performance Series. This formative assessment is given to Pivot Charter School students three times a year: Fall, Winter and Spring.

- At the end of the 2013-2014 school year Pivot Charter School students tested 34% proficient on the Reading Scranton Assessment. This Assessment tests overall competency in the subject areas of vocabulary and comprehension. In the 2014-2015 school year, for our mid-year Winter assessment, Pivot Charter School students tested 36% proficient in the area of Reading. Therefore, showing a 2% gain for all grade levels.

- In the 2013-2014 school year sixth graders who took the Scantron Assessment showed 43% proficiency in the subject area of Reading. According to 2014-2015 Scantron Fall and Winter assessments, sixth graders showed 41% proficiency in Reading. Thus, showing a 2% deficiency in the subject area of Reading from the previous school year.

- In the 2013-2014 school year seventh graders who took the Scantron Assessment, showed 46% proficiency in the subject area of Reading. According to the 2014-2015 Fall Scantron Assessment, seventh graders showed only 29% proficiency; whereas, in the 2014-2015 Winter Scantron Assessment, seventh graders showed 37% proficiency in Reading. Therefore, although students showed a 9%

deficiency in Reading since last school year, they have showed an 8% gain since the beginning of the school year.

- In the 2013-2014 school year eight graders who took the Scantron Assessment, showed 40% proficiency in the subject area of Reading. According to the 2014-2015 Fall Scantron Assessment eighth grade students showed only 25% proficiency; whereas, in the 2014-2015 Winter Scantron Assessment, eight graders showed 33% proficiency in Reading. Therefore, although students showed a 15% deficiency in Reading since last school year, they have shown an 8% gain since the beginning of the 2014-2015 school year.

- When looking at the subgroups of middle and high school students who took the Scantron Assessment for the 2013-2014 School year, Middle School students showed 43% proficiency in the subject area of reading and High School students showed 29% proficiency. According to the 2014-2015 Scantron Fall and Winter Assessments, Middle School students showed 40% proficiency in the subject area of Reading and High School students showed 34% proficiency. Middle School student showed a 3% deficiency in the subject area of Reading since last school year; whereas, High School students showed a 5% gain in the subject area of Reading.

- In the 2013-2014 school year ninth graders who took the Scantron Assessment showed a 34% proficiency in the subject area of Reading. According to the 2014-2015 Fall Scantron Assessment, ninth graders showed 25% proficiency; whereas, in the 2014-2015 Winter Scantron Assessment ninth graders demonstrated 37% proficiency in Reading. Therefore, although students showed a 9% deficiency since last school year, they have showed a 12% gain since the beginning of the 2014-2015 school year.

- In the 2013-2014 school year, tenth graders who took the Scantron Assessment showed 12% proficiency in the subject area of Reading. In the 2014-2015 Scantron Fall and Winter Assessments, tenth grade students showed 41% proficiency in the subject area of Reading. This is a 29% gain since the end of the 2013-2014 school year.

- In 2013-2014 school year eleventh graders who took the Scrantron Assessment showed 39% proficiency in the subject area of Reading. In the 2014-2015 Fall Scantron Assessment eleventh graders showed 42% proficient in the subject area of Reading. In the 2014-2015

Winter Scantron Assessments eleventh graders showed 41% proficient in the subject area of Reading. This is an overall 2% gain from the 2013-2014 school year.

- In the 2013-2014 school year twelfth graders who took the Scantron Assessment showed 44% proficiency in the subject area of Reading. In the 2014-2015 Fall Scantron Assessment twelfth graders only showed 22% proficiency; whereas, in the 2014-2015 Winter Scantron Assessment twelfth graders showed 29% proficiency in the subject area of Reading. Although, students showed a 22% deficiency since the 2013-2014 school year, students have shown a 7% gain in the subject area of Reading this year.

Scantron Mathematics Data Analysis:

In order to monitor our students' progress, Pivot Charter School uses the formative assessment of Scantron Performance Series. This formative assessment is given to Pivot Charter School students three times a year: Fall, Winter and Spring. During the 2014-2015 school year middle school students tested 41% proficient, when they completed the Scantron Math Fall Assessment. In the 2014-2015 school year middle school students tested 36% proficient, when they completed the Scantron Math Winter Assessment. This assessment tests overall competency in the subject areas of mathematics. In the 2014-2015 school year, middle school students at Pivot Charter School have shown a 5% deficiency since the beginning of the school year.

- In the 2014-2015 school year sixth grade students, at Pivot Charter School who participated in the Scantron Math Fall Assessment, tested 46% proficient. The same students who participated in the 2014-2015 Scantron Math Winter Assessment tested 26% proficient. In the 2014-2015 school year, sixth grade students at Pivot Charter School have shown a 20% deficiency.

- In the 2014-2015 school year seventh grade students, at Pivot Charter School who participated in the Scantron Math Fall Assessment, tested 56% proficient. The same students who participated in the 2014-2015 Scantron Math Winter Assessment tested 48% proficient. In the 2014-2015 school year, seventh grade students at Pivot Charter School have shown an 8% deficiency.

- In the 2014-2015 school year eighth grade students, at Pivot Charter School who participated in the Scantron Math Fall Assessment, tested 24% proficient. The same students who participated in the 2014-2015 Scantron Math Winter Assessment tested 32% proficient. In the 2014-2015 school year, eighth grade students improved by 8%.

High School Scantron Assessments:

Algebra

In order to monitor our students' progress, Pivot Charter School uses the formative assessment of Scantron. This formative assessment is given to Pivot Charter School students three times a year: Fall, Winter and Spring. During the 2014-2015 school year all students who participated in the Scantron Algebra I Assessment, showed 38% proficiency, when they completed the Scantron Algebra Fall Assessment. In 2014-2015 all high school students who participated in the Scantron Algebra Winter Assessment tested 52% proficiency. In the 2014-2015 school year, students who participated in the Scantron Algebra I Assessment showed 14% improvement.

- In the 2014-2015 school year ninth grade students, at Pivot Charter School who participated in the Scantron Algebra Fall Assessment, tested at 45% proficiency. The same ninth grade students, at Pivot Charter School who participated in the Scantron Algebra Winter Assessment tested at 45% proficiency. In the 2014-2015 school year, students who participated in Scantron Algebra I Assessment remained the same.

- In the 2014-2015 school year tenth grade students, at Pivot Charter School who participated in the Scantron Algebra Fall Assessment tested 46% proficiency. The same tenth grade students, at Pivot Charter School who participated in the Scantron Algebra Winter Assessment tested 42% proficiency. In the 2014-2015 school year, tenth grade students who participated in the Scantron Algebra I Assessment showed a 4% deficiency.

- In the 2014-2015 school year eleventh grade students, at Pivot Charter School who participated in the Scantron Algebra I Fall Assessment, tested at 27% proficiency. The same eleventh grade students who participated in the Scantron Algebra I Winter

Assessment, tested 37% proficiency. In the 2014-2015 school year, students who participated in the Scantron Algebra I Assessment progressed by 10%.

- In the 2014-2015 school year twelfth grade students, at Pivot Charter School who participated in the Scantron Algebra I Fall Assessment tested 67% proficiency. The same twelfth grade students, at Pivot Charter School who participated in the Scantron Algebra I Winter Assessment, showed 67% proficiency. In the 2014-2015 school year, students who participated in the Scantron Algebra I Assessment showed no growth or setbacks.

Geometry

In order to monitor our students' progress, Pivot Charter School uses the formative assessment of Scantron. This formative assessment is given to Pivot Charter School students three times a year: Fall, Winter and Spring. During the 2014-2015 school year all students who participated in the Scantron Geometry Assessment showed 36% proficiency. In 2014-2015 all high school students who participated in the Scantron Geometry Winter Assessment tested 46% proficiency. In the 2014-2015 school year, students who participated in the Scantron Geometry Assessment showed 10% improvement.

- In the 2014-2015 school year tenth grade students, at Pivot Charter School, who participated in the Scantron Geometry Fall Assessment tested at 30% proficiency. The same tenth grade students, who participated in the Scantron Geometry Winter Assessment tested at 43% proficiency. This shows that in the 2014-2015 school year tenth grade students at Pivot Charter School, who participated in the in Scantron Geometry Assessments improved by 13%.

- In the 2014-2015 school year eleventh grade students, at Pivot Charter School, who participated in the Scantron Geometry Fall Assessment tested at 50% proficiency. The same eleventh grade students, who participated in the Scantron Geometry Winter Assessment tested at 50% proficiency. This shows that in the 2014-2015 school year eleventh grade students, at Pivot Charter School,

who participated in the Scantron Geometry Assessments did not progress over the course of the first half of the year.

- In the 2014-2015 school year twelfth grade students, at Pivot Charter School, who participated in the Scantron Geometry Fall Assessment tested at 67% proficiency. The same eleventh grade students, who participated in the Scantron Geometry Winter Assessment tested at 67% proficiency. This shows that in the 2014-2015 school year twelfth grade students, at Pivot Charter School, who participated in the Scantron Geometry Assessments did not progress over the course of the first half of the year.

5. Student Performance Deficiency Plan

*Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline:*

The specific deficiencies indicated by the data include low achievement scores for Reading, Writing, Math and Science. With in-house data taken, Pivot has also identified Professional Development and Parent Involvement as areas of deficiencies that may have affected student performance.

Area of deficiency: Literacy

Using our blended-model, Pivot Charter School offers a unique and innovative way of learning where students participate in book-based courses, online/book-based courses, and solely online courses graded by on site teachers. Through the variety of instructional modes students are able to gain knowledge in a collaborative environment that has not been explored before.

Students at Pivot Charter School will develop their writing skills through the use of cross content connections in writing. All teachers will use this analytical approach when guiding students in answering comprehensive reading questions regarding their subject area materials. Students will need to demonstrate mastery of knowledge through finding text clues, and/or evidence which support the underlying themes that they will be studying. For example: In math students will need to pull out the specific "clues" or evidence and write a small summary on how they answered their math problems. In Science, students will will need to identify which specific theories, or evidence support their answers. Furthermore, they will need to be able to identify which type of writing they are conducting: Informative, Persuasive, Argumentative, or Explanatory.

In the 2015-2016 school year, Pivot will implement PEG Writing for all students. Teachers will be trained in the use of PEG writing in the classrooms. PEG writing will provides frequent practice and instant feedback for students and teachers, allowing teachers to design future lessons based on student achievement. With the use of PEG Writing, teacher can easily differentiate individual students' work. PEG Writing utilizes prompts for science, social studies, literature and the arts for all grade levels.

Additionally, students will engage in writing workshops that will incorporate the skill sets of informative, explanatory, persuasive and argumentative writing. Language Arts and English teachers will designate time each week, so students can formulate their thoughts and fluency by writing in these specific genres. They will develop their analytical skills by supporting their claims with text based evidence. During these weekly workshops teachers will focus on how to identify the style of writing and how to pull out relevant support to their claims. Students will keep a writing journal, in which they will use daily for their writing practice.

These writing skills and concepts will be put to use on a daily basis in both the Language Arts and English classrooms, as well as other core subject areas. This would be accomplished by using daily bell ringer activities, assignments in reading blocks, and the rotation of writing assignments in other core subject areas. These assignments would be designed to make students critically think about assigned topics, and then write a constructed response that stems from the writing instruction they received.

Pivot currently uses Blackboard for its' grade level Language Arts and English instructional curriculum. Teachers supplement with book-based materials and teacher-created lessons (using LAFS as a guide). To address level 1 and 2 intensive reading students, Pivot uses a variety of comprehensive and supplemental reading programs to scaffold instruction. These programs include National Geographic Inside and Edge (CIRP) and ReadingPlus (SIRP). For 2015-2016, Pivot will continue to utilize these programs as well as introduce REWARDS (Voyager Sopris) for phonics instruction and will implement StudyIsland which will focus on mastering common core standards, these program will be used during daily uninterrupted 90-minute reading blocks.

Students who scored proficient on FCAT 2.0 Reading and the FSA Reading, Language, Learning Assessments in the 2014-2015 school year will participate in our blended-learning model for their Language Arts or English Language Arts instruction. Our blended-learning model is 90-

minute, every other day class that is a combination of an online curriculum presented through an interactive platform and instruction using book-based teacher-created lessons and materials. All instructional activities presented in the classroom are aligned to the Language Arts Florida Standards (LAFS). For the 2015-2016 school year, Pivot will continue using Aventa (K-12) as its' online curriculum for Language Arts and English Language Arts instruction. The book-based part of the Middle School Language Arts / English Language Arts classes will use SpringBoard and High School will use McDougal Littel Language of Literature.

Students not scoring proficient on FCAT 2.0 Reading and the FSA Reading, Language, Learning Assessments in the 2014-2015 school year are considered to be reading below grade level, also referred to as Level 1's and 2's. These students will be identified prior to the start of the 2015-2016 school year. To be successful, these students need additional interventions in the areas of decoding and/or text reading efficiency. These interventions are above and beyond what all students at PCS receive. This "Intensive Reading" instruction will take place in an uninterrupted 90-minute reading block every day. Classes will be designed for small-group instruction of students on similar levels. Students will be placed in a specific reading Intervention program (National Geographic Inside/Edge, REWARDS (Voyager Sopris), and if appropriate ReadingPlus) based on their grade levels and needs concluded from reviewing the previous year testing data and knowledge gained from program specific screening assessments given at the beginning of the school year.

Pivot Charter School is currently using the National Geographic Inside and Edge as our Comprehensive Intervention Reading Program (CIRP). This program provides instruction for whole and small groups that include introductions to skills and concepts as well as provide strategies embedded throughout the text to enhance students overall knowledge in areas such as visualizing, summarizing, previewing and predicting, and question generation. Supplemental Intervention Reading Programs (SIRP) such as REWARDS (Voyager Sopris) and ReadingPlus have been implemented into Pivot Charter School's Literacy Plan, to help support growth in areas such as decoding strategies, word study with multisyllabic words, building fluency as accuracy increases, as well as supporting vocabulary and comprehension growth in all content areas.

English/Language Arts/Reading teachers at Pivot Charter School will create and follow daily lesson plans, using the PCS Lesson Plan Template that focuses around essential questions and provides teachers with guidance in facilitating strategies and skills for instruction across multiple

text selections. Daily lesson plans will address Language Arts and Reading Florida Standards through the use of CIRP, SIRP and literature.

- Resources Needed – Houghton Mifflin English (6, 7, 8); McDougal Littel Language for Literature (9, 10, 11, 12) teacher materials and student materials; Pivot Charter School Lesson Plan Template
- Timeline – August 2015, lesson plans due 1 week before instruction occurs
- Person Responsible – Subject area teachers, Administration

Pivot Charter School will further develop its classroom libraries. Selected texts for these classroom libraries will be chosen by a team of teachers, the Literacy Coach, Reading teachers, Language Arts teachers, English Language Arts teachers and content area teachers. Together this group of teachers will collaborate to choose novels and informational texts in the schools collections to enhance literacy instruction in all content areas including science and social studies. Classroom libraries will include information and literary texts which can be found in books, magazines, newspaper and digital devices (computers, ebooks, multimedia content).

Pivot Charter School will use relevant and contemporary literature, such as The Kite Runner by Khaled Hosseini, The Giver by Lois Lowry, To Kill a Mocking Bird by Harper Lee, Hatchet by Gary Paulsen, and The Outsiders by S.E. Hinton which engages adolescent learners. Students will have access to relevant and increasingly more challenging text as their vocabulary and comprehension continue to grow. These texts include but are not limited to: Friday Night Lights by H.G. Bissinger, Beastly by Alex Flinn and The Catcher in the Rye by J.D Salinger.

- Resources Needed – Literature for classroom libraries
- Timeline – Summer 2015
- Person Responsible – ELA/Reading Teachers, Administration

For the upcoming school year, two new literacy coaches have been hired. They both have extensive training, with one being a content area reading master trainer. We can use these two teachers to help train our teachers in other content areas on how to build meaningful reading/writing relationships across subject areas. Their expertise in helping content area teachers plan and revise lesson plans to include reading and writing across the curriculum will be a major strength of Pivot. These literacy coaches will also create and implement, with the help of the principal, a system by which student work is documented in folders. Students who are in intensive reading classes will keep their work in

these folders, and the literacy experts will use the data and information provided in these folders to properly modify and adapt instruction in response to that data. The principal will work closely with the literacy experts, ensuring that teachers in all content areas are also aware of the data tracking process, so that they might also adapt and adjust their lesson plans accordingly.

Reading teachers will provide a variety of assessments both formal and informal to monitor students' progress. Informal assessments embedded in National Geographic Inside/Edge and ReadingPlus all use baseline screenings to place students in individual level specific instruction and provide guided practice to help address reading, vocabulary, and comprehension deficiencies. Assessments in ReadingPlus will be conducted through self-paced progress whereas assessments in National Geographic Inside/Edge will occur at the end of each unit. This means as students continue to master levels, they will advance in assignment difficulty. Additionally, students are informally assessed through REWARDS (Voyager Sopris) at the end of each unit of study. Informally assessing students at the end of each unit of study helps teachers determine whether or not students are ready to move to the next unit or if teachers need to reteach concepts. National Geographic Inside/Edge uses Lexile Level placement and reading gains assessments that provide quantitative measures of text complexity. These assessments help instructors match students to the text and help scaffold the gaps in the reading. All students will be formally assessed through the use of Florida Assessment for Instruction and Reading (FAIR), FCAT 2.0 Reading and FSA ELA Reading, Language and Listening which analyze comprehension, language, and listening skills. Pivot Charter School will use FAIR reading data, collected three times a year (Fall, Winter, and Spring), to identify student progress and difficulties in the areas of reading, language, comprehension and listening. This data, which reflects student's grade level equivalent, helps to ensure students receive additional support in areas of identified deficiencies.

Using the data procedures discussed above, data chats between Reading Teachers, Literacy Coach and Administration will occur on a bi-weekly basis to monitor students' progress. This team will then identify a plan to implement additional strategies. The Literacy Coach will work with the Reading Teacher to model new strategies and monitor implementation. If students continue to struggle, data chats will occur and will include the parents and student. Students who are still not making adequate progress after the implementation of new strategies will be referred to the school's Collaborative Problem Solving (CPS)/RtI Team.

As a blended-model learning environment, PCS already encompasses digital components in the facilitating of educational platforms for all of our students. Teachers across all content areas will incorporate digital technology such as Interactive Whiteboards, LCD/Video Projector, Student Interactive Responders, etc. by providing this engaging literacy environment further supports literacy learning.

Intensive Reading Teachers will provide intensive instruction in the following areas:

Phonemic Awareness/Phonics:

Reading teachers will work with students who fall in the Level 1 and 2 intensive reading categories to specifically address the areas of Phonemic Awareness and Phonics. Students who fall into this category will be placed in *REWARDS (Voyager Sopris)* based on program specific screening tools. This program focuses on the knowledge that words are made up of a combination of individual sounds. It is through recognizing these sounds students are able to improve their understanding/comprehension and vocabulary. Students will spend 50-60 minutes per day, 5 days a week working in small groups during their uninterrupted 90-minute intensive reading block working on these skills. Professional Development for these programs will occur over the 2015 summer by the Literacy Coach and the Director of Special Programs.

- Resources Needed – *REWARDS (Voyager Sopris)* student workbooks
- Timeline – *REWARDS (Voyager Sopris)* was purchased in the 2014-2015 school year
- Person Responsible – Literacy Coach, Administration, Director of Special Programs

Fluency:

English Language Arts/Reading teachers will incorporate the following strategies into their lessons, using them as a guideline for instruction for whole group, small group, and individualized instruction: Modeling, Choral Reading, Echo Reading, Listening while Reading, Paired Reading, Reading Recording, Timed Repeated Reading, and Reader's Theater. All students will better understand the different areas of fluency. Professional development will take place during the 2015 summer and quarterly as needed by the Literacy

Coach. Administration will review lesson plans and conduct classroom walkthroughs/observations. Administration will be observing teachers implementing the above strategies into their lessons. These observations will be discussed in a meeting with the teacher and administration. Walkthroughs/Observations will occur once a quarter.

- Resources Needed – Professional Development addressing specific fluency strategies mentioned above
- Timeline – August 2015, review quarterly
- Person Responsible – Literacy Coach (review lesson plans), Administration (conduct walkthroughs/observations)

Vocabulary:

To help build vocabulary and comprehension across all content areas, beyond the use of CIRP and SIRP programs in the intensive reading classes, all Pivot Charter School teachers will incorporate vocabulary and comprehension skills such as word study, playing with words and making words through authentic reading, writing, speaking, and listening activities in their classroom instruction. Teachers at PCS will use targeted and complex language as they explore their content area thus challenging students to develop and enhance their vocabulary. Teachers will use a variety of methods to enhance student understanding including but not limited to: vocabulary notebooks/study cards, word sorts, word games, and word walls. Through this cross content immersion students will receive a rich and varied language experience. Teachers will receive professional development during the summer of 2015 in this area. Administrators and the Literacy Coach will work together to review lesson plans and conduct walkthroughs/observations to ensure all teachers are actively incorporating vocabulary.

- Resources Needed – Professional Development addressing specific vocabulary strategies mentioned above
- Timeline – August 2015, review quarterly
- Person Responsible – Content area teachers, Literacy Coach (review lesson plans), Administration (conduct walkthroughs/observations)

Comprehension:

In order to help our students further their comprehension skills, English Language Arts/ Reading teachers will utilize novel/literature study. Novel/literature studies will be developed by English Language Arts/Reading teachers using the Language Arts Florida Standards. Novel studies will be reviewed by the Literacy Coach and discussions will occur between the two. Students will be presented with novels/literature such as *The Kite Runner* by Khaled Hosseini*, The Giver* by Lois Lowry, *To Kill a Mocking Bird* by Harper Lee*, Hatchet* by Gary Paulsen, and *The Outsiders* by S.E. Hinton which engages adolescent learners. Students will have access to relevant and increasingly more challenging text, as their vocabulary and comprehension continue to grow. These texts include but are not limited to*: Friday Night Lights* by H.G. Bissinger, *Beastly* by Alex Flinn and *The Catcher in the Rye* by J.D Salinger. With the use of the Comprehension Instructional Sequence (CIS) students will learn how to generate questions and answers based on the text as well as engage in text discussions. Additionally English Language Arts/ Reading teachers will have students choose a book/novel of their liking on a bi-weekly basis. Teachers in these content areas will have students keep a daily journal jotting down ideas such as: themes, concepts, and vocabulary read that day, which will aid in comprehension improvement. Through the use of "Independent Reading" students will have the opportunity to apply their knowledge to self–selected texts and build further knowledge in the areas of vocabulary, and comprehension skills. Novel/Literature studies will be evaluated by teachers using formal and informal assessments. Teachers will receive professional development over the summer of 2015 by the Literacy Coach and will also observe a modeled lesson during the first few weeks of school.

- Resources Needed – Classroom Library Materials
- Timeline – August 2015
- Person Responsible – Literacy Coach, Administration

Writing:

Promoting literacy across content areas is essential to students developing in their reading/literacy deficiency areas. It is proven that

students who know how to write well also know how to read well. Therefore, all teachers at Pivot Charter School will encompass writing strategies in their classes with the help of the Literacy Coach. Strategies will apply to all Pivot Charter School students and all content area classes. Students will participate in classroom community discussions where they will be expected to write responses to text lead discussion questions, as well as respond to peers in a respectful manor displaying knowledge of text based content. All content area teachers will include responses to text: including personal reactions as well as analyzing/interpreting text; in addition too, text summaries in their daily and weekly lesson plans. Teachers will base these responses to text to follow in line with the Language Arts Florida Standards for content areas such as Language Arts, English, History/Social Studies, and Science.

- Resources Needed – Professional Development addressing specific writing strategies mentioned above
- Timeline – August 2015, review quarterly
- Person Responsible – Content area teachers, Literacy Coach

For the 2015-2016 school year, Pivot will use a Weekly Writing Workshop calendar to guide teachers in incorporating writing in the content specific (Math, Science and Social Studies) classroom. Each subject area teacher will be required to provide students with content related writing prompts at least every 3 weeks. Writing prompts will be reviewed by Administration (through lesson plans). Writing prompts will rotate through content areas every three weeks and will be graded using FSA Writing rubrics. Teachers will also incorporate PEG Writing into their clssrooms for more frequent practice and feedback. This will occur more frequently. Writing Folders will be created; content area teachers will copy student work and file them in writing folders. English Language Arts / Language Arts teachers will review writing and modify instruction to address areas of weakness. Writing will occur throughout courses and not just during the week specified below, however Administration will monitor the Weekly Writing Workshops and student writing portfolios will be maintained.

Weekly Writing Workshop Calendar

Month	Week	Content Area	Type of Writing Prompt	Month	Week	Content Area	Type of Writing Prompt
September	3	Social Studies	Informative/ Explanatory		3	Math	Informative/ Explanatory
	4	Math	Opinion/ Argumentative		4	Science	Opinion/ Argumentative
October	1	Science	Informative/ Explanatory	February	1	Social Studies	Informative/ Explanatory
	2	Social Studies	Opinion/ Argumentative		2	Math	Opinion/ Argumentative
	3	Math	Informative/ Explanatory		3	Science	Informative/ Explanatory
	4	Science	Opinion/ Argumentative		4	Social Studies	Opinion/ Argumentative
November	1	Social Studies	Informative/ Explanatory	March	1	Math	Informative/ Explanatory
	2	Math	Opinion/ Argumentative		2	Science	Opinion/ Argumentative
	3	Science	Informative/ Explanatory		3	Social Studies	Informative/ Explanatory
	4	Social Studies	Opinion/ Argumentative		4	Math	Opinion/ Argumentative
December	1	Math	Informative/	April	1	Science	Informative/

			Explanatory				Explanatory
	2	Science	Opinion/ Argumentative		2	Social Studies	Opinion/ Argumentative
	3	Social Studies	Informative/ Explanatory		3	Math	Informative/ Explanatory
	4	Math	Opinion/ Argumentative		4	Science	Opinion/ Argumentative

Effective writing principles will also be taught and implemented across the curriculum using the PEG Writing program. PEG Writing is a web-based writing program designed to help students in grades 3-12 develop effective writing skills and maximize teacher instruction. This online writing tool gives educators and students unlimited access to custom writing prompts, electronic graphic organizers, automated scoring, instant feedback, portfolios, and interactive student tutorials.

Some of the effective writing practices that will be taught include:

- **Writing strategies:** Explicitly teach students strategies for planning, revising, and editing their written products. This may involve teaching general processes (e.g., brainstorming or editing) or more specific elements, such as steps for writing a persuasive essay. In either case, we recommend that teachers model the strategy, provide assistance as students practice using the strategy on their own, and allow for independent practice with the strategy once they have learned it.
- **Summarizing text:** Explicitly teach students procedures for summarizing what they read. Summarization allows students to practice concise, clear writing to convey an accurate message of the main ideas in a text. Teaching summary writing can involve explicit strategies for producing effective summaries or gradual fading of models of a good summary as students become more proficient with

the skill.

- **Collaborative writing:** Allow students to work together to plan, write, edit, and revise their writing. We recommend that teachers provide a structure for cooperative writing and explicit expectations for individual performance within their cooperative groups or partnerships. For example, if the class is working on using descriptive adjectives in their compositions, one student could be assigned to review another's writing. He or she could provide positive feedback, noting several instances of using descriptive vocabulary, and provide constructive feedback, identifying several sentences that could be enhanced with additional adjectives. After this, the students could switch roles and repeat the process.
- **Goals:** Set specific goals for the writing assignments that students are to complete. The goals can be established by the teacher or created by the class themselves, with review from the teacher to ensure they are appropriate and attainable. Goals can include (but are not limited to) adding more ideas to a paper or including specific elements of a writing genre (e.g., in an opinion essay include at least three reasons supporting your belief). Setting specific product goals can foster motivation, and teachers can continue to motivate students by providing reinforcement when they reach their goals.
- **Word processing:** Allow students to use a computer for completing written tasks. With a computer, text can be added, deleted, and moved easily. Furthermore, students can access tools, such as spell check, to enhance their written compositions. As with any technology, teachers should provide guidance on proper use of the computer and any relevant software before students use the computer to compose independently.
- **Sentence combining:** Explicitly teach students to write more complex and sophisticated sentences. Sentence combining involves teacher modeling of how to combine two or more related sentences to create a more complex one. Students should be encouraged to apply the sentence construction skills as they write or revise.

- **Process writing:** Implement flexible, but practical classroom routines that provide students with extended opportunities for practicing the cycle of planning, writing, and reviewing their compositions. The process approach also involves: writing for authentic audiences, personal responsibility for written work, student-to-student interactions throughout the writing process, and self-evaluation of writing.
- **Inquiry:** Set writing assignments that require use of inquiry skills. Successful inquiry activities include establishing a clear goal for writing (e.g., write a story about conflict in the playground), examination of concrete data using specific strategies (e.g., observation of students arguing in the playground and recording their reactions), and translation of what was learned into one or more compositions.
- **Prewriting:** Engage students in activities prior to writing that help them produce and organize their ideas. Prewriting can involve tasks that encourage students to access what they already know, do research about a topic they are not familiar with, or arrange their ideas visually (e.g., graphic organizer) before writing.
- **Models:** Provide students with good models of the type of writing they are expected to produce. Teachers should analyze the models with their class, encouraging students to imitate in their own writing the critical and effective elements shown in the models.

The Literacy Coach will meet with each team (subject area) to ensure that they are familiar with literary approaches and strategies. Administrators, such as the Principal and Assistant Principal, will look over lesson plans, and observe classes to see that Florida Language Arts/English/Reading Standards as well as Social Studies/History, Science and Math Standards are being implemented.

- Resources Needed – Professional Development
- Timeline – August 2015, review quarterly
- Person Responsible – Literacy Coach, Administration

PCS recognizes the importance of supporting ELL and SWD in literacy achievement. The literacy strategies discussed above will be used with ELL and SWD students in the classroom. In addition to these strategies, data chats will occur between Reading Teachers, the Literacy Coach, ESE

Teachers and the ESOL Resource Teacher. These data chats will be structured to discuss individual students' progress towards meeting reading goals and expectations as well as additional interventions and strategies to be implemented in the general education classroom. If new strategies are determined to be necessary, the appropriate person will be responsible for professional development (i.e. SWD strategies will be taught by the ESE Teacher/Specialist whereas ELL strategies will be implemented by the ESOL Resource Teacher). The ESOL Resource Teacher and the ESE Teacher will also be available to provide "push-in" services and strategies. This "push-in" service and strategies will require the ESOL Resource Teacher and/or the ESE Teacher to go into the classroom and assist the General Education Teacher with the lesson being taught or the concept that the student is struggling with. For SWD, discussions will take place with the IEP team to discuss the possible need of additional supports or push-in services that may be necessary. ELL student will also use ESL Reading Smart in the English/Language Arts classes.

- Resources Needed – Professional Development; ESL Reading Smart student licenses
- Timeline – August 2015 and as needed
- Person Responsible – Literacy Coach, ESOL Resource Teacher, ESE Teacher/Specialist

Tutoring: Individualized tutoring will be offered to those specific students still struggling with Language Arts concepts. Tutoring will consist of specialized sessions geared to assist the student using content area curriculum and Study Island Reading to help scaffold the areas of deficiency. English Language Arts / Language Arts / Reading Teachers and Literacy Coach will provide tutoring after school for a pre-determined time agreed upon by the student, parent and teachers/Coach. Tutoring can be done in small groups or individually depending on needs.

Area of deficiency: Math

Pivot Charter School recognizes its deficiencies in the subject area of Mathematics. In order to support our low achieving Science students, identified using: the NGSSS Algebra I EOC, the NGSSS Geometry EOC, the FCAT 2.0 Math 6, the FCAT 2.0 Math 7, the FCAT 2.0 Math 8, and the 2014-2015 FSA Algebra I EOC, FSA EOC Algebra II, FSA EOC Geometry, FSA Math 6, FSA Math 7, and FSA Math 8, PCS will implement the following programs: Study Island, Bootcamps, Think Through Math, Math180, Tutoring and Professional Development Days for teachers.

- Study Island: Study Island will be used in small groups, whole groups as well as individualized instruction to support and foster gains in students who are in need of assistance. Teachers will use Study Island in addition to grade level curriculum to scaffold the standards through a digital platform that engages all types of learners. Teachers will receive professional development from Study Island professionals and the Literacy Coach.

- Bootcamps: Bootcamps will begin two months prior to testing for non-proficient students. Students will participate in Bootcamps twice a week during their designated Mathematics course, which is a 90 minute period, and once monthly on Saturday for a minimum of three hours. Bootcamps will be utilized to review standards and practice areas of deficiency among level 1 and 2 students. Bootcamps will be taught by math teachers and will use in class curriculum (both online and book-based), teacher-created lesson and materials, Additional supplemental math programs: Study Island, Think Through Math, Math180 (dependent on individual student needs and levels) and Ready Set Go Algebra 1 EOC Prep workbooks.

- Professional Development: All Mathematics teachers will participate in Professional Development days to help improve overall competency in their subject area. Teachers will participate in webinars, collaborative discussions among peers, learning/discovering through the use of stem.browardschools.com and CPALMS training to review standards and develop diversified lessons.

- Think Through Math (TTM): Think Through Math is a self-paced supplemental math program, which assess each individual student's math abilities. The skills and concepts each individual student struggles with are then leveled for that student so they gain mastery. Current teachers have already been trained in the use of the program; new teachers to Pivot Charter School will receive the same training before using the program in their classes.

- Math180: Math180 is an online math program designed for students who are two or more year behind. This program aims to accelerate students to master grade level math concepts. Students who have been identified as being behind in math skills will be screened by the

embedded assessment and if appropriate placed in the online program. Students will use this program during independent practice times in classrooms and will also be included as a tool in Bootcamps and tutoring.

- Tutoring: Individualized tutoring will be offered to those specific students still struggling with Mathematics concepts. Tutoring will consist of a specialized session geared to assist the student using their curriculum, Study Island and Think Through Math to help scaffold the areas of deficiency. Math Teachers/Coach will provide tutoring after school for a pre-determined time agreed upon by the student, parent and Math Teachers/Coach.

- During subject area team meetings the Math Coach will review lesson plans, to ensure that all teachers are implementing and following the Florida Math Standards. These lesson plans will also be reviewed by Administration Leaders such as the Principal and Assistant Principal.

- The Math Teacher, Math Coach, ESOL Resource Teacher and ESE Teacher/Specialist will work together to provide ELL and SWD students with additional supports in the classroom. Math teachers will monitor progress and report concerns to the team. Team meetings will be held to address each student's individual progress. These discussions will include identifying areas of weakness and coming up with a plan to address areas and may include the plan to use the ESOL Resource Teacher of the ESE Teacher/Specialist as an additional resource in the classroom through "push-in" services/strategies.

- Students in need of further interventional help will be referred to the CPS/RTI team.

Area of deficiency: Science

Pivot Charter School recognizes its deficiencies in the subject area of Science. In order to support our Intensive Science Students, based on FCAT 2.0 8th Grade Science and Biology EOC Level 1's and 2's, Pivot Charter School will implement the following plan – Addition of Study Island program, Bootcamps, tutoring and Personal Development Days for teachers.

- Study Island: Study Island will be used in whole groups, small groups as well as individual instruction to support and foster gains in students who are in need of additional assistance in science. Teachers will use Study Island in support of their curriculum and scaffold the standards through a digital platform that engages all types of learners.

    - Resources Needed – Study Island
    - Timeline – Already purchased, begin August 2015
    - Person Responsible – Science Coach/Teacher

- Bootcamps: Bootcamps will begin two months prior to testing for level 1 and 2. Students will participate in Bootcamps twice a week during their designated Science course and is taught by a certified science teacher, which is a 90 minute period, and once monthly on Saturday for a minimum of three hours. Bootcamps will be utilized to review standards and practice areas of deficiency among level 1 and 2 students. Science Teachers will utilize a variety of resources in addition to general education course materials. Resources include Study Island, Ready Set Go EOC Prep (Biology) workbooks and teacher created materials.

    - Resources Needed – Study Island, teacher created materials, science textbooks; Ready Set Go EOC Prep (Biology) orkbooks
    - Timeline – February 2016
    - Person Responsible –Science Coach/Teacher

- Professional Development: All Science Teachers will participate in Professional Development days to help improve overall competency in their subject area. Teachers will participate in webinars, collaborative discussions among peers, learning/discovering through the use of stem.browardschools.com and CPALMS training to review standards and develop diversified lessons.

- Resources Needed – Pivot Professional Development Calendar, Science Training Materials, List of courses from CPALMS, List of courses from the School District of Broward County.
- Timeline – Based on Pivot Professional Development Calendar, continuous throughout school year
- Person Responsible – Science Coach, Administration, Leadership team

- Tutoring: Individualized tutoring will be offered to those students still struggling with science concepts. Tutoring will consist of a specialized session geared to assist the student using their curriculum and Study Island/Think Through Math/Math 180 to help scaffold areas of deficiency. Tutoring sessions will be conducted by Science Teachers and/or the Science Coach after school for a pre-determined amount of time agreed upon by the parents, teachers and student.

  - Resources Needed – Study Island, Think Through Math, Math180 and teacher created materials
  - Timeline – Students identified at the beginning of the school year using FCAT 2.0 Science/EOC Biology and Scantron Fall Science assessments; interventions provided immediately; individual tutoring decision made at the end of Quarter 1 – tutoring will begin at the start of Quarter 2
  - Person Responsible – Science Coach, ESOL Resource Teacher (if appropriate), ESE Teacher (if appropriate)

- ELL Students: The above plan will be implemented and used for ELL students. ELL students who continue to struggle with achievement in science will be referred to the ESOL Resource Teacher. The ESOL Resource Teacher will work with the Science Teacher/Coach to revise lesson plans using the CALLA. Professional development in implemented the CALLA will take place summer 2015 and will be reviewed as needed with teachers needing to implement the approach. The ESOL Resource Teacher will observe teachers implementing the approach and provide remedial training as needed.

- Resources Needed – Teacher created lessons and materials using CALLA; Study Island/Think Through Math/Math180
- Timeline – Students identified at the beginning of the school year using FCAT 2.0 Science/EOC Biology and Scantron Fall Science assessments; interventions provided immediately; individual tutoring decision made at Quarter 1 – tutoring will begin at the start of Quarter 2
- Person Responsible – Science Coach/Teacher, ESOL Resource Teacher

- ESE Students: The above plan will also be used for all ESE students. If ESE students are still struggling they will be recommended for after school individualized tutoring sessions with the Science teacher and the ESE teacher. Tutoring sessions will be in small groups of no more than 7 students. A tutoring schedule will be created for each student based on their needs. Tutoring will be after school for a minimum of one (1) hour sessions. During these tutoring sessions, addition proven ESE strategies will be implemented. Strategies that are working in tutoring sessions will be implemented in the classroom. The ESE Teacher/Specialist will convene an IEP meeting for ESE students continuing to struggle. Additional accommodations and supports will be considered on an individual basis.

    - Resources Needed – Teacher created lessons and materials; Study Island/Think Through Math/Math180
    - Timeline – Students identified at the beginning of the school year using FCAT 2.0 Science/EOC Biology and Scantron Fall Science assessments; interventions provided immediately; individual tutoring decision made at Quarter 1 – tutoring will begin at the start of Quarter 2
    - Person Responsible – Science Teacher/Coach, ESE Teacher/Specialist

- During subject area PLC meetings the Science Coach will review lesson plans, to ensure that all teachers are implementing and following the Next Generation Sunshine State Standards (NGSSS). These lesson plans will also be reviewed by Administration Leaders such as the Principal and Assistant Principal.

- During subject area PLC meetings, data chats regarding specific struggling students will take place. These data chats will review student achievement scores, progress monitoring data and will discuss strategies that have been tried and strategies that should/could be tried. Data chats will also occur with the parents of students still struggling.

- Student's needing further individualized interventions will be referred to the CPS/RTI team.

In hopes of improving student achievement in all content areas and helping our graduating classes, our 8th and 12th graders, feel more secure about their graduation status, and future goals we have outlined a specific timeline of when we will hold parent teacher conferences for these specific students. These conferences will commence early on in the year (August) to ensure that all parents are aware of credit status, GPA, and testing requirements that their student fulfilled and where they are deficient. Additionally, for seniors we are able to examine college opportunities, placement tests, career readiness, and FASFA information to prepare them for the future. It is through these frequent meetings that we will be able to develop a plan for success.

- Resources Needed – Parent Conference Schedule
- Timeline – August 2015
- Person Responsible – Leadership Team, BRACE Advisor, Administration

Pivot Charter School Senior Parent Conference Schedule

Date	Time	Event	Notes
August 10th-14th, 2015	9:00am-2:30pm	Incoming Senior Parent Teacher Conferences	Your scheduled time will be mailed out to you.
October 26th-30th, 2015	1:00pm-4:30pm	Senior Parent Teacher Conference	Your scheduled time will be mailed out to you
January 11th-14th, 2016	1:00pm-4:30pm	Senior Parent Teacher Conference	Your scheduled time will be mailed out with you.
April 11th-15th, 2016	1:00pm-4:30pm	Senior Parent Teacher Conference	Your Scheduled time will be mailed out to you
These meetings are important for you will receive information on your students' graduation status, SAT/ACT sign up and test dates. If at any time you cannot attend your scheduled meeting, please call to reschedule for the next available appointment. Thank you.			

Pivot Charter School 8th Grade Parent Conference Schedule

Date	Time	Event	Notes
August 17th-24th, 2015	9:00am-4:30pm	Incoming 8th Grade Parent Teacher Conferences	Your scheduled time will for mailed out to you.
October 19th-23rd, 2015	1:00pm-4:30pm	8th Grade Parent Teacher Conferences	Your scheduled time will be mailed out to you.
January 19th-22nd ,2016	1:00pm-4:30pm	8th Grade Parent Teacher Conferences	Your scheduled time will be mailed out to you.
April 18th-22nd,2016	1:00pm-4:30pm	8th Grade Parent Teacher Conferences	Your scheduled time will be mailed out to you

Please note that these meetings are very important, for information about your student's graduation status and transition to high school will be discussed. If at any time you cannot attend your scheduled meeting, please call to reschedule for the next available appointment. Thank you.

6. Approved Educational Program

*Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract and the rationale for **why** each component was not implemented:*

Advanced Academics Inc.–

- At the beginning of the 2013-2014 school year, Advanced Academics Inc. (AAI) was used as the primary academic online educational program at PCS until December 2013. Knowledge regarding the disenfranchising of AAI prompted PCS to search and implement another primary academic online educational program, Fueled Education (K-12). This situation caused a mid-year change in a first year school. It also caused the need for both teacher and student training mid-year.

Reading as a foundation of Pivot Charter School –

- Per the Pivot Charter School application/contract, STAR was identified as an assessment to be given at the beginning, middle and end of the school year for reading. Before the beginning of the 2013-2014 school year, STAR was replaced with Scantron Performance Series. Replacing STAR with Scantron meant that testing would be conducted at the beginning, middle and end of the school year as well as assesses Math and Science.

Fast Forward –

- FAST Forward was not implemented per the PCS application/contract, instead *ReadingPlus* (2013-2014) and *REWARDS* (2014-2015) were implemented as the supplemental intensive reading programs as per the suggested list of resources found in the Broward Country K-12 Comprehensive Reading Plan.

Study Island –

- Study Island was not implemented per the PCS application/contract, instead *ReadingPlus* (2013-2014) and *REWARDS* (2014-2015) were implemented as the supplemental intensive reading programs as per the suggested list of resources found in the Broward Country K-12 Comprehensive Reading Plan. This program will be implemented in the 2015-2016 school year as an additional resource for Literacy Instruction and for tutoring.

School to Career –

- During the 2013-2014 school year, the "School to Career" part of the PCS educational program was partially implemented. In its first year of operation, students and teachers were adjusting to a new model of learning/teaching, PCS focused mainly on student progress both academically and behaviorally.

7. Addressing Identified Deficiencies

*Provide a **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline:*

Advanced Academics Inc. –

- Beginning January 2014, PCS migrated to Fueled Education (K-12) as the primary academic online educational program. Each teacher was trained on the usage and implementation of the program. All teachers are expected to implement this program in their classes on a daily basis.

- Resources Needed – Access to Fueled Education (K-12) online, Professional Development on Technology
- Timeline – Implemented January 2014; Initial teacher training January 2014; Additional training to be provided during pre-school week and quarterly as needed
- Person Responsible – Information Technology Specialist

Reading as a foundation of Pivot Charter School –

- Beginning the 2013–2014 school year, PCS utilized Scantron Reading assessments to identify individual student's areas of weaknesses. This assessment was conducted at the beginning, middle and end of the school year. In the 2014-2015, PCS began using the FAIR assessment which is also given at the beginning, middle and end of the school year. With the implementation of *ReadingPlus* in the 2014-2015 school year, PCS is able to take advantage of the frequent progress monitoring that is embedded in the program and is administered on an individual basis/level.

    - Resources Needed – Access to Scantron (Reading), FAIR assessments online and the purchase of *ReadingPlus* (purchased 2013-2014); Access to performance data from FCAT/FSA
    - Timeline – August 2013 and subsequent years, based on individual assessment schedules
    - Person Responsible – Testing Coordinator

Fast Forward –

- This program was replaced by *ReadingPlus* in the 2013-2014 school year.

    - Resources Needed – *ReadingPlus* was purchased during the 2013-2014 school year, Professional Development
    - Timeline – Implementation in August 2013, Professional Development during pre-school week and as needed quarterly
    - Person Responsible – Literacy Coach

Study Island –

- This program was replaced by *ReadingPlus* (2013-2014) and *REWARDS (Voyager Sopris)* (2014-2015) school years. Study Island will be used as a supplemental in the 2015-2016 year for Reading/ELA, Math, Science and Social Studies.

    - Resources Needed – Study Island was purchased during the 2014-2015 school year, Professional Development
    - Timeline – Implementation August 2015, Professional Development during pre-school week and as needed quarterly
    - Person Responsible – Subject Area Coaches/Leads

School to Career –

- In the 2014-2015 school year, PCS continued to add to and strengthen the career/college readiness aspect of the "School to Career" educational program as outlined in the PCS contract. The leadership team and the BRACE counselor are working together to implement the program in its entirety. To ensure this is being implemented, the following activities will be addressed by the leadership team/BRACE counselor:

    - Students will complete an interest inventory. Information obtained using this inventory will be the basis for future discussions.

        - Resources Needed – interest inventory
        - Timeline – To be completed by August 2015
        - Person Responsible – School Based Leadership Team

    - Students will meet weekly with Mentors to discuss their academic progress and to align their educational goals with their career goals.

        - Resources Needed – Mentor schedules
        - Timeline – Beginning August 2015, then weekly throughout school year
        - Person Responsible – Mentors

- Mentors will report progress to leadership team bi-weekly.

    - Resources Needed – Weekly Mentor Report Template
    - Timeline – Beginning August 2015, then bi-weekly throughout the school year
    - Person Responsible – Mentors (to submit), Leadership Team (to review)

- Leadership team/BRACE counselor will then meet quarterly with 8th grade, juniors and seniors to discuss progress. Parents will also be invited to the meetings.

    - Resources Needed – None
    - Timeline – Beginning August 2015, then quarterly
    - Person Responsible – BRACE counselor, Leadership team

- In the 2015-2016 school year, PCS will strengthen our school to career program with the addition of career focused academies in the following areas: Health Services, Computer Science, Fine Arts, College Preparation, and Criminal Justice. Students will choose a track to follow. Some of these programs will allow for students to earn certifications in their respective fields. To implement , the following activities will be a addressed by the leadership team:

    - Applications for entrance into career focused academies will be distributed.

        - Resources Needed – Copies of applications
        - Timeline – Distributed April 2015
        - Person Responsible – Assistant Principal

    - Completed applications reviewed; parents notified of acceptance into academy.

- Resources Needed – Acceptance letter
- Timeline – Accepted and notified by August 2015
- Person Responsible – Leadership team

- Conduct monthly Academy Nights – these academy nights will allow students and parents an opportunity to come together with the academy advisor to discuss the current program, updates to the program, student progress in program and any other relevant and pertinent information regarding the program.

  - Resources Needed – Parent Involvement Calendar with monthly academy nights listed
  - Timeline – Begin September 2015 and then monthly
  - Person Responsible – Leadership team, Academy Advisor

8. Barriers to Student Success

*Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:*

- Several PCS students face socio-economic disadvantages. These disadvantages manifest themselves in areas such as attendance, academic progress and performance, as well as relationship with peers and staff. PCS has addressed these barriers through the recent partnership with Florida Lutheran Services. This partnership allows for PCS students to receive counseling services that address truancy, academic and behavioral concerns identified by PCS. PCS teachers and staff identify a need and submit a referral to LSF. LSF then takes the referral and begins their intake process.

  - Resources Needed – LSF referral forms; Progress Monitoring Tool
  - Timeline – Dependent on LSF referral completion
  - Person Responsible – Student Liaison, Administration and ESE Specialist (if student is enrolled in ESE, 504, Gifted or CPS/RtI)

- Behavior was a barrier to student progress in the classroom. To address this deficiency, PCS will clarify and strengthen its Policies and Procedures (P&P) in regards to Behavior and Classroom Management. Administration will review the P&P during pre-school week and refer to it often. Administration will also review applicable sections of the P&P with students and parents during open house. PCS will

also offer classroom management professional development opportunities during pre-school week and quarterly.

- Resources Needed – Classroom Management Professional Development, Policies & Procedures
- Timeline – August 2015, Quarterly
- Person Responsible – Administration

Barriers to Success: CPS/RtI Process

- The CPS/RtI process is important in identifying struggling students and putting into place a multi-tiered system of supports to fill in gaps of knowledge. This process is individualized to a student's needs both academically and behaviorally. A team of professionals who work with the student are brought together to discuss the student's current academic abilities, implement identified additional intensive strategies, monitor progress and revise the student's plan as needed. If a student is not responsive to the additional intensive strategies, the student is then referred for psychological testing.

- Pivot's CPS/RtI team consists of a general education teacher (preferably the one who refereed the student or who is the teacher of an identified area of struggle for the student), the RtI Specialist, The ESE Specialist (if different from the RtI Specialist), ESOL Resources Teacher (if the student referred is and ELL), the students' parents and the student. The CPS/RtI team currently meets every Friday to discuss students who have been referred or who are currently in the CPS/RtI process. These meetings will be monitored by Administration and documented through meeting agendas and minutes.

- The RtI Specialist will attend professional development opportunities offered by the School District of Broward County related to policies and procedures of implementing a comprehensive CPS/RtI program at Pivot Charter School. Professional development will be on-going as needs are identified.

- The RtI Specialist will train instructional staff on the process during pre-school week. Using surveys throughout the year, the RtI Specialist will identify areas of need and will provide professional development before or after school on topics of need.

- Using the online resources provided by the School District of Broward County, the Director of Special Programs created a flow-chart and

a procedures checklist to be utilized for each student referred to the CPS/RtI team. The RtI Specialist will be responsible for completing this checklist for every student in the process. These checklists will be scanned and emailed to the Director of Special Programs who will then monitor the process.

- Pivot created and will utilize a shared document that will allow Administration, the Director of Special Programs and the Executive Director to the weekly progress of each student. This tool will provide a visual for the team to track data and see progress or a lack of progress.

Barrier to Success: Professional Development

- Professional development for Administration, Coaches, Teachers and staff is an important factor in improving student achievement at PCS. A Professional Development calendar will be established to address areas of need. These professional development activities will be taught by subject area teachers who excel in their fields, subject area coaches, the Director of Special Program and outside vendors (such as Read180, Think Through Math, the School District of Broward County and CPALMS). Professional development may occur through trainings, webinars, workshops, PLC meetings, and modeled lessons with follow-up discussions. Administration will monitor school district course offerings and will distribute information to staff in a timely manner. Administration will also identify professional development opportunities for curriculum resources, subject area content, special programs and classroom management.

    - Resources Needed – Pivot Professional Development Calendar, Subject Training Materials, List of courses from CPALMS, List of courses from the School District of Broward County.
    - Timeline – August 2015, Quarterly, and on an as needed basis
    - Person Responsible – Leadership Team

- Teachers will be provided with Professional Development opportunities over the summer break. These opportunities will increase subject area knowledge, appropriate school procedures, available educational resources and will outline/identify teacher responsibilities related to special programs. These trainings will then be reviewed and re-taught quarterly as needed with individual teachers. The tentative schedule of trainings is below:

Professional Development Calendar for 2015-2016

Date	Activity	Instructor	Follow-up
July 29, 2015	Corporate Policies & Procedures; Team building; Hiring/Retention of Staff; 5 dysfunctions of a team	Director of Schools Leadership Team	Bi-Weekly administration meetings; Weekly admin reports
July 30, 2015	Data Analysis and Application; Reading Interventions & Strategies	Director of Schools Leadership Team	Bi-Weekly administration meetings; Weekly admin reports
July 31, 2015	Student Handbook; Classroom Schedules; Curriculum	Director of Schools Leadership Team	Bi-Weekly administration meetings; Weekly admin reports
August 10, 2015	Aventa / Fueled (K-12) Training	Information Technology Specialist	Quarterly
August 11, 2015	Reading Programs	Literacy Coach	Weekly PLC Meetings
August 12, 2015	Math Programs	Math Coach	Weekly PLC Meetings
August 13, 2015	Science Program	Science Coach	Weekly PLC Meetings
August 14, 2015	Social Studies Program	Social Studies Lead	Weekly PLC Meetings
August 17, 2015	Welcome back; Procedures; Team building	Administration	Quarterly review of school procedures and team building exercises
August 18, 2015	Lesson Planning; CPALMS	Administration & Staff	Review of Lesson Plans; Additional trainings as necessary dependent upon individual teachers
August 19, 2015	Special Programs: ESOL; RtI; 504; ESE; Gifted	Director of Special Programs	Weekly PLC meetings; Weekly admin meetings; Additional trainings as necessary

			dependent upon individual teachers; Quarterly
August 20, 2015	Technology: Classroom websites; Staff Website; GoogleDrive; Google GoogleCalendar; GoogleHangouts and GoogleDocs	Information Technology Specialist	Quarterly; Addition/Deletion of Topics as needed

Barrier to Success: Parent Involvement

During the 2013-2014 school year, 25% of parents actively participated in activities held by Pivot Charter School. Pivot Charter School recognizes that parent involvement is necessary and beneficial to students and that it takes a team to help ensure that a student is successful in their educational goals. This team includes parents/guardians, teachers and the students. Although, Pivot Charter School has offered parental involvement opportunities in the past, we have shifted our focus to offer more directed educational opportunities for all those participating in our student's education.

- Pivot Charter School has devised the Pivot Parent Teacher Association (PPTA) which allows parents and teachers to collaborate together to support student education here at PCS. It is here through the use of the PPTA, that parents will learn information about key topics such as graduation requirements, special programs, understanding student assessment, as well as key ways to support their students at home. PPTA parents will have the opportunity to learn and discover ways we are assisting their students, while offer vital and valuable information regarding ways they would like to see our student education opportunities grow through concepts like field trips, volunteer opportunities and community outreach. It is through this that we can together, support the growth and development in our student's education.

    - Resources Needed – Pivot Parent Teacher Association Calendar of events
    - Timeline – August 2015
    - Person Responsible – Leadership Team

Pivot Charter School Parent Involvement Calendar

Date	Time	Event/Focus
August 21st 2015	5:00pm-7:00pm	Open House – Welcome Back Academy Information
September 1st, 2015	5:00pm-7:00pm	PPTA-Focus on Special Programs
October 6th, 2015	5:00pm-7:00pm	Parent Teacher Conferences PPTA-Focus on Student Support
November 3rd, 2015	5:00pm-7:00pm	PPTA-Focus on Graduation Requirements
December 1st, 2015	5:00pm-7:00pm	PPTA-Focus on Student Assessment
January 5th, 2016	5:00pm-7:00pm	PPTA-Welcome Back Focus-Academy Programs
February 2nd, 2016	5:00pm-7:00pm	Parent Teacher Conferences
March 1st, 2016	5:00pm-7:00pm	PPTA-Focus on College Selection
March 15th, 2016	5:00pm-7:00pm	Academy Focus for last quarter
April 5th, 2016	5:00pm-7:00pm	PPTA-Special Programs
May 3rd, 2016	5:00pm-7:00pm	PPTA-Looking Ahead

Barrier to Success: Cross-Campus Collaboration

Pivot Charter School, which is located in Tamarac Florida, is only one (1) or three (3) campuses managed by Pivot Inc. With two other campuses, which've been opened longer than the Tamarac campus, schools could be communicating and collaborating with each other. Content area teachers can discuss standards being addressed in classrooms, lessons being taught, and strategies as well as discuss struggles they may be experiencing in the classroom. This type of cross-campus collaboration allows for a sharing of ideas from instructors with various backgrounds and experiences. Pivot Charter School will hold content area PLC meetings across campuses through the use of GoogleHangouts on a bi-weekly basis.

- Resources Needed – None
- Timeline – August 2015, bi-weekly thereafter
- Person Responsible – Director of Schools, Administration

Barrier to Success: Physical Setup of School

Pivot was designed with an open floor concept where students sat in an open learning center and received instruction in small group classrooms. Once instruction was completed, students returned to the open learning center to complete assignments. Throughout the 2013-2014 school year, it became clear to teachers and staff that this open floor concept plan allowed for several distractions for students. To address this concern, PCS made physical changes to the open floor area over the summer. Walls were put up, creating additional and larger classrooms created decrease the number of distractions for students.

- Resources Needed – None; Construction completed Summer 2015
- Timeline – None, Completed
- Person Responsible – Director of Schools, Administration, Leadership Team

9. Student Achievement Outcomes

*Provide a description of **specific** student achievement outcomes to be achieved:*

Based on 2013-2014 student achievement data, the following student achievement outcomes were identified:

Reading, Language, Listening Objectives

- The percentage of students scoring a level 3 or higher on the 2015 FSA ELA Reading, Language, Listening will increase from 40% to 60%.
  - Goal 4 in the PCS contract indicates that 85% of students will achieve a level 3, 4, or 5 on FCAT 2.0 in Reading. Based on 2013-2014 test results, this would mean increase of 45% in one year. Keeping realistic expectations, 20% of students will achieve a level of 3, 4, or 5 on FCAT 2.0 / FSA ELA Reading, Language, Learning.

- Points earned from students making learning gains on the 2015 FSA ELA Reading, Language, Listening will increase from 60 points to 67 points.
- Points earned from students in the bottom quartile making learning gains on the 2015 FSA ELA Reading, Language, Listening will increase from 52 points to 60 points.

Reading, Language, Listening Subgroup Objectives

- The percentage of White students scoring proficient/satisfactory on the 2015 FSA ELA Reading, Language, Listening will increase from 43% to 55%.
- The percentage of Black students scoring proficient/satisfactory on the 2015 FSA ELA Reading, Language, Listening will increase from 32% to 40%.
- The percentage of Hispanic students scoring proficient/satisfactory on the 2015 FSA ELA Reading, Language, Listening will increase from 42% to 50%.
- The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2015 FSA ELA Reading, Language, Listening will increase from 41% to 49%.
- The percentage of ELL students scoring proficient/satisfactory on the 2015 FSA ELA Reading, Language, Listening will increase from 0% to 50%.
- The percentage of SWD students scoring proficient/satisfactory on the 2015 FSA ELA Reading, Language, Listening will increase from 25% to 32%.

Math Objectives

- The percentage of students scoring a Level 3 or higher on the 2015 FSA Math will increase from 24% to 50%.
    - Goal 4 in the PCS contract indicates that 85% of students will achieve a level 3, 4, or 5 on FSA Math. Based on 2013-2014 test results, this would mean an increase of 61% in one year. Keeping realistic expectations, 26% of students will achieve a level of 3, 4, or 5 on FSA Math.
- Points earned from students making learning gains on the 2015 FSA Math will increase from 34 points to 41 points.

- Points earned from students in the bottom quartile making learning gains on the 2015 FSA Math will increase from 33 points to 40 points.

Math Subgroup Objectives

- The percentage of White students scoring proficient/satisfactory on the 2015 FSA Math will increase from 26% to 34%.
- The percentage of Black students scoring proficient/satisfactory on the 2015 FSA Math will increase from 9% to 17%.
- The percentage of Hispanic students scoring proficient/satisfactory on the 2015 FSA Math will increase from 34% to 41%.
- The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2015 FSA Math will increase from 24% to 32%.
- The percentage of ELL students scoring proficient/satisfactory on the 2015 FSA Math will increase from 0% to 50%.
- The percentage of SWD students scoring proficient/satisfactory on the 2015 FSA Math will increase from 12% to 20%.

Science Objectives

- The percentage of students scoring proficient/satisfactory on the 2015 FCAT Science/Biology EOC will increase from 46% to 61%.
- The percentage of ninth grade students scoring proficient/satisfactory on the 2015 Biology EOC will increase by 7%.
- The percentage of all students scoring proficient/satisfactory on the 2015 FCAT Science will increase by 8%.

Science Subgroup Objectives

- The percentage of White students scoring proficient/satisfactory on the 2015 FCAT Science/Biology EOC will increase from 50% to 58%.
- The percentage of Black students scoring proficient/satisfactory on the 2015 FCAT Science/Biology EOC will increase from 0% to 17%.
- The percentage of Hispanic students scoring proficient/satisfactory on the 2015 FCAT Science/Biology EOC will increase from 53% to 61%.

- The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2015 FCAT Science/ Biology EOC will increase from 41% to 50%.
- The percentage of ELL students scoring proficient/satisfactory on the 2015 FCAT Science/Biology EOC will increase from 0% to 50%.
- The percentage of SWD students scoring proficient/satisfactory on the 2015 FCAT Science/Biology EOC will increase from 0% to 15%.

Writing Objectives

- The percentage of students scoring proficient/satisfactory or higher on the 2015 FSA ELA Writing will increase from 48% to 58%.

School –Wide Achievement Outcome

- PCS will show improvement of at least one letter grade as evidenced by the state grade.

Parent Involvement Action Plan

Strategies and Activities to Increase Parent Participation – State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?).

Parent Involvement Goal: *Based on the analysis of the parent involvement data, identify and define an area in need of improvement.*	
For the 2015-2016 school year, parent involvement will increase from 25% to 40% indicating and increase in 30 additional involved parents.	
2013-2014 Current level of Parent Involvement: *Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]*	**2014-2015 Expected Level of Parent Involvement:** *Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]*

2014-2015 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

25% Total number: 50 parents			40% Total number: 80 parents		
Activity	**Strategies and Activities to increase student Achievement** *(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)*	**Start – End Date**	**Evaluation Tool** *(questionnaires, sign-in forms, evaluation of meeting, etc.)*	**Person or Position Responsible for Coordinating/Monitoring**	**Amount/Funding Source**
Parent/Teacher Night – 1x each semester	Each semester, parents will be invited to come into school and speak with their child's classroom teacher. These discussions will be related to each student's individual progress within the classroom and strategies to help improve that students' academic achievement.	August – June	Classroom sign-in sheets	Teachers, Administration	None Needed
Student-Led Conferences – 1x quarterly	Students will meet with teachers and parents quarterly to discuss their progress in each of their classes and identify goals for the following 9 weeks of classes.	August – June	Classroom sign-in sheets; Conference worksheets	Students, Teachers, Administration	None Needed
Monthly School Improvement Meeting	Parents will be made aware of school initiatives and student goal. These meetings will be scheduled and posted online and in monthly newsletters. Information at meetings will be about specific programs, school events and assessments.	August – June	Sign-in Sheets; Meeting Agenda; Meeting Minutes	Administration ESOL Contact ESE Specialist	None Needed
Monthly PPTA	Workshops developed by	August – June	Sign-in Sheets;	Administration	None Needed

Workshops	qualified staff will be offered to parents. Workshops will include Special Programs (ESE, ESOL, GIFTED, 504) information, graduation requirements, interpreting assessment data and more.		Meeting Agenda; Meeting Minutes; Workshop Materials	Subject-area Teachers ESE Specialist ESOL Contact	
Scheduled School-Wide Event Celebrations (career day, field trips, awards ceremonies, international food festival).	Parents are provided opportunities to interact with teachers and complete volunteer hours.	August – June	Volunteer logs, Sign-In Sheets	Students, Teachers, Administration	Monies for events will be raised within the school through fundraising activities and student government.
Written communication provided to parents regarding Parent Workshops	Parents of SWD will be provided with information regarding parent workshops available free of charge through FDLRS	August – June	Record of information sent; End of year parent questionnaires	ESE Specialist	None Needed
Written communication profived to parents (in native language) regarding Parernt Workshops	Parents of ELL's will be provided with information regarding workshops available through Broward County School District	August – June	Record of information sent; End of year parent questionnaires	ESOL Contact	None Needed
ELL Resources Workshop	Parents of ELL's will be invited to attend a workshop in which the Broward School District ESOL website will be reviewed.	October 2015; February 2016	Parent Sign-in; Workshop questionnaires	ESOL Contact	None Needed
Motivate / Increase Parent Involvement	To increase parent involvement at PCS, PCS will schedule activities on a more convenient time frame for	August – June	Parent questionnaires; Parent Involvement Activities calendar	Administration Leadership Team	None Needed

	parents. Parents who have jobs struggling to make activities scheduled during the work day. Scheduling activities in the evening or on weekends allows parents a more flexible schedule for attending.				
Motivate / Increase Parent Involvement	PCS will offer refreshments during parent involvement activities to increase parent involvement. Some parents are coming to meetings late in the evening and haven't had a chance to stop and eat/drink.	August – June	Parent questionnaires; receipts from purchases	Administration Leadership Team	Monies for refreshments will be raised as needed through donations and fundraisers.
Motivate / Increase Parent Involvement	Some of the PCS students have younger siblings that are not in daycare and cannot be watched during scheduled parent involvement activities, PCS will create a child friendly areas (Movies, Computers, Books, and Toys) for younger siblings.	August – June	Parent questionnaires	Administration Leadership Team	None Needed

Comprehensive English Language Learning Assessment (CELLA) Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

Refer to the Questar CELLA Report to gather the necessary data to develop the CELLA Action Plan.								
	Beginning		**Low Intermediate**		**High Intermediate**		**Proficient**	
	Percent of Students	**Average Scale Score**	**Percent of Students**	**Average Scale Score**	**Percent of Students**	**Average Scale Score**	**Percent of Students**	**Average Scale Score**
Listening and Speaking					43%	727	57%	768
Reading	14%	740	29%	757	29%	763	29%	775
Writing			29%	717	14%	724	57%	762

CELLA Goal:

- The percentage of students scoring proficient on the Writing section of CELLA will increase by 18% for a total of 75% of students scoring proficient in Writing.
- The percentage of students scoring proficient on the Listening and Speaking section of CELLA will increase by 18% for a total of 75% of students scoring proficient in Listening and Speaking.
- The percentage of students scoring proficient on the Reading section of CELLA will increase by 21% for a total of 50% of students scoring proficient in Reading.

Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Target Group** *(Beginning; Low Intermediate; High Intermediate; Proficient)*	**CELLA Goal Area** *(Listening and Speaking, Reading or Writing)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. IPT L/S/R/W; Chapter Tests; BAT 1; BAT II; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**
Data from previous and current ELL student assessments (IPT; Scantron – Reading/Math/Science; FAIR; FSA ELA Reading, Language, Listening; FSA ELA Writing and CELLA – Listening) will be used to target specific learning objectives for each student identified	Beginning Low Intermediate High Intermediate	Listening and Speaking Reading	August – June	During	IPT; Scantron; FSA; FAIR; CELLA	ESOL Resource Teacher Administration Director of Special Programs

as an English Language Learner.						
The ESOL Resource Teacher will monitor students' grades and progress monitoring data (Scantron Reading/Math/Science and FAIR). Parent/Teachers conferences will be requested for students not meeting expectations. An individual student plan will be created and monitored. If student continues to struggle, they will be referred to the CPS/RtI team.	ALL	ALL	August - June	Before During After	Parent teacher meeting notes	ESOL Resource Teacher Administration Director of Special Programs
During small group activities, ELL students will have access to heritage dictionaries, can be paired with students who speak the same second language or be paired with a student aid, have access to visual aids for vocabulary words and classroom objects in both languages.	Beginning Low Intermediate High Intermediate	Reading Writing	August – June	During	Classroom assignments/assessments; Student Portfolio; Lesson Plans	ESOL Resource Teacher Administration Director of Special Programs
Through weekly Professional Learning Community meetings (PLC), teachers will engage with grade level/content area teachers to explore instructional strategies and technology that is currently being used in content area classrooms. Teachers will evaluate resources to determine if more training needs to occur, programs need to be modified or additional instructional strategies/technology need to be implemented.	ALL	ALL	August – June	Before After	PLC Agendas; PLC Meeting Minutes to include strategies discussed	ESOL Resource Teacher Administration Director of Special Programs
ELL students will participate in a web-based program called ESL ReadingSmart. This program focuses on accelerating English language development through activities that align to ELA standards and focus on areas such as reading, writing, listening and speaking. After taking a placement test (upon enrollment), students will be placed on an individual learning path. Students will work independently on this program	Beginning Low Intermediate High Intermediate	ALL	August – June	During After	Progress monitoring report provided by ESL ReadingSmart program	English/Language Arts Teacher(s) ESOL Resource Teacher Administration Director of Special Programs

weekly during English/Language Arts blocks. Students are also able to work on this program from home using the following website: http://eslreadingsmart.com.						
To increase parent involvement from ELL families, Pivot will communicate with ESOL parents in their native language verbally (if available) or written as needed. Information provided will be related to student progress, workshops and community activities.	ALL	ALL	August – June	Before During After	Copies of written communication; documentation of verbal communication	ESOL Resource Teacher
Teachers of all subject area(s) will be given a Special Programs Binder that identifies ELL's in the ESOL program, describes Language Level Classifications and provided a list of strategies for teaching ELL students of all classifications. Professional development to review and discuss teacher responsibilities and available strategies will be completed during pre-school week.	ALL	ALL	Initial training Summer 2015; follow-up quarterly	Before After	Pre-school Professional Development Survey	ESOL Resource Teacher Administration Director of Special Programs
Teachers of all subject area(s) will receive professional development in the Cognitive Academic Language Learning Approach to teaching new material to ELL students.	ALL	ALL	Initial training Summer 2015; follow-up quarterly	Before After	Review of weekly lesson plans; Observation of specific lessons being taught using CALLA	ESOL Resource Teacher Administration Director Special Programs
Teachers of all subject area(s) will receive professional development in the Plan-Do-Check-Act model in order to assist in planning differentiated instruction to ELL students.	ALL	ALL	August 2015	Before After	Review of weekly lesson plans;	ESOL Resource Teacher Administration Director of Special Programs
ELL students will have access to additional training by content area teachers and the ESOL Resource Teacher.	ALL	ALL	August – June	After	Progress Monitoring of classroom grades	ESOL Resource Teacher Administration Director of Special

						Programs

Exceptional Student Education (ESE) Action Plan

Student Strategies and Activities – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) to be implemented that logically support this goal. Indicate the level of proficiency for SWD. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices and accommodations must staff utilize to support the literacy achievement of all students?).

Exceptional Student Education (SWD) Reading Goal:

- SWD will increase reading achievement by one grade level as measured by Scantron Reading Assessment.
- The percentage of SWD scoring proficient on FSA Reading, Language, Listening will increase by 7%.

Include data for Proficient students with disabilities (SWD) for Reading *(i.e., FSA ELA Reading 2.0, FSA ELA Writing 2.0, DAR, FAIR, BAT):*		**Include data for Non-proficient students with disabilities (SWD) for Reading** *(i.e. FSA ELA Reading 2.0, FSA ELA Writing 2.0, DAR, FAIR, BAT):*	
2014 Current Level of Performance 25% of SWD achieved satisfactory or above on the FCAT 2.0 Reading Assessment.	**2015 Expected Level of Performance** 32% of SWD will achieve proficient on FCAT 2.0 / FSA ELA Reading, Language, Learning Assessment.	**2014 Current Level of Performance** 75% of SWD did not achieve satisfactory or above on the FCAT 2.0 Reading Assessment.	**2015 Expected Level of Performance** PCS plans to decrease the percent of SWD who do not meet proficiency by 7% on FCAT 2.0 / FSA ELA Reading, Language, Learning Assessment.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:

Baseline Data 2013-2014	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
25% of students scored satisfactory or above.	NONE	25%	32%	40%	50%	62%

Strategies and Activities to increase SWD Achievement in Reading *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After*	**Evaluation Tool** *(i.e. Chapter Tests, BAT 1,*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**

		School Hours)	*BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*		
ESE Teachers will monitor ESE student progress in subject area(s) classes. If an ESE student is identified as struggling, a school-wide teacher meeting will be held to discuss student progress academically and behaviorally. Interventions already tried with student will be shared and new interventions will be identified an implemented by team. An individual student plan will be created and reviewed bi-weekly.	August – June	During	Teacher Grade books; Progress Monitoring Sheet	ESE Teachers / Specialist Administration Director of Special Programs	None
Teachers will design differentiated instruction opportunities in their lesson plans, specifically addressing the needs of SWD students to include their accommodations and content appropriate goals.	August – June	During	Progress Monitoring, Lesson Plans, IEP Progress Reports	ESE Teachers / Specialist Administration Director of Special Programs	None
SWD's will receive all direct services identified and indicated on their IEP. If students miss sessions, ESE Teachers will attempt make-up sessions. ESE Teachers will be required to document and track their work with students. This documentation will be reviewed monthly.	August – June	During	EasyIEP Services Wizard and Reports; Document and Tracing forms filled out by ESE Teacher	ESE Teachers / Specialist Administration Director of Special Programs	None
Online instructional resources will be utilized to help struggling learners in the area of reading. Resources from Intervention Central will assist in the areas of: academic intervention; behavior intervention; worksheet generator; planners; strategies and student rewards.	August – June	During	Walkthrough tools, Formal evaluation tools	ESE Specialist Administration	None
Implement *ReadingRewards* and *Systems44* to re-teach phonological skills in small groups based on student abilities and need.	August – June	During	Progress Monitoring, Classroom assessments	Reading Teacher ESE Teacher Administration	Academic Programs Budget
Teachers will be provided with a Special Programs Binder which will include a student list, copies of each ESE students IEP at glance. The ESE Specialist will review each student individually with	August – June	Before During After	Lesson Plans; PLC Agendas; PLC Meeting Minutes	ESE Specialist Administration Director of Special Programs	None

teachers and explain the teacher's specific responsibilities related to the implementation of accommodations and goal documentation.					
Teachers of all subject area(s) will receive professional development in the Plan-Do-Check-Act model in order to assist in planning differentiated instruction to SWD students.	August 2015	Before	Review of weekly lesson plans;	ESE Teacher / ESE Specialist Administration Director of Special Programs	None

Exceptional Student Education (SWD) Math Goal:

- The percentage of SWD scoring proficient on FSA Math will increase by 7%.
- SWD will increase math achievement by one grade level as measured by Scantron Math Assessment.

Include data for Proficient students with disabilities (SWD) for Math *(i.e., FSA ELA Math 2.0, BAT, CMAT, Key Math, TOMA):*		**Include data for Non-proficient students with disabilities (SWD) for Math** *(i.e., FSA ELA Math 2.0, BAT, CMAT, Key Math, TOMA):*	
2014 Current Level of Performance 12% of SWD achieved satisfactory or above on the FCAT 2.0 Math Assessment.	**2015 Expected Level of Performance** 19% of SWD will achieve proficient in FSA Math Assessment.	**2014 Current Level of Performance** 82% of SWD did not achieve satisfactory or above on the FCAT 2.0 Math Assessment.	**2015 Expected Level of Performance** PCS plans to decrease the percent of SWD who do not meet proficiency by 7% on FSA Math Assessment.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math performance target for SWD for the following years:						
Baseline Data 2013-2014 12% of students scored satisfactory or above.	**2012-13** NONE	**2013-14** 12**%**	**2014-15** 19**%**	**2015-16** 27**%**	**2016-17** 37**%**	**2017-18** 49**%**

Strategies and Activities to increase SWD Achievement in Math *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAT 1, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
ESE Teachers will monitor ESE student progress in subject area(s)	August – June	During	Teacher Grade	ESE Teachers / Specialist	None

classes. If an ESE student is identified as struggling, a school-wide teacher meeting will be held to discuss student progress academically and behaviorally. Interventions already tried with student will be shared and new interventions will be identified an implemented by team. An individual student plan will be created and reviewed bi-weekly.			books; Progress Monitoring Sheet	Administration Director of Special Programs	
Teachers will design differentiated instruction in their lesson plans, specifically addressing the needs of SWD students to include their accommodations and content appropriate goals.	August – June	During	Progress Monitoring, Lesson Plans, IEP Progress Reports	ESE Teachers / Specialist Administrator Director of Special Programs	None
SWD's will receive all direct services identified and indicated on their IEP. If students miss sessions, ESE Teachers will attempt make-up sessions. ESE Teachers will be required to document and track their work with students. This documentation will be reviewed monthly.	August – June	During	EasyIEP Services Wizard and Reports; Document and Tracing forms filled out by ESE Teacher	ESE Teachers / Specialist Administration Director of Special Programs	None
Implement Think Through Math, a remedial computer program that re-teach basic mathematics skills in small groups based on student abilities and needs identified by screening embedded in Think Through Math program.	August – June	During	Progress Monitoring, Classroom assessments	Teacher ESE Teacher Administrator Director of Special Programs	Academic Programs Budget
Utilize appropriate manipulative to address individual learning styles and to motivate student.	August – June	During	Classroom Assessments, Scantron Math, FSA Math, EOC's	Teacher ESE Teacher Administrator Director of Special Programs	Academic Programs Budget
Teachers will be provided with a Special Programs Binder which will include a student list, copies of each ESE students IEP at glance. The ESE Specialist will review each student individually with teachers and explain the teacher's specific responsibilities related to the implementation of accommodations and goal documentation.	August – June	Before During After	Lesson Plans; PLC Agendas; PLC Meeting Minutes	ESE Specialist Administration Director of Special Programs	None
Teachers of all subject area(s) will receive professional	August 2015	Before	Review of weekly	ESE Teacher / ESE Specialist	None

development in the Plan-Do-Check-Act model in order to assist in planning differentiated instruction to SWD students.			lesson plans;	Administration Director of Special Programs	
Implement an online math program, Math180, designed for students who is two or more years behind. This program will be used during independent practice opportunities in the classroom, during bootcamps and in tutoring sessions.	August – June	During After	Informal assessments and progress monitoring tools embedded in online program	Math Coach ESE Teacher/ ESE Specialist	None

Literacy Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

Literacy Goal:

- 50% of all students will score satisfactory or above on FSA ELA Reading, Language Learning.
- 75% of all students will make gains measured by the FAIR assessment.

Include data for Proficient students *(i.e., FSA ELA Reading 2.0, FSA ELA Writing 2.0, FAIR, BAT):*		**Include data for Non-proficient students** *(i.e. FSA ELA Reading 2.0, FSA ELA Writing 2.0, FAIR, BAT):*	
2014 Current Level of Performance 40% of All Students achieved satisfactory or above on the FCAT 2.0 Reading Assessment.	**2015 Expected Level of Performance** 47% of All Students will achieve proficient in FSA ELA Reading, Language, Learning Assessment.	**2014 Current Level of Performance** 60% of All Students did not achieve satisfactory or above on the FCAT 2.0 Reading Assessment.	**2015 Expected Level of Performance** PCS plans to decrease the percent of ALL Students who do not meet proficiency by 10% on FSA ELA Reading, Language, Learning.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:						
Baseline data 2013-2014:	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**

40% of All Students scored satisfactory or above on FCAT 2.0 Reading.	NONE	40%	50%	60%	70%	80%
Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAT 1, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**		**Amount/ Funding Source**
REWARDS (Voyager Sopris) will be used for those students disfluent in reading (levels 1 & 2). *REWARDS (Voyager Sopris)* is a phonics based reading intervention programs that is being used in combination with other intensive reading curriculums in the uninterrupted 90 minute reading block.	August – June	During	Lesson Plans, Classroom Walkthroughs, Assessments embedded in the *REWARDS* program, FAIR,, FSA Reading, Language, Learning and FCAT 2.0 Reading	Literacy Coach Administration Director of Special Programs		None
National Geographic Inside/Edge program will be used during the 90-minute uninterrupted daily reading block. The *National Geographic Inside/Edge* program provides lessons based on the Language Arts Florida Standards to fill in student reading gaps. The program not only encompasses whole group lessons but also screens and places students in small groups and identifies differentiated lessons for each group.	August – June	During	Lesson Plans, Classroom Walkthroughs, FAIR, FSA Reading, Language, Learning and FCAT 2.0 Reading	Literacy Coach Administration Director of Special Programs		None
Progress monitoring will be utilized to assess current levels and progress throughout the year. This data will help to guide instruction; implement appropriate interventions	August – June	Before During After	FAIR, Lesson plans	Literacy Coach Testing Coordinator Administration		None

Professional Development activities will be provided at the beginning of the year and throughout the year for all content area teachers. A variety of topics (fluency, comprehension, literacy) will be addressed and a variety of modes in teaching instructors (webinars, online classes, modeled lessons).	August – June	Before During After	Professional Development Calendar	Literacy Coach Director of Special Programs	None
All content area teachers will be responsible for implementing Literacy strategies in classrooms as documented on classroom lesson plans.	August – June	N/A	Lesson Plans	Literacy Coach Administration	None
During the 2015 Summer break, All teachers will provide input as to materials needed to create a diverse classroom library for their subject area classroom.	Summer 2015	N/A	Classroom Libraries	Literacy Coach Administration	Dependent on materials needed
The Literacy Coach and Administrator will work together to conduct frequent walkthroughs and observations of strategies being implemented. Follow-up chats will be conducted with teachers to discuss the effectiveness of the intervention implemented.	August – June	During	Walkthrough/Observational notes and Meeting Minutes from follow-up meeting	Literacy Coach Administration	None
Middle School Language Arts teachers will utilize Houghton Mifflin English textbooks in the classroom as a resource in addition to the online component.	August - June	During	Lesson Plans, Observations	Literacy Coach Administration	Textbooks
High School English teacher will utilize McDougal Littel Language textbooks in the classroom as a resource in addition to the online component.	August - June	During	Lesson Plans, Observations	Literacy Coach Administration	Textbooks
PEG Writing program will be implemented across the curriculum.	August - June	During	Lesson Plans, Observations, Student Writing Folder	Literacy Coach Administration	PEG Writing Licenses
StudyIsland will be used as an independent online writing tool to assess students skills as they related to the common core	August - June	During	Lesson Plans, Observations,	Literacy Coach Administration	StudyIsland Licenses

standards. After the assessment, students will be assigned.			Program Reports		
The ESOL Resource Teacher and the ESE Teacher/Specialist will work with content area teachers to identify ELL and ESE students who are struggling with literacy concepts and provide additional services to include "push-in" strategies. Meetings with families will be scheduled to discuss progress with parents and for ESE students amend IEP's as necessary	August – June	Before During After	Meeting notes, Documentation of interventions used, parent meeting notes	Literacy Coach ESOL Resource Teacher ESE Teacher/Specialist	None
ESL ReadingSmart will be used in English/Language arts classes as a supplemental tool . Students will be assessed at the beginning of the program and placed in the appropriate level. Each level builds on that student learned in the previous lessons.	August - June	Durig	Lesson Plans, Observations, Program Reports	Literacy Coach ESOL Resource Teacher	ESL ReadingSmart Licenses
All content area teachers will participate in a facilitated online professional development class through www.fl-pda.org. Teachers will take online courses throughout the year. Classes will include – Technology for Student Success: Tools for Reading Comprehension; Differentiating Reading Instruction	Quarter 1	Before After	Certification of Completion	Literacy Coach Administration	None
Content area teachers will participate in a self-paced online professional development course: PCG – Course 7B for Middle/High School Teachers: Florida Standards for ELA & Literacy – Focus on Assessment and Data Use using www.CPALMS.org.	Quarter 1	Before After	Certification of Completion	Literacy Coach Administration	None
Professional Development (to include writing and novel study) opportunities offered by the Broward School District will be communicated to all teachers; The Literacy Coach will attend several Literacy Professional Development opportunities being offered during the summer 2014.	June, July	NONE	Professional Development Record	Subject Area Teacher Literacy Coach	None
Evaluation of Literacy Plan effectiveness will occur every 9 weeks. Doing this quarterly will allow enough data to be gathered for all areas. The Literacy Coach will work with Administration to develop	Quarter 1, 2, 3, 4	During	PCS created checklist tool	Literacy Coach Administration	None

a checklist tool to determine not only the effectiveness of the plan but to ensure the plan is being implemented using all program(s) integrity.					

Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan*

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

STEM/Math/Science Goal(s):					
Include data to identify and define areas in need of improvement: (*i.e., FSA ELA, End of Course Examination):*					
Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAT 1, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**

Science Goal (s):

- 61% of students will score proficient on FCAT 2.0 Science / Biology EOC.
    - Ninth graders take the Biology EOC will increase proficiency by 7%.
    - Students taking the FCAT 2.0 Science will increase proficiency by 8%.

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Include data for Proficient students *(i.e., FSA ELA, End Of Course Examinations):*		Include data for Non-proficient students *(i.e. FSA ELA, End of Course Examinations):*	
2014 Current Level of Performance 46% of All Students achieved satisfactory or above on the FCAT 2.0 Science / EOC Biology Assessments.	**2015 Expected Level of Performance** 56% of All Students will achieve proficient on the FCAT 2.0 Science / EOC Biology Assessments.	**2014 Current Level of Performance** 44% of All students did not score proficient on the FCAT 2.0 / EOC Biology Assessments.	**2015 Expected Level of Performance** PCS intends to decrease the percentage of All students not scoring proficient on the FCAT 2.0 Science / EOC Biology Assessments by 10%.

Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAT 1, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
An online intensive instruction tool, Study Island, will be utilized to remediate Science skills on a student's individual ability level. Students will be screened and given tasks to complete in order to fill in the gaps.	August - June	During After	Informal Assessments: Data collected from self-identifying tests Formative Assessments: Scantron Science FCAT 2.0 Science Biology EOC	Science Coach Administration	None
Bootcamps – Students who are consistently struggling to make gains on science curriculum (as identified by Scantron Science and classroom grades) will participate in Science Bootcamps. These bootcamps will utilize teacher created lessons centered on the NGSSS for Science. Bootcamps will be offered twice a week during normal science classroom instruction and once on Saturday for a minimum of 3 hours.	April - June	During After	Informal Assessments: Teacher-developed performance tasks Formative Assessments: FCAT 2.0 Science Biology EOC	Science Coach Administration	None
Tutoring by the Science Teacher and the Science Coach will be made available to students. Tutoring sessions will take place after school for a pre-determined time agreed upon by the Science Techer/Coach, student and parent. The Teacher and/or Coach will work with students using Study Island and/or the material being taught in the general	August - June	After	Informative Assessments: Teacher-developed performance tasks Formative Assessments: FCAT 2.0 Science	Science Teacher Science Coach Administration	None

education classroom.			Biology EOC		
Literacy Coach will meet with Science Teachers/Coach during PLC meetings to assist teachers in developing differentiated instructional activities for vocabulary and comprehension.	August – June	During After	Informative Assessments: Teacher-developed tasks/assessments	Literacy Coach Science Teacher Science Coach Administration	None
The ESOL Resource Teacher and the ESE Teacher/Specialist will attend regularly scheduled PLC meetings. Students who are struggling with science concepts in the classroom with be identified. A plan put together by the Science Teacher and the ESOL Resource Techer or the ESE Teacher/Specialist will be implemented and tracked for effectives. The ESOL Resource Teacher and/or the ESE Teacher will work with the general education teacher to identify appropriate additional strategies to implement in the general education classroom. If the student continues to struggles parent/teacher meetings will be held. ESE Teachers/Specialist will call an IEP meeting if the ESE student is still struggling.	August - June	Before After	Informal progress monitoring tools embedded in curriculum or created by teacher	Science Teacher ESOL Resource Teacher ESE Teacher	None

Mathematics Goal(s):

- 36% of students will score proficient on FCAT 2.0 Math, NGSSS EOC Algebra I and NGSSS EOC Geometry Assessments.
    - Students scoring proficient on FCAT 2.0 Math will increase by 4%.
    - Students scoring proficient on NGSSS EOC Algebra 1 will increase by 4%.
    - Students scoring proficient on NGSSS EOC Geometry will increase by 4%.

Include data for Proficient students *(i.e., FSA ELA, End Of Course Examinations):*		**Include data for Non-proficient students** *(i.e. FSA ELA, End of Course Examinations):*	
2014 Current Level of Performance	**2015 Expected Level of Performance**	**2014 Current Level of Performance**	**2015 Expected Level of Performance**
24% of All students scored proficient on	36% of All students will score proficient on	76% of ALL students did not score proficient	There will be a 12% decrease in the

FCAT 2.0 Math, NGSSS EOC Algebra I and NGSSS EOC Geometry Assessments.	FCAT 2.0 Math, NGSSS EOC Algebra I and NGSSS EOC Geometry Assessments.	on FCAT 2.0 Math, NGSSS EOC Algebra 1 and NGSSS EOC Geometry Assessments.	percentage of All students scoring proficient on FCAT 2.0 Math, NGSSS EOC Algebra 1 and NGSSS EOC Geometry Assessments.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:

Baseline data 2013-2014:	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
24% of all students scored proficient on FCAT 2.0 Math, NGSSS EOC Algebra 1 and NGSSS EOC Geometry Assessments.	None	24%	36%	50%	66%	84%

Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Select Appropriate Subject Area** *(i.e. Mathematics-Algebra, Science – Chemistry)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAT 1, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
The use of Study Island, an online supplemental math program that screens students for gaps in knowledge will be used in conjunction with the general education curriculum. Students will work at their own pace to fill in the gaps.	Mathematics 6,7,8 Algebra I Geometry Algebra II	August - June	During After	**Informal Assessments:** Data assessments from online program. **Formative Assessments:** Scantron Math	Math Coach Math Instructors	None
Think Through Math is an interactive online supplemental math program that gauges a student's grade level equivalency and places that student in activities to strengthen skills and assists students in increasing their knowledge in hopes of filling in gaps and getting students where they need to be to be successful in the grade level general education classroom.	Mathematics 6,7,8 Algebra I Geometry Algebra II	August - June	During After	**Informal Assessments:** Data assessments from online program **Formative Assessments:** Scantron Math	Mathematics Coach Math Instructors	None
Math180 will be used as a supplemental math program to provide intensive math instruction to students achieving 2 years or more behind grade level.	Mathematics 6,7,8 Algebra I Geometry Algebra II	August – June	During After	**Informal Assessments:** Data assessments from online program **Formative Assessments:** Scantron Math	Mathematics Coach Math Instructors	None

Students who continue to struggle with additional interventions will be offered tutoring by math teachers at Pivot Charter School. Tutoring will be available after school using small group instructional activities centered on the Florida Standards for math.	Mathematics 6,7,8 Algebra I Algebra II Geometry	August - June	After	**Informal Assessments:** Data assessments from online program **Formative Assessments:** Scantron Math	Mathematics Coach Math Instructors	None
Bootcamps will be held both during and after school and on weekends for students needing additional support in mathematics skills. Using data gathered from Study Island and Think Through Math, teachers will create a student specific plan to address each student's areas of weaknesses. Bootcamps will be taught by math teachers and the math coach when necessary.	Mathematics 6,7,8 Algebra I Algebra II Geometry	April - June	During After	**Informal Assessments:** Teacher Generated tasks **Formative Assessments:** Scantron Math	Mathematics Coach Math Instructors	None
The ESOL Resource Teacher and the ESE Teacher/Specialist will attend regularly scheduled PLC meetings. Students who are struggling with math concepts in the classroom with be identified. A plan put together by the Math Teacher and the ESOL Resource Techer or the ESE Teacher/Specialist will be implemented and tracked for effectives. The ESOL Resource Teacher and/or the ESE Teacher will work with the general education teacher to identify appropriate additional strategies to implement in the general education classroom. If the student continues to struggles parent/teacher meetings will be held. ESE Teachers/Specialist will call an IEP meeting if the ESE student is still struggling.	Mathematics 6,7,8 Algebra I Algebra II Geometry	August - June	Before During After	**Informal Assessments:** Data assessments from online program **Formative Assessments:** Scantron Math	Math Instructors Math Coach ESOL Resource Teacher ESE Teacher/Specialist	None

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STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity *Please note that each Strategy does not require a professional development or PLC activity.*							
Professional Development Content/Topic And/or PLC Focus	**Grade Level Subject**	**PD Facilitator and /or PLC Leader**	**PD Participant**	**Target Dates** *(e.g.: Early Release)* **And Schedules** *(e.g.: Frequency of meetings)*	**Person or Position Responsible for Monitoring**	**Strategy for Follow-up/ Monitoring**	**Amount/ Funding Source**
Differentiating Mathematics Instruction	Math 6-12	www.Fl-pda.org	Math Teachers/Coach	During Quarter 1 Facilitated module online	Administration	Turn in of certification after completion	Free online resource
Differentiating Science Instruction	Science 6-12	www.FL-pda.org	Science Teachers/Coach	During Quarter 1 Facilitated module online	Administration	Turn in certification after completion	Free online resource
PCG - Module 6B for Middle/High School Teachers: Florida Standards for Mathematics – Focus on Content Standards	Math 6-12	www.CPALMS.org	Math Teachers/Coach	During Quarter 1 Self-paced module	Administration	Turn in certification after completion	Free online resource
PCG – Biology 9-12	Science 9-12	www.CPALMS.org	Science Teachers/Coach	During Quarter 1 Self-paced module	Administration	Turn in certification after completion	Free online resource
Study Island	Math Science 6-12	Representative from program	Math Teachers Science Teachers Math Coach Science Coach	Summer 2015	Administration	Sign-in sheets	Professional Development Funds
Think Through Math; Math180	Math 6-12	Representative from program	Math Teachers	Summer 2015	Administration	Sign-in sheets	Professional Development Funds

STEM/Math/Science Action Plan*: Optional if all students are proficient in this area across all grade levels (FSA ELA Level 3 or higher or equivalent for EOCs).