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: __iGeneration Empowerment Academy of Broward__ **School Location Number:** __5417_____

2014-2015 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: iGeneration Empowerment Academy of Broward School Location Number: 5417	District: **Broward**
Principal: Ken Bankston	District Superintendent: **Robert Runcie**
Governing Board Member(s): Raymond Bonilla, Marilyn Gutierrez, Dennise Wilson	Date of School Board Charter Approval: June 19, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

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

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, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Marjorie Waldo	**Masters of Educational Leadership**, FAU **Bachelor of Arts, University of Virginia** **Florida Certification: English 6-12, Health K-12, Educational Leadership All Levels**	0	10	Graduated 200 recovered dropouts over an eight year period in Tomorrow's Promise Community School in Palm Beach County. Data for 14-15 matched or exceeded PB County scores (FSA/EOC) in Reading, Writing, Civics, Algebra, and 3, 5, 6, 8th grade math for K-8 Franklin Academy students..

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, FCAT/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.

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, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Joan Warshauer	Bachelor of Arts in Music, Armstrong Atlantic University, Masters of Arts in Music, Georgia Southern University Florida Professional Certificate Music K-12, ESOL Endorsement, ESE K-12, Reading Endorsement	0	2	89% Reading Gains, Year 1 Glades Central High, PB County 93% Reading Gains .Year 2 Glades Central High, PB County
ESOL & Instructional Coach	Fabienne Pierre-Louis	Bachelor of Arts in Criminal Justice, FAU Florida Certification Mathematics 5-9	0	0	n/a

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

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, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
ESE	Evie Iles	BA, International Business M.ED, Education Leadership Certifications: National Board Certification (Reading); Exceptional Student Education (K-12); ESOL Endorsed; Mathematics (6-12); Middle Grades Integrated Curriculum (5-9); Pre-School Education (Birth-Age 4); Reading Endorsed; Gifted Endorsed; Educational Leadership (All Levels); Elementary Education (K-6);	0	3	**2015-2016: iGeneration Charter School – ESE Specialist/Teacher** **2014-2015: Central Charter School –Reading Coach** **2013-2014: Martin Luther King Elem –Reading Interv.** Grade: F (338 points) Reading Proficiency: 31% Math Proficiency: 20% Writing Proficiency: 31% Science Proficiency: 16% Reading Learning Gains: 66%; Math Learning Gains: 39% Lowest 25% Reading Learning Gains: 70%; Math Learning Gains: 65% AMO Targets Unmet in: Reading – all students Math- all students AMO Targets met in: Learning Gains Progress for Lowest 25% Reading Learning Gains Progress for Lowest 25% Math **2011-2013: Kathleen C. Wright Charter – Ind. Contractor for ESE Specialist and Reading Coach**; Grade: F (308 points) Reading Proficiency: 35% Math Proficiency: 31% Writing Proficiency: 57% Science Proficiency: 35% Reading Learning Gains: 45%; Math Learning Gains: 55% Lowest 25% Reading Learning Gains: 55%; Math Learning Gains: 72% AMO Targets Unmet in: Reading – all students Math- all students **2010-2011: Ben Gamla Charter - ESE Specialist and Reading Coach**; Grade: C Reading Proficiency: 72% Math Proficiency: 69% Writing Proficiency: 50% Science Proficiency: 40% Reading Learning Gains: 62%; Math Learning Gains: 58% Lowest 25% Reading Learning Gains: 50%; Math Learning Gains: 57%

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

Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

The Mission of iGeneration Empowerment Academy of Broward County is to provide a standards-based, rigorous online curriculum to students, coupled with site-based instruction in a unique, campus-based, learning studio. The School will be distinct from other full-time online programs available in Florida by offering a blend of both online and face-to-face, or campus-based, learning. The School's mission is also to empower students to develop a customized road map of their personal, educational, career and lifelong goals, and to help them achieve a foundation of success for the rest of their journey.

2. Academic Data

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

The following is the subgroup breakdown for 2013/2014:

Subgroup	Reading % proficient	Math % proficient	Writing % proficient
All Students	35	20	45
Black	26	10	33
White	47	44	50
Hispanic	40	11	60
ELL	44	25	40
SWD	17	33	33
FRL	31	20	31

The results are shown by grade levels on the following tables. The school year 2013-2014 was the first year of operation for iGeneration Empowerment Academy of Broward. Data are presented from the 2013-2014 year, and wherever possible, data are provided for the Fall 2014 and Winter 2015 test administrations of FAIR, Scantron, FCAT and EOC tests.

Data are presented in the following order: Reading, Math, Writing, Science, and Social Studies.

2. ACADEMIC DATA - Reading

The results are shown on the following tables:

Assessment data was drawn from the following testing sources:

2013-2014 Test Instruments

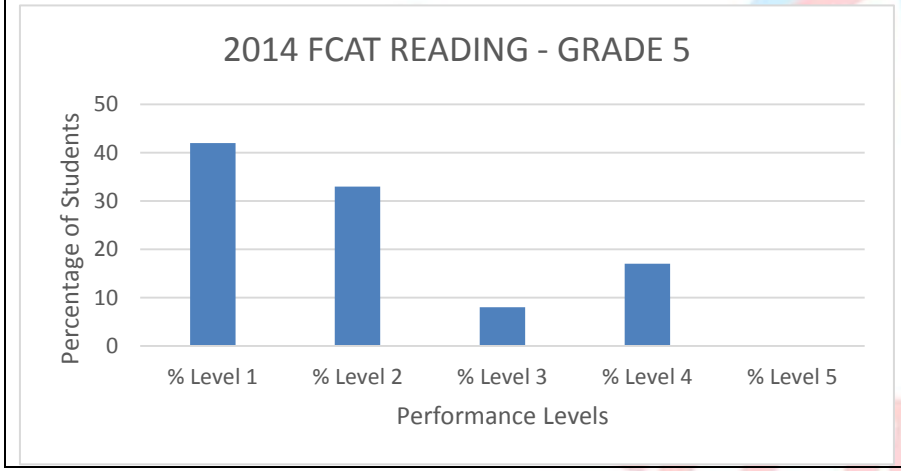
- **FCAT**
- **End of Course Exams**
- **Scantron Performance Series – Math and Language Arts**

2014-2015 Test Instruments

- **FCAT**
- **End of Course Exams**
- **FAIR**
- **Scantron Performance Series – Math and Language Arts**

6th Grade Reading Data:
FCAT (scores from 5th grade)

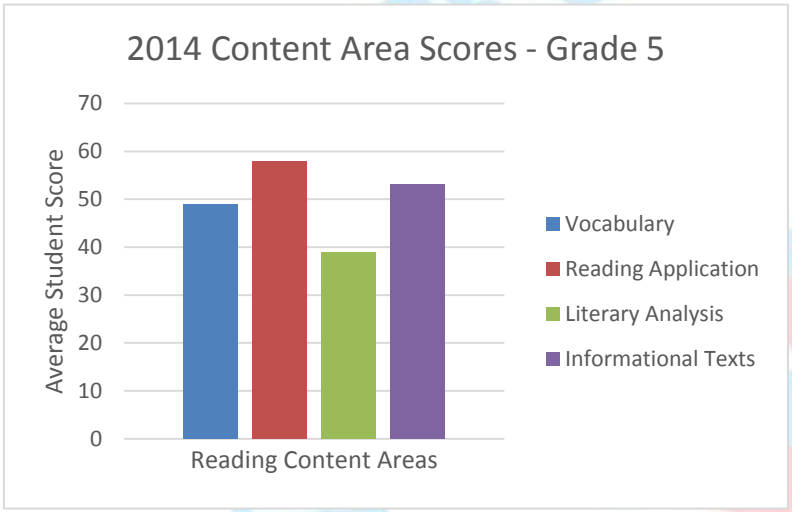
# Of Students Tested	Mean Scaled Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% 3.0 or higher
12	204	42	33	8	17	0	25



2. ACADEMIC DATA – READING - 6th GRADE (Cont.):

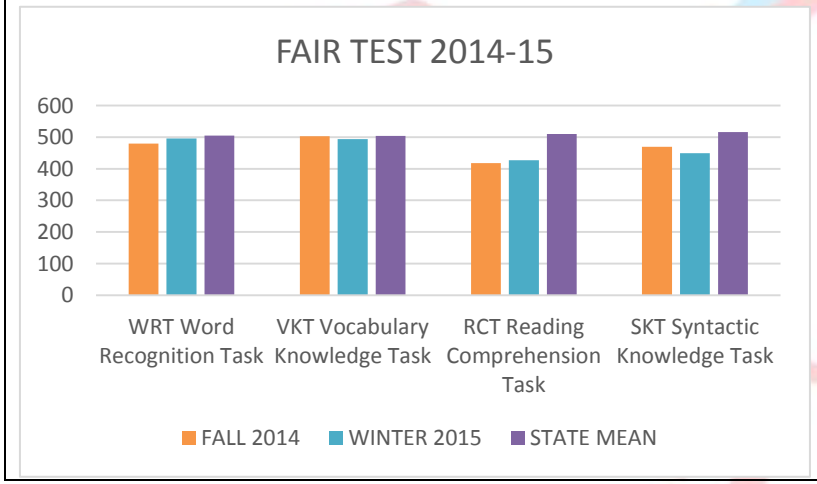
CONTENT AREA SCORES (% = Mean Points Earned/Maximum possible)

Informational Texts	Literary Analysis	Reading Application	Vocabulary
49	58	39	53



FAIR

6th grade scores are reported for both Fall 2014 and Winter 2015.



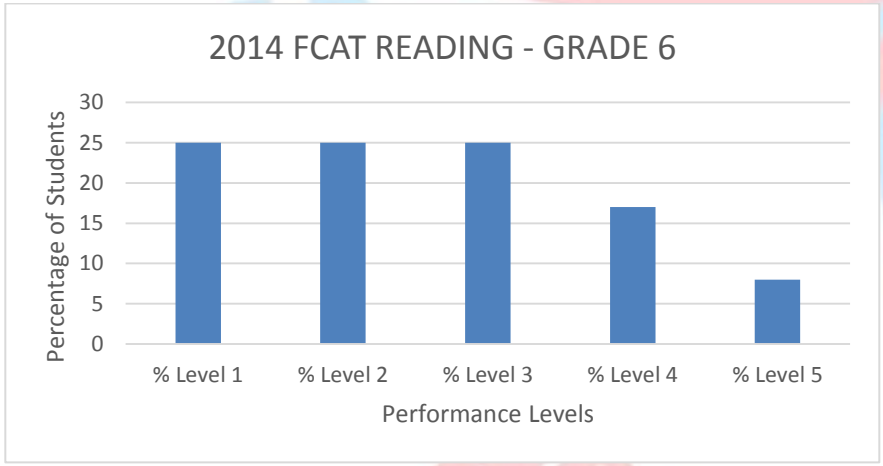
2. ACADEMIC DATA – READING - 6th GRADE (Cont.):

The data indicate that overall, students scored in the low ranges in reading skills. In the FCAT content subtests, students averaged low scores in all subtests with particular weaknesses in vocabulary and literary analysis. In the FAIR test, they scored strongest in Word Recognition and Vocabulary Knowledge in both test administrations, and the mean score of the sixth grade population is within close range of the state mean. While there are discrepancies between the vocabulary scores from the FCAT (administered in the Spring, 2014) and the FAIR test (administered in Winter, 2015) and the reading comprehension scores from the same sources, the overall performance of the sixth grade students is weak. Emphasis is needed in the areas of Reading Comprehension, Literary Analysis and Vocabulary.

2. ACADEMIC DATA – READING - 7th GRADE:

2014 FCAT READING – GRADE 6

# Of Students	Mean Scaled Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% 3.0 or higher
12	221	25	25	25	17	8	50



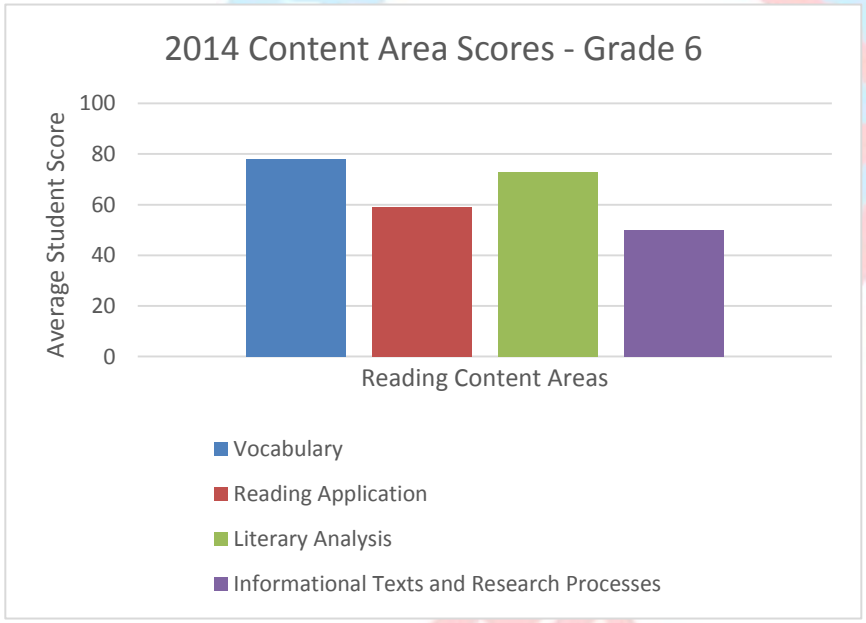
2. ACADEMIC DATA – READING - 6th GRADE (Cont.):

2014 FCAT SCORES – CONTENT AREA – GRADE 6

(% = Mean Points Earned/Maximum possible)

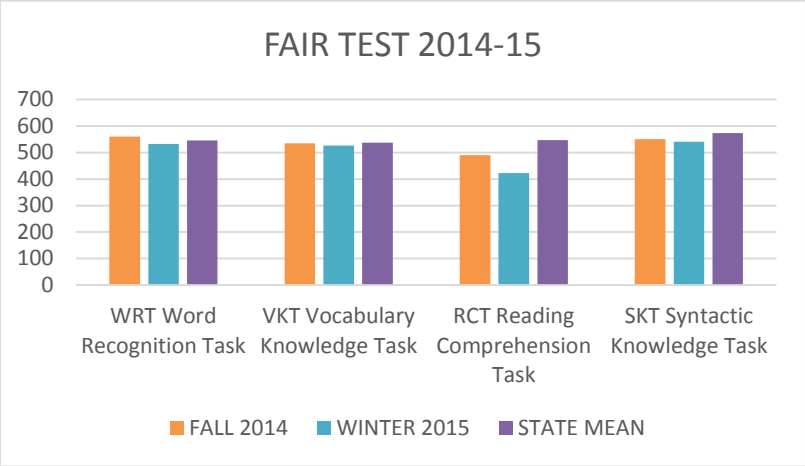
Vocabulary	Reading Application	Literary Analysis	Informational Texts and Research Processes
78	59	73	50

2. ACADEMIC DATA – READING - 7th GRADE:



2. ACADEMIC DATA – READING - 7th GRADE (Cont.):

2014-15 FAIR TESTING DATA:



Overall, the data indicate that 50% of this cohort is successful in reading. The data show that 82 percent of the cohort of students that are currently in seventh grade achieved acceptable scores on the 2013/2014 end of year Scantron assessment, with 55 percent scoring within the high and above average score ranges. 18 percent of the cohort scored below average. 50% of this cohort scored a level 3 or higher in the 2014 FCAT administration.

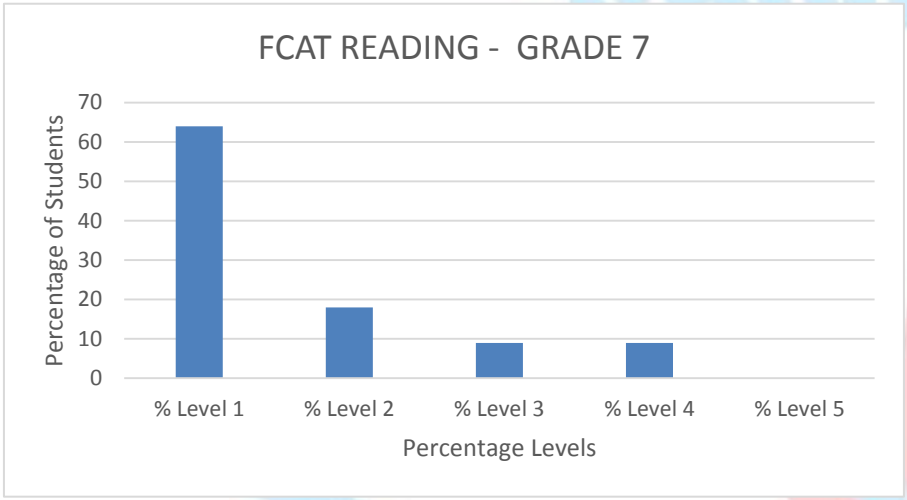
This cohort has strongest scores in Word Recognition, Vocabulary Knowledge and Syntactic Knowledge in both test administrations of the FAIR test, and the mean score of the seventh grade cohort is within close range of the state mean. The lowest area of performance as identified by FAIR and FCAT testing is Reading Comprehension. Students are performing significantly below the state mean. Emphasis is needed in the areas of Reading Comprehension and Reading for Information and Research.

2. ACADEMIC DATA – READING - 8th GRADE:

2014 FCAT READING – GRADE 7

# Of Students	Mean Scaled Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% 3.0 or higher
11	208	64	18	9	9	0	18

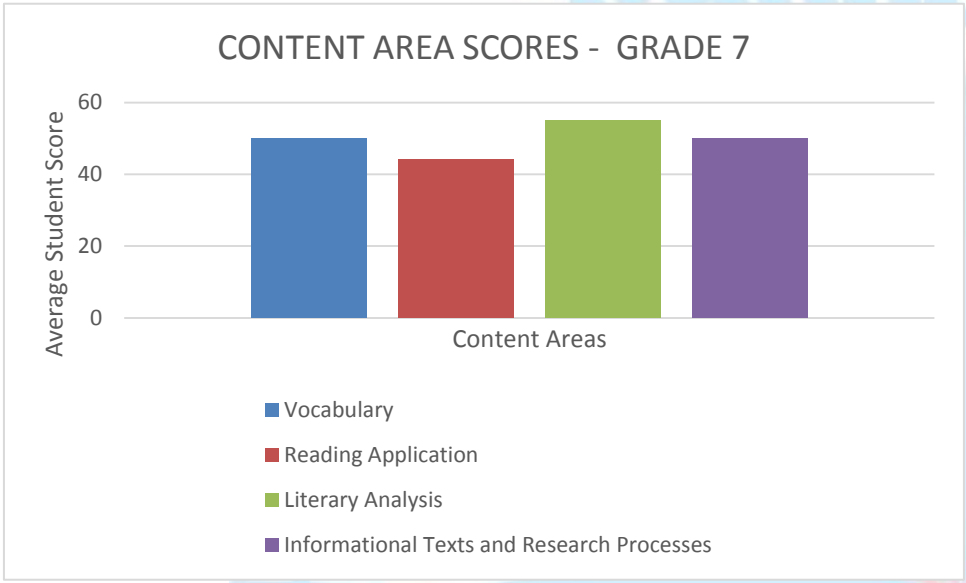
2. ACADEMIC DATA – READING - 8th GRADE (Cont.):



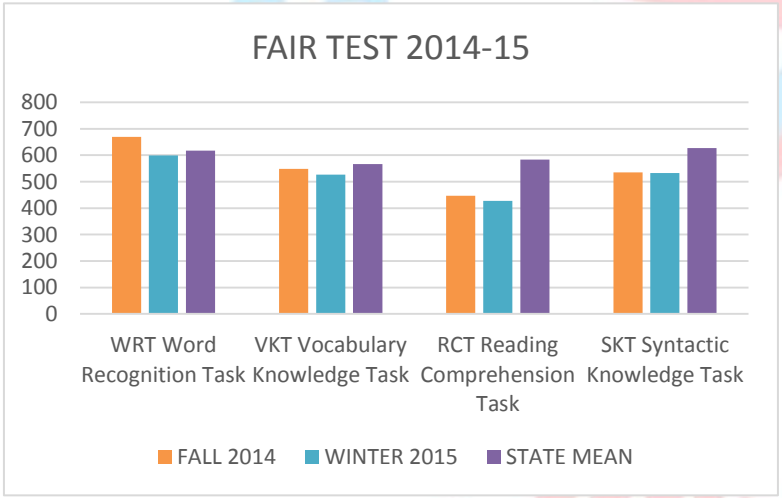
2014 FCAT CONTENT AREA – GRADE 7
(% = Mean Points Earned/Maximum possible)

Vocabulary	Reading Application	Literary Analysis	Informational Texts and Research Processes
50	44	55	50

2. ACADEMIC DATA – READING - 8th GRADE (Cont.):



2014-15 FAIR TESTING DATA:



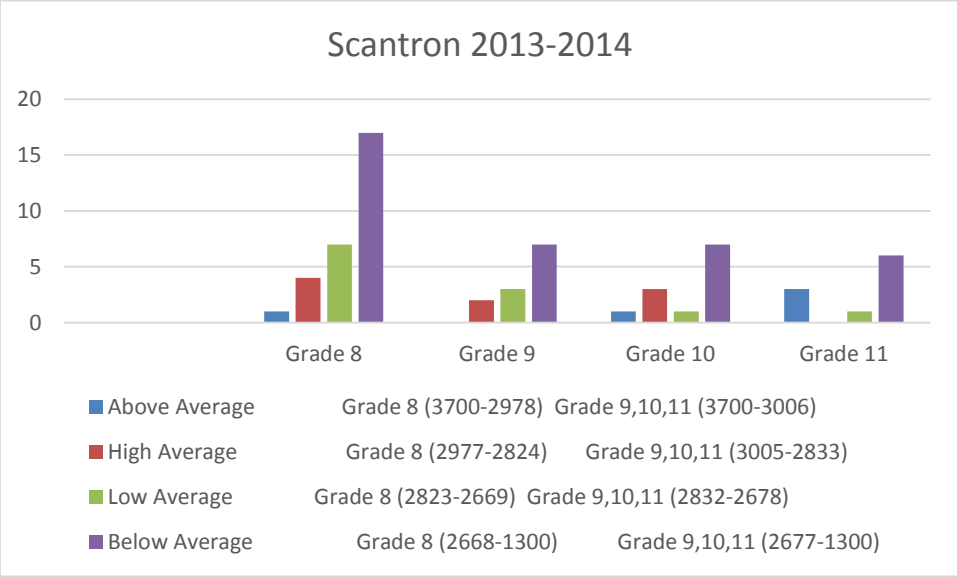
2. ACADEMIC DATA – READING - 8th GRADE (Cont.):

This eighth grade cohort of students shows significant deficiencies in reading skills. With 82% of the cohort scoring a level 1 or 2 in the 2014 FCAT test, the majority of this group is receiving intensive reading instruction. All content areas scores in the FCAT are at the mid-level range (50) which signifies difficulty with all skill areas. The lowest areas of performance in the FAIR assessment are Reading Comprehension and Syntactic Knowledge, both of which show students performing significantly below the state mean. The FAIR data indicate that the students scored strongest in Word Recognition and Vocabulary Knowledge in both test administrations, and the mean score of the eighth grade cohort is within close range of the state mean. A strong emphasis is needed in all areas of reading, but most specifically in Reading Comprehension, Reading Informational and Research texts, and Syntactic Knowledge.

The Scantron data indicate a discrepancy with the other assessments. The Scantron results from the 2013-14 school year, show that 75 percent of the cohort of students that are currently in eighth grade achieved acceptable scores on the end of year assessment, with 58 percent scoring within the high and above average score ranges. 25 percent of the cohort scored below average. This finding is inconsistent with the data from FCAT and FAIR. The FCAT and FAIR test results provide a more accurate picture of student performance. Test administration issues and a lack of emphasis on the importance of test performance are possible causes for the discrepancy. Testing protocols have been established to prevent this problem in the future. Additionally, the structures used for all state testing are being implemented into the Scantron procedures.

2. ACADEMIC DATA – READING – HIGH SCHOOL (GRADES 9-12)

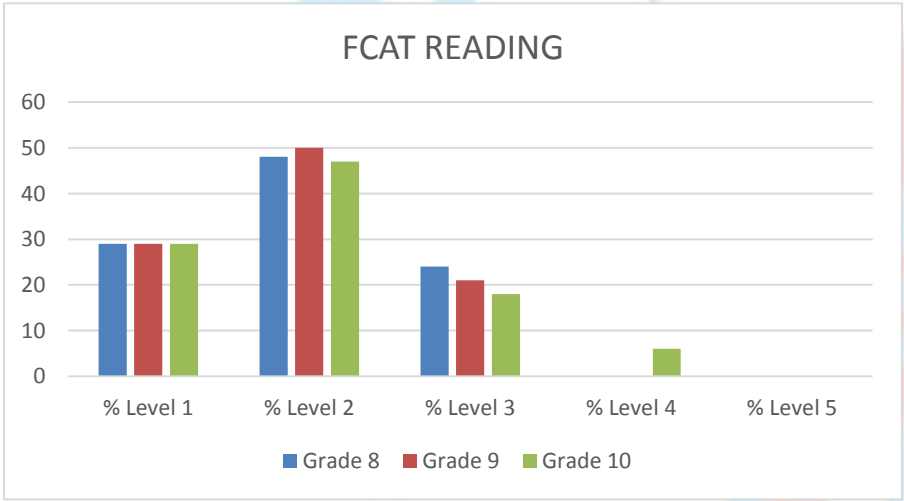
2013-14 SCANTRON



2. ACADEMIC DATA – READING – HIGH SCHOOL (GRADES 9-12) (Cont.):

2014 FCAT READING – GRADES 8,9,10

GRADE	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% 3.0 or higher
8	28	48	24	0	0	24
9	29	50	21	0	0	21
10	29	47	18	6	0	24

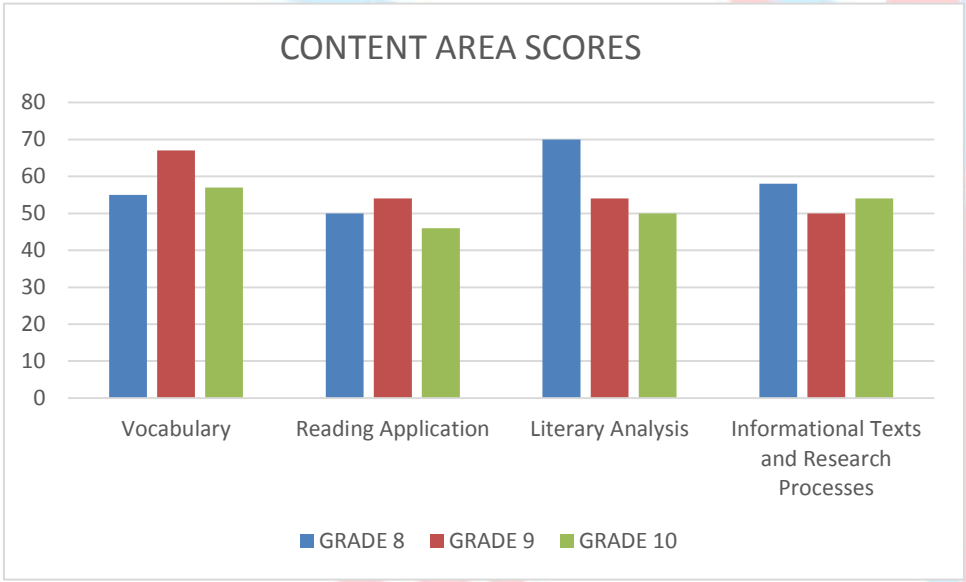


2. ACADEMIC DATA – READING – HIGH SCHOOL (GRADES 9-12) (Cont.):

2014 FCAT CONTENT AREA SCORES – GRADES 8,9,10

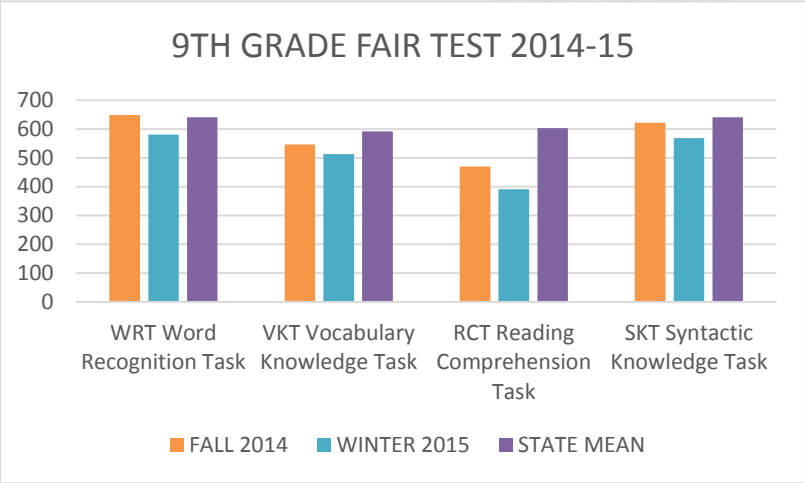
CONTENT AREA SCORES
(% = Mean Points Earned/Maximum possible)

GRADE	Vocabulary	Reading Application	Literary Analysis	Informational Texts and Research Processes
8	55	50	70	58
9	67	54	54	50
10	57	46	50	54



2. ACADEMIC DATA – READING – HIGH SCHOOL (GRADES 9-12) (Cont.):

2014-15 FAIR TESTING DATA:
Ninth Grade



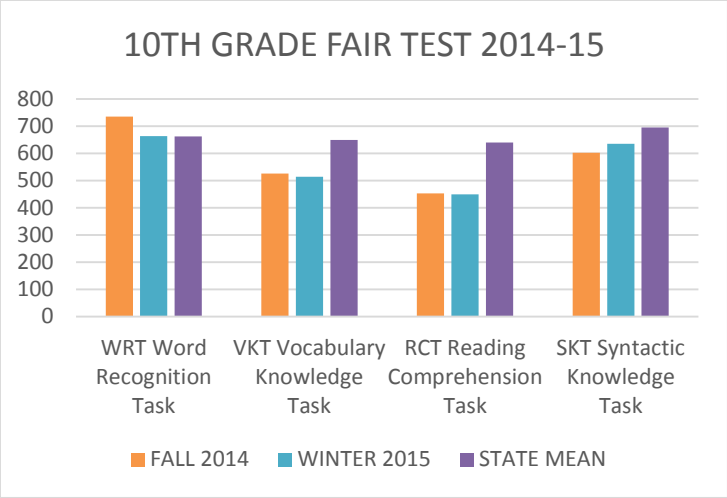
GRADE 9:
This ninth grade cohort of students shows significant deficiencies in reading skills. With 76% of the cohort scoring a level 1 or 2 in the 2014 FCAT test, the majority of this group is receiving intensive reading instruction. Three of the four content areas scores in the FCAT are at the mid-level range (50) which signifies difficulty with vocabulary, reading comprehension and information and research skill areas. The strongest content area on the FCAT was in literary analysis. The lowest areas of performance in the FAIR assessment are Reading Comprehension and Syntactic Knowledge, both of which show students performing significantly below the state mean. The FAIR data indicate that the students scored strongest in Word Recognition and Vocabulary Knowledge in both test administrations, and the mean score of the ninth grade cohort is within close range of the state mean in these areas. A strong emphasis is needed in all areas of reading, but most specifically in Reading Comprehension and Reading Informational and Research texts.

The Scantron data indicate a discrepancy with the other assessments. The Scantron results from the 2013-14 school year, show that 84 percent of the cohort of students that are currently in ninth grade achieved acceptable scores on the end of year assessment, with 58 percent scoring within the high and above average score ranges. 15 percent of the cohort scored below average. This finding is inconsistent with the data from FCAT and FAIR. . The FCAT and FAIR test results provide a more accurate picture of student performance. Test administration issues and a lack of emphasis on the importance of test performance are possible causes for the discrepancy. Testing protocols have been established to prevent this problem in the future. Additionally, the structures used for all state testing are being implemented into the Scantron procedures.

The FAIR data indicate that the students scored strongest in Word Recognition, Syntactic Knowledge and Literary Analysis in the test administrations, and the mean score of the ninth grade cohort is within close range of the state mean in these skill areas. The lowest areas of performance are Vocabulary Knowledge

2. ACADEMIC DATA – READING – HIGH SCHOOL (GRADES 9-12) (Cont.):
and Reading Comprehension, both of which indicate that students are performing significantly below the state mean. With declining scores in each subtest during the Winter administration of the FAIR test, emphasis is needed in all areas of reading knowledge.

2014-15 FAIR TESTING DATA:
Tenth Grade



GRADE 10:
This tenth grade cohort of students shows significant deficiencies in reading skills. With 79% of the cohort scoring a level 1 or 2 in the 2014 FCAT test, the majority of this group is receiving intensive reading instruction. Three of the four content areas scores in the FCAT are at the mid-level range (50) which signifies difficulty with reading comprehension, literary analysis and information and research skill areas. The strongest content area on the FCAT was in vocabulary. The lowest areas of performance in the FAIR assessment were Vocabulary Knowledge, Reading Comprehension and Syntactic Knowledge, all of which show students performing significantly below the state mean. The FAIR data indicate that the students scored strongest in Word Recognition in both test administrations, and the mean score of the tenth grade cohort is within close range of the state mean in these areas. A strong emphasis is needed in all areas of reading, but most specifically in Reading Comprehension, Literary Analysis and Reading Informational and Research texts.

The Scantron results from the 2013-14 school year, show that 69% of the cohort of students that are currently in tenth grade achieved acceptable scores on the end of year assessment, with 31% scoring within the high and above average score ranges. 31% of the cohort scored below average.

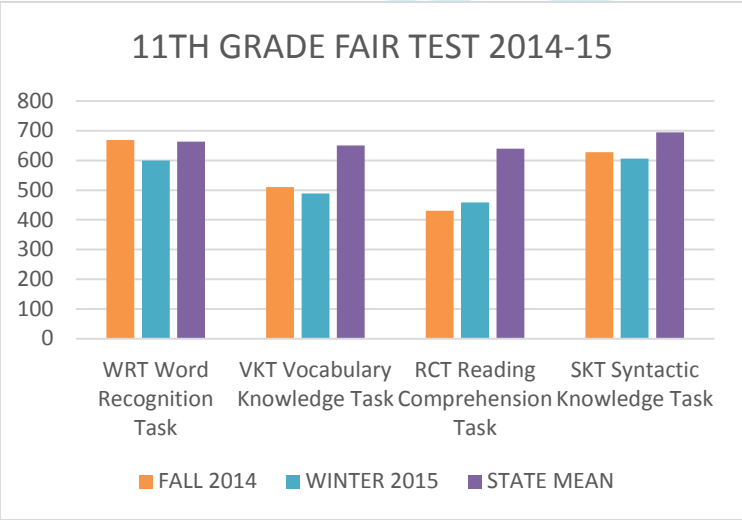
The data indicate that the students scored strongest in Word Recognition in the FAIR test administrations, and the mean score of the tenth grade cohort is within close range of the state mean. The lowest areas of performance are Vocabulary Knowledge, Reading Comprehension and Syntactic Knowledge, all of which indicate that students are performing significantly below the state mean. Significant low performance in Vocabulary Knowledge and Reading

2. ACADEMIC DATA – READING – HIGH SCHOOL (GRADES 9-12) (Cont.):

comprehension are noted. While students in this cohort will benefit from more intensive work in these areas, emphasis is needed in all areas of reading knowledge.

2014-15 FAIR TESTING DATA:

Eleventh Grade



GRADE 11:

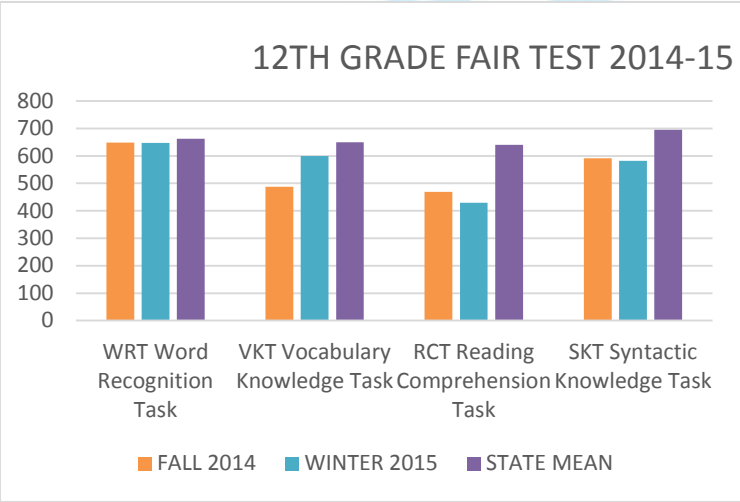
This eleventh grade cohort of students shows significant deficiencies in reading skills. With 76% of the cohort scoring a level 1 or 2 in the 2014 FCAT test, the majority of this group is receiving intensive reading instruction. All of the four content areas scores in the FCAT are at the mid-level range (50) which signifies difficulty with vocabulary, reading comprehension, literary analysis and information and research skill areas. The strongest content area on the FCAT was in vocabulary; however, the group average is still in the low range. The lowest areas of performance in the FAIR assessment were Vocabulary Knowledge, Reading Comprehension and Syntactic Knowledge, all of which show students performing significantly below the state mean. The FAIR data indicate that the students scored strongest in Word Recognition in both test administrations, and the mean score of the tenth grade cohort is within close range of the state mean in these areas. A strong emphasis is needed in all areas of reading.

The Scantron results from the 2013-14 school year, show that 75% of the cohort of students that are currently in eleventh grade achieved acceptable scores on the end of year assessment, with 56% scoring within the high and above average score ranges. 25% of the cohort scored below average.

The FAIR data indicate that the students scored strongest in Word Recognition; however, in both test administrations, the mean scores for all subtests are below the state mean. The lowest areas of performance are Vocabulary Knowledge, Reading Comprehension, and Syntactic Knowledge, all of which indicate

2. ACADEMIC DATA – READING – HIGH SCHOOL (GRADES 9-12) (Cont.):
that students are performing significantly below the state mean. With declining scores in the Winter administration of FAIR, emphasis is needed in all areas of reading knowledge.

2014-15 FAIR TESTING DATA:
Twelfth Grade



GRADE 12:

The data indicate that the students scored strongest in Word Recognition in both test administrations, and the mean score of the twelfth grade cohort is within close range of the state mean. The lowest areas of performance are Vocabulary Knowledge, Reading Comprehension and Syntactic Knowledge, all of which indicate that students are performing significantly below the state mean; emphasis is needed in these areas of reading.

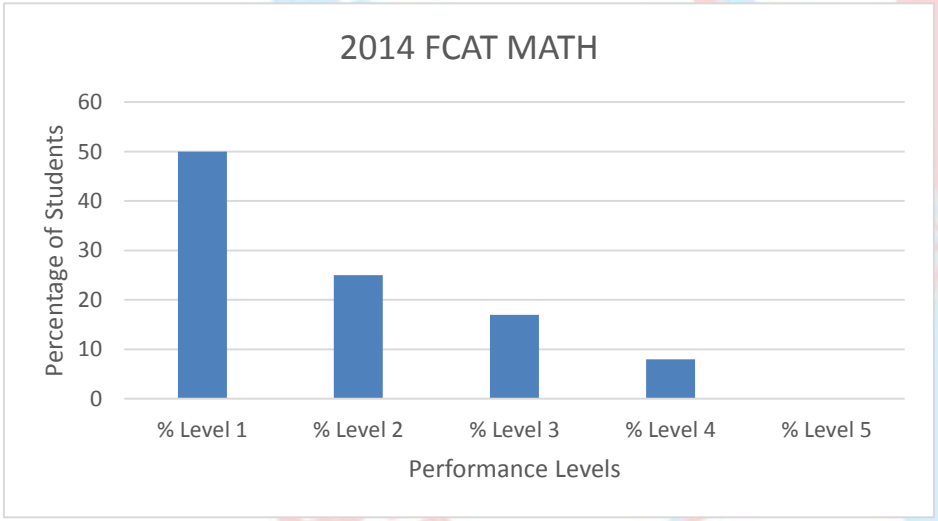
This cohort represents students who struggle with reading and with passing the FCAT reading assessment.

2. ACADEMIC DATA – MATH:

Math Assessments

6th GRADE MATH DATA:
FCAT Spring 2014 (scores from 5th grade):

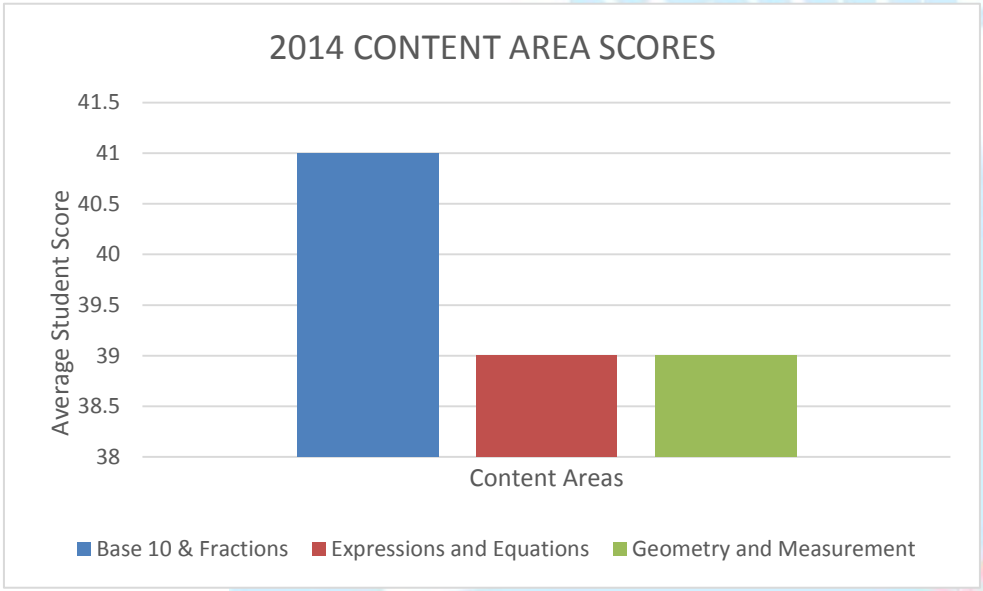
# Of Students	Mean Scaled Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% 3.0 or higher
12	203	50	25	17	8	0	25



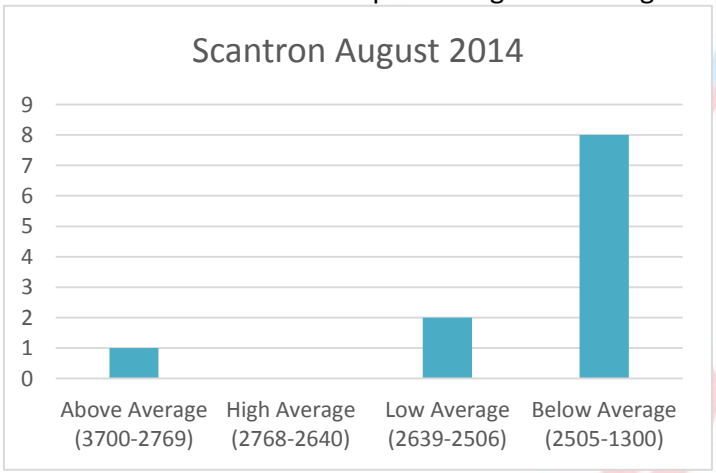
CONTENT AREA SCORES **(% = Mean Points Earned/Maximum possible)**

Base 10 & Fractions	Exp Equations & Stats	Geo & Measurement
41	39	39

2. ACADEMIC DATA – MATH – 6th GRADE (Cont.):

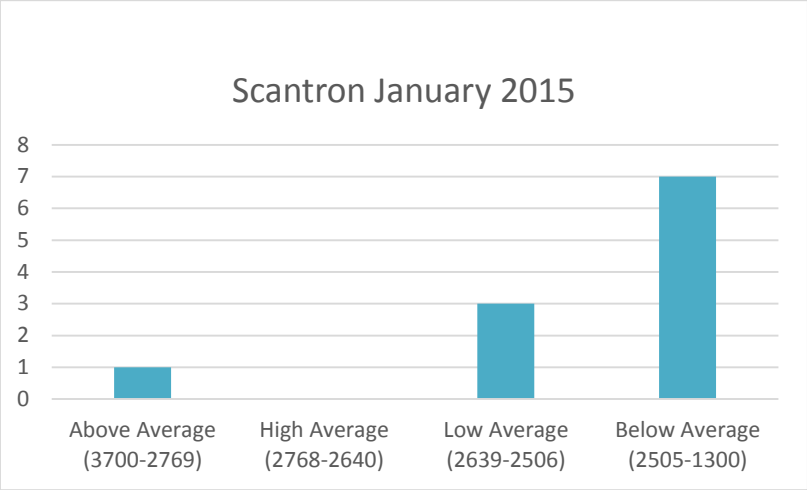


Scantron
August 2014 (current 6th grade students)
The test scores below indicate pre-testing done in August 2014.



2. ACADEMIC DATA – MATH – 6th GRADE (Cont.):

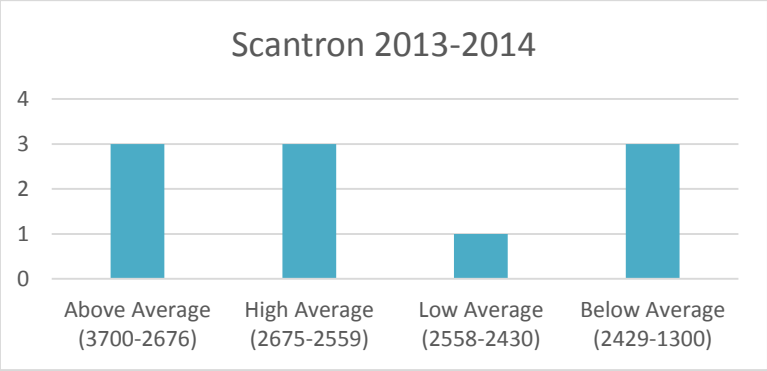
Math Scantron Scores
January 2015 (current 6th grade students)



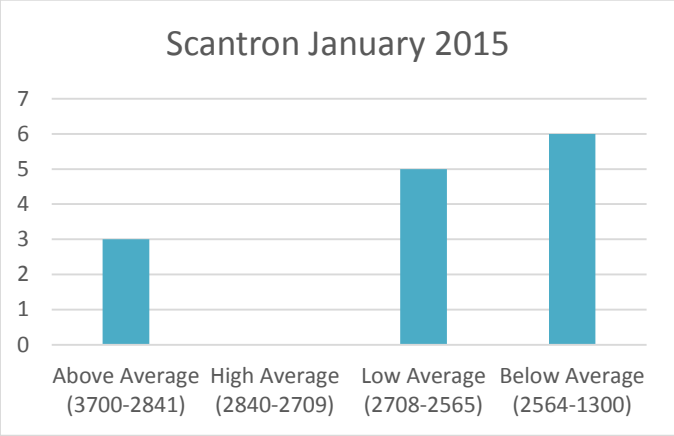
GRADE 6:
The FCAT data from Spring 2014 indicate that 75 percent of the students are performing at levels 1 and 2; the content area scores illustrate that the majority of this student group has weaknesses in all areas of math. The Scantron assessments administered during this school year demonstrate that 72 percent of the cohort of students that are currently in sixth grade scored below average on the first administration of the Scantron benchmark assessment. Additionally the cohort had 27 percent of the students scoring within an acceptable scaled score range. The results of the Winter testing show that 64 percent of the cohort of students that are currently in sixth grade scored below average on the Scantron benchmark assessment. Additionally the cohort had 36 percent of the students scoring within an acceptable scaled score range. These scores represent a slight improvement between the Fall and Winter test periods.

2. ACADEMIC DATA – MATH – 7th GRADE:

Math Scores (Scantron scores)
2013-2014

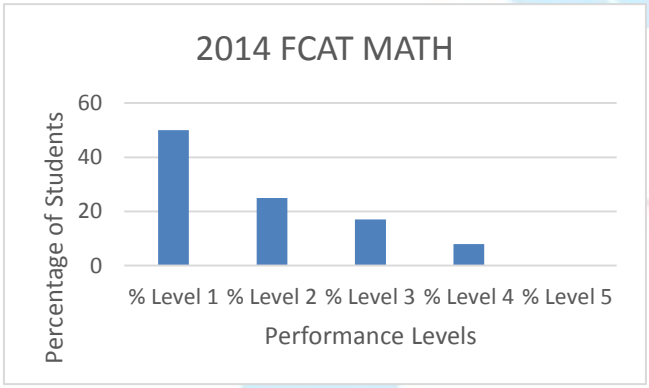


Math Scores (Scantron scores)
January 2015 (current 7th grade students)



2. ACADEMIC DATA – MATH – 7th GRADE (Cont.):
2014 FCAT MATH – GRADE 6:

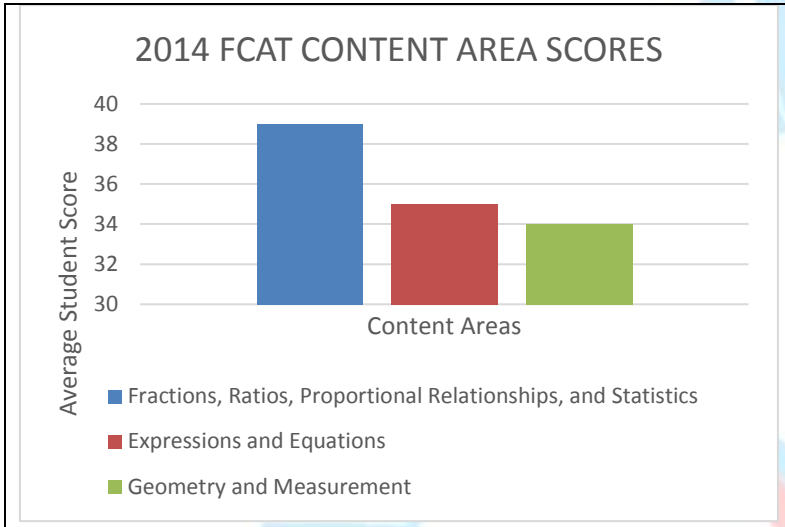
# Of Students	Mean Scaled Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% 3.0 or higher
12	211	50	25	17	8	0	25



2014 FCAT CONTENT AREA SCORES – Grade 6:
(% = Mean Points Earned/Maximum possible)

Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement
39	35	34

2. ACADEMIC DATA – MATH – 7th GRADE (Cont.):



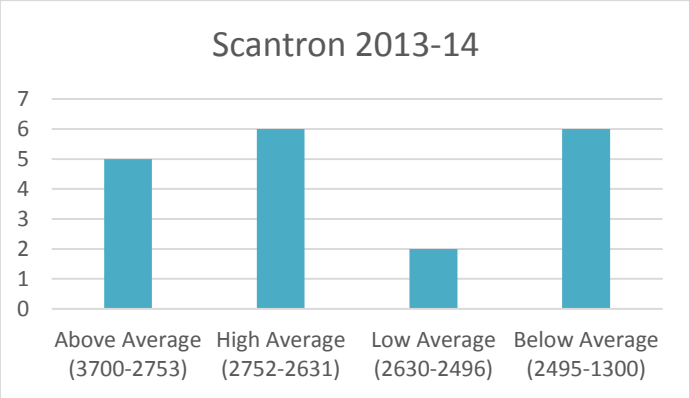
GRADE 7:

The Scantron end of year assessment data indicate that 73 percent of the cohort of students who are currently in seventh grade achieved acceptable scores on the 2013/2014 end of year assessment, with 55 percent scoring within the high and above average score ranges. 27 percent of the cohort scored below average. However, the Scantron benchmark data which has been collected twice in this school year (August and December), indicate that 57 percent of the cohort of students that are currently in seventh grade achieved acceptable scores on the January 2015 winter test administration, with 21 percent scoring within the above average score range. 43 percent of the cohort scored below average. This represents greater deficiencies than last year's scores.

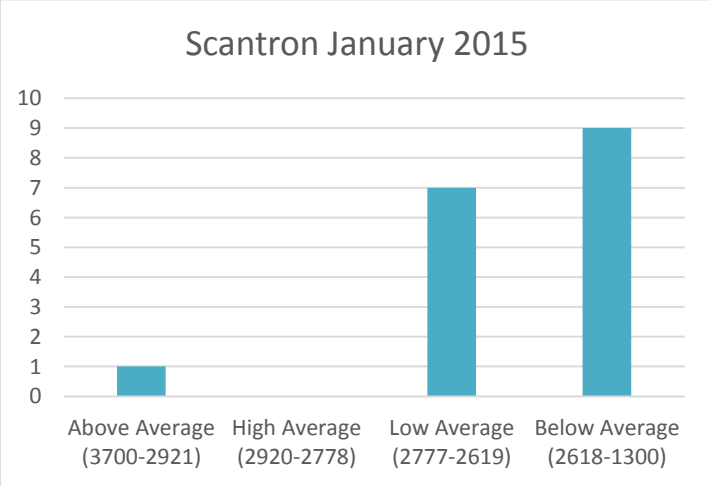
The FCAT data substantiate the declining scores noticed in Scantron. FCAT data from2013-2014 identified 75% of this cohort in level 1 and 2, which indicates math deficiencies for the majority of this group; 25% of this cohort scored at level three or higher. With the average performance of this cohort showing less than 40% accuracy for the content areas (Fractions, Ratios, Proportional Relationships, and Statistics; Expressions and Equations; Geometry and Measurement), this group needs intensive math remediation to strengthen the math skills and concepts necessary to successfully meet the expectations of the seventh grade curriculum.

2. ACADEMIC DATA – MATH – 8th GRADE:

Math Scores (Scantron scores)
2013-14 Grade 7



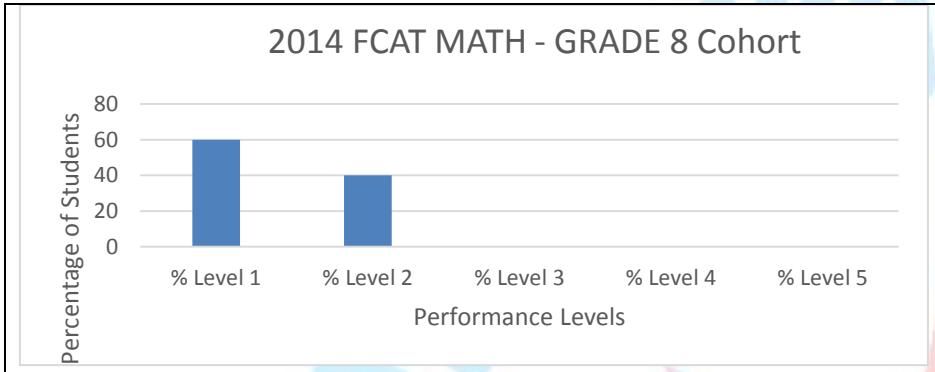
Math Scores (Scantron scores)
January 2015 (current 8th grade students)



2. ACADEMIC DATA – MATH – 8th GRADE (Cont.):

2014 FCAT MATH – GRADE 7 (current grade 8 students):

# Of Students	Mean Scaled Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% 3.0 or higher
10	209	60	40	0	0	0	0



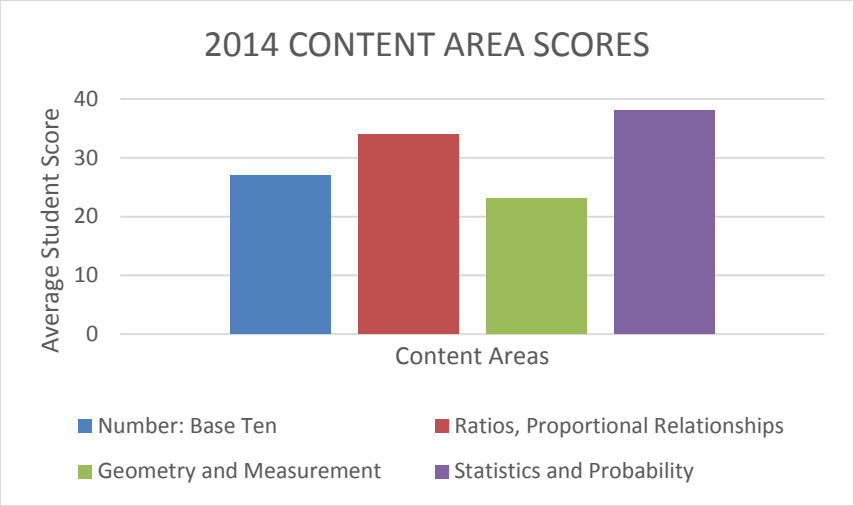
2014 FCAT CONTENT AREA SCORES – GRADE 7 COHORT:

CONTENT AREA SCORES

(% = Mean Points Earned/Maximum possible)

Number: Base Ten	Ratios, Proportional Relationships	Geometry and Measurement	Statistics and Probability
27	34	23	38

2. ACADEMIC DATA – MATH – 8th GRADE (Cont.):



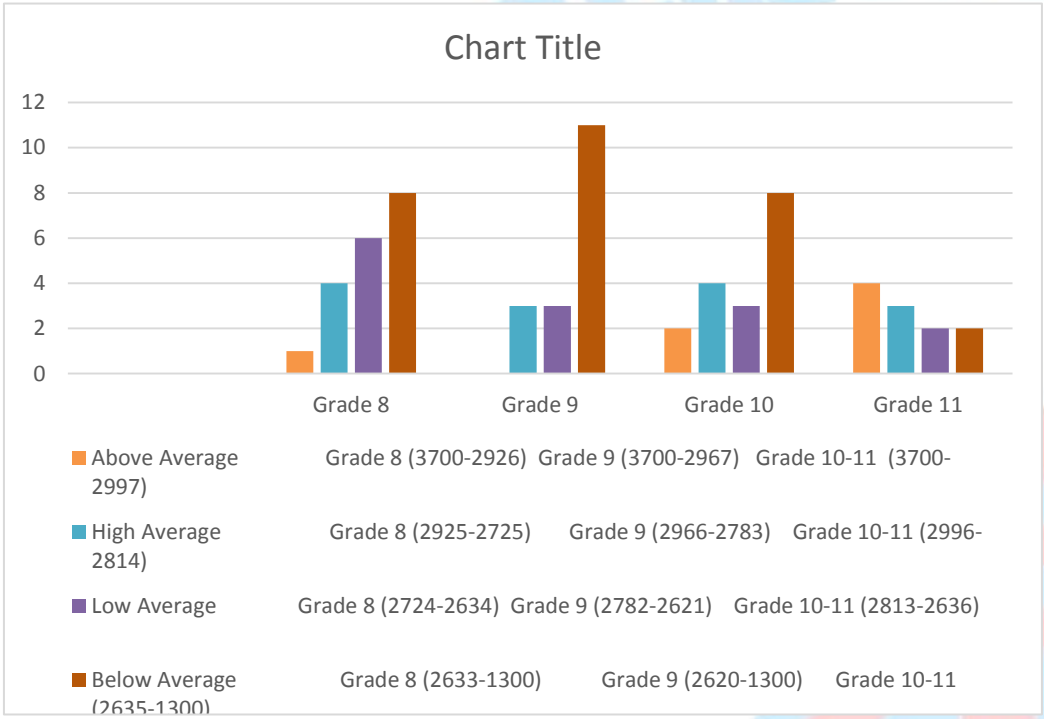
GRADE 8:

The Scantron end of year assessment data indicate that 68% of the cohort of students that are currently in eighth grade achieved acceptable scores on the 2013/2014 end of year assessment, with 58% scoring within the high and above average score ranges. 32% of the cohort scored below average. However, the Scantron benchmark data which has been collected twice in this school year (August and December), indicate that 47 percent of the cohort of students that are currently in eighth grade achieved acceptable scores on the January 2015 winter test administration; however, 41 percent of the students scored within the low average score range. 53 percent of the cohort scored below average. This represents greater deficiencies than evidenced by last year's scores.

The FCAT data substantiate the declining scores noticed in Scantron. FCAT data from2013-2014 identified 100% of this cohort in level 1 and 2, which indicates math deficiencies for the entirety of this group. With the average performance of this cohort showing less than 40% accuracy for the content areas (Number: Base Ten; Ratios, Proportional Relationships; Geometry and Measurement; and Statistics and Probability) and less that 30% accuracy in the areas of Base Ten and Geometry/Measurement, this group needs intensive math remediation to strengthen the math skills and concepts necessary to successfully meet the expectations of the eighth grade curriculum

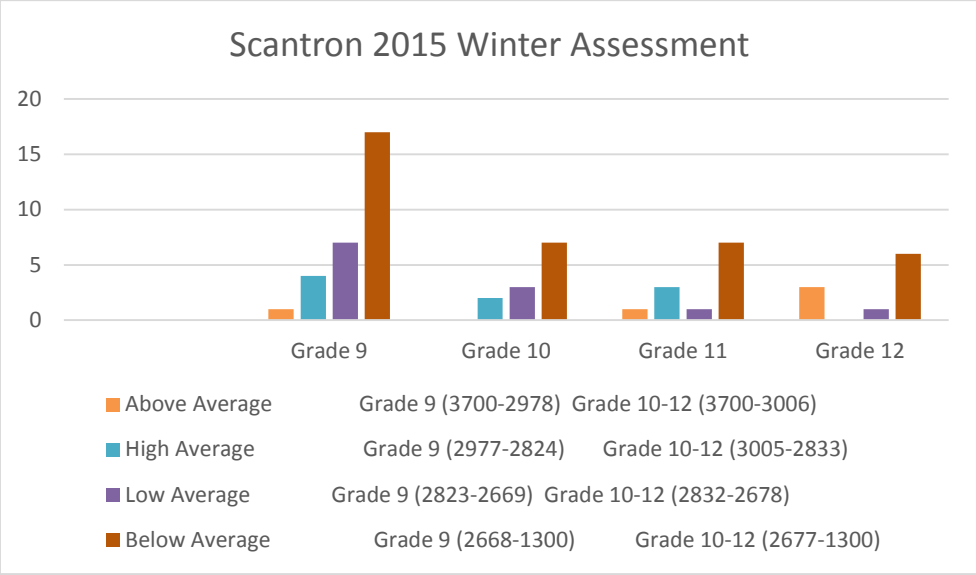
2. ACADEMIC DATA – MATH – HIGH SCHOOL (GRADES 9-12):

Math Scores (Scantron scores)
2013-14 Grades 8 - 11



2. ACADEMIC DATA – MATH – HIGH SCHOOL (GRADES 9-12) (Cont.):

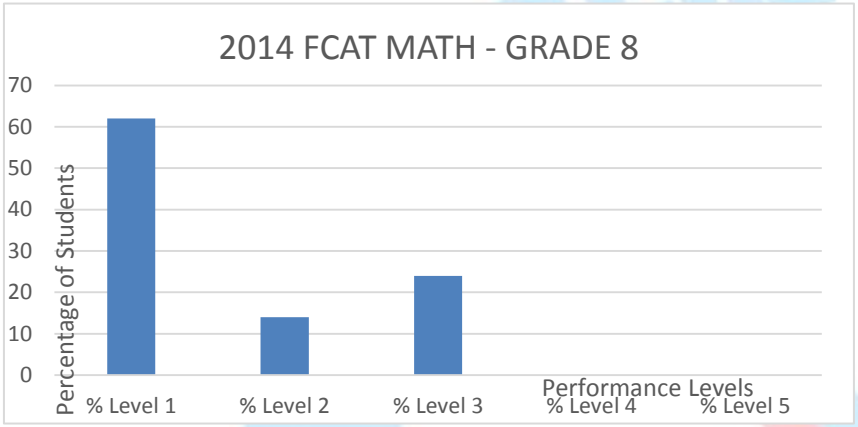
Math Scores (Scantron scores)
January 2015 (current High School [grades 9-12] students)



2014 FCAT MATH – GRADE 8 (current 9th grade students):

# Of Students	Mean Scaled Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% 3.0 or higher
21	225	62	14	24	0	0	24

2. ACADEMIC DATA – MATH – HIGH SCHOOL (GRADES 9-12) (Cont.):



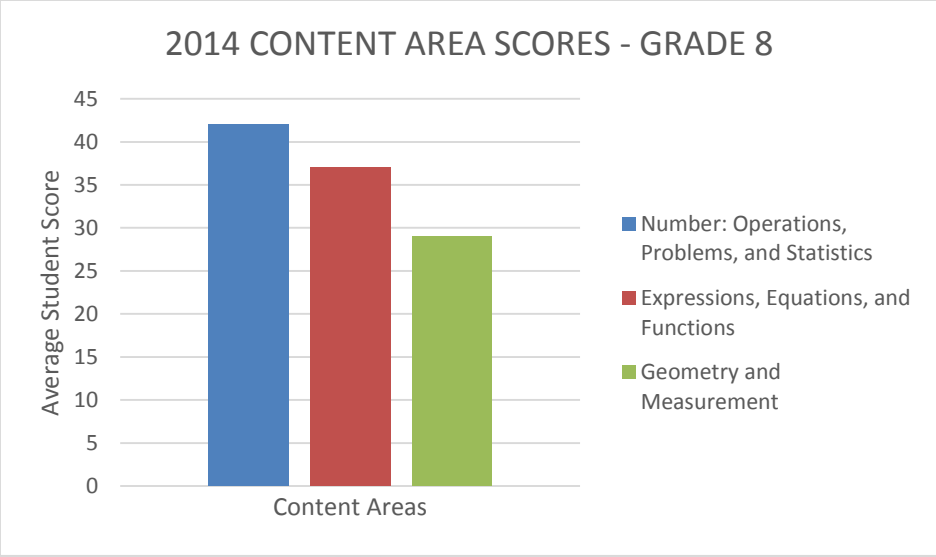
2014 FCAT CONTENT AREA SCORES – GRADE 9 :

CONTENT AREA SCORES

(% = Mean Points Earned/Maximum possible)

Number: Operations, Problems, and Statistics	Expressions, Equations, and Functions	Geometry and Measurement
42	37	29

2. ACADEMIC DATA – MATH – HIGH SCHOOL (GRADES 9-12) (Cont.):



GRADE 9:

The Scantron end of year assessment data indicate that 58% of the cohort of students that are currently in ninth grade achieved acceptable scores on the 2013/2014 end of year assessment, with 26% scoring within the high and above average score ranges. 42% of the cohort scored below average. However, the Scantron benchmark data which has been collected twice in this school year (August and December), indicate that 41% of the cohort of students that are currently in ninth grade achieved acceptable scores on the January 2015 winter test administration, with 17 percent scoring within the high and above average score ranges. 59 percent of the cohort scored below average. This represents greater deficiencies than evidenced by last year's scores.

The FCAT data substantiate the declining scores noticed in Scantron. FCAT data from2013-2014 identified 76% of this cohort in level 1 and 2, which indicates math deficiencies for the majority of this group. With the average performance of this cohort showing 40% or less accuracy for the content areas (Number: Operations, Problems and Statistics; Expressions, Equations, and Functions; Geometry and Measurement) and less that 30% accuracy in Geometry/Measurement, this group needs intensive math remediation to strengthen the math skills and concepts necessary to successfully meet the expectations of the ninth grade curriculum.

GRADE 10,11,12:

This group does participate in annual benchmark testing, but not FCAT. The Scantron data indicate the following information:

- 35 percent of the cohort of students that are currently in tenth grade achieved acceptable scores on the 2013/2014 end of year assessment, with 18 percent scoring within the high average score range. 65 percent of the cohort scored below average. 42 percent of the cohort of

2. ACADEMIC DATA – MATH – HIGH SCHOOL (GRADES 9-12) (Cont.):

students that are currently in tenth grade achieved acceptable scores on the winter administration, with 17 percent scoring within the high and above average score ranges. 58 percent of the cohort scored below average. This tenth grade cohort did show some growth in math scores.

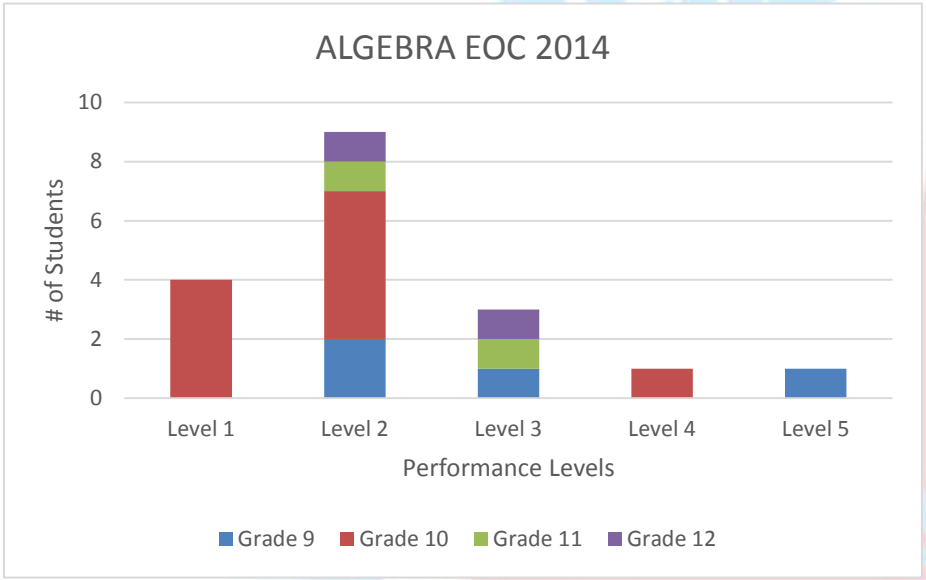
- 53 percent of the cohort of students that are currently in eleventh grade achieved acceptable scores on the 2013/2014 end of year assessment, with 35 percent scoring within the high and above average score ranges. 47 percent of the cohort scored below average. 42 percent of the cohort of students that are currently in eleventh grade achieved acceptable scores on the winter administration, with 33 percent scoring within the high and above average score ranges. 58 percent of the cohort scored below average. This indicates a slight drop in test scores for this cohort.
- 82 percent of the cohort of students that are currently in twelfth grade achieved acceptable scores on the 2013/2014 end of year assessment, with 58 percent scoring within the above average score range. 18 percent of the cohort scored below average. However, only 40 percent of the cohort of students that are currently in twelfth grade achieved acceptable scores on the winter administration, with 30 percent scoring within the above average score range. 60 percent of the cohort scored below average. This indicates a substantial drop in scores.

MATH END OF COURSE (EOC) ASSESSMENTS:

ALGEBRA EOC 2014

COHORT GRADE	# OF STUDENTS TESTED	% OF STUDENTS SCORING AT EACH LEVEL				
		Level 1	Level 2	Level 3	Level 4	Level 5
9	4	0	2	1	0	1
10	10	4	5	0	1	0
11	2	0	1	1	0	0
12	2	0	1	1	0	0
TOTAL	18	4	9	3	1	1

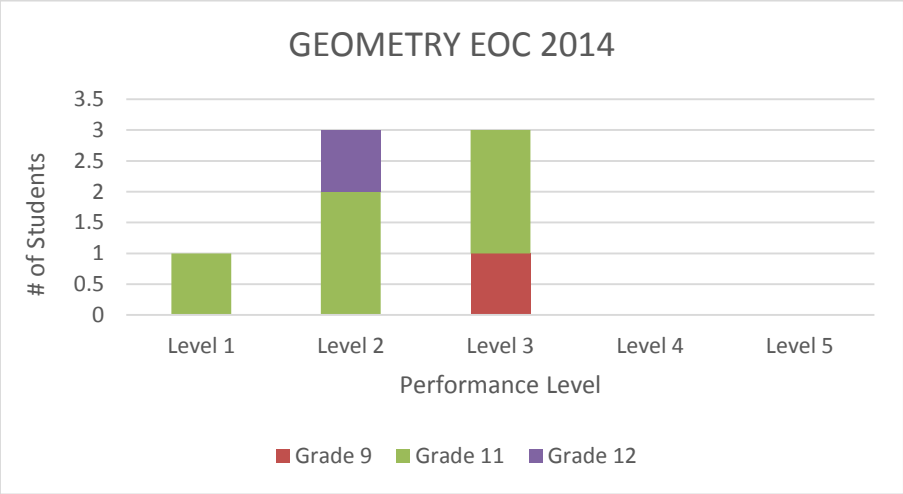
2. ACADEMIC DATA – MATH – HIGH SCHOOL (GRADES 9-12) (Cont.):



GEOMETRY EOC 2014

COHORT GRADE	# OF STUDENTS TESTED	% OF STUDENTS SCORING AT EACH LEVEL				
		Level 1	Level 2	Level 3	Level 4	Level 5
9	1	0	0	1	0	0
11	5	1	2	2	0	0
12	1	0	1	0	0	0
TOTAL	7	1	3	3	2	0

2. ACADEMIC DATA – MATH – HIGH SCHOOL (GRADES 9-12) (Cont.):

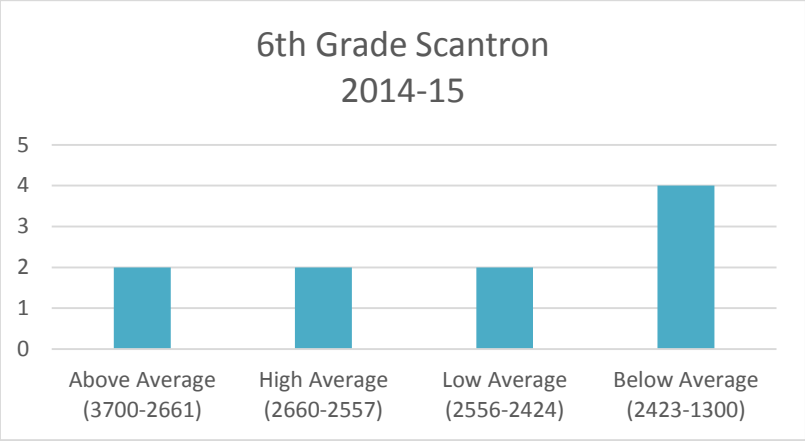


GRADE 9,10,11,12:

Students from these cohorts who took the End of Course exams need more preparation and skill review prior to testing. Of the eighteen students who participated in the Algebra EOC, 72% did not meet the cut score. 28% (or 5 students) achieved a level 3 or higher. Of the seven students who participated in the Geometry EOC, 57% did not pass. 43% (or 3 students) did earn a score of 3 or higher.

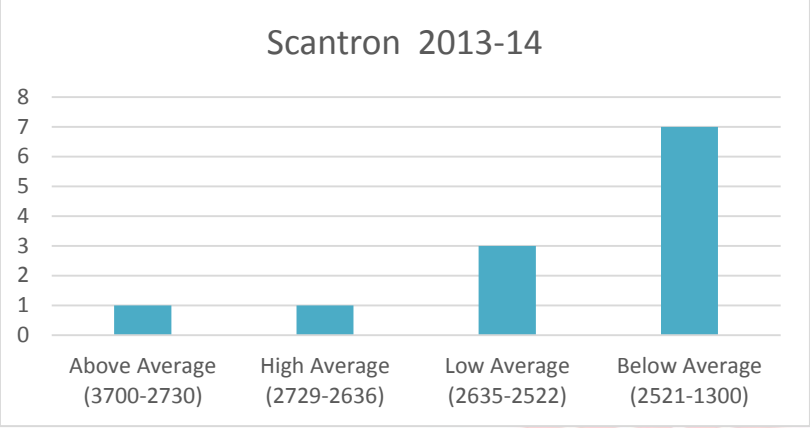
2. ACADEMIC DATA – ELA (Writing):

The results are shown on the following tables:
ELA (Writing) Scores (Scantron)
August 2014 (current 6th grade students)



The data indicate that 60 percent of the cohort of students that are currently in sixth grade achieved acceptable scores on the 2013/2014 end of year assessment, with 40 percent scoring within the high and above average score ranges. 40 percent of the cohort scored below average.

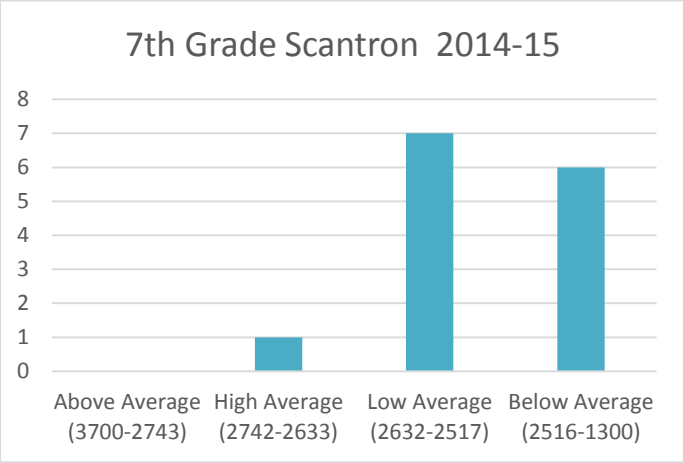
ELA (Writing) Scores (Scantron)
2013-2014 Grade 6 (current 7th grade students)



The data indicate that 42 percent of the cohort of students that are currently in seventh grade achieved acceptable scores on the 2013/2014 end of year assessment, with 17 percent scoring within the high and above average score ranges. 58 percent of the cohort scored below average.

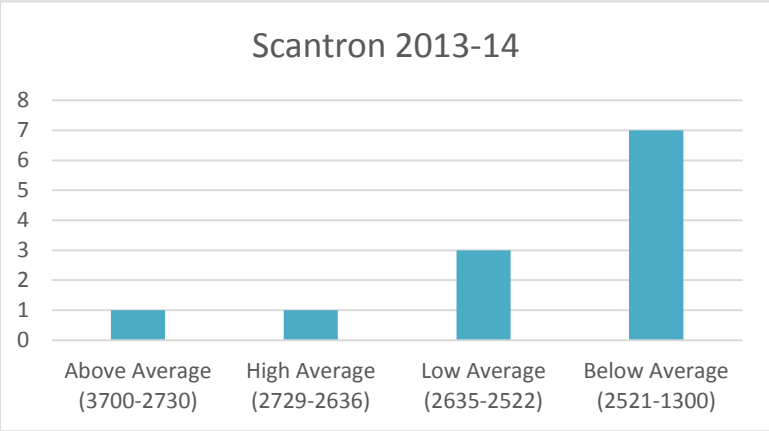
2. ACADEMIC DATA – ELA (Writing) (Cont.):

ELA (Writing) Scores (Scantron)
January 2015 Grade 7 (current 7th grade students)



The data indicate that 57 percent of the cohort of students that are currently in seventh grade achieved acceptable scores on the January 2015 winter test administration, with 7 percent scoring within the high average score range. 43 percent of the cohort scored below average.

ELA (Writing) Scores (Scantron)
2013-14 Grade 7 (current 8th grade students)

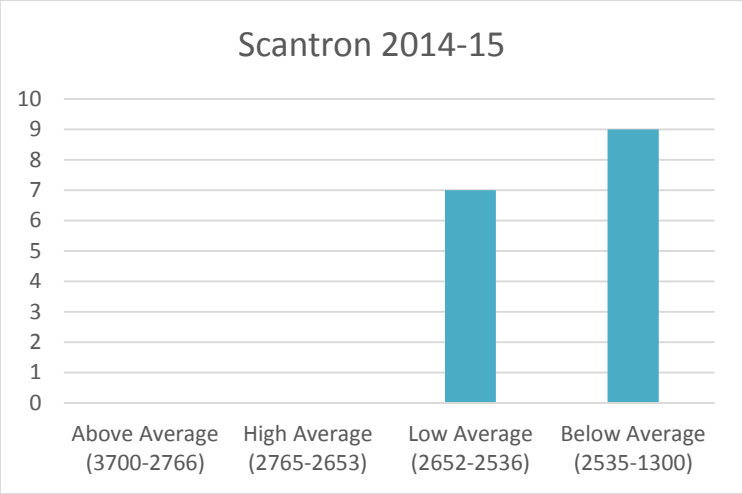


The data indicate that 42 percent of the cohort of students that are currently in eighth grade achieved acceptable scores on the 2013/2014 end of year assessment, with 17 percent scoring within the high and above average score ranges. 58 percent of the cohort scored below average.

2. ACADEMIC DATA – ELA (Writing) (Cont.):

ELA (Writing) Assessments – Scantron

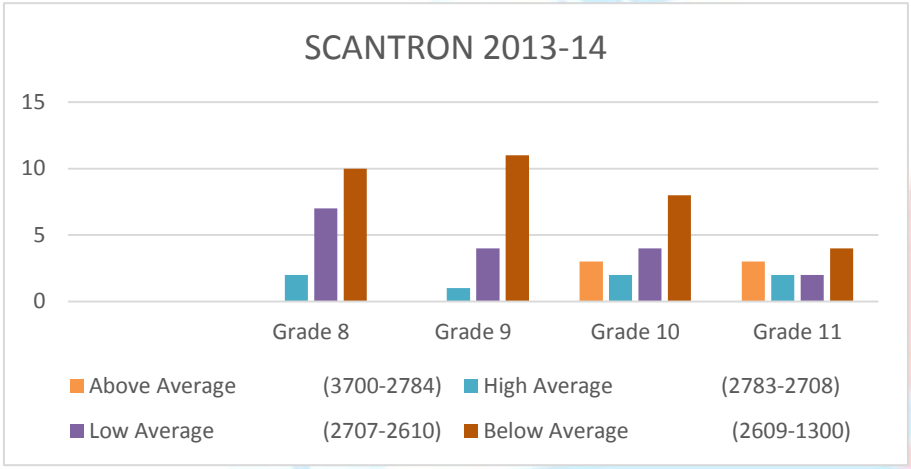
January 2015 Grade 8 (current 8th grade students)



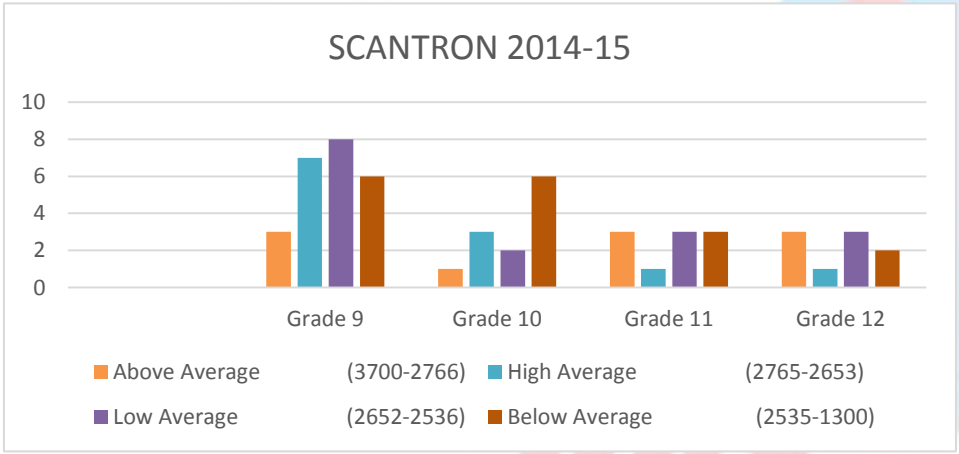
The data indicate that 44 percent of the cohort of students that are currently in eighth grade achieved acceptable scores on the January 2015 winter test administration; however, all of them scored within the low average score range. 56 percent of the cohort scored below average.

2. ACADEMIC DATA – ELA (Writing) (Cont.):

ELA (Writing) Scores (Scantron)
2013-14 Grades 8 – 11 (current High School [grades 9-12] students)



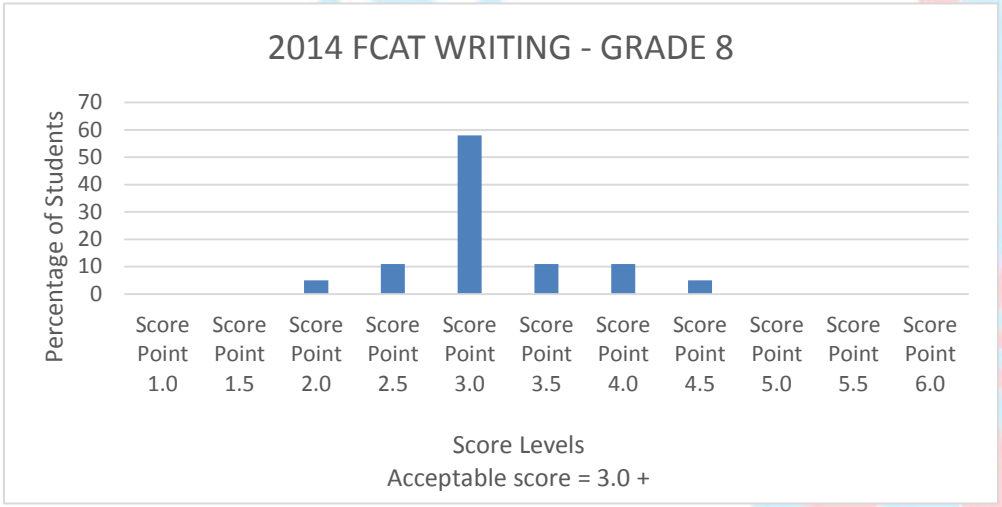
ELA (Writing) Scores (Scantron)
January 2015 Grades 9 – 12 (current High School [grades 9-12] students)



2. ACADEMIC DATA – ELA (Writing) (Cont.):

2014 FCAT WRITING - GRADE 8 (current grade 9 students):

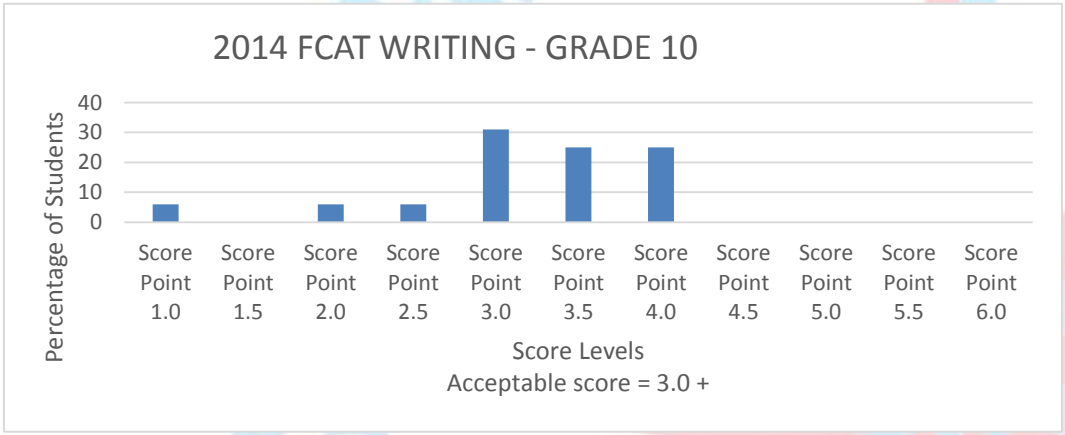
		PERCENTAGE EARNING SCORE POINTS													
# Of Students	Mean Prompt Score	Score Point 1.0	Score Point 1.5	Score Point 2.0	Score Point 2.5	Score Point 3.0	Score Point 3.5	Score Point 4.0	Score Point 4.5	Score Point 5.0	Score Point 5.5	Score Point 6.0	% 3.O +	% 3.5 +	% 4.O +
19	3.1	0	0	5	11	58	11	11	5	0	0	0	84	26	16



2. ACADEMIC DATA – ELA (Writing) (Cont.):

2014 FCAT WRITING - GRADE 10 (current grade 11 students)

		PERCENTAGE EARNING SCORE POINTS													
# Of Students	Mean Prompt Score	Score Point 1.0	Score Point 1.5	Score Point 2.0	Score Point 2.5	Score Point 3.0	Score Point 3.5	Score Point 4.0	Score Point 4.5	Score Point 5.0	Score Point 5.5	Score Point 6.0	% 3.O +	% 3.5 +	% 4.O +
16	3.2	6	0	6	6	31	25	25	0	0	0	0	81	50	25



GRADE 9,10,11,12 COHORTS:

The Scantron data for writing indicate that each cohort group made substantial improvement between the end of year exam for the 2013-14 school year, and the winter administration of the exam. The following information provides detail about the Scantron scores:

- 47 percent of the cohort of students that are currently in ninth grade achieved acceptable scores on the 2013/2014 end of year assessment, with 11 percent scoring within the high average score range. 53 percent of the cohort scored below average. 75 percent of the cohort of students that are currently in ninth grade achieved acceptable scores on the winter administration, with 42 percent scoring within the high and above average score ranges. 25 percent of the cohort scored below average.

  Additionally, this cohort was tested at the end of the 2013-14 school year with the FCAT Writing Test. 84% achieved acceptable scores of a 3 or higher, indicating strong expository writing skills.

- 31 percent of the cohort of students that are currently in tenth grade achieved acceptable scores on the 2013/2014 end of year assessment, with 6 percent scoring within the high average score range. 69 percent of the cohort scored below average. 50 percent of the cohort of students that are currently in tenth grade achieved acceptable scores on the winter administration,, with 33 percent scoring within the high and above average score ranges. 50 percent of the cohort scored below average.

2. ACADEMIC DATA – ELA (Writing) (Cont.):

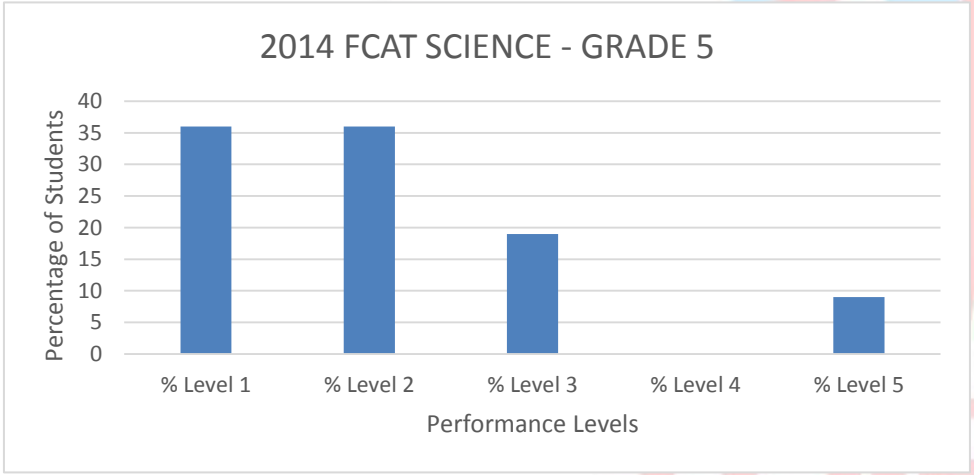
- 53 percent of the cohort of students that are currently in eleventh grade achieved acceptable scores on the 2013/2014 end of year assessment, with 29 percent scoring within the high and above average score ranges. 47 percent of the cohort scored below average. 70 percent of the cohort of students that are currently in eleventh grade achieved acceptable scores on the winter administration, with 40 percent scoring within the high and above average score ranges. 30 percent of the cohort scored below average.

  Additionally, this eleventh grade cohort was tested at the end of the 2013-14 school year with the FCAT Writing Test. 81% achieved acceptable scores of a 3 or higher, indicating strong expository writing skills.
- 36 percent of the cohort scored below average. 78 percent of the cohort of students that are currently in twelfth grade achieved acceptable scores on the winter administration, with 44 percent scoring within the above average score range. 22 percent of the cohort scored below average.

2. ACADEMIC DATA – SCIENCE:

2014 FCAT SCIENCE - GRADE 5 (current grade 6 students):

		PERFORMANCE LEVELS					
# Of Students	**Mean Scaled Score**	**% Level 1**	**% Level 2**	**% Level 3**	**% Level 4**	**% Level 5**	**% 3.0 or higher**
11	0	36	36	19	0	9	28

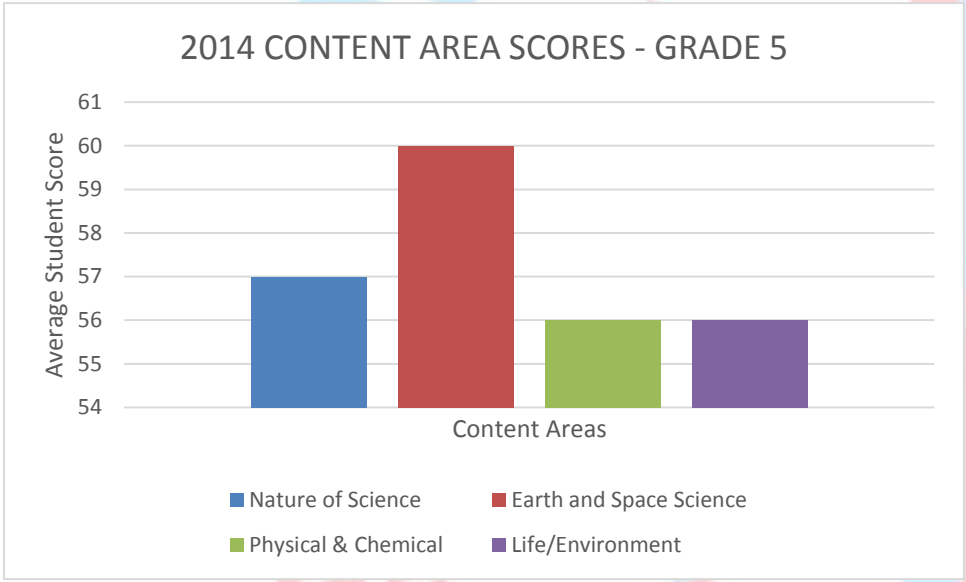


2. ACADEMIC DATA – SCIENCE (Cont.):

2014 FCAT SCIENCE

CONTENT AREA SCORES (% = Mean Points Earned/Maximum possible)

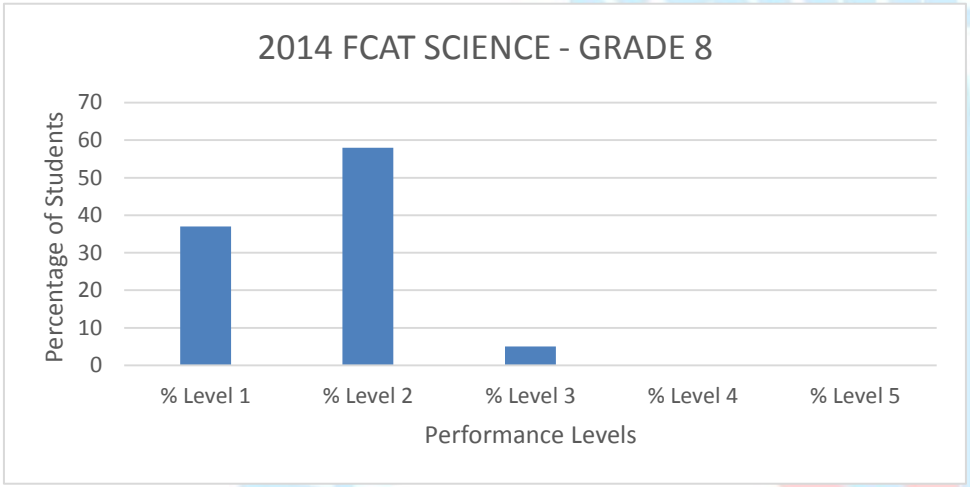
Nature of Science	Earth and Space Science	Physical & Chemical	Life/Environment
57	60	56	56



2014 FCAT SCIENCE - GRADE 8 (current grade 9 students)

		PERFORMANCE LEVELS					
# Of Students	**Mean Scaled Score**	**% Level 1**	**% Level 2**	**% Level 3**	**% Level 4**	**% Level 5**	**% 3.0 or higher**
19	184	37	58	5	0	0	5

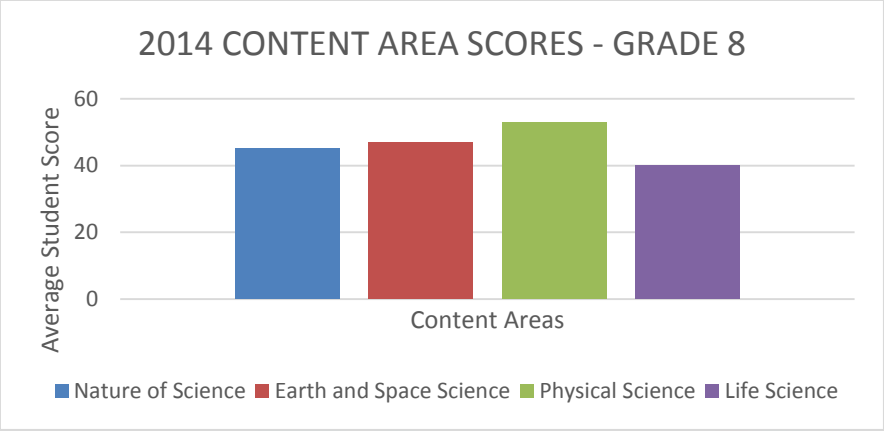
2. ACADEMIC DATA – SCIENCE (Cont.):



2014 CONTENT AREA SCIENCE SCORES - GRADE 8 (current grade 9 students)
(% = Mean Points Earned/Maximum possible)

Nature of Science	Earth and Space Science	Physical Science	Life Science
45	47	53	40

2. ACADEMIC DATA – SCIENCE (Cont.):



GRADE 8:

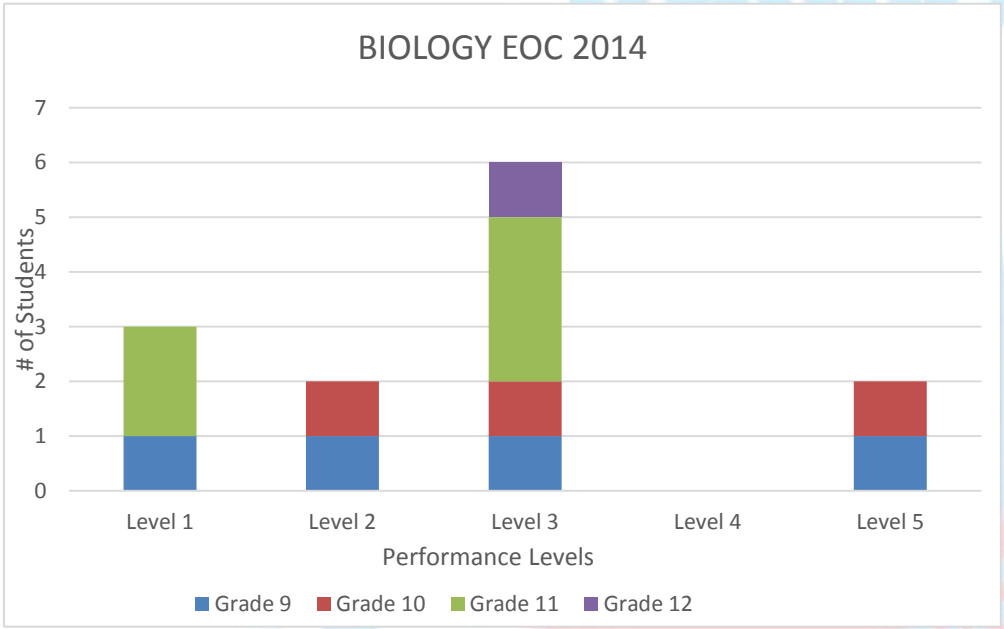
The 5TH and 8TH grade FCAT Science assessments were the only tools used to identify student performance in this area. We have currently begun to include Scantron testing in Science as a local benchmark and measure of learning gains. The FCAT data identify a need to improve the science curriculum. 73% of 5th grade students (current 6th grade students) and 95% of the 8th grade students (current 9th grade students) who participated in the 2014 FCAT science assessment scored a level 1 or 2. 27 % of the 5th grade students and 5 percent of the 8th grade students achieved a passing score. With the average performance of these participants showing accuracy levels hovering around the 50% mark in the content areas (Nature of Science; Earth and Space Science; Physical Science; and Life Science), the science curriculum and overall program needs to be reviewed and reinforced with appropriate instruction across the grades to ensure that students are receiving the science skills and concepts necessary to benefit from this content area.

2. ACADEMIC DATA – EOC ASSESSMENTS

2014 BIOLOGY EOC ASSESSMENT

COHORT GRADE	# OF STUDENTS TESTED	% OF STUDENTS SCORING AT EACH LEVEL				
		Level 1	Level 2	Level 3	Level 4	Level 5
9	4	1	1	1	0	1
10	3	0	1	1	0	1
11	5	2	0	3	0	0
12	1	0	0	1	0	0
TOTAL	13	3	2	6	0	2

2. ACADEMIC DATA – EOC - SCIENCE (Cont.):



HIGH SCHOOL BIOLOGY EOC:

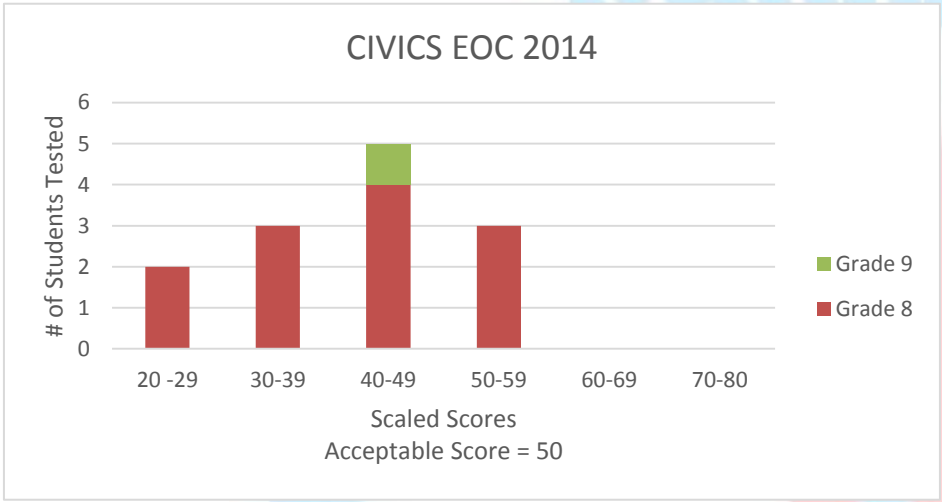
Thirteen students participated in the Biology EOC exam last spring. Of that group, 62% (or 8 students) achieved a passing score. As with all EOC content exams, student require course reviews, test prep sessions, and supplemental materials for review and engagement to prepare for the exams. iGeneration will need to provide more intensive and structured test prep sessions for this content area.

2. ACADEMIC DATA – CIVICS:

2014 EOC CIVICS ASSESSMENT:

COHORT GRADE	# OF STUDENTS TESTED	SCALE SCORES (T-SCORES)					
		20 -29	30-39	40-49	50-59	60-69	70-80
8	12	2	3	4	3	0	0
9	1	0	0	1	0	0	0

2. ACADEMIC DATA – EOC - CIVCS (Cont.):



CIVICS EOC :

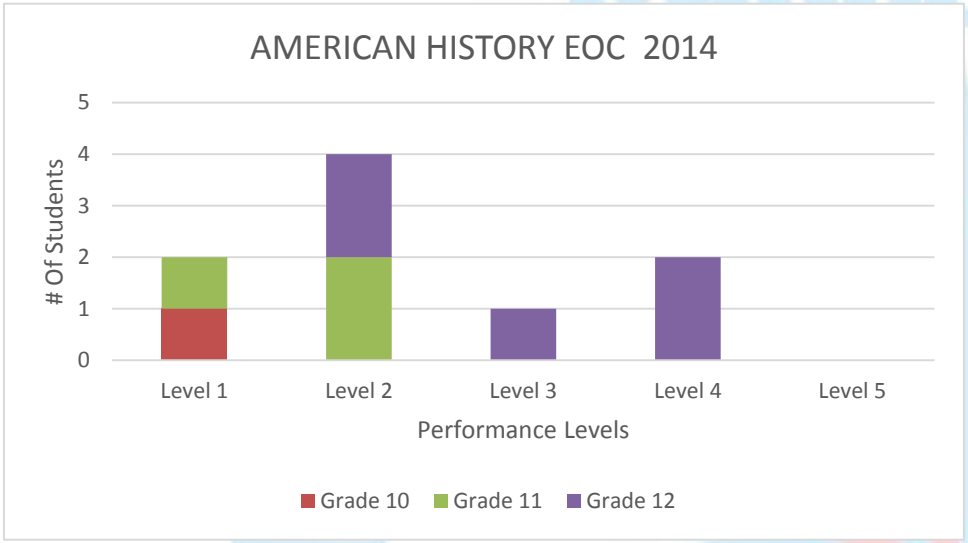
As this was the first administration of the Civics EOC, the scores are identified in T-Scores. In the future, scaled scores will be used. The state identified 50 as an acceptable T-score. Thirteen students from last year's grades 7 and 8 participated in the Civics EOC exam in the spring. Of that group, 23% (or 3 students) achieved a passing score; 77% scored below the cut-off point. As with all EOC content exams, students require course reviews, test prep sessions, and supplemental materials for review and engagement to prepare for the exams. iGeneration will need to provide more intensive and structured test prep sessions for this content area.

2. ACADEMIC DATA – US HISTORY:

2014 EOC US HISTORY ASSESSMENT:

COHORT GRADE	# OF STUDENTS TESTED	% OF STUDENTS SCORING AT EACH LEVEL				
		Level 1	Level 2	Level 3	Level 4	Level 5
10	1	1	0	0	0	0
11	3	1	2	0	0	0
12	5	0	2	1	2	0
TOTAL	9	2	4	1	2	0

2. ACADEMIC DATA – EOC - US HISTORY (cont.)



US HISTORY EOC :

Nine students from last year's grades 9, 10, and 11 participated in the American History EOC exam in the spring. Of that group, 34% (or 3 students) achieved a passing score; 66% scored below the cut-off point. As with all EOC content exams, students require course reviews, test prep sessions, and supplemental materials for review and engagement to prepare for the exams. iGeneration will need to provide more intensive and structured test prep sessions for this content area.

2. ACADEMIC DATA – READING AND MATH - FCAT - DEMOGRAPHIC SUBGROUPS

FCAT - Reading Scores 2013-14 Total Student Population Tested

Grade	# Students	Mean Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or higher	Low 30%
6	12	2	42	33	8	17	0	25	29
7	20	2.5	19	29	28	19	5	48	30
8	17	2	47	18	29	12	0	35	36
9	23	2.3	22	43	22	13	0	35	32
10	13	1.7	46	38	15	0	0	15	43
11	7	2.1	43	14	29	14	0	43	22
12	8	2.1	25	38	38	0	0	38	0

FCAT - Reading Scores 2013-14 English Language Learners

Grade	# Students	Mean Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or higher	
6	2	1	100	0	0	0	0	0	
7	5	2.6	20	20	40	20	0	60	
8	2	3	0	0	100	0	0	100	
9	7	1.7	57	14	29	0	0	29	
10	5	1.6	40	60	0	0	0	0	
11	4	2	50	0	50	0	0	50	
12	1	1	100	0	0	0	0	0	

FCAT - Reading Scores 2013-14 Students with Disabilities

Grade	# Students	Mean Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or higher	
6	2	1	100	0	0	0	0	0	
7	5	2.2	60	0	20	0	20	40	
8	2	1	100	0	0	0	0	0	
9	1	1	100	0	0	0	0	0	
10	1	1	100	0	0	0	0	0	
11	0	0	0	0	0	0	0	0	
12	0	0	0	0	0	0	0	0	

2. ACADEMIC DATA – READING AND MATH - FCAT - DEMOGRAPHIC SUBGROUPS (Cont.)

FCAT - Reading Scores 2013-14 Free and Reduced Lunch

Grade	# Students	Mean Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or higher	
6	10	1.9	50	30	0	20	0	20	
7	17	2.6	24	24	29	18	6	53	
8	16	2.4	38	19	19	13	13	44	
9	21	2.2	24	43	19	14	0	33	
10	12	1.8	42	42	16	0	0	16	
11	4	1.8	50	25	25	0	0	25	
12	8	2.1	25	38	38	0	0	38	

FCAT - Math Scores 2013-14 Total Student Population Tested

Grade	# Students	Mean Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or higher	Low 30%
6	11	1.7	55	27	9	9	0	18	29
7	20	2.2	35	25	30	10	0	40	30
8	17	1.6	47	35	6	6	6	18	24
9	23	2.3	22	43	22	13	0	35	36

FCAT - Math Scores 2013-14 English Language Learners

Grade	# Students	Mean Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or higher	
6	2	1	100	0	0	0	0	0	
7	5	2	40	20	40	0	0	40	
8	2	2	0	100	0	0	0	0	
9	7	1.7	57	14	29	0	0	29	

FCAT - Math Scores 2013-14 Students with Disabilities

Grade	# Students	Mean Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or higher	
6	2	1	100	0	0	0	0	0	
7	5	1.8	60	0	40	0	0	40	
8	2	1.5	50	50	0	0	0	0	
9	1	1	100	0	0	0	0	0	

2. ACADEMIC DATA – READING AND MATH - FCAT - DEMOGRAPHIC SUBGROUPS (Cont.)

FCAT – Math Scores 2013-14 Free and Reduced Lunch

Grade	# Students	Mean Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or higher	
6	10	1.6	60	20	20	0	0	20	
7	17	2.2	35	24	29	12	0	41	
8	14	1.9	50	36	0	7	7	14	
9	16	1.7	56	19	25	0	0	25	

FCAT – Science Scores 2013-2014 Total Student Population Tested

Grade	Number of Students	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% >=3
8	19	184	37	58	5	0	0	5

FCAT – Science Scores 2013-2014 English Language Learners

Grade	Number of Students	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% >=3
8	2	*	*	*	*	*	*	*

FCAT – Science Scores 2013-2014 Students with Disabilities

Grade	Number of Students	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% >=3
8	1	*	*	*	*	*	*	*

FCAT – Science Scores 2013-2014 Free and Reduced Lunch

Grade	Number of Students	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% >=3
8	14	185	36	64	0	0	0	0

* No data are reported when fewer than 10 students were tested or when all students are in the same score category

2. ACADEMIC DATA (Cont.)

Reading

When analyzing the reading data for the school's first year, it is evident that the more than half of the student population (65%) scored in the lowest categories (1, 2) on the 2014 FCAT.

- 34 % of ELL students achieved a proficient score in reading; 66% of ELL students scored in levels 1 and 2.
- 8% of SWD students achieved a proficient score in reading; 92% of SWD students scored in levels 1 and 2.
- 33% of FRL students achieved a proficient score in reading; 67% of FRL students scored in levels 1 and 2.
- Overall, students in identified subgroups have significant reading deficiencies which require focused, rigorous interventions, both in class and through intensive reading.
- The ELL and FRL populations scored similarly to the total school population.
- The SWD subgroup showed the largest population with reading deficiencies.

Mathematics

When analyzing the math data, it is evident that almost ¾'s of the student population (73%) scored in the lowest categories (1,2) on the 2014 FCAT.

- 17 % of ELL students achieved a proficient score in reading; 83% of ELL students scored in levels 1 and 2.
- 10% of SWD students achieved a proficient score in reading; 90% of SWD students scored in levels 1 and 2.
- 25% of FRL students achieved a proficient score in reading; 75% of FRL students scored in levels 1 and 2.
- Overall, students in identified subgroups have significant math deficiencies which require focused, rigorous interventions, both in class and through intensive math.
- The FRL population scored similarly to the total school population.
- The ELL and SWD subgroup showed the largest population with math deficiencies.

Science

When analyzing the Science data (8^{th} grade), it is evident that the majority of the student population (95%) scored in the lowest categories (1,2) on the 2014 FCAT.

- Information was not available for the ELL and SWD subgroup populations due to the small number of participants.
- 0% of FRL students achieved a proficient score in science; 100% of FRL students scored in levels 1 and 2.
- Overall, the total student population has significant math deficiencies which require focused, rigorous interventions.

3. Student Achievement Objectives

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

The School's curriculum objectives will parallel those stated in the Next Generation Sunshine State Standards of the State of Florida. In addition to evaluating the charter's success on objectives stated above, the School shall submit the information required in the annual school report and the education accountability system governed by § 1008.3 and 1008.345, Florida statutes.

Annual Measurable Objectives (AMOs)

Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2014	Target AMO Reading	Percent Tested Math	Math % Scoring Satisfactory 2014	Target AMO Math	Learning Gains Points for Low 25% Reading, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Writing % Satisfactory 2014	Science % Satisfactory 2014	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017
ALL STUDENTS	**94**	**35**	**40**	**91**	**20**	**27**	**76**	**Y**	**42**	**45**	**5**	**40**	**46**	**51**	**27**	**33**	**40**
AMERICAN INDIAN											*						
ASIAN											*						
BLACK/AFRICAN AMERICAN	93	26	**32**	93	10	**18**					**0**	**32**	**38**	**45**	**18**	**25**	**33**
HISPANIC	100	40	**45**	92							*	**45**	**50**	**55**			
WHITE	91	47	**51**	86	44	**49**					*	**51**	**56**	**60**	**49**	**53**	**58**
ENGLISH LANGUAGE LEARNERS											*						
STUDENTS WITH DISABILITIES	80			73							*						
ECONOMICALLY DISADVANTAGED	94	31	**37**	91	20	**27**				31	**0**	**37**	**43**	**48**	**27**	**33**	**40**

3. Student Achievement Objectives (cont.)

Measurable Student Outcomes - Academic Goals – Per Charter Application

• Meet or exceed federal AYP as measured by the Florida State Accountability Program each year of the school's operation.

• By the third school year, seventy percent (70%) of students will become proficient in reading and math (updated goal)

• Fifty percent (50%) of students enrolled for more than 120 days will demonstrate annual learning gains in reading and mathematics. The number of enrolled students demonstrating annual learning gains in reading and mathematics will increase 10% each year with a five-year target of 90%.

• Fifty percent (50%) of students enrolled for more than 120 days will demonstrate annual learning gains in reading and mathematics for the lowest 25% of students in the School.

• The number of enrolled students demonstrating annual learning gains in reading and mathematics for the lowest 25% of students in the School will increase 10% each year until at least 90%.

• The number of enrolled students demonstrating annual learning gains in science for the lowest 25% of students in the School will increase 10% each year until at least 90%.

• Ninety-five percent (95%) of the entire student body enrolled in the School who are in attendance for the test's administration shall participate in the FSA unless they have an IEP indicating that the Sunshine State Standards are not appropriate.

• Eighty percent (80%) of the students enrolled in the School will achieve eighty percent (80%) of the goals on their individual MAP (My Achievement Path) prior to graduation.

• Fifty percent (50%) of the students enrolled an entire academic year will earn five credits per academic year. This goal shows that students are learning, achieving, and proceeding towards graduation.

• Using the first year's graduation rate as our baseline, the school will increase its graduation rate by 3% per year until it meets or exceeds the district's graduation rate, and then by 1% per year until it exceeds 95%.

• Seventy-five percent (75%) of all students who have been enrolled for the entire academic school year will meet or exceed their statistical expected core total growth when assessed late in the school year, in comparison to their core total on the same assessment administered early in the fall of that same school year. (updated goal)

• Improve performance on the FSA Standardized Test each year in each subtest until we exceed district and state levels.

4. Student Performance Data Analysis

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

See Section 2 above. The following is the subgroup breakdown for 2013/2014:

Subgroup	Reading % proficient	Math % proficient	Writing % proficient	Science % proficient
Black	26	10	33	0
White	47	44	50	*
Hispanic	40	11	60	*
ELL	44	25	40	*
SWD	17	33	33	*
FRL	31	20	31	0

Subgroup Analysis

In the charts above the data is listed for the AMO subgroups for the past year (first year of school operation). To measure proficiency trends we will identify each subgroups performance.

Reading Performance by Subgroup

Students scoring with the lowest percentages of proficiency are members of the following subgroups: Black (26%), Students with Disabilities (17%) and Free and Reduced Lunch (31%). Students in the subgroups White (47%), Hispanic (40%) and English Language Learners (44%) evidenced stronger levels of proficiency.

Overall, students in all reported subgroups show evidence of significant reading deficiencies which require focused, rigorous interventions, both in class and through intensive reading. The subgroups with the lowest percentage of reading proficient students are Students with Disabilities (17%), Black (26%), and Free and Reduced Lunch (31%).

Math Performance by Subgroup

Students scoring with the lowest percentages of proficiency are members of the following subgroups: Black (10%) and Hispanic (11%). The subgroups with slightly higher proficiency levels are English Language Learners (25%), Students with Disabilities (33%) and Free and Reduced Lunch (20%). Students in the White subgroup had the largest percentage of proficiency (44%).

Overall, students in all reported subgroups show evidence of significant math deficiencies which require focused, rigorous interventions, both in class and through intensive math. The majority of the school population demonstrates difficulty with math concepts and computation. The subgroups with the lowest percentage of math proficient students are Black (10%), Hispanic (11%), Free and Reduced Lunch (20%), and English Language Learners (25%). Math reinforcement and strong interventions are needed in the future to provide students with the extra help and increased support in the area of mathematics.

4. Student Performance Data Analysis (Cont.)

Writing Performance by Subgroup

Students scoring with the lowest percentages of proficiency are members of the following subgroups: Black (33%), Students with Disabilities (33%) and Free and Reduced Lunch (31%). Students in the subgroups White (50%), Hispanic (60%) and English Language Learners (40%) evidenced stronger levels of proficiency.

Each subgroup achieved its highest levels of proficiency in writing.

Science Performance by Subgroup

Since the scores for science are drawn from the 8th grade administration of the FCAT, the population is insufficient to identify proficiencies by subgroup, with the exception of the following subgroups: Black, and Free and Reduced Lunch. Both groups had 0% of their members score a proficient score in science.

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:*

Student Performance Deficiency Plan

Reading

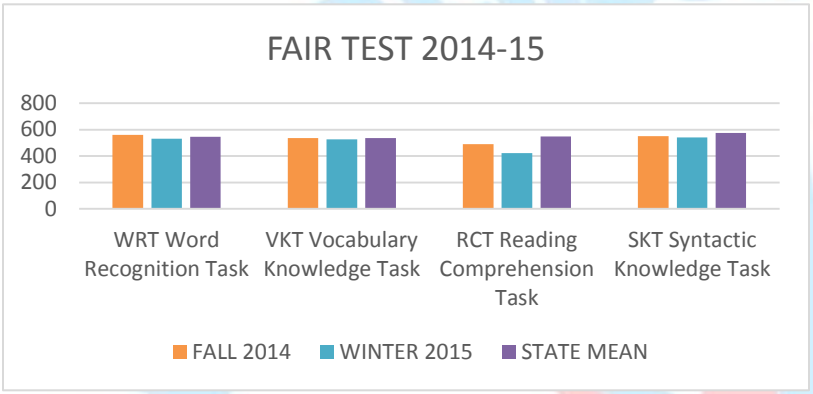
Deficiency	Plan	Person Responsible	Resources Needed	Timeline:
In 2014, school goal to achieve 45% proficiency in reading was not met. The achievement score was 24%.	1. Provide differentiated instruction and the rotational model in all core subjects. 2. FAIR will be used to monitor students' progress three times per year as well as to determine the necessary reading interventions using the supplemental reading intervention programs: **National Geographic's Inside** for grades 6-8, and **National Geographic's Edge**	School Leader Teacher	Pre and Post Assessment : FAIR Phonics for Reading Instructional Focus Calendar National Geographic's Inside National Geographic's Edge	SY16

	for grades 9-12 (both comprehensive reading intervention programs) focusing on word recognition, vocabulary, syntactic, and comprehension skills such as main idea, inferences. **Phonics for Reading** will be used as a supplemental intervention reading program to provide phonics instruction to specific students in the intensive reading course. Teachers will create rigor with the use of higher order thinking skill (HOTS) questions. Use of level 3 and 4 DOK type questions and differentiated instruction in small groups will improve student performance. 3. Monitor the progress of all students in each grade level bi-weekly, using the Reading Gains Lexile Test and other available in-program assessments and the ELA Formative Assessment System. 4. Implement the Supplemental			

	Intervention Reading Program, **Phonics for Reading**, in the Reading Classroom for ELL students' language acquisition. 5. Implement literacy support in the core and elective courses using the Instructional Focus Calendar developed by the Reading teachers using data driven goals based on assessment results from FSA and FAIR .			

1. FAIR data indicates a deficiency in the area of reading comprehension. Per the WAM School Report on Florida's PMRN in the 2nd assessment period of 14-15,

only 15% of our 6th and 7th graders showed a likelihood of literacy success. Our largest deficiency was found in 8th graders, as none of our 8th graders scores indicated a likelihood of literacy success. Only 21% of our 9th graders tested as likely to have literacy success while our strongest scores were with the 10th, 11th, and 12th graders where 29% to 33% showed a likelihood of literacy success.



The plan to address the deficiency in reading comprehension will be addressed as follows:

Improved Data Analysis and Data Driven Instruction in the Reading program:

To increase student comprehension, reading groups will be formed based on the 2015 FCAT/FSA data. Instruction within the reading groups will be differentiated based on individual student performance on the (4) FAIR tasks (Word Recognition, Vocabulary Knowledge, Reading Comprehension, and Syntactic Knowledge and **Phonics for Reading** placement test results if applicable. Reading instruction will target Level 1 and 2 students with comprehensive reading intervention programs (Edge and Inside) and with the supplemental intervention reading program (Phonics for Reading). These programs focus on comprehension skills such as main idea, inferences, and the components of literacy assessed with FAIR. Teachers will create rigor with the use of higher order thinking skill (HOTS) questions. Use of level 3 and 4 DOK type questions and differentiated instruction in small groups will improve student performance. FAIR will be used to monitor all students' progress in Reading.

Grades 6-8

a. Students' reading instruction will be given in one and two period learning blocks. These learning block times include whole group explicit and systemic instruction, small group differentiated instruction, independent reading practice monitored by the teacher, and focus on reading and language arts FSA standards. All instructional planning including leveled readers and group assignments will be based on both summative (FSA) and formative (FAIR, In-program assessments, Phonics for Reading Placement Test, etc.) data.
b. **National Geographic's Inside**, a comprehensive reading intervention program is used to support and assist those students with severe reading difficulties. All instructional planning including leveled readers and group assignments will be based on both summative (FSA) and formative (FAIR) data. Students will receive a minimum of 55 minutes of comprehensive intervention reading instruction daily. The middle school reading teacher will complete the on-demand training for Inside by November 6th , 2015.
c. Phonics instruction will be provided using the **Phonics for Reading** curriculum, a supplemental intervention reading program. Both reading teachers will complete the online Phonics for Reading training by November 6, 2015. Phonics instruction will be provided for all students who are identified through the Phonics Reading Placement test. These students will have 35-45 minutes of phonics instruction daily. Students who require phonics instruction will automatically be assigned a two period reading block class. Students will be progress monitored through in-program assessments.
d. Progress monitoring using the Reading Gains Lexile Test and other in-program assessments is provided every two weeks at each grade level.
e. Core content teachers will collaborate bi-weekly with the Reading teacher to identify students who do not respond to intervention, identifying

areas of weakness to support in the content area classrooms that align with the Reading Focus Calendar. Using summative and formative assessment results and student performance in the classroom, the content area teachers will address their students' identified weaknesses.

f. Elective teachers will develop, based on reading class data, twice weekly literacy lessons that tie their content area (music, technology, and physical education for example) to data driven literacy goals.
g. Teachers will participate in professional development activities at the school site monthly focusing on differentiation and scaffolding to support individual student literacy goals. Professional development will be provided by the Reading teacher, Principal, and/or outside personnel as needed. The principal will monitor implementation through classroom observations and walkthroughs on a weekly basis.
h. School administration will support all teachers in obtaining their reading endorsement, as well as additional professional development in literacy offered by Broward County, including the principal, to improve the school wide focus on literacy.

Grades 9-12

i. Students' reading instruction will be given in one and two period learning blocks. These learning block times include whole group explicit and systemic instruction, small group differentiated instruction, independent reading practice monitored by the teacher, and focus on reading and language arts FSA standards. All instructional planning will be based on both summative (FSA) and formative (FAIR) data
j. **National Geographic's Edge**, a comprehensive reading intervention program is used to support and assist those students with severe reading difficulties All instructional planning including leveled readers and group assignments will be based on both summative (FSA) and formative (FAIR, , etc.) data. Students will receive a minimum of 55 minutes of comprehensive intervention reading instruction daily. The high school reading teacher will complete the on-demand training for Edge by November 6th, 2015.
k. Phonics instruction will be provided using the **Phonics for Reading** curriculum, a supplemental intervention reading program. Phonics instruction will be provided for all students who are identified through the Phonics Reading Placement test. Students who require phonics instruction will automatically be assigned a two period reading block class. Students will be progress monitored through in-program assessments.
l. Progress monitoring using the Reading Gains Lexile Test and other in-program assessments is provided every two weeks at each grade level.
m. Core content teachers will collaborate bi-weekly with the Reading teacher to identify students who do not respond to intervention, identifying areas of weakness to support in the content area classrooms that align with the Reading Focus Calendar. Using formative and summative assessment results and student performance in the classroom, the content area teachers will address their students' identified weaknesses.
n. Elective teachers will develop, based on reading class data, twice weekly literacy lessons that tie their content area (music, technology, and physical education for example) to data driven literacy goals. Teachers will participate in professional development activities at the school site monthly focusing on differentiation and scaffolding to support individual student literacy goals. Professional development will be provided by the Reading teacher, school administration, and/or outside personnel as needed. The principal will monitor implementation through classroom observations and walkthroughs on a weekly basis.
o. School administration will support all teachers in obtaining their reading endorsement, as well as additional professional development in literacy offered by Broward County, including the principal, to improve the school wide focus on literacy.

ELL Students

National Geographic's Inside and Edge (both comprehensive reading intervention programs) and **Phonics for Reading**(supplemental intervention reading program) provide scaffolding for all students that can be especially helpful to the English Language Learner.

ESE Students

To increase reading comprehension, Exceptional Student Education (ESE) will be provided for students with disabilities who need accommodations to ensure they

have the materials they need to succeed. Accommodations involve differentiated delivery strategies and support materials to provide necessary accommodations. Accommodations that are determined by the IEP team are provided including a variety of instructional methods and materials, assignments, assessments, modifications to the learning environment, alternate curriculum goals, time allowances, and scheduling. All ESE services will address all IEP goals for individual students and will be monitored by the ESE specialist and Principal. ESE students will receive IEP driven services by the ESE specialist as well as instruction in the mainstream classroom. Assignments are modified in accordance with the IEP. Students receive accommodations and support are directed by the IEP team.

Instructional Materials

1. **IGEA Reading Instructional Curriculum:** IGEA will fully implement all levels of National Geographic's **Inside** for grades 6 to 8 and **National Geographic's Hampton Brown Edge** for grades 9 through 12 (both being comprehensive reading intervention programs). All of the components have been ordered. IGEA is awaiting the arrival of additional student texts and classroom libraries. These items are expected to arrive in approximately two weeks. The online component is currently available. Using FAIR assessments as well as the most recent FSA/FCAT score to level students, the Reading teacher will implement in a rotational model of instruction to provide students with motivating and relevant content. Both programs help prepare students for college and career success with dynamic National Geographic content and authentic multicultural literature.

2. **The Inside, National Geographic Learning** will be fully implemented students in grades 6-8. The reading teacher will use **Inside**
Inside to focus on building student comprehension and thinking skills through data driven lesson plan development and instructional delivery. This program offers a flexible delivery system by providing lesson adaptations and accommodations to varied groupings of students: developmental, remedial, students with disabilities and English language learners. Inside will build student proficiency by engaging students in active reading activities supported and encouraged through the use of classroom libraries. Classroom libraries will grow throughout the year to provide leveled and engaging materials for students to choose from. In keeping with the school's blended learning focus, Inside has a computer based component to engage students in self-directed reading activities supported by activities and assessments which can be auto-graded for instant feedback.

3. **Edge, National Geographic Learning** will be fully implemented for intensive reading students. Edge uses relevant, high interest reading content to engage students. Instruction uses fiction, nonfiction, and other written materials to help students develop basic decoding skills, reading fluency, vocabulary, and comprehension. For students reading at higher levels, the teacher will focus on developing comprehension strategies using both narrative and expository texts. The Edge program also has an online component and a full assessment program to ensure student skill areas are targeted and student performance and growth are measured.

4. **Phonics/Vocabulary Development for Reading:**

a. Edge/Inside Phonics: Instruction uses fiction, nonfiction, and other written materials to help students develop basic decoding skills, reading fluency, vocabulary, and comprehension. For students reading at higher levels, the teacher will focuses on developing comprehension strategies using both narrative and expository texts.
b. Phonics for Reading: Reading teacher will implement fully for students with significant reading deficiencies.
c. Study Island/ESL Reading Smart: Teachers will implement for our ELL students engaged in language acquisition.

Supplemental Programs/Materials:

1. **Phonics for Reading** provides support for students who struggle with reading comprehension from weak phonemic awareness and decoding skills. The program is designed to build phonemic awareness, decoding, and fluency skills to strengthen comprehension. The lessons provided are systematic, explicit and appeal to older

students. Phonics for Reading also provides word recognition and spelling instruction.

2. **Implement Instructional Focus Calendar**: After analyzing data received from the FSA, FAIR baseline assessment, and/or Scantron, the reading teacher will develop an Instructional Focus Calendar that will be utilized as a roadmap for teaching, re-teaching, and assessing targeted benchmarks during the academic school year to address secondary benchmarks based on data. The Instructional Focus Calendar will include specific dates for each benchmark required throughout the year as well as the upcoming assessments, both diagnostic and summative.

3. **Implement single and double blocked Intervention Courses** based on a rotational model and including explicit instruction, small group differentiated instruction (i.e., work stations for skill practice, individualized on-line assignments, and independent reading practice monitored by the teacher).

4. **Classroom Libraries**: The reading classroom library will include **National Geographic's Edge/Inside** leveled texts, dictionaries, and both fiction and non-fiction leveled books. The reading teacher will guide students on the selection of appropriate reading material by ensuring they can access their current lexile level and corresponding reading material. Once the Leveled Library Classroom set arrives it will provide students access to reading material that directly supports the reading curriculum. Classroom libraries will continue to grow throughout the year to provide leveled and engaging materials for students to choose from. Student reading will be tracked and monitored using reading logs. Students will be required to read a minimum of 100 minutes weekly for the first quarter. The duration will increase by 25% or more each grading period. All content area classrooms will increase content area reading material available to students. The reading teacher will provide content area and elective teachers with student Lexile levels. Students will continue to utilize on-line text books though LMS (Learning Management Systems). The reading teacher will work closely with the content and elective teachers to develop assignments and projects that allow students to utilize the classroom libraries to reinforce and support student literacy goals.

5. **School wide Literacy Focus through Core Content and Elective Teacher Capacity Development:**
    a. IGEA will utilize the train the trainer model by having the middle school reading teacher attend and complete Broward County's training in teaching literacy skills in other content areas. The middle school reading teacher will train content area and elective teachers how to incorporate literacy into the ir courses.
    b. All professionally certified teachers and the principal will begin courses to work towards their Reading Endorsement.
    c. Instructional Focus Calendar will be used to standardize the use of literacy benchmarks in all content areas. The reading teacher will identify target benchmarks to address based on current student data. Target benchmarks will be assigned and assessed bi-weekly. The reading teacher will work with content area teachers to identify ways that content area curriculum may be used to provide instruction on targeted bi-weekly benchmarks. During monthly PLC meetings with the reading teacher, principal, and content area and elective teachers, focused literacy skills/strategies will be reviewed to assist non reading teachers with developing supportive lesson plans and instructional strategies. All content area and elective teachers are expected to implement the focused strategy or skill in their classes and be prepared to provide feedback at the following PLC meeting.
6. **ESE**: All teachers will be asked to participate in **Teaching Students with Disabilities**, a non-facilitated course provided by the Office of Talent and Development The focus of this module is to provide educators with introductory information about the foundations of exceptional student education in Florida, the provision of services, and appropriate instructional practices for students with disabilities.
7. **ELL**: All teachers will be monitored as they begin to work toward their completion of the ESOL requirements specific to their content area.

Professional Development Calendar will include the following:
Phonics for Reading On-line training
Persons Responsible: School leader Reading Teachers

Materials Needed: Laptop or desktop computer, internet access
Timeline: August 14, 2015 to November 6, 2015
National Geographic's Inside and Edge On-demand training
Persons Responsible: School leader, Reading Teachers
Materials Needed: Laptop or desktop computer, internet access
Timeline: August 14, 2015 to November 6, 2015

Instructional Program and Materials
IGEA provides reading instruction in compliance with state and district requirements based on each students' individual reading levels as determined by approved screening and assessment tools. The requirements for specific reading instruction include:

A. Middle School:

Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FSA/FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. A middle grades student who scores at Level 1 or Level 2 on FSA/FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.
Middle school students who score at Level 1 or Level 2 on FSA/FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level, a double block of reading to accelerate foundational reading skills and to apply them as they relate to increasingly complex text.

This intervention course includes, on a daily basis:

- Whole group explicit and systematic instruction
- Small group differentiated instruction
- Independent reading practice monitored by the teacher
- Infusion of reading and language arts Florida Standards

B. High School:

All students who are reading below grade level (FSA/FCAT Reading Level 1 or 2) will participate in a daily 55-minute block of uninterrupted reading instruction with a highly qualified teacher who is either Reading Certified or Reading Endorsed. Students who have been identified with intervention needs in the areas of decoding and/or text reading efficiency are placed in reading intervention instruction for an extended block of instruction of a least 90 minutes per day, 5 days per week. Students who do not need instruction in decoding and text reading efficiency are placed in reading intervention instruction for at least 55 minutes per day, 5 days per week for the full school year (180 days). Students are placed in the specific reading intervention program that best meets their need based on the appropriate data, and the criteria for each placement is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.

CLASS	Levels	READING PROGRAM	SIRP	TOTAL # OF STUDENTS

Double Block Periods 1-2	**High School**	**Edge**	**Phonics for Reading**	**7**
Double Block Periods 1 – 2	**Middle School**	**Inside**	**Phonics for Reading**	**10**
Single Block Period 4	**High School**	**Edge**	**Phonics for Reading**	**17**
Single Block Period 4	**Middle School**	**Inside**	**Phonics for Reading**	**19**
Single Block Period 5	**High School**	**Edge**	**Phonics for Reading**	**14**
Single Block Period 5	**Middle School**	**Inside**	**Phonics for Reading**	**13**
Double Block Periods 6 – 7	**High School**	**Edge**	**Phonics for Reading**	**20**
Double Block Periods 6 - 7	**Middle School**	**Inside**	**Phonics for Reading**	**4**

Writing

Deficiency	Plan	Person Responsible	Resources Needed	Timeline:
In 2014, School goal to Achieve 45% proficiency on the FCAT Writes was partially achieved: The achievement score was as follows: 28% of 8th grade and 50% of 10th grade were proficient.	1. Implementation of Writing Plan which includes the following components: diagnosing student needs, grouping students for instruction, organizing lessons with an identified framework, planning rigorous mini lessons, teacher modeling, providing students with meaningful feedback, and empowering students to write critically using higher order thinking	School Leader Teachers	PD for ELA teachers that will include planning lessons targeting student writing deficiencies Assessment to gather student data PD for Elective teachers and content area teachers (other than ELA) to support school wide effort to achieve writing goal.	SY16

	skills. 2. Scranton Assessment Writing 3. Study Island: 4. Journal writing 5. Novel Study for grades 6-12 6. Unit Plan: Easy reading texts and content rich informational texts on-line through Amazon.com/Kindle			

Implement Writing Focus Calendar: After collecting and analyzing data received from the FSA, FAIR, Scranton, ELA teachers will create and implement a school wide calendar targeting benchmarks throughout the academic school year. The Writing Focus Calendar will identify dates for when benchmarks should be taught school wide as well as dates of upcoming assessments.

ELL Students

Study Island/ESL Reading Smart provides literacy support for ELLs with an innovative, standards-based English language-learning program. These student-centered applications can be used in our blended learning environment that integrates online student work and classroom instruction. Both print and online user friendly learning materials are provided as well as leveled reading material that provides additional support for English language learners.

ELA teachers will incorporate lessons on basic language functions, sentence structure, and survival vocabulary to help students build a foundation for success. ELL best instructional practices will be supported by the ESOL Coordinator including assistance with scaffolding practice as the teachers incorporate content specific, explicit instruction in functional, academic, and target vocabulary.

ESE Students

To assist with writing, students with disabilities will receive accommodations as indicated by the IEP team on each student's IEP as well as many opportunities for practice and feedback. These accommodations involve differentiated delivery strategies and support materials. All ESE services will continue to address all IEP goals for individual students and will be monitored by the ESE specialist. Teachers continue to serve ESE students in the rotational model along with a variety of support services by the ESE specialist as indicated on the students' IEPs.

Math

Deficiency	Plan	Person Responsible	Resources Needed	Timeline:

In 2014, School goal was to achieve 45% proficiency in Math. This goal was not met. The achievement score was as follows: 8th grade - 28% 10th grade - 50%. Overall , we achieved 25% proficiency.	Implemented strategies and material in the LMS Math Curriculum to align with the Florida State Standard. Implemented Tutoring Implemented Small group instruction, one-on-one Implemented Technology such as: Khan Academy, You Tube.com/Math Internet Resources.com Math Aides.com: Teacher made assessment Study Island development skill/ assessment Math worksheets Land.com	School Leader Math Teacher	Learning Management System (LMS) Math Curriculum	SY16

Learning Management System (LMS) Math Coursework provides courses specific to each grade level (M/J I, II, & III (Pre-Algebra; High School Algebra, Geometry, Algebra 2, and Pre-Calculus). LMS offers a flexible delivery system by allowing the instructor to assign and monitor curriculum and assignments based on individual student needs and progress. In keeping with the school's blended learning focus, LMS engages students in self-directed mathematics activities supported by activities and assessments which can be auto-graded for instant feedback.

Study Island, a web-based, content focused program, supports the LMS coursework. Aligned with the Florida Standards, teachers can assess and monitor students for benchmark progress through instant feedback and reporting provided to the teacher.

Study Island/ESL Reading Smart provides literacy support for ELLs with an innovative, standards-based English language-learning program. These student-centered applications can be used in our blended learning environment that integrates online student work and classroom instruction. Both print and online user friendly learning materials are provided as well as leveled reading material that provides additional support for English language learners.

Implement Stem Instructional Focus Calendar: After collecting and analyzing data received from the FSA, and Scranton, teachers will create an instructional (IFC) calendar that will be utilized as a roadmap for teaching targeted benchmarks during the academic school. Components of the IFC will include dates where benchmarks will be taught and targeted dates of formal assessments.

ESE Students: To assist with math instruction, Exceptional Student Education (ESE) will be provided for students with disabilities who need accommodations to ensure they have the materials they need to succeed. Accommodations involve differentiated delivery strategies and support materials to provide necessary accommodations. Accommodations are provided for instructional methods and materials, assignments, assessments, modifications to the learning environment, alternate curriculum goals, and alternative assessments, time allowances and scheduling. The IEP team determines these accommodations. All ESE services will continue to address all IEP goals for individual students and will be monitored by the ESE specialist.

ELL Students: Students will use Study Island/ESL Reading Smart for literacy support with its innovative, standards-based English language-learning program. These student-centered applications can be used in our blended learning environment that integrates online student work and classroom instruction. Both print and online user friendly learning materials are provided as well as leveled reading material that provides additional support for English language learners.

Science

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Deficiency	Plan	Person Responsible	Resources Needed	Timeline:
In 2014, the School goal was to achieve 45% proficiency in Science. This was not met. The achievement score was as follows: 8th grade – 5%	1. Implementation of diversified strategies and integrated content material for direct instruction. 2. LMS Science Curriculum to align with the Florida State Standards. 3. Study Island resources for remediation, reinforcement and enrichment. 4. Increased student engagement through manipulatives and hands-on activities. 5. Teacher made assessment. 6. Increased use of "reading in the content area" to reinforce student reading skills.	School Leader Teachers Learning Coach	Learning Management System (LMS) Study Island Teacher made assignments/assessments Science library Lab equipment	SY16

Learning Management System (LMS) Science Coursework provides courses specific to each grade level (M/J I, II, & III; Biology, Chemistry, Earth Space Science). LMS offers a flexible delivery system by allowing the instructor to assign and monitor curriculum and assignments based on individual student needs and progress. In keeping with the school's blended learning focus, LMS engages students in self-directed science activities supported by activities and assessments which can be auto-graded for instant feedback.

Study Island, a web-based, content focused program, supports the LMS coursework. Aligned with the Florida Standards, teachers can assess and monitor students for benchmark progress through instant feedback and reporting provided to the teacher.

Study Island/ESL Reading Smart provides literacy support for ELLs with an innovative, standards-based English language-learning program. These student-centered applications can be used in our blended learning environment that integrates online student work and classroom instruction. Both print and online user friendly learning

materials are provided as well as leveled reading material that provides additional support for English language learners.

Implement Stem Instructional Focus Calendar: After collecting and analyzing data received from the FSA, and Scranton, teachers will create an instructional (IFC) calendar that will be utilized as a roadmap for teaching targeted benchmarks during the academic school. Components of the IFC will include dates where benchmarks will be taught and targeted dates of formal assessments.

ESE Students
To assist with math instruction, Exceptional Student Education (ESE) will be provided for students with disabilities who need accommodations to ensure they have the materials they need to succeed. Accommodations involve differentiated delivery strategies and support materials to provide necessary accommodations. Accommodations are provided for instructional methods and materials, assignments, assessments, modifications to the learning environment, alternate curriculum goals, and alternative assessments, time allowances and scheduling. The IEP team determines these accommodations. All ESE services will continue to address all IEP goals for individual students and will be monitored by the ESE specialist.

ELL Students
Students will use Study Island/ESL Reading Smart for literacy support with its innovative, standards-based English language-learning program. These student-centered applications can be used in our blended learning environment that integrates online student work and classroom instruction. Both print and online user friendly learning materials are provided as well as leveled reading material that provides additional support for English language learners.

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:*

As per the initial charter application, the school established an Educational Plan for all students. The Board and School Administration have supported the School's efforts in meeting the components of the Educational Plan; however the school recognizes that not all have successfully been achieved.

Four of the components that have not been met on a consistent basis are: (1) Address student learning and raise student achievement through the data-driven decision making process; (2) Increase learning opportunities for all students with special emphasis on students working below grade level, ESE, and ESOL; (3) Monitor toward AMO to ensure Annual Measurable Objectives and ensure all students perform on or above grade level. (4) Ongoing support process to identify and address learning and behavior needs of struggling students

The Board and School Administration has met to analyze data, trends in student enrollment, staffing, and professional development needs to create a corrective action plan to ensure the School meets all components. School Administration has concluded that the three components the School has not implemented well are directly aligned to highly effective school leaders and teachers.

The following is a rationale for why each component was not implemented at the highest level of effectiveness:

1. The School was successful in participating in assessments and collecting a variety of data; however, the School was not as efficient in analyzing data to effectively plan lessons, aligning them to state standards or using data to determine students' learning needs and todrive instruction.

2. The School was able to identify students working below grade level; however, the School was limited in the ability to in differentiate instruction for students based on students' learning needs and individual differences.

3. Annual Measurable Objectives were not consistently met to ensure students' performance on or above grade level. The School was not effective in providing focused professional development aligned to the Florida Educator Accomplished Practices (FEAPs) and the Principal Leadership Standards.

4. The school's disproportionate amount of first year and seasoned educators resulted in inefficient identification and support for students presenting significant academic and behavioral challenges.

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:*

1. **The school was successful in participating in assessments and collecting a variety of data; however, the school was not effective in analyzing data to effectively plan lessons, aligning them to state standards or using data to determine students' learning needs and to drive instruction.**
   Specific Actions: The school will implement processes that ensure lesson plans are aligned to state standards address student learning needs based on analysis of student performance data. Teachers will use formative and summative assessments will be evaluated by teachers to gauge student progress and provide appropriate differentiated classroom instruction.

   A professional development calendar will be developed to support teachers' better understanding of data driven instruction, the analysis and interpretation of student data, and how to effectively utilize performance data to meet student needs and promote academic proficiency.

   Teachers will receive experiences using data to monitor program effectiveness, relying primarily on frequent assessment data to drive their instruction. Through the use of monthly data PLCs, teachers will have an opportunity to practice using data analysis to more effectively assess student understanding prior to lesson delivery. Our teachers will have the opportunity to reflect upon their own teaching within a professional learning community, growing as educators as they produce ever more effective and engaging lesson for their students. This more frequent formative assessment process is not only tied to critical grade level standards but also encompasses building specific school-wide reform strategies unique to each content area. Teachers are integrating learning strategies within their lessons plans that are not only unique to individual student needs but also unique to the school's needs as a whole.

   Person Responsible: School leader, and Teacher
   Resources Needed: Current student data, professional data, Content Area Focus Calendars, progress monitoring tool to collect data
   Professional Development: Provided in a train the trainer model with school based staff attending Broward County district training and retuning to the school site to train the remaining staff. Participation in CPalms provided modules for all teachers. School leader led PLC discussions and practice.
   Timeline: PD starting in September and ongoing through school year as staff self-identify areas of need and/or school leader identifies needed support.
   Evaluation of Effective Implementation: School leader will, on a bi-weekly basis, review process that includes the use of data to design lesson plans that align with FL Standards and identified student weaknesses.

2. **The school was able to identify students working below grade level; however, the school was not effective in differentiating instruction on for students based on students' learning needs and individual differences**.
   Specific Actions: Pre and post assessments will be used to ensure that student needs are being met with classroom instruction. This data will be gathered through both formative and summative assessments in the classroom to guide the teacher in designing differentiation activities based on student need. Professional development will be scheduled on CPalms and/or with Broward Schools on differentiated instruction with specific focus on how to interpret data and use the information to meet the individual needs of students.

A professional development calendar will be developed to support teachers' better understanding of data driven instruction, the analysis and interpretation of student data, and how to effectively utilize performance data to meet student needs and promote academic proficiency.

Using the PLC meeting format, teachers will have an opportunity to reflect on the process of differentiation in their classroom. Sharing the lesson planning process as it relates to differentiation with their peers, teachers will benefit from shared strategies and tools.

Person Responsible: School Leader and Teachers
Resources needed: Current year student data (August to present), data analysis (progress monitoring) tool
Professional Development - Provided in a train the trainer model with school based staff attending Broward County district training and retuning to the school site to train the remaining staff. Participation in CPalms provided modules for all teachers. School leader led PLC discussions and practice.
Timeline: PD starting in September and ongoing, as needed, through school year
Evaluation of Effective Implementation: School leader will review lesson plans and perform classroom walkthroughs/observations to evaluate effectiveness of differentiation. On-going data analysis by teachers and school leader will ensure revision of differentiation is performed to maximize student achievement.

3. **Annual Measurable Objectives were not consistently met ensuring students perform on or above grade level.**

Specific Actions: The school will create a framework for teachers to reference when making curriculum and instructional delivery decisions that addresses the AMO goals across the content areas. Electives teachers will take ownership of supporting the core content teachers in student achievement to allow clarity in weekly goal setting in each classroom.
Persons Responsible: School Leader and Teachers
Resources needed: AMO, State Assessment data, FAIR data
Professional Development: Provided in a train the trainer model with school based staff attending Broward County district training and retuning to the school site to train the remaining staff. Participation in CPalms provided modules for all teachers. School leader led PLC discussions and practice.
Timeline: PD starting in September and ongoing through school year
Evaluation of Effective Implementation: School leader will review data in an ongoing manner focusing attention on key assessment windows for FAIR and diagnostic windows to evaluate progress towards goal achievement. This analysis will be shared with staff during PLC meetings.

4. **The school's disproportionate amount of first year. unseasoned educators resulted in inefficient identification and support for students presenting significant academic and behavioral challenges.**

Specific Actions: The school will provide additional support to build capacity in its less experienced teachers, including pairing those teachers with more experienced, veteran staff. Focusing on the completion of tasks related to professional certification as well as the professional learning communities described above will assist in building the teacher toolbox that helps new teachers manage the academic and behavioral needs of their students.
Persons Responsible: School Administration
Resources needed: Individual Professional Development Plans, Mentor teacher process
Professional Development: Veteran staff should attend training in Clin. Ed.
Timeline: PD starting in September and ongoing through school year
Evaluation of Effective Implementation: School leader will review lesson plans and perform classroom walkthroughs/observations to evaluate effectiveness of differentiation. On-going data analysis by teachers and school leader will ensure revision of differentiation is performed to maximize student achievement.

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iGeneration Empowerment Academy

RtI SERVICE Model

The MTSS/RtI process at iGeneration Empowerment Academy is a comprehensive program in which all teachers and support staff are trained on the process in the first quarter of the school year. The ESE specialist will provide case management and be a part of the cooperative problem solving team. In addition, administration will attend Broward County's MTSS professional development to build staff capacity in overall knowledge and implementation of the process through a train the trainer model. Instructional delivery will occur in a three tier model that includes the Literacy Interventions defined by Tier 1: Whole Class Instruction; Tier 2: Strategic Intervention; and Tier 3: Intensive Intervention. The school will also implement the Secondary Literacy Four Step Collaborative Problem Solving Process which includes Screening, Problem Solving, Interventions, and Progress Monitoring.

The school's director of operations will complete MTSS/RtI training by November 30th, 2015. All other school staff will complete training by December 7th, 2015. Staff will meet to develop school-wide plan by December 9th, 2015. Full school MTSS/Rti plan implementation will occur by December 16th, 2015.

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:*

Barrier	Specific Corrective Action	Person Responsible	Resource Needed	Timeline
Student Engagement Students present with a significant lack of concern and interest in academic areas they struggle with	Train Teachers to present lessons that spark student interest and apply real world connections to them. More concentration of Collaboration and Reciprocal Teaching to stimulate and maintain student engagement in learning process	Principal Curriculum Team	Professional Development	Ongoing
Data Dissemination and Analysis Teacher and instructional Staff lack the skills to effectively collect analyze and utilize educational data to drive the instructional process	Implement Professional Learning communities to train instructional team in the Continuous Improvement Model to drive instruction, recognize academic trends and monitor student progress Regular Data Chat talks at the Administrative, Teacher and Student level	Principal Department Chairs	Early Release Days Teacher Planning Days Progress monitoring plan	Biweekly meetings
Parental involvement Lack of Parent participation in the academic progress of student progress. Parents lack resources and skill to support extended learning at home.	Conduct Parent survey to identify concerns and areas of needed support Hold parent meetings and workshop to empower parents to support the academic progress of their child Encourage participation in leadership and curriculum council meetings Conduct a minimum of two parent/teacher conferences during the school year to discuss academic achievement and student progress. These meetings will include discussions of student grades, student strength and challenge areas, and educational transition points (elementary to middle; middle to high and high school graduation requirements.	Principal Leadership Team Community Outreach Specialist	Training Days Training Facilitators	Ongoing

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9. Student Achievement Outcomes

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

Student Achievement Outcomes (Targets) on EOC and FSA (formerly FCAT) Gains and Proficiencies of Students (full year students)

Outcomes for the 2014-2015 school year are targeted to improve in each category by at least 15 percentage points over the prior year, or until it reaches at least 70%, but not less than 50% in any year:

Assessment & Grade Levels	Measurement	Actual in 2014	Targeted Improvement	Targeted for 2015
Reading 6th-10th Grade FSA-FCAT	% Proficient (scored 3 or higher out of 5)	35% Level	15%	50% Level
	% of All Students with Gains in Proficiency	55% Gain	15%	70% Gain
	% of Lowest 25% of Students with Gains in Proficiency	76% Gain	0%	70% Gain
Math 6th-8th Grade FSA-FCAT & Algebra I EOC	% Proficient (scored 3 or higher out of 5)	20% Level	30%	50% Level
	% of All Students with Gains in Proficiency	40% Gain	15%	55% Gain
	% of Lowest 25% of Students with Gains in Proficiency	42% Gain	15%	57% Gain
Writing 8th &10th Grade FSA-FCAT	% Proficient (scored 3.5 or higher out of 5)	45% Level	15%	60% Level
Science 8th grade FSA-FCAT	% Proficient (scored 3 or higher out of 5)	26% Level	24%	50% Level

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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.* ***The School's goal will involve increasing overall parent participation in the planning and ongoing development of the Title I program to include parent input in decisions that impact student achievement (i.e. middle school transition, Data analysis, student assessment, etc.).***	
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)]* **_____20_____% Total number: ____20_____**	**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)]* **____75_____% Total number: ___109_____**

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
1.Academic Awards Ceremonies	An incentive program to acknowledge and award students who do well	SY16	Sign-in forms Parent Feedback Cards	Principal Title I liaison Parent Involvement Chair PTO Designee	Title I Charter School Community Partners Fund Raising Account
2. Parent/Teacher Conferences	Conduct a minimum of two parent/teacher conferences during the school year to discuss academic achievement and student progress. These meetings will include discussions of student grades, student strength and challenge areas, and educational transition points (elementary to middle; middle to high and high school graduation requirements	SY16	Parent survey Parent feedback of conference effectiveness Follow up calls to sample of parents	Principal	No additional funding needed. Conferences to be held during identified conferencing days for Broward Schools.
3. Parent (District) Workshops For ESE	Invite parents to meetings hosted by The ESE & Support Services Division in collaboration with FDLRS Parent Services make them aware of the resources available to them from the district (print flyers as they become	SY16	Meeting Comment Cards Parent Survey Sign-in Sheets Meeting minutes Agenda	Principal Title I liaison Parent Involvement Chair PTO Designee	Charter School Community Partners Fund Raising Account

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
	available from http://www.broward.k12.fl.us/studentsupport/ese/index.htm)				
4. Parent (School site) ESE Workshops	Invite parents to meetings hosted by School's ESE Specialist including information regarding accommodations and resources available to them at the school level.	SY16	Meeting Comment Cards Parent Survey Sign-in Sheets Meeting minutes Agenda	Principal Title I liaison Parent Involvement Chair PTO Designee ESE Specialist Teachers	Charter School Community Partners Fund Raising Account
5. Parent ESOL Workshops	Invite parents to meetings hosted by the School's ESOL Specialist including information regarding resources available at school and online for home use that can be parent supported to increase student language acquisition skills. An interpreter will be made available if requested in advance.	SY16	Meeting Comment Cards Parent Survey Sign-in Sheets Meeting minutes Agenda	Principal Title I liaison Parent Involvement Chair PTO Designee ESOL Coordinator Teachers	Fund Raising Account
5. School based activities to include parent workshops (i.e. data analysis, differentiated instruction at home) and other school-based programs to partner stakeholders and foster buy in the mission of the school.	Develop monthly, 90 minute focus group to be facilitated by school administration to address prevailing educational issues (Extended Learning Opportunities, Bullying, academic support in the home, transition/college readiness/ graduation requirements) Hold quarterly parent meetings to address concerns of educational community Collaborate with parents and staff to organize and implement theme related parent nights (i.e. FSA Pep Rally, STEM Night Out, Literacy Showcase, Career Day,) and other fund raising opportunities	SY16	Sign in Sheets Parent Feedback Forms Comment cards Meeting minutes Agenda	Principal Title I liaison Parent Involvement Chair PTO Designee	Charter School Community Partners Fund Raising Account

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

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
	to encourage continued parental support.				
6. School based activities to include parent workshops (i.e. data analysis, differentiated instruction at home) and other school-based programs to partner stakeholders and foster buy in the mission of the school.	ESOL Team comprised of ESOL Coordinator, school staff, and school leadership to lead parent focus group to deal with prevailing educational issues including understanding Florida State Standards, FSA/ FCAT reading across the curriculum, development of literacy and math skills. Hold quarterly town hall meetings to address concerns of educational community Plan and implement theme related parent nights (i.e. FSA Pep Rally, Science Night Out, Poetry Showcase) and fund raising opportunity to encourage support and collaboration in overall achievement	SY16	Sign in Sheets Parent Feedback Forms Comment cards	Principal Title I liaison Parent Involvement Chair PTO Designee	Title I Charter School Community Partners Fund Raising Account

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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	**13**	**636**	**25**	**703**	**38**	**731**	**13**	**741**
Reading	**38**	**639**	**38**	**751**	**25**	**753**	**0**	**0**
Writing	**13**	**673**	**38**	**724**	**13**	**723**	**13**	**754**
CELLA Goal: At iGeneration Empowerment Academy, our goal is to increase the percentage of students meeting proficiency on the CELLA by 10% in each of the 4 areas; Listening, Speaking, Reading, and Writing.								

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**
Utilize current events to engage students in discourse. By relating curriculum to real world issues through the use of articles or other media, students will develop excitement in learning the language and material.	Beginning; Low Intermediate; High Intermediate;	**Listening, Speaking, Reading, and Writing**	SY16	**During**	**IPT** **CELLA** **Teacher developed performance tasks** **Formative Assessments** **Portfolios**	ESOL Contact Principal

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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**
Instruct students in small groups to provide individualized support. During small groups, students may; use heritage dictionaries, be paired with a student who speaks the same second language, be paired with a student aid or tutor, view visual aids for vocabulary words and classroom objects in both languages including a pictorial representation.	Beginning; Low Intermediate; High Intermediate;	**Listening, Speaking, Reading, and Writing**	SY16	**During**	**IPT** **CELLA** **Teacher developed performance tasks** **Formative Assessments** **Portfolios**	ESOL Contact Principal
Utilize heritage dictionaries to meet the needs of students. A heritage dictionary will be provided as a resource and learning tool for pronunciation, basic grammar structure, and to assist with learning activities as students integrate the skills of listening, speaking, reading, and writing.	Beginning; Low Intermediate; High Intermediate;	**Listening, Speaking, Reading, and Writing**	SY16	**During**	**IPT** **CELLA** **Teacher developed performance tasks** **Formative Assessments** **Portfolios**	ESOL Contact Principal
Buddy System ELL students can work with other students that speak their heritage language fluently. The buddy is fluent in both languages and is there to assist with directions, answer questions, help with assignments, and projects	Beginning; Low Intermediate; High Intermediate;	**Listening, Speaking, Reading, and Writing**	SY16	**During**	**IPT** **CELLA** **Teacher developed performance tasks** **Formative Assessments** **Portfolios**	ESOL Contact Principal

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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**
Professional Development Teachers will be trained on the requirements needed to successfully instruct and monitor students receiving ESOL services. This will be provided during preplanning and monitored throughout the year at team meeting. Topics such as ESOL website, ELL language descriptors, supplemental materials, accommodations, classifications, instructional strategies matrix and addendum as well as best practices.	Beginning; Low Intermediate; High Intermediate;	**Listening, Speaking, Reading, and Writing**	SY16	**Before, After**	**IPT** **CELLA** **Teacher developed performance tasks** **Formative Assessments** **Portfolios**	ESOL Contact Principal
Test and Assignment translations Translations in home language when feasible (using our native language teachers or community volunteers wen available) to check for understanding and skill mastery. Then will work with the student to increase vocabulary and speaking fluency and translate back into English. For Spanish speaking students, our Spanish teacher will assist in tutoring. For our Hebrew, Portuguese, Haitian-Creole, and other languages community volunteers and online translators will be used to help with the language barriers.	Beginning; Low Intermediate; High Intermediate;	**Listening, Speaking, Reading, and Writing**	SY16	**During**	**IPT** **CELLA** **Teacher developed performance tasks** **Formative Assessments** **Portfolios**	ESOL Contact Principal

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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**
After School Tutoring Will be available to provide an extended learning opportunity for students in need. These sessions will focus on any areas of concern for each individual student. Programs used during tutoring will include Study Island and/or the curriculum used in that individual student's class. All supplementary materials align with the Florida Standards.	Beginning; Low Intermediate; High Intermediate;	**Listening, Speaking, Reading, and Writing**	SY16	**After**	**IPT** **CELLA** **Teacher developed performance tasks**	ESOL Contact Principal
Increase Parent Engagement A few strategies we will use to increase parent involvement includes the following: Hold a Back To School Picnic for parents of our ELL Students in the beginning of the school year, provide staff with common phrases in our ELL student's native languages, inform parents about free English Language Learning programs at public library, form a quarterly parent focus group for our ELL parents (run by ESOL contact and community volunteer language interpreters).	Beginning; Low Intermediate; High Intermediate;	**Listening, Speaking, Reading, and Writing**	SY16	**After**	**IPT** **CELLA** **Teacher developed performance tasks** **Formative Assessments** **Portfolios**	ESOL Contact Principal

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

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?).

ESE Students
The ESE students tend to have challenges with reading comprehension and understanding literary elements. Some students with disabilities have decoding and syntactical skills which manifest themselves through chronic misspelling of commonly used word and the improper assignment of meaning to words used in at text. These students with will be provided with materials and objects to address there vocabulary and comprehension, as well as opportunities extended learning. High frequency will be presented and continuously revisited to develop familiarity and understand meaning. Students will be provided with graphic organizers to formulate strategies to use words correctly in sentences. If applicable, a calculator will be available to check completed work and a reference chart of basic facts for computation. Other strategies related to word recognition and syntax will be provided to meet the students unique learning styles as well. Accommodations such as lesson modification and shorter test versions will also be provided. These accommodations will continue adequately measure academic growth without compromising the depth and breadth of lesson content.

Students will also participate in daily after school tutoring as well as Saturday School writing and reading camps to provide more enrichment and remedial opportunities to maintain or continue progression toward proficiency in reading. Teacher led instruction as well as computer based curriculum applications will be utilized during this time. All instruction will be to address all IEP goals for students and The ESE Specialist will be responsible for the implementation and ongoing progress monitoring in the extended learning opportunity.

<table>
<tr><td colspan="4">Exceptional Student Education (SWD)Reading Goal:

By 2015, the percentage of students making learning gains in reading will increase by 10 % on End of year FSA Statewide Assessments</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="2">Include data for Proficient students with disabilities (SWD) for Reading(i.e., FCAT Reading 2.0, FCAT Writing 2.0, DAR, FAIR, BAT):</td><td colspan="2">Include data for Non-proficient students with disabilities (SWD) for Reading(i.e. FCAT Reading 2.0, FCAT Writing 2.0, DAR, FAIR, BAT):</td></tr>
<tr><td>2014 Current Level of Performance

58% of ESE students demonstrated proficiency by scoring 3 or above on 2014 Reading FCAT.</td><td>2015 Expected Level of Performance

The percentage of ESE students scoring 3 or above on state assessment in reading will increase by 10% over the next year</td><td>2014 Current Level of Performance

42% of ESE students scored below proficiency level on the yearly statewide assessment in reading.</td><td>2015 Expected Level of Performance

The percentage of ESE students scoring below proficiency level on yearly statewide assessment in reading will decrease by 10% over the next year.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:</td></tr>
<tr><td>2015-16
Students in this performance group will increase their prior year score on FSA Assessments by 5 % within this time frame.</td><td colspan="2">2016-17
Students in this performance group will increase their prior year score on FSA Assessments by 8 % within this time frame.</td><td>2017-18
Students in this performance group will increase their prior year score on FSA Assessments by 10 % within this time frame.</td></tr>
</table>

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

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 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**
Implementation of Professional development plan to include training for staff on AMO, Assessment and data driven instruction aligned with Florida State Standards.	SY16	After School/ Early Release Days	Data Tracking Tool, Meeting Agenda Sign in sheets, Data Binder	Instructional coaches Principal Classroom Teachers	Title I, Charter School Community Partners
Continued implementation of Middle School Advanced Classes to provide enriched and challenging curriculum for Advanced (and Gifted) students. (Gifted students will receive additional services through consultation with gifted endorsed personnel.) Middle School students may take high school, credit earning classes (like HS ELA for MS students and ENG 1101 for Dual Enrolled HS students) while completing their MS course requirements if prior assessment results indicate course readiness.					
Regular Scheduled Teacher Led Data Chats with Students to provide student with a clear understanding of academic standing, requirements and expectation as they progress through the school year.	SY16	Regular School hours	Student Data, Student Portfolio (virtual),	Instructional coaches Principal Classroom Teachers	Title I, Charter School Community Partners
Lesson plans differentiated to show direct instruction as well as utilization of learning centers within the blended model. Students engage in supported- learning and independent learning activities), ESE students will be exposed to visual learning components, collaborative activities, peer coaching, and differentiated assessment based on strengths.	SY16	Regular School hours and After School based on intervention tier.	Informal and Formal Assessments Lesson plan review Teacher student feedback.	Classroom teachers Principal Instructional leadership team.	Title I, Charter School Community Partners
Implement Edge/Inside comprehensive reading intervention program Teachers provided training on implementation of interventions for ESE students. In addition, ESE Specialist attends meetings to ensure compliance is met for all students. The ESE Specialist meets regularly with teachers and administrators to monitor student progress	SY16	Regular school hours After school leaning opportunities	Diagnostic reports Formative and summative assessments Teacher feedback	ESE Team Instructional leadership team	

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

Exceptional Student Education (SWD)Math Goal: By 2015, the percentage Students with Disabilities making learning gains in math will increase by 10% on End of Course Exams and FSA Assessments			
Include data for Proficient students with disabilities (SWD) for Math*(i.e., FCAT Math 2.0, BAT, CMAT, Key Math, TOMA):*		**Include data for Non-proficient students with disabilities (SWD) for Math***(i.e., FCAT Math 2.0, BAT, CMAT, Key Math, TOMA):*	
2014 Current Level of Performance **24% of ESE students demonstrated proficiency by scoring 3 or above on 2014 Statewide assessment in math.**	**2015 Expected Level of Performance** **The percentage of ESE students scoring 3 or above on state assessment in math will increase by 10% over the next year.**	**2014 Current Level of Performance** **76% of ESE students scored below proficiency level on the yearly statewide assessment in math.**	**2015 Expected Level of Performance** **The percentage of ESE students scoring below proficiency level on yearly statewide assessment in math will decrease by 10% over the next year.**
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math performance target for SWD for the following years:			
2015-16 **Students in this performance group will increase their prior year score on FSA Assessments by 8% within this time frame.**	**2016-17** **Students in this performance group will increase their prior year score on FSA Assessments by 12 % within this time frame.**	**2017-18** **Students in this performance group will increase their prior year score on FSA Assessments by 15 % within this time frame.**	

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**
Lesson plans differentiated to show direct instruction as well as utilization of learning centers within the blended model. Students engage in supported- learning and independent learning activities), ESE students will be exposed to visual learning components, collaborative activities, peer coaching, and differentiated assessment based on strengths.	SY16	Regular School hours and After School	Informal and Formal Assessments Lesson plan review Teacher student feedback.	General Education Teacher ESE Specialist Curriculum Team	FTE Instructional Funds
Continued implementation of Middle School Advanced Classes to provide enriched and challenging curriculum for Advanced (and	SY16	During Regular School Hours	Lesson Plans documenting Data	General Education Teacher ESE Specialist	FTE Instructional

Gifted) students. (Gifted students will receive additional services through consultation with gifted endorsed personnel.) Middle School students may take high school, credit earning classes (like Algebra I or Geometry for MS students and college Algebra for Dual Enrolled HS students.) while completing their MS course requirements if prior assessment results indicate course readiness.			Chats Data chat comment tool, Teacher observation, Progress monitoring of IEP goals	Curriculum Team	Funds
Implementation of real world reference points when covering new content in classroom. Teacher will use State Standard Strategies to sharpen higher order thinking skills to gain in depth understanding of mathematical benchmarks	SY16	During Regular School Hours	Formal and Summative Evaluations, Project Base learning, Teacher observation	General Education Teacher ESE Specialist Curriculum Team	FTE Instructional Funds
Implement Study Island research based learning Interventions Teachers provided training on implementation of interventions for ESE students. In addition, ESE Specialist attends meetings to ensure compliance is met for all students. The ESE Specialist meets regularly with teachers and administrators to monitor student progress	SY16	Regular school hours Pull outs push in After school leaning opportunities	Diagnostic reports Formative and summative assessments Teacher feedback	ESE Team Instructional leadership team	
Teachers will assist struggling students through differentiation of instruction to bridge the gap and show connections among mathematical concepts. Teachers will provide Extended Learning Opportunities (ELO) activities during school and during after school enrichment/tutorial. LMS Math and Study Island will be used during these ELOs where interventions are required.	SY16	During school After school hours	Teacher-made Tests Benchmark Assessment Study Island Diagnostic **Summative:** 2013-2014 FCAT Mathematics 2.0	ESE Teacher Classroom Teacher Literacy Leadership Team Curriculum Liaison	
Provide student instruction in small group settings and provide outlined accommodation to meet their needs as detailed on the IEP. Progress monitoring conducted by ESE team to ensure compliance and that student academic needs are adequately addressed.	SY16	During school	Progress Monitoring Assessment, Lesson plans, IEP Progress Report	School Leader ESE Specialist Teacher	

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

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: **The Literacy Goal at iGeneration Empowerment Academy for 2015 will be to improve overall student proficiency in reading by 10% on the end of year Statewide assessment in Reading.**	
Include data for Proficient students ***(****i.e., FCAT Reading 2.0, FCAT Writing 2.0, FAIR, BAT):*	**Include data for Non-proficient students** *(i.e. FCAT Reading 2.0, FCAT Writing 2.0, FAIR, BAT):*
2014 Current Level of Performance **24% of students demonstrated proficiency by scoring 3 or above on 2014 Reading FCAT.**	**2015 Expected Level of Performance** **The percentage of students scoring 3 or above on state assessment in reading will increase by 10% over the next year.**

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

2015-16	2016-17	2017-18
Increase in percentage of students of students demonstrating proficiency in reading to 34% on state assessment in Reading.	**Increase in percentage of students of students demonstrating proficiency in reading to 44% on state assessment in Reading.**	**Increase in percentage of students of students demonstrating proficiency in reading to 54% on state assessment in Reading.**

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

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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
Accurate and effective implementation of the multi-tiered instructional model to insure the instructional program is targeting and positively impacting all students.	SY16	During School	FAIR, Formative Assessments Interim Assessments Chapter Test, Teacher-developed performance task, Assessment	Principal Reading Teacher, Literacy Coach	SBBC Title I
Teacher led Data Session To provide students and parent with ownership and understanding of present academic performance levels, current academic requirements and instructional expectations though the use of IGen's Data Chart form, Student sign-in	SY16	Before School, After school	FAIR, Formative Assessments Interim Assessments	Principal Reading Teacher, Reading Coach	SBBC Title I
Teacher Based Data Teams Through the use of data teams, teachers are being provided the tools to more effectively assess student understanding prior to lesson delivery, develop master lessons through team collaboration and re-assess to show not only mastery of content but also the overall effectiveness of the lesson delivery. This will provide evidence-based data to drive our extension and interventions with students. This also provides a unique opportunity for our educators to reflect upon their own teaching within a professional learning community atmosphere and truly grow as educators producing ever more effective and engaging lesson for their students. This more frequent formative assessment structure is not only tied to critical grade level standards but also encompasses building specific school-wide reform strategies unique to each content area. Teachers are integrating learning strategies within their lessons plans that are not only unique to individual student needs but also unique to the school's needs as a whole. This data will allow teachers to modify their instruction based on student need.	SY16	During and after school hours	Lesson Plans, data team templates, bi-weekly mini benchmark assessments, classroom	Principal Reading Teacher, Reading Coach	

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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
Professional Development will be a combination of on site (Principal led or CPalms units of study) and District presented workshops/classes. The Principal is ultimately responsible for reviewing lesson plans and data analysis, performing classroom observations, and analyzing school wide (by teacher and by course) achievement and progress towards AMOs.					
Implementation of Progress monitoring Plan to address English Language Learning Students. Ensure that Teachers Are Endorsed and certified accordingly. The school will ensure students who are classified as ESOL are provided appropriate strategies and accommodations. Teachers of ESOL students will be ESOL endorsed or placed Out of Field for ESOL to ensure instruction is delivered effectively to meet the needs of ELLs. Opportunities will be posted for staff to participate in ESOL coursework and support will be provided to add the endorsement to state certificates. Teachers are required to list the specific strategies to increase student achievement in reading, writing, listening and speaking. The school's ESOL contact will communicate with classroom teachers regarding specific students, their classification, and support with monitoring their progress. The School Leader will ensure teachers document ESOL strategies in weekly lesson plans and identify which students need re-teaching, reinforcement or enrichment. Strategies may consist of: use of dictionaries, pairing an ESOL student with a student who speaks the same second language, pair the ESOL student with a student aid or tutor, post vocabulary words in both languages including a picture, and create labels for classroom objects in both languages.	SY16	Before, During, and After School	FAIR, Formative Assessments Interim Assessments	Principal Reading Teacher, Reading Coach	SBBC Title I
Core Reading/Differentiated Instruction	SY16	During and after	FAIR, Formative	Principal	SBBC

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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
The core comprehensive reading intervention program for grades 6-12: **National Geographic's Inside** Reading for grades 6 to 8, (middle school) **National Geographic's Edge** Reading Program for grades 9-12 (high school). The comprehensive reading intervention program is delivered with rigorous Florida State Standard instructional design. Scaffolding and differentiation are part of everyday instruction to ensure the needs of every child are met. The program is built on a solid foundation of research and a tradition of proven programs that help students at every level become successful readers and writers. The program utilizes a variety of texts for different instructional purposes. Differentiated instruction is implemented during the reading block. During the reading center time, the teacher meets with small groups to provide systematic and explicit instruction in identified reading skill areas. The teacher is matching instruction to meet the needs of individual learners and is expected to plan for the diverse needs of students. When utilizing differentiated instruction strategies within the classroom the teacher must consider: learning styles, skill levels, learning difficulties, language proficiency, interests, social and emotional development, and physical needs. Students are assigned to literacy centers designed for students to learn independently. ELL students may be grouped with students who may have some knowledge of their language. ESE students may be grouped with students who can act as an aid or tutor or as indicated on their IEP. A lesson plan template will require teachers to analyze bi-weekly mini assessment data to target instruction for students based on needs in relation to state benchmarks. Teachers will determine which students need re-teaching, reinforcement, or enrichment.		school hours.	Assessments Interim Assessments Lesson Plans Mini benchmark assessments, classroom walkthroughs ad formal evaluation tools	Reading Teacher, Reading Coach	Title I

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

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
Phonics for Reading (a supplemental reading intervention program. Implement **Phonics for Reading** during the intensive reading block as a supplemental reading program for students who need phonics instruction according to placement test results. All reading teachers will complete on-demand **Phonics for Reading** training by November 6th, 2015. Students will be progress monitored using formative assessments embedded within the curriculum. Student mastery will be determined by formative assessment results (bi-weekly) and placement test results (twice a year).Teachers will also identify students who need additional time and support and integrate remedial lessons for select students during the reading block. The goal is to provide students with interventions as soon as they experience difficulty rather than relying on summer school and/or retention. During the reading block, identified students receive small group instruction first by the classroom teacher. Lesson centers to focus on listening and speaking. Implementation will be monitored by school administration via lesson plan reviews, walkthroughs, and classroom observations.	SY16	During and after school hours.	FAIR, Phonics for Reading Placement Test, Formative Assessments Interim Assessments Lesson Plans Mini benchmark assessments, classroom walkthroughs ad formal evaluation tools	Principal Reading Teacher, Reading Coach	SBBC Title I
Implement a school-wide writing plan. The writing plan for grades 6-12 includes the following components: diagnosing student needs, grouping students for instruction, organizing lessons based on an identified framework, planning rigorous mini lessons, teacher modeling, providing students with meaningful feedback, and empowering students to think critically and personally about writing. Writing performance tasks will be assessed weekly allowing students to connect their writing to their reading, think more critically about text, and provide text evidence in their published essays. Teachers are expected to provide written responses and implement writing across all content areas in an effort to increase achievement in reading, writing and math	SY16	During and after school hours.	FAIR, Formative Assessments Interim Assessments Lesson Plans Mini benchmark assessments, classroom walkthroughs ad formal evaluation tools	Principal Reading Teacher, Reading Coach	SBBC Title I
Guided by the School wide Reading Focus Calendar as well as the Writing Focus Calendar, classroom teachers, both core	SY16	During and after school hours	Reading Focus Calendar	Principal ELA & Reading Teachers	

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**
content and elective, will be able to use literacy standards as part of their content area lessons. Reading Focus Calendar will be used to standardize the use of literacy benchmarks in all content areas. All content area teachers will support reading benchmark assessments in their own content area. During monthly PLC meetings with the reading teacher, principal, and content area and elective teachers, focused literacy skills/strategies will be reviewed to assist non reading teachers with developing supportive lesson plans and instructional strategies. (See section 5: Supplemental Programs/Materials.) All teachers will attend and complete Broward County's training in teaching literacy skills in other content areas. All professionally certified teachers and the principal will begin courses to work towards their Reading Endorsement.			Writing Focus Calendar		
Continued implementation of Middle School Advanced Classes to provide enriched and challenging curriculum for Advanced (and Gifted) students. (Gifted students will receive additional services through consultation with gifted endorsed personnel.) Middle School students may take high school, credit earning classes (like Algebra I or HS Spanish) while completing their MS course requirements if prior assessment results indicate course readiness.	SY16	During School	EOC and FSA	Principal	
Implement Professional Development Calendar	SY16	Pre- School year, During school		Principal, Literacy Coach	
Implement literacy support in the core and elective courses using the Instructional Focus Calendar The school administration and reading teacher will present and model literacy strategies and skills to content area and elective teachers. Teachers will be expected to implement specific strategies and	Quarterly, SY16	During school hours	Literacy IFC Calendar NG-CAR-PD Training	School administration Reading Teacher Content area teachers	

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
provide feedback on effectiveness at the following PLC meeting. Teachers will also be able to plan assessments as departments, analyze assessment results, and plan curriculum to meet the needs of students.					
Florida Assessment for Instruction in Reading The Florida Assessment for Instruction in Reading will be administered three times during the school year. Reports on the reading assessment will be generated from The Progress Monitoring & Reporting Network (PMRN) data management system. The scores from the assessments will be collected to determine appropriate interventions and the effectiveness of the interventions so that meaningful decisions can be made about planning reading instruction and to evaluate student progress.		During school hours	Progress Monitoring & Reporting Network (PMRN) data management system	School Leader Teacher	

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): **The Stem Math/Science Goal is to increase the number of students who achieve a proficient score on 2015 Statewide assessments by 10 percent. Math and Science instruction will be integrated to encourage student engagement and build real world connections among the science and math content areas.**
Include data to identify and define areas in need of improvement: *(i.e., FCAT, End of Course Examination):*

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Based on 2014 data, 11% of the Students scored level 3 or Higher on FCAT Science.					
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)*	**EvaluationTool** *(i.e. Chapter Tests, BAT 1, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible forMonitoring**	**Amount/ Funding Source**
Integration of reading/literacy across Science Curriculum to increase awareness and enhance high order thinking and inquiry skills in Science.	SY16	**During School Extended day programs**	**Teacher developed lesson and projects, mini assessments, formative assessments, Classroom walk through**	**Principal Core content Instructor**	**FTE Charter school community partners**
Implementation of hands on, research based activities that infuse technology into the science curriculum and increase student proficiency in scientific inquiry and investigation.	SY16	**During School Extended day programs**	**Teacher developed lesson and projects, mini assessments, formative assessments, Classroom walk through**	**Principal Core content Instructor**	
ESOL Interventions **Fostering Vocabulary** • **Content area teachers will teach technical terms to ESL students by doing the following.** • **Generate a list of terms and phrases ESL students will need to know.** • **Label classroom with vocabulary for visual guides** • **Have students create ESL STEM dictionaries to coincide with lesson terms. This will be an ongoing dictionary for the entire school and can be done during class and housed online.** • **Students will have access to National Geographic's online STEM dictionary with examples.** **Hands on Learning** • **Mini experiments, virtual experiments, virtual field trips will be used to recreate real life scenarios.** • **Real life items incorporated into classrooms. Items such as models of anatomy, solar systems, etc., will be brought into classrooms.**	SY16	**During School**	**Teacher developed lesson and projects, mini assessments, formative assessments, Classroom walk through**	**ESOL Contact Principal Content Area Teachers**	**FTE**

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Science Goal (s): **The Science Goal at iGeneration Empowerment Academy will demonstrate a 10% increase in the number of student demonstrating performance by scoring level 3 or above on The FCAT 2.0 Science Assessment by 2015**

Include data for Proficient students*(i.e., FCAT, End Of Course Examinations):*	**Include data for Non-proficient students***(i.e. FCAT, End of Course Examinations):*
2014 Current Level of Performance **5% of students demonstrating proficiency on the FCAT 2.0 Science assessment**	**2015 Expected Level of Performance** **The percentage of students demonstrating proficiency of FCAT 2.0 will increase by 10% over the school year.**

Mathematics Goal(s): **By 2015, the number of students who achieve a proficient score on End of Course Exams and FSA Assessments will increase by 10%**

Include data for Proficient students *(i.e., FCAT, End Of Course Examinations):*	**Include data for Non-proficient students** *(i.e. FCAT, End of Course Examinations):*
2014 Current Level of Performance **24% of students demonstrated proficiency by scoring 3 or above on 2014 Statewide assessment in math.**	**2015 Expected Level of Performance** **The percentage of students scoring 3 or above on state assessment in math will increase by 10% over the next year**

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

2015-2016	**2016-17**	**2017-18**
By 2016, the number of students who achieve a proficient score on End of Course Exams and FSA Assessments will increase by 10%	**By 2017, the number of students who achieve a proficient score on End of Course Exams and FSA Assessments will increase by 10%**	**By 2018, the number of students who achieve a proficient score on End of Course Exams and FSA Assessments will increase by 10%**

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*	**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,*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**

	– Chemistry)			*other formative assessments, etc.)*		
Increase emphasis on Direct instruction and hands on learning centers to address diverse and unique educational needs of math students. Strategies will also help gain student insight and build conceptual connections across math and science content areas.	**Algebra, Geometry**	SY16	**During School**	**CWT Online Applications/ Diagnostics Formative assessments Teacher developed activities**	**Principal**	**FTE Charter School Community partners.**
Implementation of Data chats and mini benchmark Assessment on a biweekly basis to effectively drive the instructional process	**All Mathematic Programs**	SY16	**During School**	**CWT Online Applications/ Diagnostics Formative assessments Teacher developed activities**	**Principal**	**FTE Charter School Community partners.**
ESOL Interventions **Math Vocabulary Building** • **Visually pleasing math vocabulary posters will be used to present a cue for students to see what they are learning.** • **Manipulatives in the classroom will create hands on experiences to make it easier for ESL students to grasp abstract concepts.** **Visual study guides will be given to ESL students as a part of lessons when needed.** **Online videos will also be used to increase understanding of math concepts. Some of these videos will have alternative language subtitles. This will give the opportunity to see the work in action, pause and rewind as needed, and work at theirown pace if necessary.**	**All Mathematic Programs**	SY16	**During School**	**CWT Online Applications/ Diagnostics Formative assessments Teacher developed activities**	**Principal**	**FTE Charter School Community partners.**

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/ Subjec**	**PD Facilitator and /or PLC Leader**	**PD Participant**	**Target Dates *(e.g.: Early Release)* and Schedules**	**Person or Position Responsible**	**Strategy for Follow-up/ Monitoring**	**Amount/ Funding Source**

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	t			*(e.g.: Frequency of meetings)*	for Monitoring		
Delivering Quality Instruction Teaching Higher order thinking skills	**6-12**	**Math Coach**	**Core Content Instructor Learning Coach**	**Early Release day (1)**	**Principal**	**Follow up with teacher reaction Lesson Plans reflecting learned strategies CWT**	**FTE**
ESOL **Teaching STEM to ESOL Students Professional Development** **The goals of this training will be learning how to integrate ESOL needs and STEM through educational linguistics, literacy, and culturally specific interventions.** **This training will include information on how to incorporate and develop lesson plans for ESOL students to learn the content area vocabulary. It will also include how to incorporate hands on experiments, visual content, and manipulatives for our ESOL students.**	**6-12**	**ESOL Contact Principal**	**All STEM** Content Teachers	**Early Release day** (1)	Principal ESOL Contact	**Learning Feed back Lesson Plans reflecting learned strategies**	FTE
Learning Community in Understanding Data Analysis and Delivering Quality Teacher/ Student Data Chats	**6-12**	**Math Coach Coach**	**Core Content Instructor**	**Early Release day (1)**	**Principal**	**Lesson Plan review & classroom observation**	**FTE**