School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2016-2017

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: BridgePrep Academy of Hollywood Hills **School Location Number:** 5116

2016-2017 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: BridgePrep Academy of Hollywood Hills School Location Number: 5116	District: **Broward**
Principal: Kai Walker	District Superintendent: **Robert Runcie**
Governing Board Member(s): Yeneir Rodriguez-Padron, Luis Necuze, Lou LoFranco, Jessica Jewett, Jennifer Abreu	**Date of School Board Charter Approval**:

Student Achievement Data and Reference Materials:

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

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/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, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Kai Walker	B.A., M.S.Ed., M.A.T.L./ ESOL, Reading Endorsement, Educational Leadership	2	In First Year	2013-2014 as Miami-Dade District Support 70% of schools supported made gains and improved a letter grade, 2014-2015 School Grade of 'C', 2015-2016 School Grade of 'F'
Assistant Principal	Carlos Montalvo	Mathematics, (Grades 6 - 12), Educational Leadership, (All Levels)	0	In First Year	

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/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, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All	Pamela Galarza	Elementary Education, (Grades K - 6), English For Speakers Of Other Languages (Esol), Endorsement, Exceptional Student Education, (Grades K - 12)	2	In First Year	2014-2015 100% of her Kindergarten students met promotional criteria, 2015-2016 95% of her 1st grade students met promotional criteria

2016-2017 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:

BridgePrep Academy believes every child learns best in a safe, nurturing and stimulating environment where high academic expectations, self-esteem, good character, and an appreciation for the arts are promoted. BridgePrep Academy's **mission** is to provide a challenging academic curriculum that will encompass an enriched Spanish language program, technology and experiences that will enable students to develop in all areas. BridgePrep Academy's goal is to educate well rounded individuals and enable students to reach their maximum potential.

2. Academic Data

*Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.O, FAIR-FS, BAS, etc.), if available:*

2013-2014 The school did not exist during the 2013-2014 school year.

FSA Data 2015 and 2016 from Broward School Reports

Test Grade Level	Group	ELA_Tested_2015	ELA_Mastery_2015	ELA_AchLvl_3Above_2015	Math_Tested_2015	Math_Mastery_2015	Math_AchLvl_3Above_2015	ELA_Tested_2016	ELA_Mastery_2016	ELA_AchLvl_3Above_2016	Math_Tested_2016	Math_Mastery_2016	Math_AchLvl_3Above_2016
3rd-5th	TOTAL	84	2.97	47.6	83	2.72	36.1	125	2.71	32.8	125	2.49	27.2
3	TOTAL	32	3.25	59.4	31	2.95	45.2	57	2.92	42.1	57	2.56	29.8
3	BLACK	7	2.85	42.9	7	2.56	28.6	15	2.82	46.7	15	2.43	33.3
3	HISPANIC	8	2.82	50.	8	2.66	37.5	22	2.86	31.8	22	2.63	31.8
3	WHITE	16	3.57	68.8	15	3.23	53.3	19	3.06	47.4	19	2.54	21.1
3	Female	20	3.53	65.	20	3.15	55.	22	2.75	31.8	22	2.31	18.2
3	Male	12	2.79	50.	11	2.58	27.3	35	3.02	48.6	35	2.72	37.1
3	ELL	2	1.72	0.	1	1.93	0.	7	2.39	14.3	7	2.39	28.6
3	FRL	21	2.84	42.9	20	2.47	25.	40	2.93	40.	40	2.55	30.
3	SWD	3	2.15	0.	3	2.25	33.3	6	1.76	0.	6	2.18	16.7
4	TOTAL	32	2.77	37.5	32	2.61	31.3	38	2.52	26.3	38	2.42	26.3
4	BLACK	6	2.68	33.3	6	2.55	16.7	13	2.3	15.4	13	2.02	15.4
4	HISPANIC	15	2.73	33.3	15	2.56	33.3	14	2.27	28.6	14	2.25	14.3
4	WHITE	11	2.88	45.5	11	2.72	36.4	9	3.05	33.3	9	2.93	44.4
4	Female	15	2.72	26.7	15	2.45	26.7	21	2.91	38.1	21	2.63	33.3
4	Male	17	2.82	47.1	17	2.76	35.3	17	2.03	11.8	17	2.17	17.6
4	ELL							1	1.17	0.	1	1.92	0.
4	FRL	17	2.53	29.4	17	2.32	17.6	28	2.28	17.9	28	2.22	17.9
4	SWD	5	2.18	20.	5	2.58	20.	3	1.78	0.	3	2.64	33.3

5	TOTAL	20	2.82	45.	20	2.55	30.	30	2.55	23.3	30	2.43	23.3
5	BLACK	2	2.85	50.	2	1.87	0.	4	1.93	0.	4	1.95	0.
5	HISPANIC	9	2.82	55.6	9	2.17	22.2	13	2.62	23.1	13	2.42	23.1
5	WHITE	8	2.85	37.5	8	3.17	50.	13	2.66	30.8	13	2.58	30.8
5	Female	9	2.91	44.4	9	2.36	22.2	14	2.34	7.1	14	2.24	7.1
5	Male	11	2.74	45.5	11	2.7	36.4	16	2.73	37.5	16	2.59	37.5
5	ELL	1	2.24	0.	1	1.84	0.	1	2.35	0.	1	2.86	0.
5	FRL	7	2.6	28.6	7	2.15	14.3	16	2.6	31.3	16	2.42	18.8
5	SWD	5	1.89	0.	5	1.76	0.	4	2.14	0.	4	2.35	25.

*Reported from Broward School Reports System

Percent of students tested

	2014-2015	2015-2016
FSA ELA	98%	98%
FSA Math	98%	98%
FCAT 2.0 Science	99%	100%

Learning Gains from Spring 2015 to Spring 2016

	All 3rd-5th Grade	Lowest 25%
FSA ELA	21	6
FSA Math	21	25

FSA Science

	5th Grade FCAT 2.0 Science Spring 2015	5th Grade FCAT Science 2.0 Science Spring 2016
Student Science Achievement	44%	28%

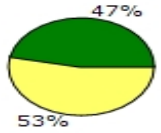
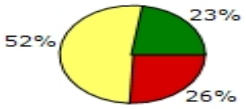
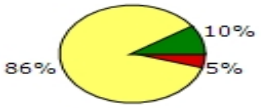
Based on FSA data 84 Total students were tested grades 3-5. For the total 3rd-5th grade students who took the FSA Spring 2015 there was 47.6% achievement in ELA, 36.1% achievement in math, and 44% achievement in science. For the 32 3rd grade students tested 59.4% ELA achievement and 45.2% math achievement. In regard to subgroups: minority students 46.45% ELA achievement and 33% math achievement; ELLs 0% ELA achievement and 0% math achievement; students who receive free/reduced lunch had 42.9% ELA achievement and 25% math achievement; students with disabilities had 0% ELA achievement and 33.3% math achievement. For the 32 4th grade students tested 37.5% ELA achievement and 31.3% math achievement. In regard to subgroups: minority students 33.3% ELA achievement and 25% math achievement; no 4th grade ELLs; students who receive free/reduced lunch had 29.4% ELA achievement and 28% math achievement; students with disabilities had 20% ELA achievement and 20% math achievement. For the 20 5th grade students tested 45% ELA achievement and 30% math achievement. In regard to subgroups: minority students 52.8% ELA achievement and 8.5% math achievement; ELLs 0% ELA achievement and 0% math achievement;; students who receive free/reduced lunch had 28.6% ELA achievement and 14.3% math achievement; students with disabilities had 0% ELA achievement and 0% math achievement.

2015-2016 Based on FSA data 125 Total students were tested grades 3-5. For the total 3rd-5th grade students who took the FSA Spring 2016 there was 32.8% achievement in ELA, 21 learning gains, and 6points learning gains for lowest 25%. For 3rd-5th grade FSA Spring 2016 27.2% achievement in math, 21 learning gains, and 25 learning gains for the lowest 25%. FSA Spring 2016 students performed 28% achievement in science. For the 57 3rd grade students tested 42.1% ELA achievement and 29.8% math achievement.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

In regard to subgroups: minority students 39% ELA achievement and 32.5% math achievement; ELLs 14.3% ELA achievement and 28.6% math achievement; students who receive free/reduced lunch had 40% ELA achievement and 30% math achievement; students with disabilities had 0% ELA achievement and 16.7% math achievement. For the 38 4th grade students tested 26% ELA achievement and 26% math achievement. In regard to subgroups: minority students 22% ELA achievement and 29.7% math achievement; ELLs 0% ELA achievement and 0% math achievement; students who receive free/reduced lunch had 17.9% ELA achievement and 17.9% math achievement; students with disabilities had 0% ELA achievement and 33.3% math achievement. For the 30 5th grade students tested 23% ELA achievement and 23% math achievement. In regard to subgroups: minority students 23% ELA achievement and 23% math achievement; ELLs 0% ELA achievement and 0% math achievement; students who receive free/reduced lunch had 31.3% ELA achievement and 18.8% math achievement; students with disabilities had 0% ELA achievement and 25% math achievement.

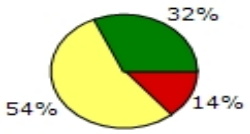
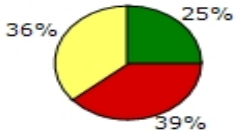
FAIR-FS 2014-2015

	Probability of Literacy Success	Median Percentile Rank				Mean Ability Score			
		WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
3rd Grade Summary	 30	89th	71st	48th	90th	398 (356)	412 (381)	399 (379)	384 (355)
		30	30	30	30	30	30	30	30
4th Grade Summary	 31	78th	64th	23rd	99th	443 (412)	438 (417)	400 (432)	441 (417)
		31	31	31	31	31	31	31	31
5th Grade Summary	 21	77th	50th	20th	74th	522 (467)	466 (451)	408 (470)	514 (462)
		21	21	21	19	21	21	21	19

School Report Key

WRT Word Recognition Task
VKT Vocabulary Knowledge Task
RCT Reading Comprehension Task
SKT Syntactic Knowledge Task

FAIR-FS 2015-2016

	Probability of Literacy Success	Median Percentile Rank				Mean Ability Score			
		WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
3rd Grade Summary	 57	62nd	64th	33rd	67th	390 (356)	388 (381)	354 (379)	397 (355)
		57	57	57	57	57	57	57	57
4th Grade Summary	 36	64th	68th	19th	58th	459 (412)	433 (417)	387 (432)	414 (417)
		38	37	36	27	38	37	36	27
5th Grade Summary	 22	63rd	71st	21st	81st	498 (467)	508 (451)	405 (470)	522 (462)
		29	29	22	20	29	29	22	20

School Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

2014-2015 Broward County End of Year Assessments

	ELA Proficiency	ELA Subgroups Proficiency			Math Proficiency	ELA Subgroups Proficiency		
		Black & Hispanic	ESE	ESOL		Black & Hispanic	ESE	ESOL
1st Grade	73	76	93	40	77	76	84	66
2nd Grade	87	87	88	87	84	84	86	84

2015-2016 Broward County End of Year Assessments

	ELA Proficiency	ELA Subgroups Proficiency			Math Proficiency	ELA Subgroups Proficiency		
		Black & Hispanic	ESE	ESOL		Black & Hispanic	ESE	ESOL
1st Grade	73.4	68.4	56.1	58.5	70	71.6	73.7	69.6
2nd Grade	71.8	67.5	67.7	78.3	66.5	63.2	60.5	61.7

Based on data for student performance on Broward assessments students in First Grade marginally improved performance in ELA by .4%, but declined performance for math proficiency by 7%. In second grade student performance decreased for both ELA and Math, 15.2% and 17.5% respectively. During the 2014-2015 school year students in the minority subgroup performed similar to the rest of the grade level's proficiency level sin ELA and math. However, during the 2015-2016 school year, students in the minority subgroup had less proficiency in ELA and math when compared to the entire grade level's proficiency. In regard to the ESE subgroup for the 2014-2015 school year this subgroup outperformed other groups in both 1st and 2nd grade for both ELA and Math. However in 2015-2016 only the 1st grade group of ESE students did better than the other groups for math, for 2015-2016 ELA the ESE subgroup performed with less proficiency than other groups for 1st and second grade. In 2014-2015, ESOL students in first grade had 40% proficiency in ELA and 66% in math, while 2nd grade had 87% in ELA and 84% in math. Therefore, 2014-2015 2nd grade ESOL students performed on par with the general population of 2nd grade students. However, ESOL performance for the 2015-2016 decreased for 1st and 2nd grade ELA and 2nd Grade Math, but increased for 1st grade math performance by 3.6%. In 2015-2016 ESOL students performed with less proficiency than the general population in 1st grade ELA and Math as well as 2nd Grade Math, but performed better that the rest of 2nd grade groups in ELA.

Kindergarten Letter Names & Sounds

	Lower Case Letter Names Average	Upper Case Letter Names Average	Letter Sounds Average
2014-2015	25.5/26	26/26	25/26
2015-2016	25.5/26	26/26	24.5/26

3. Student Achievement Objectives

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

- Reading: "All students in grades three-five will improve their reading skills as evidenced by 70% of students reaching the state required mastery level. As outlined in the FLDOE's AMOs, there will be an increase in the percentage of students scoring at Levels 3-5 ad a 50%reduction of students scoring at levels 1 or 2 over six years. Sixty percent of all students scoring in the lowest 25th percentile will make annual learning gains as outlined in FLDOE's AMOs. Data from the previous year will be used to determine gains.
- Math: "seventy percent of students will score at level 3or higher. Data from the previous year will be used to determine gains. As outlined in FLDOE's AMOs there will be an increase in the percentage of scoring at Levels 3-5 and a 50% reduction of students scoring at Levels 1 and 2 over six years. 60% of students scoring at Levels 1 and 2 will make learning gains.
- Science: 50% of students will score at a proficiency level 3or higher. (p.77)

4. Student Performance Data Analysis

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

- Based on the FSA data, students' overall performance in FSA achievement for ELA, Math, and science declined.
- Third grade students, most of whom were with us for second grade, performed with a higher percentage of achievement for ELA and Math compared to the 4th and 5th grade students for the FSA Spring 2016.

ELA

	FSA 2015	FSA 2016	Difference
3rd Grade Levels 3-5	59%	42%	-17
3rd Grade Key Ideas & Details	53%	57%	+4
3rd Grade Craft & Structure	54%	57%	+3
3rd Grade Integration of Knowledge & Ideas	42%	39%	-3
3rd Grade Language & Editing	71%	78%	+7
4th Grade Levels 3-5	38%	26%	-12
4th Grade Key Ideas & Details	68%	47%	-21
4th Grade Craft & Structure	65%	47%	-18
4th Grade Integration of Knowledge & Ideas	52%	37%	-15
4th Grade Language & Editing	76%	63%	-13
4th Grade Text-Based Writing	55%	54%	-1
5th Grade Levels 3-5	45%	23%	-22
5th Grade Key Ideas & Details		50%	
5th Grade Craft & Structure		43%	
5th Grade Integration of Knowledge & Ideas		41%	
5th Grade Language & Editing		76%	
5th Grade Text-Based Writing		50%	

Math			
	FSA 2015	FSA 2016	Difference
3rd Grade Levels 3-5	45%	42%	-3
3rd Grade Operations, Algebraic Thinking & Numbers in Base Ten	64%	33%	-31
3rd Grade Numbers & Operations-Fractions	76%	44%	-32
3rd Grade Measurement, Data, & Geometry	57%	57%	0
4th Grade Levels 3-5	31%	26%	-5
4th Grade Operations & Algebraic Thinking	53%	49%	-4
4th Grade Numbers & Operations in Base Ten	57%	59%	+2
4th Grade Numbers & Operations-Fractions	58%	49%	-9
4th Grade Measurement, Data, & Geometry	54%	29%	-25
5th Grade Levels 3-5	30%	23%	-7
5th Grade Operations, Algebraic Thinking & Fractions		36%	
5th Grade Numbers & Operations in Base Ten		47%	
5th Grade Measurement, Data, & Geometry		42%	

- For FSA ELA from Spring 2015to Spring 2016 3rd grade ELA decreased only in the strand of integration of knowledge & ideas from 42% to 39%. However, for 4th Grade FSA ELA from Spring 2015to Spring 2016 student performance decreased in every strand.
- In regard to FSA Math from Spring 2015 to Spring 2016 third grade student performance decreased overall and for all domains, except for Measurement, Data, & Geometry. The domains of Operations, Algebraic Thinking & Numbers in Base Ten and Numbers & Operations-Fractions. For the fourth grade, FSA Math 2015 to 2016 students' performance decreased in all domains except for Numbers & Operations in Base Ten. The domain with the most decrease in proficiency was Measurement, Data,

& Geometry.

- Based on the data being in a demographic subgroup for receiving free/reduced lunch attained achievement at similar percentages to the school.
- Students with disabilities and ELLs did not show as much proficiency, especially in ELA.
- From 2015-2106 students made very minimal learning gains for ELA, especially students were in the lowest 25%.
- In regard to math, from FSA Spring 2015 to Spring 2016 students made minimal learning gains.
- 2015-2016 Based on FSA data 125 Total students were tested grades 3-5. For the total 3rd-5th grade students who took the FSA ELA Spring 2016 there was 32% achievement, 21 learning gains, and 6 points learning gains for lowest 25%.
- For 3rd-5th grade FSA Math Spring 2016 27% achievement, 21 learning gains, and 25 learning gains for the lowest 25%.
- In regard to3rd grade subgroups: minority students had 39% ELA achievement and 32.5% math achievement; ELLs had 14.3% ELA achievement and 28.6% math achievement; students who receive free/reduced lunch had 40% ELA achievement and 30% math achievement; students with disabilities had 0% ELA achievement and 16.7% math achievement.
- In regard to 4th grade subgroups: minority students 22% ELA achievement and 29.7% math achievement; ELLs 0% ELA achievement and 0% math achievement; students who receive free/reduced lunch had 17.9% ELA achievement and 17.9% math achievement; students with disabilities had 0% ELA achievement and 33.3% math achievement.
- For 5th grade subgroups: minority students 23% ELA achievement and 23% math achievement; ELLs 0% ELA achievement and 0% math achievement; students who receive free/reduced lunch had 31.3% ELA achievement and 18.8% math achievement; students with disabilities had 0% ELA achievement and 25% math achievement.

FAIR-FS 2015-2016

- 3rd grade had a higher probability of literacy success than the fourth and 5th grades
- The lowest area of literacy skills was reading comprehension for 3rd, 4th, and 5th grade students
- 3rd grade performance decreased from 2015 to 2016 in all categories of word recognition, vocabulary knowledge, reading comprehension, and syntactic knowledge
- 4th grade student performance increased 4 percentiles for vocabulary knowledge. However all other areas (word recognition, reading comprehension, and syntactic knowledge decreased
- 5th grade showed increase in performance for categories vocabulary knowledge(21 percentiles), syntactic knowledge (7 percentiles), and reading comprehension only 1 percentile. There was a decrease in student performance of 14 percentiles.

- For Kindergarten, 98% of students have mastered letter names and sounds and concepts of print by the end of the kindergarten year for the past two years of the school being open.

- Based on the 2016 Broward County End of Year 1st Grade Math assessment, student performance was lowest in the Operations and Algebraic Thinking domain; and for the ELA assessment the lowest strand was integration of knowledge and ideas.

- Based on the 2016 Broward County End of Year 2nd Grade Math assessment, student performance was lowest in the measurement and data domain; and for the ELA assessment the lowest was the craft and structure strand.

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:*

Overall there are student deficiencies across the board from 2014-2015 school year compared to 2015-2016 school year, because achievement decreased across all 3rd-5th grade levels. In regard to learning gains, there was a great deficiency, because there were very minimal learning gains from the 2014-2015 school year to the 2015-2016 school year, especially learning gains for students within the lowest 25% was another great deficiency.

To address student deficiencies students are receiving additional instruction to improve literacy skills, math skills, and science knowledge.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Grade Level	Deficiency	Actions/Resources	Person Responsible	Timeline
Kindergarten	Kindergarten students have consistently performed mastery of letter names and sounds by the end of the kindergarten school year.	Go beyond letter names and sounds taught with core program to teach students word families and reading comprehension skills with leveled texts.	Classroom teacher	Beginning September 2016, 2-3 times/week
First Grade	Integration of Knowledge & Ideas was lowest strand on Broward End of Year Assessment	During small group instruction students will read leveled texts and complete projects to apply skills needed to master integration of knowledge and ideas strand	Classroom teacher	Beginning September 2016, 2-3 times/week
	Operations and Algebraic Thinking was lowest domain on Broward End of Year Assessment	During small group instruction students will practice math computation skills with number sentences and word problems to improve ability to solve problems with different operations. Manipulatives and visuals will also be used to help students master the concepts in the domain.	Classroom teacher	Beginning September 2016, 2-3 times/week
Second Grade	Craft and Structure was lowest strand on Broward End of Year Assessment	During small group instruction students will work with the classroom teacher to use leveled texts to learn how to determine words within context and how parts of a text are connected. Graphic organizers will be used to facilitate students connecting parts of the text.	Classroom teacher	Beginning September 2016, 2-3 times/week
	Measurement and Data was lowest domain on Broward End of Year Assessment	During small group instruction students will work with the classroom teacher to learn how to measure objects in different ways and of different properties as well as how to interpret data presented in different ways using measuring tools and manipulatives.	Classroom teacher	Beginning September 2016, 2-3 times/week
3rd Grade	Decrease in performance for Integration of Knowledge and Ideas Strand on FSA 2016	• Achieve3000 online component • Small group direct instruction from teacher with Achieve3000 Lexiled printable texts • During small group instruction students will read leveled texts and complete projects to apply skills needed to master integration of knowledge and ideas strand • Triumph Learning Coach Reading texts for small group	• Classroom Teacher • Classroom Teacher • Classroom Teacher • Certified Teacher	Beginning October 2016, Daily Beginning November, once per week after school
	Decrease in performance for domains of Operations, Algebraic Thinking & Numbers in Base Ten and Numbers & Operations-	During small group instruction students will practice math computation skills with number sentences and word problems to improve	Classroom teacher	Beginning August 2016, 2-3 times per week

	Fractions on FSA 2016	ability to solve problems with different operations. Manipulatives and visuals will also be used to help students master the concepts in the domain. Using GoMath RtI materials and Khan Academy online practice activities.		
4th Grades	Decrease in performance for every reading strand on FSA 2016	• Achieve3000 online component • Small group direct instruction from teacher with Achieve3000 Lexiled printable texts • During small group instruction students will read leveled texts and complete projects to apply skills needed to master integration of knowledge and ideas strand • Triumph Learning Coach Reading texts for small group direction instruction	• Classroom Teacher • Classroom Teacher • Classroom Teacher • Certified Teacher	Beginning October 2016, Daily • Beginning November, once per week after school
	Decrease in performance was the greatest in the Measurement, Data, & Geometry domain on FSA 2016	During small group instruction students will work with the classroom teacher to learn how to measure objects in different ways and of different properties as well as how to interpret data presented in different ways using measuring tools and manipulatives. Manipulatives and visuals will also be used to help students master the concepts in the domain. Using GoMath RtI materials and Khan Academy online practice activities.	Classroom Teacher	Beginning August 2016, 2-3 times per week
5th Grade	Students were most deficient in the strand of Integration of Knowledge and Ideas on FSA 2016	• Achieve3000 online component • Small group direct instruction from teacher with Achieve3000 Lexiled printable texts • During small group instruction students will read leveled texts and complete projects to apply skills needed to master integration of knowledge and ideas strand • Triumph Learning Coach Reading texts for small group direct instruction	• Classroom Teacher • Classroom Teacher • Classroom Teacher • Certified Teacher	Beginning October 2016, Daily • Beginning November, once per week after school
	Students were most deficient in the domain of Operations, Algebraic Thinking & Fractions on FSA 2016	During small group instruction students will learn math computation skills with number sentences and word problems to improve ability to solve problems, including multi-step problems & problems with irrelevant	Classroom Teacher	Beginning August 2016, 2-3 times per week

		information using different operations. Manipulatives and visuals will also be used to help students master the concepts in the domain. Using GoMath RtI materials and Khan Academy online practice activities.		
3rd-5th Grade	FAIR-FS Reading Comprehension category	Students in the lowest 30th percentiles will receive small group, direct instruction on reading comprehension skills with an interventionist using Wonders RtI resources	Interventionist	Beginning October 2016, Daily
K-5th Grade	Reading Comprehension	Students will receive direct instruction from interventionist using Leveled Literacy Interventions Program	Interventionist	Daly

Therefore, in order to address the ELA achievement and learning gains deficiency, as well as the deficiency in the domain for integration of knowledge and idea, students will receive an extended day to participate in online literacy program, Achieve 3000 KidBiz3000 with their classroom teacher. In addition, students in the lowest 25% will participate in afterschool reading and math small group extended learning opportunities with certified teachers using Triumph Learning Coach learning resources to address reading deficiencies. In addition, interventionists will have small group instruction for Tier 2 and Tier 3 students for 20 minutes 3-5 times per week. The plan to address math deficiencies entails using, Go Math RtI materials paper-based and computer-based activities will be implemented to address math deficiencies. Students will receive interventions 3-5 times per week. KhanAcademy program will also be used to address math operations and algebra domains. Classroom teachers will monitor student use and progress and assign tasks abased on student's needs. The teachers will monitor and assign tasks. Lesson plans for core instruction and intervention plans will be monitored weekly by school administration. Implementation of core classroom instruction and interventions will be monitored by school administration during daily walkthroughs. Progress monitoring to determine student learning will occur after each unit is completed for core curriculum in ELA, Math and Science; after 5 lessons for interventions; bi-weekly for writing using FLDOE writing rubric; and quarterly using letter names & sounds and running records. Data will be reviewed with students after each assessment, and students will develop goals with teacher and share with parent. Every 6-8 weeks school administration will review data with teachers and discuss all student's progress (ESE, ESOL, and RtI).

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:*

The school uses Wonders, Go Math!, and Science Fusion as the approved educational program for students. While the program is in place and teachers use components of the program to provide instruction. All components of the approved instructional program have not been consistently used, especially the online and all of the RtI and ELL support instructional pieces for each program. The inconsistent use of components could be attributed to all of the staff who needed to implement the program in 3rd-5th were new to the school and educational program, and who may not have received adequate training in the program.

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:*

Teacher will participate in weekly collaborative planning and follow the pacing guide in order to ensure that all of the standards and content are taught at the correct pace in alignment with the all of the components within the educational program. In addition, teachers will receive in class support by the school-site Curriculum Support Specialist. Teachers will also participate in professional development trainings for how to plan for, implements, and utilize the components of the educational programs Wonders, Go Math!, and Science Fusion that can be used for RtI and ELLs. The resources used will be from the approved

educational program, both online and teacher guides. This will occur weekly during collaborative planning with Curriculum Support Specialist and during PLCs on teacher planning professional development days. The person responsible for facilitating collaborative planning and professional development will be Pamela Galarza, the Curriculum Support Specialist. The teachers will be responsible for planning, executing and implementing components properly. Ms. Walker, Principal, and Mr. Montalvo, Assistant Principal will monitor collaborative planning weekly. In addition, school administration will monitor implementation of educational program through daily classroom walk-throughs using Florida Consortium of Public Charter Schools classroom instruction walkthrough tool.

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	Actions	Person Responsible	Resources	Timeline
Loss of higher performing students after year one	• Improve student performance to increase school grade and market school more in order to attract more students • Ensure K-2 students matriculating up to 3rd-5th have a solid foundation skills for literacy and math	• School administration • Management company	• Data-based instruction and small group lessons with core instruction, interventions, and technology programs • Online marketing • Social Media posting • School Tours • School Showcases	Ongoing
New teachers in testing grades	• Retain teachers in all grades • Provide professional development on best instructional practices • Facilitate collaborative planning to facilitate planning of student-centered, data-driven instruction	• School Curriculum Support Specialist • School administration • Management company	• Teacher morale and motivation incentives and activities • Professional development using CARE cycle & PLCs • Time and space for collaborative planning	Ongoing
Limited computers in school	• Purchase additional computers for students to use in classrooms and in a computer lab	• School administration • Management company	• Build computer lab • Purchase PCs	October 2016
Increase in population and students with large skill gaps	• Provide interventions using RtI materials to close skill gaps	• Classroom Teacher • School Curriculum Support Specialist • School Administration	• Wonders RtI • Go Math! RtI • iStation Reading • Achieve3000	Ongoing

			• Triumph Learning Coach Reading and Math Programs	

9. Student Achievement Outcomes

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

Specific student achievement to be achieved is for ELA achievement to increase to 60%, Math Achievement to 50%, and Science Achievement to 50%. In regard to learning gains the goal is for students to increase the amount of gains students make overall 80% of students should make gains and for 50% of the lowest 25% to make gains as well.

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.*

After reviewing sign in sheets from school events and PTO meetings the goal is to have an increase in parent involvement so that a variety of parents are involved in different activities for the students. The goal is for 40% of parents to be involved in the school community and student learning by attending at last 2 of the Parent Organization meetings during the school year and 2 of the school family events. We have monthly Parent Organization meetings and family night events to help parents to be involved in the child's education. In addition, parents can meet with the principal during a monthly forum to share ways to help children at home with literacy, math, and home learning. Sing in sheets and agendas will serve as the evidence.

2015-2016 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)]*	**2016-2017 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)]*
30**%** **Total number:** **70 Families** (of the 320 students population)	40 **%** **Total number:** **140 Families** (350 student population)

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
Monthly Parent Organization Meetings	Parents will get the status of the school and hear about what students are learning	Monthly, September 2016-June 2017	Sign-in Forms	Principal	
Principal Forum	Parents will learn a	Monthly,	Sign-in Forms	Principal	Title I

	method for helping students be academically successful from home	September 2016-June 2017		Curriculum Support Specialist	
Family Nights	Parents will lean a method for help students with literacy and math skills	Once per month, every Other month (October, December, February, April)	Sign-in Forms	Principal Curriculum Support Specialist	
Sycamore Education Database	The cloud based website is closed system available only to current families of enrolled students. used to communicate school news	August 2016-June 2017	Log-in Record	School Administration Classroom Teachers	
Student Recognition Events	Honor Roll Assemblies, PBS Bulldog Bash, Winter and End of the Year Fine Arts Performances, Science Fair, Social Studies Living Museum	During School After School	Sign In Sheets	Classroom Teachers Office Staff School Administration	
Parent-Teacher Conference	We schedule individual parent conferences to occur at the beginning of the year to discuss baseline data and make a learning plan and then at the end of the year to discuss progress. Parents can request a conference at any time during the school year. If	Before or after school	Sign-in Sheets	Classroom Teachers Office Staff School Administration	

	a parent/teacher conference is needed to inform parents of additional support the student needs the teacher contacts the parent to schedule a conference to discuss student performance, data, and ways the child will be supported.				
Back-to-School Orientation	There is a welcoming session conducting by the principal to discuss school procedures and protocols and then parents are provided time to go into their child's classes to learn about the teacher and the classroom procedures and expectations	August 2016 And September 2016	Sign-in Sheets	Classroom Teachers School Administration	
Welcome to School Meet-and Greet your teachers	The week before school starts parents are provided with their child's classroom teacher's name and are welcomed to come in to meet the teacher and learn about first day procedures and school routines.	August 2016	Sign-in Sheets	Classroom Teachers School Administration	
ESOL, SWD, & Gifted Parents conferences	Parents meet with administration. Teachers, and classroom teachers the week before school to	August 2016	Sign in sheet	ESOL/ESE Specialist Classroom Teachers School Administration	

	review student plans and to ensure students needs are being met.				
ESE parent support through workshops at school	After surveying parent needs and feedback the ESE specialist provides parent support through workshops at school	August 2016 January 2017 March 2017	Sign in sheet	ESE Specialist School Administration	
ESOL parent support through workshops at school	After surveying parent needs and feedback the ESOL specialist provides parent support through workshops at school	August 2016 January 2017 March 2017	Sign in sheet	ESOL Specialist School Administration	
ELL parents have access to information	ELLs parents will have access to information presented because it will be provided in home language and sent to parents via school letter or school wide electronic message in their home language	August 2016 January 2017 March 2017	Record of dates information disseminated to parents	ESOL Specialist Classroom Teachers School Administration	
ESE Parent workshops	Share information on ESE parent workshops available from Broward Schools and FDLRs	Ongoing	Record of dates information disseminated to parents	ESE Specialist	
FSA Parent Night	Classroom teachers present information on the FSA to parents and provide tips for how to help and support students to be successful when taking FSA	February 2017	Sign in sheet	Classroom Teachers School Administration	Title I

English Language Learners (ELLs) 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 ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.

WIDA™ | **ACCESS for ELLs 2.0®**
English Language Proficiency Test

District: BROWARD
School: BRIDGEPREP ACADEMY
Grade: K
Cluster: K

School Frequency Report - 2016

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	3	17%	2	11%	11	61%	12	67%	3	17%	11	61%	10	56%	10	56%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	4	22%	6	33%	0	0%	5	28%	4	22%	2	11%	0	0%	2	11%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	0	0%	3	17%	2	11%	1	6%	3	17%	4	22%	2	11%	2	11%
4 – Expanding Knows and uses social English and some technical academic language	1	6%	2	11%	0	0%	0	0%	1	6%	1	6%	0	0%	4	22%
5 – Bridging Knows and uses social and academic language working with grade level material	2	11%	5	28%	5	28%	0	0%	2	11%	0	0%	3	17%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	8	44%	0	0%	0	0%	0	0%	5	28%	0	0%	3	17%	0	0%
Highest Score	363		375		290		271									
Lowest Score	160		192		120		100									
Total Tested	18															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA™ | **ACCESS for ELLs 2.0®**
English Language Proficiency Test

District: BROWARD
School: BRIDGEPREP ACADEMY
Grade: 01
Cluster: 1

School Frequency Report - 2016

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	1	8%	3	25%	1	8%	0	0%	1	8%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	4	33%	0	0%	6	50%	3	25%	3	25%	3	25%	4	33%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	3	25%	3	25%	4	33%	5	42%	5	42%	8	67%	3	25%	7	58%
4 – Expanding Knows and uses social English and some technical academic language	3	25%	0	0%	3	25%	0	0%	0	0%	0	0%	4	33%	1	8%
5 – Bridging Knows and uses social and academic language working with grade level material	5	42%	0	0%	2	17%	0	0%	3	25%	0	0%	2	17%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	1	8%	4	33%	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%
Highest Score	352		391		294		296									
Lowest Score	280		267		237		220									
Total Tested	12															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/31/2016

WIDA™

ACCESS for ELLs 2.0®
English Language Proficiency Test

District: BROWARD
School: BRIDGEPREP ACADEMY
Grade: 02
Cluster: 2-3

School Frequency Report - 2016

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	0	0%	1	25%	2	50%	0	0%	2	50%	1	25%	1	25%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	1	25%	1	25%	0	0%	2	50%	1	25%	0	0%	0	0%	1	25%
4 – Expanding Knows and uses social English and some technical academic language	1	25%	0	0%	1	25%	0	0%	0	0%	1	25%	1	25%	0	0%
5 – Bridging Knows and uses social and academic language working with grade level material	1	25%	0	0%	0	0%	0	0%	2	50%	1	25%	0	0%	2	50%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	1	25%	3	75%	2	50%	0	0%	1	25%	0	0%	2	50%	0	0%
Highest Score	352		391		377		319									
Lowest Score	293		337		275		267									
Total Tested	4															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA™ | **ACCESS for ELLs 2.0®**
English Language Proficiency Test

District: BROWARD
School: BRIDGEPREP ACADEMY
Grade: 03
Cluster: 2-3

School Frequency Report - 2016

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	1	14%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	0	0%	1	14%	2	29%	0	0%	3	43%	2	29%	0	0%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	0	0%	0	0%	0	0%	3	43%	0	0%	1	14%	0	0%	4	57%
4 – Expanding Knows and uses social English and some technical academic language	5	71%	0	0%	3	43%	2	29%	2	29%	3	43%	3	43%	2	29%
5 – Bridging Knows and uses social and academic language working with grade level material	1	14%	2	29%	1	14%	0	0%	4	57%	0	0%	1	14%	1	14%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	1	14%	5	71%	1	14%	0	0%	1	14%	0	0%	1	14%	0	0%
Highest Score	376		403		351		334									
Lowest Score	325		376		277		273									
Total Tested	7															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/31/2016

WIDA™ | **ACCESS for ELLs 2.0®**
English Language Proficiency Test

District: BROWARD
School: BRIDGEPREP ACADEMY
Grade: 04
Cluster: 4-5

School Frequency Report - 2016

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	0	0%	1	50%	1	50%	1	50%	1	50%	1	50%	1	50%	2	100%
4 – Expanding Knows and uses social English and some technical academic language	2	100%	0	0%	1	50%	1	50%	0	0%	1	50%	1	50%	0	0%
5 – Bridging Knows and uses social and academic language working with grade level material	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	338		344		336		342									
Lowest Score	338		284		326		322									
Total Tested	2															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/31/2016

WIDA™ | **ACCESS for ELLs 2.0®**
English Language Proficiency Test

District: BROWARD
School: BRIDGEPREP ACADEMY
Grade: 05
Cluster: 4-5

School Frequency Report - 2016

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	0	0%	1	100%	0	0%	1	100%	1	100%	1	100%	0	0%	1	100%
4 – Expanding Knows and uses social English and some technical academic language	1	100%	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%
5 – Bridging Knows and uses social and academic language working with grade level material	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	350		344		350		340									
Lowest Score	350		344		350		340									
Total Tested	1															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

05/31/2016

Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.
Goal: The goal for ELLs for 20% of students to move up one level in each domain on the 2017 WIDA.

2016-2017 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.)*	**Target Group**	**Goal Domain** *(Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**
3rd-5th afterschool interventions using Triumph Learning Coach Reading program for students	WIDA Level 4,5, 6	Writing and Literacy Comprehension	November 2016-May 2017	After school	Triumph Learning Coach Reading Interventions Program Progress monitoring	ESOL Specialist School Administration
2nd-5th Grade students will go to computer lab daily to complete Achieve 3000 activities, at the time the classroom teacher or certified interventionist will pull students to complete the printable standards aligned activities available from Achieve 3000 Lexiled passages	All 2nd-5th grade ELLs Levels 4, 5, 6	Listening, Reading, Writing, Literacy Comprehension	October 2016-June 2017	During school	Achiee3000 Assessments	Classroom Teacher, ESOL Specialist School Administration
Small group ESOL pull out instruction by ESOL Specialist based on English language proficiency	All LY ESOL students	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	September 2016-June 2017	During School	ELL Support Materials and activities from Wonders, Science Fusion and GoMath!	ESOL Specialist School Administration
K-5 ELLs will hone writing to text skills by using sentence frames during small group instruction	All ESOL students	Writing Literacy Comprehension	September 2016-June 2017	During School	Writing Rubric	Classroom Teacher ESOL Specialist School Administration
K-5 Students will hone speaking and listening skills through think-write-pair-share activity to demonstrate understanding of text	All ELLs	Listening, Speaking, Reading, Writing, Oral Language	September 2016-June 2017	During School	Rubric	Classroom Teacher ESOL Specialist School Administration
K-5 students will present research based projects for social studies and science topics	All ELLs	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	September 2016-June 2017	During School	Rubric	Classroom Teacher ESOL Specialist School Administration
K-5 native Spanish Speaking ELLs receive daily L1 support and reinforcement during Spanish language arts class using the Calle de Lectura	All Native Spanish Speaking ELLs	Listening and Speaking, Reading, Oral	August 2016-June 2017	During School	Calle de Lectura Progress Monitoring	Spanish Teacher ESOL Specialist School Administration

program		Language, Literacy, Comprehension, Writing				
Level 1-3 Native Spanish speakers receive heritage language support during daily Spanish class using the core program of Calle de Lectura	Levels1-3	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	August 2016-June 2017	During School	Calle de Lectura Progress Monitoring	Spanish Teacher ESOL Specialist School Administration
Visuals are included in lesson to assist ELLs with understanding concepts	Levels1-3	Comprehension	August 2016-June 2017	During School	Calle de Lectura Progress Monitoring	Classroom Teacher ESOL Specialist School Administration
If a student in the class is fluent in the ELLs native language then they are assigned a peer to help aid in understanding	Levels1-3	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	August 2016-June 2017	During School	Calle de Lectura Progress Monitoring	Classroom Teacher ESOL Specialist School Administration
Students are taught how to use a language translating dictionary in order to have as a method to aid in comprehension and communication	Levels1-3	Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing	August 2016-June 2017	During School	Calle de Lectura Progress Monitoring	Classroom Teacher ESOL Specialist School Administration

Exceptional Student Education (ESE) Action Plan

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

Exceptional Student Education (SWD) Reading Goal:
The ESE goal is to have a 5% increase in the number of students who make achievement levels 3-5 on the 2017 FSA ELA.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Include data for Proficient students with disabilities (SWD) for Reading *(i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):*			**Include data for Non-proficient students with disabilities (SWD) for Reading** *(i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):*	
Test Grade Level	ELA_Tested_2016	ELA_Mastery_2016	All students in 3rd-5th were non-proficient on FSA 2016.	
3	6	1.76		
4	3	1.78		
5	4	2.14		
0		0		
2016 Current Level of Performance	**2017 Expected Level of Performance**		**2016 Current Level of Performance**	**2017 Expected Level of Performance**
0%	5%		100%	95%

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

Baseline Data 2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
		0% of students score level 3 or higher	5%	10%	15%	20%

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, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
3rd-5th afterschool interventions using Triumph Learning Coach Reading program for students	November 2016-May 2017	After School, 1hour, 1x/week	Triumph Learning Coach Reading	Certified Teacher ESE Specialist	
K-5 students receive small group ESE pull out services by ESE Specialist based on IEP requirements. The ESE specialist uses Wonders materials to provide pull-out instruction as per the student's IEP requirements.	August 2016-June 2017	During school	Wonders Assessments	ESE Specialist	
2nd-5th Grade students will go to computer lab daily to complete Achieve 3000 activities, at the time the classroom teacher or certified interventionist will pull students to complete the printable standards aligned activities available from Achieve 3000	October 2016-June 2017	During School	Achieve 3000	Classroom Teachers ESE Specialist School Administration	
K-5 ESE students will hone writing to text skills by using sentence frames during small group instruction and FLDOE IBTP standards-based writing activities.	August 2016-June 2017	During School	FLDOE Writing Rubric	Classroom Teachers ESE Specialist School Administration	
K-5 ESE students receive accommodations provided by the classroom teacher, and documented on the classroom teacher's lesson plans in order to meet the requirements of the child's IEP			Wonders Assessments	Classroom Teachers ESE Specialist School Administration	

Exceptional Student Education (SWD) Math Goal:

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

The ESE goal is to have a 5% increase in the number of students who make achievement levels 3-5 on the 2017 FSA Math.

Include data for Proficient students with disabilities (SWD) for Math *(i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):*

FSA Math 2016

	Math_Tested_2016	Math_Mastery_2016	Math_AchLvl_3Above_2016
3rd Grade	6	2.18	0%
4th Grade	2	2.64	33.3%
5th Grade	4	2.35	25%

Include data for Non-proficient students with disabilities (SWD) for Math *(i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):*

Based on the data 100% of students in 3rd grade, 66% of 4th grade, and 75% of fifth grade students with disabilities were non-proficient.

2016 Current Level of Performance	**2017 Expected Level of Performance**	**2016 Current Level of Performance**	**2017 Expected Level of Performance**
19% of students with disabilities were proficient	25% of students will be proficient	81% of students were non-proficient	Decrease the amount of non-proficient to 75%

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

Baseline Data 2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
		19%	25% of students score level 3 or higher	**30%**	**33%**	**35%**

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, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
During small group instruction K-5 ESE students will practice math computation skills with number sentences and word problems to improve ability to solve problems with different operations. Manipulatives and visuals will also be used to help students master the concepts in the domain. GoMath resources are used to provide instruction.	August 2016-June 2017	During school	GoMath! Chapter Tests GoMath Progress Monitoring Tests	Classroom Teachers School Administration	General Operating Fund
3rd-5th afterschool interventions using Triumph Learning Coach Math program for students who performed in the lowest 30% on FSA Math 2016	November 2016-May 2017	After school, 1 hour 1x/week	Triumph Learning Coach Math program	Classroom Teachers School Administration	Title I
K-5 students will use Kahn Academy activities to practice math skills while in technology center in the classroom 2-3 times per week for 20-minutes each time.	October 2016	During School and/or after school	Khan Academy Skills Mastery GoMath! Chapter Tests GoMath Progress Monitoring Tests	Classroom Teachers School Administration	
K-5 ESE students during small group instruction will work with the classroom teacher to learn how to measure objects in different ways	August 2016-June 2017	During school	GoMath! Chapter Tests	Classroom Teachers School Administration	General Operating

and of different properties as well as how to interpret data presented in different ways using measuring tools and manipulatives. GoMath resources are used to provide instruction.			GoMath Progress Monitoring Tests Science Fusion Assessments		Fund

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 is to have a 10% increase in the number of students who make achievement levels 3-5 and make learning gains on FSA ELA 2017.

Include data for Proficient students *(i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA):*
On FSA spring 2016

TestGrade Level	ELA_Tested_2016	ELA_Mastery_2016	ELA_AchLvl_3 Above_2016
Total	125	2.71	32.8
3	57	2.92	42.1
4	38	2.52	26.3
5	30	2.55	23.3

Include data for Non-proficient students *(i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA):*

Overall 68% did not achieve a level 3, 4, 5. In 3rd grade there were 58% non-proficient students. For fourth grade there were 73% of students who were non-proficient. 77% of 5th grade was non proficient. In addition, the reporting category with the most decline from 2015 to 2016 was integration of knowledge and ideas.

2016 Current Level of Performance	**2017 Expected Level of Performance**	**2016 Current Level of Performance**	**2017 Expected Level of Performance**
32% ELA achievement on FSA Spring	Increase level achievement of 3, 4, 5 students by 10% to 42%	77% non-proficient on FSA	Decrease number of non-proficient student by 10%.

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

Baseline Data 2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
		32%	**42%**	**52%**	**62%**	**72%**

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, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
As a part of the school's writing plan students in 2nd-5th grade take a writing baseline and are progress monitored each quarter during the progress monitoring periods. Teachers use the state writing rubric to monitor instruction and then provide targeted, differentiated, data-driven instruction to facilitate students acquiring the skills they need	September 2016-June 2017	During School	Writing rubric	Classroom Teacher School Administration	

to master for writing					
Every two weeks the writing standards (to practice writing to inform, to tell a story, and to give their opinion) are cycled through so that teachers can explicitly teach the standards and students have the time to read text and write to text while going through the complete writing process in order to master the writing standards.	September 2016-June 2017	During School	Writing rubric	Classroom Teacher School Administration	
In order to facilitate 3rd-5th grade student's organization and elaboration of details and ensuring that students cite text evidence and write to the text(s) they read teachers use anchor charts and teach mnemonics to help students be sure to write to text and to include information in an organized, clear, concise manner. We use Opinion- Reason- Explanation-Opinion restated (OREO) and Restate question/main idea-Answer question-Cite Evidence-Explain (RACE).	September 2016-June 2017	During School	Writing rubric	Classroom Teacher School Administration	
K-2 writing to text using sentence frames during small group instruction	September 2016-June 2017	During School	Writing rubric	Classroom Teacher School Administration	
Students in K-2 also cycle through the writing standards every two weeks in order to practice writing to inform, to tell a story, and to give their opinion. Teachers explicitly teach students how to start a sentence, punctuation rules, how to write complete sentences in order to share a complete thought, and how to refer to text & cite evidence. Teachers also use anchor charts and visuals to help students better understand how to organize a sentence and how to organize sentences into a paragraph.	September 2016-June 2017	During School	Writing rubric	Classroom Teacher School Administration	
3rd-5th Grade classes have opening editing practice as an activity for their lesson in addition to and text-based writing to social studies or science texts I order to go through the writing process over two weeks with quarterly writing assessments for progress monitoring.	September 2016-June 2017	During School	FLDOE Opinion and Information Text-based writing rubrics	Classroom Teacher School Administration	
K-5 Students will hone speaking and listening skills through think-write-pair-share activity to demonstrate understanding of text	September 2016-June 2017	During school	Rubric	Classroom Teacher Curriculum Support Specialist School Administration	
In addition to think-write-pair-share, K-5 students will orally present research based projects for social studies and science topics in order to practice speaking.	October 2016-May 2017	During school	Presentation Rubric	Classroom Teacher Curriculum Support Specialist School Administration	
Other ways students learn to master their listening and speaking skills is through collaborative assignments in class such as literacy circles, group research projects, and cooperative science experiments.	September 2016-June 2017	During School	rubric	Classroom Teacher School Administration	
Students hone their mastery of listening and speaking standards when they listen and watch clips of information and then share out/discuss what they saw and heard.	September 2016-June 2017	During School	rubric	Classroom Teacher School Administration	
K-5 Tier I instruction using Wonders Reading Program	August 2016-	During school	Unit tests	Classroom Teacher	General

	June 2017			Curriculum Support Specialist School Administration	Funds
RtI/MTSS K-5 Tier II/III instruction using Wonders RtI Reading Materials, K-5 will receive in class interventions instruction from classroom teacher, Tier III 3rd-5th will also receive pull out instruction from FLDOE certified interventionist Focus: Students are placed into Tier II or III based on student performance on progress monitoring data, core curriculum program assessments, completion of class assignments, or performance during previous interventions which are used to determine the focus of the intervention to be provided (phonics, fluency, vocabulary, writing, comprehension). Frequency: Tier II interventions occur 3-4 days/week, Tier III interventions occur 5 days per week Intensity: Tier II interventions occur for 20 mins, Tier III interventions are for 30 minutes Grouping: Students are grouped together based on the skills they need to improve as per progress monitoring data, core curriculum program assessments, completion of class assignments, or performance during previous intervention. Size: Group sizes for Tier II/III are 1-5 students in a group	October 2016-May 2017	During school	Wonders Progress Monitoring	Classroom Teacher Interventionist Curriculum Support Specialist School Administration	General Funds
3rd-5th afterschool interventions using Triumph Learning Coach Reading program for students who performed in the lowest 30% on FSA ELA 2016	November 2016-May 2017	After school	Triumph Learning Coach Reading Interventions Program Progress monitoring	Certified teacher School Administration	Title I
iStation online reading program to practice literacy skills (phonological awareness, fluency, vocabulary, spelling, and comprehension) using literature and informational texts while at technology center in classroom, and can also be completed at home.	October 2016-June 2017	During school with After school access at home	iStation Progress Monitoring	Classroom Teacher Curriculum Support Specialist School Administration	
2nd-5th Grade students will go to computer lab daily to complete Achieve 3000 activities, at the time the classroom teacher or certified interventionist will pull students to complete the printable standards aligned activities available from Achieve 3000 Lexiled passages	October 2016-June 2017	During School	Achieve3000 Program Progress Monitoring	Classroom Teacher Interventionist Curriculum Support Specialist School Administration	
K-5 students will receive interventions to improve literacy skills during small group interventions with a FLDOE certified interventionist with the Leveled Literacy Intervention program	October 2016-June 2017	During School	LLI Progress monitoring	Classroom Teacher Interventionist Curriculum Support Specialist School Administration	300 Funds

K-5 social studies is taught daily for 20 minutes. Teachers have a guide that sequences the social studies standards to be covered for students to ensure all of the social studies standards and content is taught for each grade based on CPalms. Teachers read texts with the topic from Time, Wonders, Achieve3000, or PBS. In addition, teachers include virtual filed trips using websites for locations and museums for students to be able to view and experience social studies standards and topics. Student complete social studies related research projects and present information.	September 2016-June 2017	During School	rubric	Classroom Teacher School Administration	
K-5 ELLs levels 1-6 are a part of the general education classrooms where students receive instruction to help acquire English language to be able to read, write, speak, listen, communicate, comprehend content and concepts in English. The teachers provide accommodations for students based on the ESOL Matrix. In addition, the students receive pull-out ESOL instruction by our ESOL specialist. Teachers also provide ELLs instruction using the Wonders ELL support components to facilitate ELLs mastery of the content and standards.	September 2016-June 2017	During School	Lesson plans Curriculum assessments Rubric WIDA	Classroom Teacher ESOL Specialist School Administration	

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

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

STEM/Math/Science Goal(s):

Include data to identify and define areas in need of improvement: *(i.e., FSA, End of Course Examination):*

Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
K-5 will participate in monthly experiments using the complete scientific process in order to apply to content learned in the text	September 2016-June 2017	During School	Science Experiment Rubric Science Fusion Unit Tests	Classroom Teachers School Administration	
K-5 Students will review Science Fusion videos to better understand content and hone listening skills	September 2016-June 2017	During School	Science Fusion Unit tests	Classroom Teachers School Administration	

K-5 will have word walls of science vocabulary that students need to master and use effectively	September 2016-June 2017	During School	Science Fusion Unit tests	Classroom Teachers School Administration	
3rd-5th will participate in school science fair to show how they followed the scientific process for an experiments of their choosing that will be approved by the classroom teacher	May 2017	After school	Science Experiment Rubric	Classroom Teachers School Administration	
1st-5th grade students progress will be monitored using Science Fusion unit tests and progress monitoring assessments within the program and the data will be used to make instructional decisions	September 2016 January 2017 May 2017	During school	Science Fusion Unit tests Science Fusion Progress Monitoring	Classroom Teachers School Administration	

Science Goal (s):

The goal for science is for students to improve achievement on 2017 Statewide Science Assessment by 10 %.

Include data for Proficient students *(i.e., FSA, End Of Course Examinations):*		**Include data for Non-proficient students** *(i.e. FSA, End of Course Examinations):*	
FCAT 2.0 Science 2016 22% achievement		FSA 2016 78% non-proficient	
2016 Current Level of Performance 22%	**2017 Expected Level of Performance** 32%	**2016 Current Level of Performance** 78% non-proficient	**2017 Expected Level of Performance** 68% non-proficient

Mathematics Goal(s):

The math goal is for the amount of students who make achievement on FSA Math 2017 to increase by 10%.

Include data for Proficient students *(i.e., FSA, End Of Course Examinations):*

	Math_Tested_2016	Math_Mastery_2016	Math_AchLvl_3 Above_2016
Total	125	2.49	27.2
3rd Gr.	57	2.56	29.8
4th Gr.	38	2.42	26.3
5th Gr.	30	2.43	23.3

Include data for Non-proficient students *(i.e. FSA, End of Course Examinations):*

Overall 73% of students were non-proficient on FSA 2016.

2016 Current Level of Performance	**2017 Expected Level of Performance**	**2016 Current Level of Performance**	**2017 Expected Level of Performance**
27%	37%	73%	Decrease the amount of non-proficient students by 10%

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

Baseline Data 2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
		35% achievement	45%	55%	65%	75%

Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Select Appropriate Subject Area** *(i.e. Mathematics-Algebra, Science – Chemistry)*	**Start-End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
During small group instruction K-5 students will practice math computation skills with number sentences and word problems to improve ability to solve problems with different operations. Manipulatives and visuals will	Math	August 2016-June 2017	During school	GoMath! Chapter Tests GoMath Progress Monitoring Tests	Classroom Teachers School Administration	General Operating Fund

also be used to help students master the concepts in the domain.						
During small group instruction students will work with the classroom teacher to learn how to measure objects in different ways and of different properties as well as how to interpret data presented in different ways using measuring tools and manipulatives.	Math Science	August 2016-June 2017	During school	GoMath! Chapter Tests GoMath Progress Monitoring Tests Science Fusion Assessments	Classroom Teachers School Administration	General Operating Fund
K-5 students will use Kahn Academy activities to practice math skills while in technology center in the classroom	Math	October 2016	During School and/or after school	Khan Academy Skills Mastery GoMath! Chapter Tests GoMath Progress Monitoring Tests	Classroom Teachers School Administration	
In 3rd-5th grade during small group instruction students will learn math computation skills with number sentences and word problems to improve ability to solve problems, including multi-step problems & problems with irrelevant information using different operations based on student progress monitoring data. Manipulatives and visuals will also be used to help students master the concepts in the domain. Using GoMath RtI materials and Khan Academy online practice activities.	Math	September 2016-June 2017	During school	GoMath! Chapter Tests GoMath Progress Monitoring Tests	Classroom Teachers School Administration	
RtI/MTSS K-5 Tier II/III instruction using Go-Math RtI Materials, K-5 will receive in class interventions instruction from classroom teacher, Tier III 3rd-5th will also receive pull out instruction from FLDOE certified interventionist Focus: Students are placed into Tier II or III based on student performance on progress monitoring data, chapter unit assessments, completion of class assignments, or performance during previous interventions which are used to determine the focus of the intervention to be provided (numbers, operations, completing word problems, measurement, data, or geometry). Frequency: Tier II interventions occur 3-4 days/week, Tier III interventions occur 5 days per week Intensity: Tier II interventions occur for 20 mins, Tier III interventions are for 30 minutes Grouping: Students are grouped together based on the skills they need to improve as per progress monitoring	Math	September 2016-June 2017	During school	GoMath! Chapter Tests GoMath Progress Monitoring Tests	Classroom Teachers School Administration	

data, core curriculum program assessments, completion of class assignments, or performance during previous intervention. Size: Group sizes for Tier II/III are 1-5 students in a group						
3rd-5th afterschool interventions using Triumph Learning Coach Math program for students who performed in the lowest 30% on FSA Math 2016	Math	November 2016-May 2017	After school	Triumph Learning Coach Math program	Classroom Teachers School Administration	Title I
K-5 ELLs levels 1-6 are a part of the general education classrooms where students receive instruction to help master math standards. The teachers provide accommodations for students based on the ESOL Matrix. In addition, the students receive pull-out ESOL instruction by our ESOL specialist. Teachers also provide ELLs instruction using the Go Math! and Science Fusion ELL support components to facilitate ELLs mastery of the content and standards.	Math Science	September 2016-June 2017	During School	Lesson plans Curriculum assessments Rubric WIDA	Classroom Teacher ESOL Specialist School Administration	
K-5 will participate in monthly experiments using the complete scientific process in order to apply to content learned in the text	Science	September 2016-June 2017	During School	Science Experiment Rubric Science Fusion Unit Tests	Classroom Teachers School Administration	
K-5 Students will review Science Fusion videos to better understand content and hone listening skills	Science	September 2016-June 2017	During School	Science Fusion Unit tests	Classroom Teachers School Administration	
K-5 will have word walls of science vocabulary that students need to master and use effectively	Science	September 2016-June 2017	During School	Science Fusion Unit tests	Classroom Teachers School Administration	
3rd-5th will participate in school science fair to show how they followed the scientific process for an experiments of their choosing that will be approved by the classroom teacher	Science	May 2017	After school	Science Experiment Rubric	Classroom Teachers School Administration	
1st-5th grade students progress will be monitored using Science Fusion unit tests and progress monitoring assessments within the program and the data will be used to make instructional decisions	Science	September 2016 January 2017 May 2017	During school	Science Fusion Unit tests Science Fusion Progress Monitoring	Classroom Teachers School Administration	

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity *Please note that each Strategy does not require a professional development or PLC activity.*							
Professional Development Content/ Topic and/or PLC Focus	**Grade Level/ Subject**	**PD Facilitator and /or PLC Leader**	**PD Participant**	**Target Dates** *(e.g.: Early Release)* **and Schedules**	**Person or Position Responsible for Monitoring**	**Strategy for Follow-up/ Monitoring**	**Amount/ Funding Source**

				(e.g.: Frequency of meetings)			
5E Model for Science	K-5th Science	Curriculum Support Specialist	K-5th Grade Science teachers	Early Release, Teacher Planning Days Weekly Common Planning Meetings	School Administration Management	Walkthroughs, Checking Student work	
Gradual Release of Responsibility Model for Explicit Instruction	K-5th Math	Curriculum Support Specialist	K-5th Math Teachers	Early Release, Teacher Planning Days Weekly Common Planning Meetings	School Administration Management	Walkthroughs Lesson Plans Data Chats	
Triumph Learning Coach Interventions Program	3rd-5th Math	Curriculum Support Specialist	3rd-5th Grade Teachers and Interventionists	Monthly early release/ teacher planning days Weekly common planning	School Administration Management	Walkthroughs	Title I
MTSS/ RtI Process	K-5	Curriculum Support Specialist	K-5 teachers	Early Release/Teacher Planning Days	School Administration Management	Walkthroughs Data Chats	
Increasing achievement for ESE students	K-5	ESE Specialist	K-5 teachers	Early Release/Teacher Planning Days	School Administration Management	Walkthroughs Lesson Plans Data Chats	
Increasing achievement for ESOL students	K-5	ESOL Specialist	K-5 teachers	Early Release/Teacher Planning Days	School Administration Management	Walkthroughs Lesson Plans Data Chats	

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