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: Charter Schools of Excellence at Riverland 2   School Location Number: _____5397_____

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2016-2017 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: **The Charter Schools of Excellence-Riverland 2 Campus** School Location Number: **5397**	District: **Broward**
Principal: **Rosa Dyer**	District Superintendent: **Robert Runcie**
Governing Board Member(s): **Sam Iannaccone**, Sr., President **Dr. Dorothy Orr**, Vice President	**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

K-12 Comprehensive Research Based Reading Plan

School Accountability Reports

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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)						
Principal	Rosa Dyer	Specialist Degree in Educational Leadership, Masters of Science in Exceptional Student Education-Emotional/Behavioral Disorders, Bachelors of Science in Exceptional Student Education Certification: Ed. Leadership, Elementary Education K-6, ESE K-12, ESOL Endorsement	1	1	2011-2016 Bent Tree Elementary, MDCPS, "A" School Literacy Leadership Team (LLT) Member since 2012 The Leadership Literacy team monitors student progress in Reading by analyzing student data from district and statewide assessments. Through data chats student needs are discussed and adjustments to instruction are made. The LTT monitors such programs for implementation fidelity and success.						
					ELA	ELA Learning Gains	ELA Learning Gains <25%	Math Achievements	Math Learning Gains	Math Learning Gains <25%	Grade 2016
					67	66	55	80	86	67	A
Assistant Principal	N/A	N/A	N/A	N/A	N/A						

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)
N/A	N/A	N/A	N/A	N/A	N/A

Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement
Provide your school's mission statement:

The mission of the Charter Schools of Excellence™ is to prepare students to be successful in their continuing education, to create positive learning habits and work habits, to prepare students to be successful in their careers, to teach students to be responsible and informed citizens, to teach students to communicate effectively, and to create a basis for a desire for lifelong learning.

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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:*

CSE Riverland II, 5397, is a campus that consists of 19 third grade students. There is no data available for K-2 because the Riverland campus has 2 schools, Riverland I-5281 houses the K-2 students, Riverland II-5397, houses the 3rd graders. The school only goes up to 3rd grade. All data and information reflects Riverland II-5397 Only. The current data available is a reflection of student performance in the past 3 years; however, those students are no longer at our campus. The table below provides CSE Riverland II's - 5397 data and demographics from 2013-2016. This table reflects the school grade going from F in 2012-2013 to C in 2013-2014 then A in 2014-2015 and D in 2015-2016. ELA and Math Achievement dropped significantly from 2014-2015 to 2015-2016. ELA went down by 36% and Math went down by 36% as well. Possible reasons and intended solutions are addressed in Section 8 of the plan.

School Year	ELA Achievement	Math Achievement	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	% Tested	Preliminary Grade	Informational Baseline Grade	% Minority Students	% Economically Disadvantaged Students
2015-2016	31	38			100	D	A	91	97
2014-2015	67	74			99	A	C	100	98
2013-2014	82	76			100	C	F	95	81

The table below addresses detailed data regarding FCAT 2.0 and FSA results over the past 3 years by sub-groups. The data shows consistency across the various sub groups. The Riverland II campus data shows that in 2013-14 all students met the AMOs in 2014-2015 all students met the AMOs as well. In 2015-2016, the overall student body scored below the AMOs in ELA and Math. The ELL subgroup, however, met the AMOs in both subjects. The fact that the school only has 3rd graders there are not Writing and Science scores to report.

Subgroup	Reading % Scoring Satisfactory 2013-14	Reading Target AMO 2013-14	Math % Scoring Satisfactory 2013-14	Math Target AMO 2013-14	ELA % Scoring Satisfactory 2014-15	Target AMO ELA 2014-15	Math % Scoring Satisfactory 2014-15	Target AMO Math 2014-15	ELA % Scoring Satisfactory 2015-16	Target AMO Reading 2015-16	Math % Scoring Satisfactory 2015-16	Target AMO Math 2015-16
ALL	**82**	**39**	**76**	48	67	**46**	74	**54**	**31**	**53**	**38**	**60**
BLACK	84	35	80	47	66	42	75	53	35	49	39	59
ELL	N/A	8	N/A	27	70	17	76	33	35	25	42	40
ED	81	36	75	48	67	43	74	54	32	50	39	60

The 2016-17 FAIR-FS data gives a better understanding of the current student's abilities and areas in need of improvement. This school year's targeted instruction will be based on the current assessment results. 5% of the 3rd grade students scored in the "Green", 70% scored in the "Yellow" and 25% scored in the "Red". Green indicating guaranteed probabilities of passing the FSA, Yellow indicating high probabilities of passing the FSA and Red indicating an unlikely chance of the student passing the FSA.

Given a lack of satisfaction with the FAIR-FS results, the MMTS team decided to assess students scoring at or below 60% on the FAIR-FS using the Diagnostic Assessment of Reading. DAR results matched the results of the FAIR-FS with the exception of one student. The students that participated in the DAR scored at or above grade level in the Word Recognition and Silent Reading portion. The MMTS team has decided to address the students in the "Red Zone" through the RtI process with the principal as the case manager and the teacher and ESE provider as the interventionists and data trackers.

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2016 ACCESS 2.0	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
Domain	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%
Speaking	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
Reading	0	0%	1	33%	0	0%	1	33%	1	33%	0	0%
Writing	0	0%	1	33%	1	33%	1	33%	0	0%	0	0%
Oral Language	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%
Literacy	0	0%	1	33%	1	33%	1	33%	0	0%	0	0%
Comprehension	0	0%	0	0%	1	33%	1	33%	1	33%	0	0%
Overall Score	0	0%	0	0%	2	67%	0	0%	1	33%	0	0%

The ACCESS 2.0 scores indicate that the Riverland II campus only had 3 ELL students in the 2015-2016 school year. The results show that 100% of the students are at the highest level, 6 in Speaking and at level 5 in Oral Language. There were no students on Level 1 in any of the Categories. A majority of the ELLs fall in the Developing Stage which is Level 3.

3. Student Achievement Objectives

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

As detailed in the original charter school application's Educational Plan, the School assures (1) to increase student achievement by providing an advanced curriculum that spirals throughout the grade levels; (2) improve student learning and raise student achievement through data-driven decision making; (3) increase learning opportunities for all students with special emphasis on students working below grade level; (4) creates innovative, educational opportunities for all students, with special emphasis on research-based learning programs; (5) encourages the use of innovative learning methods; (6) assesses students annually and reports data to the District and State; (7) meets Adequate Yearly Progress and Annual Measurable Objectives and ensures all students perform on or above grade level; and (8) reports the measurement of learning outcomes.

As reported by the state in July of 2017, the Riverland 2 Campus did not meet established Annual Measurable targets. The Board and Senior Management analyzed the data and set the following student achievement objectives for June 2017:

The Riverland 2 campus is grade 3 only; therefore, data will not be reported for science or writing. Reading and math goals have been set using projected AMO targets for 2017. Science and writing goals are based on school-wide assessments.

- By June 2017, one of the lowest performing subgroups (Black) will meet or exceed the Annual Measurable Objective (AMO) target of 57 in Reading;
- By June 2017, one of the lowest performing subgroups (Black) will meet or exceed the Annual Measurable Objective (AMO) target of 65 in Math;
- By June 2017, one of the lowest performing subgroups (Economically Disadvantaged) will meet or exceed the Annual Measurable Objective (AMO) target of 58 in Reading;
- By June 2017, one of the lowest performing subgroups (Economically Disadvantaged) will meet or exceed the Annual Measurable Objective (AMO) target of 66 in Math;
- By June 2017, 62% of students will score level 3 or higher on FSA Reading;
- By June 2017, 62% of students will score level 3 or higher on FSA Math;
- By June 2017, 75% of students will score proficient on an end of year comprehensive science assessment.

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4. Student Performance Data Analysis
*Provide a **detailed** analysis of the student performance data including academic performance by each subgroup:*

The School Report Card from 2013-2016 reports:

2013-2014	2014-2015	2015-2016
C	A	D

FCAT and FSA Score Report from School Accountability Reports on FLDOE website.

Subgroup	Reading % Scoring Satisfactory 2013-14	Reading Target AMO 2013-14	Math % Scoring Satisfactory 2013-14	Math Target AMO 2013-14	ELA % Scoring Satisfactory 2014-15	Target AMO ELA 2014-15	Math % Scoring Satisfactory 2014-15	Target AMO Math 2014-15	ELA % Scoring Satisfactory 2015-16	Target AMO Reading 2015-16	Math % Scoring Satisfactory 2015-16	Target AMO Math 2015-16
ALL	**82**	**39**	**76**	48	67	**46**	74	**54**	**31**	**53**	**38**	**60**
BLACK	84	35	80	47	66	42	75	53	35	49	39	59
ELL	N/A	8	N/A	27	70	17	76	33	35	25	42	40
ED	81	36	75	48	67	43	74	54	32	50	39	60

Historically, the Riverland 2 campus data represents two subgroups of student performance; Black/African American and Economically Disadvantaged. In the past 2 school years there has been an increase in the ELL population as noted in the chart above. In 2013-14 there was no ELL data available.

ELA: Black/ African American students as well as Economically Disadvantaged students scored fourteen percentage points below the AMO targets in reading proficiency. ELL students performed well according to the 2016 scores. Even though they dropped from 70% in 2015 to 35% in 2016, they met the AMO target. The Economically Disadvantaged subgroup did not meet the AMO for 2016 and dropped from 67% in 2015 to 32% in 2016.

Math: Black/ African American students scored fourteen percentage points below the AMO targets in math proficiency. Economically disadvantaged students scored 12 percentage points below the AMO target for 2015-2016. ELL students performed well according to the 216 scores. Even though they dropped from 76% in 2015 to 42% in 2016, they met the AMO target. The Economically Disadvantaged subgroup did not meet the AMO for 2016 and dropped from 74% in 2015 to 39% in 2016.

Progress Monitoring Data: The 2016-17 FAIR-FS data gives a better understanding of the current student's abilities and areas in need of improvement. This school year's targeted instruction will be based on the current assessment results. 5% of the 3rd grade students scored in the "Green", 70% scored in the "Yellow" and 25% scored in the "Red". Green indicating guaranteed probabilities of passing the FSA, Yellow indicating high probabilities of passing the FSA and Red indicating an unlikely chance of the student passing the FSA.

Given a lack of satisfaction with the FAIR-FS results, the MMTS team decided to assess students scoring at or below 60% on the FAIR-FS using the Diagnostic Assessment of Reading. DAR results matched the results of the FAIR-FS with the exception of one student. The students that participated in the DAR scored at or above grade level in the Word Recognition and Silent Reading portion. The MMTS team has decided to address the students in the "Red Zone" through the RtI process with the principal as the case manager and the teacher alongside an ESE provider as the interventionists and data trackers.

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:*

Revised August 8, 2016
Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

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Deficiency: Students did not meet AMO targets in Reading. In 2016, 31% achieved proficiency. The target for the school was 53%. Riverland 2 students missed the school target by 22 percentage points.
Plan: Students will participate in a mandatory extended hour of reading after school. Florida Ready books will be used for instruction. Instruction will also be scaffolded. Exemplar lessons have been created to provide a model for teachers on how to plan rigorous lessons as required by Florida Standards. Students will participate in small group instruction 3 times per week with targeted skills to address standards that were not mastered as assessed by the Journeys curriculum. Moby Max, a computer-based intervention program that addresses Florida standards will be utilized by each student 2-3 times per week for a total of 1 hour weekly during technology centers.
Persons Responsible: Principal, Teachers
Resources: Florida Ready, Moby Max, Mini Benchmark Assessments, Reading Focus Calendar
Timeline: Daily from August 22-June 8

Deficiency: Students did not meet AMO targets in Math. In 2016, 38% achieved proficiency. The target for the school was 60%. Riverland 2 students missed the school target by 22 percentage points.
Plan: Students will participate in small group pull out instruction during the school day as well as participate in a mandatory extended hour of math after school. Florida Ready book will be used for instruction. Students will participate in small group instruction 3 times per week with targeted skills to address standards that were not mastered as assessed by the Go Math! Curriculum. Moby Max, a computer-based intervention program that addresses Florida standards will be utilized by each student 2-3 times per week for a total of 1 hour weekly during technology centers.
Persons Responsible: Principal, Teachers
Resources: Go Math Re-teach Resources, Moby Max, Mini Benchmark Assessments, Math Focus Calendar
Timeline: Daily from August 22-June 8

Deficiency: According to the AP1 2016 FAIR-FS, 25% of the students scored below mastery.
Plan: Extended day Learning Program to be required for each of these students in order to increase student achievement as identified by the FAIR-FS reports. Florida Ready books will be used for instruction. Instruction will also be scaffolded. Exemplar lessons have been created to provide a model for teachers on how to plan rigorous lessons as required by Florida Standards. Students will participate in small group instruction 3 times per week with targeted skills to address standards that were not mastered as assessed by the Journeys curriculum. Moby Max, a computer-based intervention program that addresses Florida standards will be utilized by each student 2-3 times per week for a total of 1 hour weekly during technology centers.
Persons Responsible: Principal, Teachers
Resources: Florida Ready, Moby Max, Mini Benchmark Assessments, Reading Focus Calendar
Timeline: Daily from August 22-June 8

Deficiencies: Students that scored at or below 50% on the FAIR-FS, will begin Tier 2 interventions through the RtI process.
Plan: Small group instruction 3 times per week with the teacher and once per week with the ESE provider. Using the Journeys curriculum Write in Readers, students will receive interventions that are research based.
Persons Responsible: Principal, Teachers, ESE Provider
Resources: Journeys Write in Readers, Moby Max, Mini Benchmark Assessments and Reading Focus Calendar
Timeline: October 14-June 8

Deficiencies: Students identified through the RtI process needing Tier 3 interventions.
Plan: Small group instruction daily with the teacher and once per week with the ESE provider and as needed will receive services such as therapies and counseling as identified in the IEP or EP. These students are also required to stay for the Extended Hour of instruction using the Florida Ready Curriculum. Two days of Reading intervention, two days of Math intervention and one day of Writing intervention using the Florida Ready curriculum which is research based and aligned to the Florida Standards.
Persons Responsible: Principal, Teacher, ESE Specialist, ESE Provider, Therapist, Counselor
Resources: Florida Ready, Moby Max, Mini Benchmark Assessments, Reading Focus Calendar, Math Focus Calendar
Timeline: August 22-June 8

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There is no need to address ELLs in this portion of the plan given that the ELL subgroup was the only one that met the targeted AMOs in the 2015-2016 school year as reported by the FSA Reading and Math scores.

Teachers identified one of three groups for each student based on current year assessments, FAIR-FS, Baseline Assessment, and DAR, Below Level, On Level, Above Level. Groups are flexible and are monitored closely for progress monthly. Progress monitoring will be conducted on a monthly basis using weekly the curriculum based weekly assessments. Teachers will track the scores of the students on a specific data chart. Data chats are to be held monthly with the MTSS team. Quarterly data chats to be held with students and parents. Evidence of said data chats are to be documented through sign in sheets and conference logs retained by teachers.

Literacy is addressed in the content area through various supplemental sources. In Character Education, the Cloud9 World curriculum is implemented with fidelity. Students are issued age appropriate books related to the character of the month and 15 minutes daily are dedicated to read and re-reading different parts of the book throughout the month. Reading and Social Studies lessons and activities are linked to the character of the month. Each student receives a copy of Highlights magazine to take home and add to their literacy library. Highlights addresses high interest informative text based articles that address current events that are written as both grade level text and exemplar text. Teachers implement weekly social studies and science lessons from the Scholastics Weekly magazines. Scholastic Weekly have vivid graphics and real life application of content skills. It is also linked to the Florida Standards with an online component that teachers can utilize in the classroom and/or assign for students to use at home. Lastly, Social Studies Weeklies are used daily to address Florida Standards in Social Studies and ELA.

Each third grader at CSE Riverland II is assigned a laptop. The students have a mandatory component linked to the Houghton Mifflin Journeys curriculum in which they complete assignments on their laptops. They are given reference and research assignments to strengthen their College and Career Readiness. It is the belief that classrooms should adapt with changes in society and technology in the classroom is an essential component to ensure student success at CSE Riverland II.

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 Senior Management have supported the School's efforts in meeting the components of the Educational Plan; however, recognize that not all have successfully been achieved.

Three of the components have not been met on an annual basis: (1) Improve student learning and raise student achievement through data-driven decision making; (2) Increase learning opportunities for all students with special emphasis on students working below grade level; (3) Meets Adequate Yearly Progress and Annual Measurable Objectives and ensures all students perform on or above grade level.

The Board and Senior Management 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. Senior Management 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 effective in analyzing data to effectively plan lessons, align them to state standards or use data to determine students' learning needs and to drive instruction.
2. The School was able to identify students working below grade level; however, the School was not effective in differentiating instruction for students based on students' learning needs and individual differences.
3. Adequate Yearly Progress or Annual Measurable Objectives was 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.

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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, analyzing data to effectively plan lessons, align them to state standards and use the results of the data to determine students' learning needs and to drive instruction.
   Specific Actions: A turnaround Educational Consultant, with a history of preparing school leaders to transform low-achieving schools, was hired to work directly with the Principal, teachers and Senior Management throughout the year to develop programs and train teachers on using effective strategies and best practices that will increase student performance and student effectiveness in reading. The consultant has a history of preparing school leaders to transform low-achieving schools. The School will work with the consultant in developing a Data Monitoring Plan for administrators, teachers, and students to disaggregate, track and monitor data. Data binders will become mandatory and students and parents will be included in quarterly data chats. The school will implement bi-weekly mini assessments to determine if students are achieving benchmarks.
   Professional development will be scheduled on data analysis and understanding how to interpret data and use the information to meet the needs of students.
   Persons Responsible: Deputy Superintendent, Educational Consultant, Principal, Teachers
   Resources Needed: AMO, FSA, FAIR, End of Unit Assessment, Data Chat forms, Data binders
   Timeline: Professional Development-October 28 and November 8; Bi-weekly Mini Assessments, Ongoing data analysis and monitoring

2. The School was able to identify students working below grade level and effectively differentiate instruction for students based on students' learning needs and individual differences.
   Specific Actions: The school worked with an Educational Consultant in developing a Professional Development Plan for administrators and teachers in data analysis, the Florida Educational Accomplished Practices (FEAPs), and effective reading, math and science centers and instructional strategies.
   Persons Responsible: Senior Management
   Resources needed: Needs assessment survey results, FEAPs, Principal Leadership Standards, approved evaluation tools.
   Timeline: Professional Development-October 28 and November 8

3. Adequate Yearly Progress or Annual Measurable Objectives was not consistently met to ensure students perform on or above grade level.
   Specific Actions: The school will work with an Educational Consultant in developing a Professional Development Plan for administrators and teachers in data analysis, including how to interpret state reports and the implementation of a Student Monitoring Plan.
   Persons Responsible: Senior Management
   Resources needed: AMO, FSA, BAT, FAIR
   Timeline: Professional Development-October 28 and November 8; ongoing site visits

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-Teachers ability to effectively implement the six FEAPs:

Plan: As per SB736 the School re-evaluated the current teacher evaluation system and designed a system to meet compliance. As of August 2013, CSE has implemented an approved Charter School Evaluation System for Classroom Teachers and Administrators. The system and tools have been approved by Houghton Mifflin Harcourt and the School Board of Broward County. It is one of three approved tools in Florida. Senior Management has committed to ensuring staff is knowledgeable and trained on the implementation of the new tools. The Deputy Superintendent, Principal and an Educational Consultant will conduct daily classroom walkthroughs using an approved Walkthrough Tool and will provide immediate reflective feedback and ongoing support to ensure teachers are effectively implementing research based educational practices. Student data will be analyzed on an ongoing basis. A Student Monitoring Plan has been developed including a revised lesson plan format, Bi-weekly mini assessments aligned to state benchmarks, Student Data Chat forms, and a Focus Calendar for reading and math. Mini assessments are provided in reading and math and are aligned to a focus calendar ensuring all benchmarks are taught prior to state assessments. The Principal meets bi-weekly with teachers by grade level to monitor the pacing of mini-benchmark assessments and to review data and lesson plans. Students and parents are met with individually to review the Student Data Chat form. This form documents pre and post assessment data and reports if the student has mastered the benchmark. Using the Data Chat form, students are expected to take responsibility for their own learning. The new

lesson plan template provides a place for teachers to document student needs based on bi-weekly mini assessments indicating if a student needs re-teaching, reinforcement or enrichment. Teachers and principals are required to maintain data binders to track student data and mastery of benchmarks. Teachers have common planning to develop and ensure lessons are sequential, aligned to state standards, rigorous and focused on student mastery. The Principal will be held responsible to review lesson plans on a weekly basis and ensure evidence of data in binders is used to plan lessons and determine student needs. Resources will include Houghton Mifflin Journeys, Go Math, Science Fusion, Moby Max managed software, Think Central, Zaner-Bloser Handwriting and Cloud9World, Social Studies Weeklys, Highlights magazines and Scholastic Weekly Readers. The School's extended day program will focus on an additional hour of intensive reading using remediation and extension activities from Journeys, Moby Max, Think Central and Florida Ready with a focus on ELA on Monday and Tuesday, Math on Wednesday and Thursday, and Writing on Fridays. Lesson plans are to be submitted on a weekly basis reflecting student grouping and differentiation of instruction per group. Teachers will conduct a learning styles survey on each student. That data will be shared with all teachers that service the individual students to ensure maximum engagement from the students.

Barrier-Teachers ability to effectively implement differentiated instruction:
Plan: Senior Management conducted a needs assessment in August during staff orientation and determined teachers were lacking in focused professional development. In addition, it was determined after conducting multiple classroom walkthroughs; teachers were ineffectively implementing the FEAPs. As a result, an Educational Consultant was hired to work directly in the schools with teachers and school leaders, and provide training on select Saturdays for all instructional and administrative staff on analyzing data and differentiated instruction. The approved Walkthrough tool will be introduced as a tool to guide effective instruction aligned to the FEAPs. Two Saturday professional development sessions have already taken place; October 5 which was focused on Achieving Excellence in the Teaching and Learning Process, and November 23, focusing on Enhancing the Learning Process Through Student Centered Instruction. The professional development was designed to include strategies to meet the needs of all learners including Students with Disabilities, English Language Learners students working below grade level and students in the RtI process. Instructional staff and administrators will be expected to analyze data to determine areas of student needs in relation to state benchmarks. The principal and teachers will meet bi-weekly for data chats to analyze results of mini assessments. Teachers will implement a lesson plan template ensuring all students are grouped according to skill levels based on data and mastery of benchmarks. The principal will be held responsible to review lesson plans on a weekly basis and ensure evidence of data in binders is used to plan lessons and determine student needs. Resources will include AMO reports, mini assessments, Benchmark Assessment Test (BAT), FSA, FAIR, Student Data Chat Form, and the lesson plan template.

9. Student Achievement Outcomes
*Provide a description of **specific** student achievement outcomes to be achieved:*

- The school will show improvement of at least one letter grade, if applicable, as evidenced by the state.
- The percentage of students who meet or exceed proficiency in FSA ELA will increase by 10% or more as evidenced by the AMO report.
- The percentage of students who meet or exceed proficiency on FSA Mathematics will increase by 10% or more as evidenced by the AMO report.
- Currently, there are no students who will participate in FSAA.

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.*	
By June 2017, at least 80% of parents will meet the required twenty volunteer hours per year.	
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)]*
	____50____ % Total number: ____10____
____20____ % Total number: ____30____	NOTE: The Riverland II campus currently consists of 19 students. Considering each

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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
			student has at least (1) one parent/guardian to represent the household.		
1. Monthly School Improvement Team Meetings/School Advisory Council	Parents are informed of school's initiatives and student achievement goals. Information is disseminated on specific programs, school events and assessments. Materials are available, as well as pamphlets covering a variety of helpful topics ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. The school's Title I Council has multiple staff members that are available during all school based events that translate information in Haitian Creole and Spanish for parents that require that support.	September 2016 through May 2017	Sign in Sheets, agendas, meeting minutes	Principal	$60 (Coffee & bagels)/Internal Funds
2. Scholastic Take Home Books-Home Library/Family Night	Every student receives one Scholastic Take Home book each month to add to their home library for a total of ten books. Teachers introduce the book in class and are provided an activity sheet to complete at home with a parent.	Take Home Books given September 2016 through June 2017 Family Nights are scheduled in November 2016 and April 2017	Monthly activity sheet and transaction logs from Family Night	Principal	Family Night/No Cost $3,000 Take Home Books/Internal Funds
3.Parent Orientation/Volunteer Hours	Parent Contact and Parent Handbook details the school's volunteer hour commitment including a detailed list of suggested volunteer activities. The Handbook spells out expectations and responsibilities of all stakeholders	Orientation is scheduled in August and the volunteer commitment is ongoing.	Orientation Agenda, Sign in Log, Copy of Volunteer Slip, Parent Contract	Principal, Teachers	No cost

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4. Parent Communication and Training, including ESOL and ESE	The school's website is fully functional and supports all state requirements for reporting. The website has links for CSE District Information, schools, Parents and Students, and Community. Notification will be available and sent home regularly informing parents of district sponsored Literacy, Title I and ESE Support meeting and/or events. Notification of parent trainings are listed on the website, Facebook link, weekly newsletter *Cheetah Chatter,* and flyers sent home in agendas and Parent Link. The designated ESOL Contact and ESE Specialist will ensure all parents are provided with documentation and invitations to attend scheduled IEP meetings and district training if applicable.	August 2016 through June 2017	Sign in logs, agendas, flyers and reports from district on attendance.	Principal, Teachers	No cost
5. Multilingual Support	Brochures and parenting support information is available in the front office in multiple languages, multilingual staff is available to translate during conferences or meetings, registration and other forms are made available in other languages if requested, the web site is able to translate all text into multiple languages. The school's Title I Council has multiple staff members that are available during all school based events that translate information in Haitian Creole and Spanish for parents that require that support.	August 2016 through June 2017	Registration Forms, informational letters and web information is provided in multiple languages.	Principal, Office Manager	No Cost
6. Scheduled School-wide Celebrations; Fall Festival, Field Day, International Day,	Parents are provided opportunities to interact with teachers and meet required school volunteer hours.	September 2016 through June 2017	Visitor software system reports and committee sign up logs	Principal, Teachers, Support Staff	No Cost

Career Day, Field Trips, Honor Roll Assemblies					
7. Monthly School Improvement Team Meetings/ESE Advisory Committee	Parents are informed of school initiatives and student achievement goals. Parents of ESE students are able to review the SIP plan and are encouraged to provide input and make recommendations during School Improvement/ESE Advisory meetings. Information is disseminated on specific programs, school events and assessments. Materials are available, including pamphlets covering a variety of helpful topics ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. The school's website has links to the Broward County School District and parent information. Notification will be available and sent home regularly informing parents of Broward County School District sponsored Literacy, Title I and ESE support meetings and/or events. Notification of parent trainings are listed on the website, weekly newsletter *Cheetah Chatter*, flyers sent home in back packs and Parent Link. The designated ESE Specialist will ensure all parents are provided with documentation and invitations to attend scheduled IEP meetings and training if applicable.	September 2016 through May 2017	Sign in logs, agendas, minutes of meetings.	Principal ESE Specialist Teacher	No cost
Monthly grade level performances at the	Each month one grade level will be selected to perform a Fine Arts	October 2016 –June 2017	Sign in logs, agendas, minutes of meetings.	Principal, Teacher,	No Cost

Honor Roll Assembly, Student of the Month Ceremony and Title I-SIT/SAC Meetings	piece for the parents participating in the scheduled meetings or ceremonies. This is an effort to increase the number of parents attending school based activities and showcase student talent at the same time.			Fine Arts Teacher	
Literacy Activity	Read for the Record Day, parent volunteers read the assigned book to student groups in Spanish and in English. The parents ask questions in both Spanish and English to the students in the group.	October 2016	Sign in log	Teacher Principal FLDOE	No Cost
Parental Involvement Activity	During International Day parent volunteers are invited to read to the students. The parent volunteer reads the book in their native language such as Haitian-Creole or Spanish. Then a bilingual student is asked to translate it to English for the group. At least one story is read to the group in a language that is not English.	May 2017	Sign in sheets	Teacher Principal	No Cost

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.												
	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
Domain	**# of Students**	**% of tested**	**# of Student**	**% of tested**	**# of Students**	**% of tested**	**# of Student**	**% of Tested**	**# of Student**	**% of Tested**	**# of Students**	**% of Tested**

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		s						s		s			
Listening	0	0%	0	0%	0	0%	2	67%	1	33%	0	0%
Speaking	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
Reading	0	0%	1	33%	0	0%	1	33%	1	33%	0	0%
Writing	0	0%	1	33%	1	33%	1	33%	0	0%	0	0%
Oral Language	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%
Literacy	0	0%	1	33%	1	33%	1	33%	0	0%	0	0%
Comprehension	0	0%	0	0%	1	33%	1	33%	1	33%	0	0%
Overall Score	0	0%	0	0%	2	67%	0	0%	1	33%	0	0%

Goal:
By June 2017, each ELL student will demonstrate an increase of at least (1) one level in each of the domains as measured by ACCESS 2.0.

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
Literacy Activity Read for the Record Day, parent volunteers read the assigned book to student groups in Spanish and in English. The parents ask questions in both Spanish and English to the students in the group.	All Groups	Listening, Speaking, Oral Language	October 2016	During	Class Discussion, Teacher Observations	Principal Teacher State of Florida DOE
Parental Involvement Activity During International Day parent volunteers are invited to read to the students. The parent volunteer reads the book in their native language such as Haitian-Creole or Spanish. Then a bilingual student is asked to translate it to English for the group. At least one story is read to the group in a language that is not English.	All groups	Listening, Language, Comprehension	May 2017	During	Class discussion, Teacher Observations	Principal Teacher
Translators Our campus has multiple individuals that provide	All Groups	Speaking	August 2016-June	Before, During and After School Hours	N/A	Principal Teacher

translations for students when needed in Haitian-Creole and in Spanish. These individuals are available when needed to assist the teachers with translations for both parents and students. The intention is to provide native language assistance.		Listening Oral Language	2017			
Technology Integration Students are given a laptop to utilize during their instructional day. Journeys, which is our core reading program has videos and multimedia access for students to understand the content being taught with less barriers. The ability to access the stories as read aloud and video models for the vocabulary is an added plus to the learning experience.	All Groups	All Domains	August 2016-June 2017	During	Curriculum assessments	Teacher Principal
Instruct students in flexible groups to provide individualized support. During flexible 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.	All groups	Listening, Speaking, Reading, and Writing	August 2016-June 2017	During	IPT, L/S/R/W (if applicable), BAT, Mini Benchmark Assessments, Portfolio	Principal Teacher
Extended Learning Opportunities in focused reading using identified ESOL strategies. Students participating in the extended learning day will be grouped by grade level. The classroom teacher and the Principal will ensure the extended day teacher is aware of the student's ESOL category and applicable accommodations. The teacher will implement intervention activities from Journeys and *Moby Max* relevant to ELLs. Lesson plans will be monitored by the Principal to ensure ESOL strategies are implemented. Student achievement data will be monitored monthly using Learning Gains Reports from *Moby Max* and results of mini benchmark assessments.	All groups	Reading	August 2016-June 2017	After	IPT, L/S/R/W (if applicable), BAT, Mini Benchmark Assessments, Portfolio	Principal Extended Day Support Teacher
Professional Learning Communities Through a Professional Learning Community (PLC), teachers will observe and engage with colleagues in the ongoing exploration of how to better meet the needs of English Language Learners in all subject areas. The goal of the PLC is to ensure learning for all students by implementing research-based strategies.	All groups	Reading	August 2016-June 2017	During	Lesson Plans, Classroom Walkthrough Tool and Formal Evaluation Tool	Principal

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Utilize heritage dictionaries to meet the needs of students based on their LEP Plan. 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.	All groups	Reading and Writing	August 2016-June 2017	During and After	IPT, L/S/R/W (if applicable), BAFS, Mini Benchmark Assessments, Portfolio	Teacher
Strategies for Math and Science Science and math lessons and activities will be based on content and anchored to science investigations and math problem solving. The use of guided inquiry (student centered approach) that builds on prior knowledge and content provides ELLs with opportunities to learn and practice science and math. Students will participate in instruction that incorporates literacy skills (reading, writing, listening, viewing and representing) allowing them to develop academic literacy. The principal will develop a data chart to track ELL progress each year using the WIDAA report. Base on the results for listening, speaking, reading and writing teachers will identify areas to target. Students who score at the beginning level on each section will be given additional instruction targeting those areas.	All groups	Listening, Speaking, Reading, and Writing	August 2016-June 2017	During	BAFS, Mini Benchmark Assessments, Portfolio	Principal Teacher
Compliance Teachers and the principal will ensure students who are classified as ESOL are provided appropriate strategies and accommodations following the most recent ESOL Matrix of Services. 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 names of ELL students in daily lesson plans along with specific strategies to increase student achievement in reading, writing, listening and speaking. The ESOL contact will communicate with classroom teachers regarding specific students, their classification, and support with	All groups	Listening, Speaking, Reading, and Writing	August 2016-June 2017	During and After	Lesson Plans, Classroom Walkthrough Tool and Formal Evaluation Tool IPT, L/S/R/W (if applicable), BAFS, Mini Benchmark Assessments, Portfolio	Principal Teachers ESOL Contact

monitoring their progress. The Principal will ensure teachers document ESOL strategies in weekly lesson plans and identify which students need re-teaching, reinforcement or enrichment.						

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:
- By June 2017, 90% of ESE students show an increase of at least one level as evidenced by the Diagnostic Assessment of Reading (DAR).
- By June 2017, 50% of students will score level 3 or above as evidenced by the Florida State Assessment Test (FSA)

Include data for Proficient students with disabilities (SWD) for Reading *(i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):* N/A		Include data for Non-proficient students with disabilities (SWD) for Reading *(i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):* N/A	
2016 Current Level of Performance There were no ESE students in 2015 assessed in FSA Reading.	**2017 Expected Level of Performance** Riverland 2 only serves grade 3. As of the present, there are no ESE students.	**2016 Current Level of Performance** There were no ESE students in 2016 assessed in FSA Reading.	**2017 Expected Level of Performance** Riverland 2 only serves grade 3. As of the present, there are no ESE students.

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

Baseline Data 2013-14 N/A	2014-15 N/A	2015-16 N/A	2016-17 50 *Score included in case an ESE student is registered to the school*	2017-18 55 *Score included in case an ESE student is registered to the school*	2018-19 60 *Score included in case an ESE student is registered to the school*	2019-20 65 *Score included in case an ESE student is registered to the school*

Strategies and Activities to increase SWD Achievement in Reading *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)* **NOTE: Information provided below in the event that an ESE student is enrolled at the school. There are currently no ESE students at the Riverland II campus.**	Start- End Date	Select Applicable Option *(i.e. Before, During, After School Hours)*	Evaluation Tool *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed etc.)*	Person or Position Responsible for Monitoring	Amount/ Funding Source
Tier 3 interventions through RtI process Small group instruction daily with the teacher and once per week with the ESE provider and as needed will receive services such as	Upon ESE student's arrival	During School		Teacher Principal ESE Specialist	No Cost

therapies and counseling as identified in the IEP or EP. These students are also required to stay for the Extended Hour of instruction using the Florida Ready Curriculum. Two days of Reading intervention, two days of Math intervention and one day of Writing intervention using the Florida Ready curriculum which is research based and aligned to the Florida Standards.				ESE Provider	
Moby Max managed web based software Moby Max is a software program with a proven track record of filling student learning gaps in reading and math to boost achievement for students with diverse needs. Moby Max finds and fixes learning gaps with the power of personalized learning. Moby Max's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. Formative assessment drives good instruction in the classroom. Moby allows you to monitor student progress in real time, so that you know exactly how each student is doing. Analyze data for all state standards core by student, class, school, and district.	Upon ESE student's Arrival	During school, extended day, and at home.	Moby Max report, bi-weekly mini benchmark assessments, weekly assessments, and classroom walkthroughs.	Principal Extended Day Teacher Deputy Superintendent	No Cost
Supplemental Tutoring and Reading Program (STAR) In an effort to increase student achievement and skill levels, even though Riverland II is not a lowest 300 state mandated additional hour of reading school, the STAR program has been designed to be an extension of the school day. The additional hour increases opportunities to reinforce instruction to improve academic performance. Teachers ask students to reflect on their progress by asking them to explain, summarize, or write down what they have learned. This reinforces their new knowledge and skills and also assists teachers to further identify areas students did not master. Students are taught by a highly qualified teacher using Houghton Mifflin Journeys extended and remedial activities, Florida Ready and Moby Max. The approved activities are aligned to state standards. All participants are provided a snack and homework assistance after the focused hour of reading. The school provides transportation for all students that participate in the STAR program.	Upon ESE student's arrival	After school	Florida Ready, Moby Max report, bi-weekly mini benchmark assessments, and classroom walkthroughs.	Principal Extended Day Support Teacher Deputy Superintendent	No cost

Exceptional Student Education (SWD) Math Goal:
● By June 2017, 50% ESE of students will score level 3 or above as evidenced by the Florida State Assessment Test (FSA)

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

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2016 Current Level of Performance	2017 Expected Level of Performance	2016 Current Level of Performance	2017 Expected Level of Performance
There were no ESE students in 2015 assessed in FSA Math.	Riverland 2 only serves grade 3. As of the present, there are no ESE students.	There were no ESE students in 2016 assessed in FSA Reading.	Riverland 2 only serves grade 3. As of the present, there are no ESE students.

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, 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
N/A		N/A	N/A	50 *Score included in case an ESE student is registered to the school*	55 *Score included in case an ESE student is registered to the school*	60 *Score included in case an ESE student is registered to the school*	65 *Score included in case an ESE student is registered to the school*

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)*	Person or Position Responsible for Monitoring	Amount/ Funding Source
Moby Max managed web based software Moby Max is a software program with a proven track record of filling student learning gaps in reading and math to boost achievement for students with diverse needs. Moby Max finds and fixes learning gaps with the power of personalized learning. Moby Max's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. Formative assessment drives good instruction in the classroom. Moby allows you to monitor student progress in real time, so that you know exactly how each student is doing. Analyze data for all state standards core by student, class, school, and district.	Upon ESE student's Arrival	During school, extended day, and at home.	Moby Max report, bi-weekly mini benchmark assessments, weekly assessments, and classroom walkthroughs.	Principal Extended Day Teacher Deputy Superintendent	No Cost
Tier 3 interventions through RtI process Small group instruction daily with the teacher and once per week with the ESE provider and as needed will receive services such as therapies and counseling as identified in the IEP or EP. These students are also required to stay for the Extended Hour of instruction using the Florida Ready Curriculum. Two days of Reading intervention, two days of Math intervention and one day of Writing intervention using the Florida Ready curriculum which is	Upon ESE student's arrival	During School		Teacher Principal ESE Specialist ESE Provider	No Cost

research based and aligned to the Florida Standards.					
Supplemental Tutoring and Reading Program (STAR) In an effort to increase student achievement and skill levels, even though Riverland II is not a lowest 300 state mandated additional hour of reading school, the STAR program has been designed to be an extension of the school day. The additional hour increases opportunities to reinforce instruction to improve academic performance. Teachers ask students to reflect on their progress by asking them to explain, summarize, or write down what they have learned. This reinforces their new knowledge and skills and also assists teachers to further identify areas students did not master. Students are taught by a highly qualified teacher using Houghton Mifflin Journeys extended and remedial activities, Florida Ready and Moby Max. The approved activities are aligned to state standards. All participants are provided a snack and homework assistance after the focused hour of reading. The school provides transportation for all students that participate in the STAR program.	Upon ESE student's arrival	After school	Florida Ready, Moby Max report, bi-weekly mini benchmark assessments, and classroom walkthroughs.	Principal Extended Day Support Teacher Deputy Superintendent	No cost

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Literacy Action Plan

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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: By June 2017, 63% (12) of students will score level 3 or above on Florida State Assessment in Reading.						
Include data for Proficient students (*i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA):*			**Include data for Non-proficient students** (*i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA):*			
2016 Current Level of Performance 31% of students were at or above mastery level on the 2016 FSA		**2017 Expected Level of Performance** 75% of students are at mastery level based on FAIR-FS AP1 results	**2016 Current Level of Performance** 69% of students were below mastery level on the 2016 FSA		**2017 Expected Level of Performance** 25% of students are below mastery level based on FAIR-FS AP1 results	
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading performance target for the following years:						
Baseline Data 2013-14 82		**2014-15** 39	**2015-16** 46	**2016-17** 53	**2017-18** 60	**2018-19** 67	**2019-20** 74

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,*	**Evaluation Tool** (*i.e. Chapter Tests, BAS, Portfolios,*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**

		During, After School Hours)	*teacher-developed performance tasks, other formative assessments, etc.)*		
Tier 3 Interventions through RtI process Students that show minimal to no progress as measured by the curriculum assessments and teacher observations on Tier 2 interventions will receive additional supplemental instruction and intervention. Small group instruction daily with the teacher and once per week with the ESE provider as identified in the IEP or Data chat reports. Services such as therapies and counseling as identified in the IEP or EP will be provided as well. These students are also required to stay for the Extended Hour of instruction using the Florida Ready Curriculum. Two days of Reading intervention, two days of Math intervention and one day of Writing intervention using the Florida Ready curriculum which is research based and aligned to the Florida Standards.	August 22-June 8	During School	Florida Ready Assessments, Moby Max, Mini Benchmark Assessments,	Principal, Teacher, ESE Specialist, ESE Provider, Therapist, Counselor	
Tier 2 interventions through the RtI process Small group instruction 3 times per week with the teacher and once per week with the ESE provider. Using the Journeys curriculum Write in Readers, students will receive interventions that are research based.	October 14-June 8	During School	Journeys Write in Readers, Moby Max, Mini Benchmark Assessments	Principal, Teachers, ESE Provider	
Tier 1 Interventions through RtI Process All students utilize the research based Houghton Mifflin Journeys as the core reading program. Instruction is provided whole group for the first 30 minutes of the uninterrupted 90 minute block then centers for the following 60 minutes. The centers include a teacher led group, a technology group and an independent group. After the 90 minute ELA block, there is a mandatory 30 minute writing block. The Journeys curriculum is utilized which has a Florida Standards based writing component embedded and is aligned. The standards that are not met through the curriculum are addressed through the Florida Ready program during the mandatory extended hour. Teachers are administering a learning styles inventory (Oct. 2016) to identify the approaches to take for the most effective instruction and intervention. In October, students will begin to utilize interactive notebooks in ELA, Math, Science, Social Studies and Character Education in an effort to increase the student's comfort with prompt based writing and curriculum based responses. Feedback on written responses are given to students with the use of the 4th grade rubric. The intention is to prepare the students for the following school-year's demands.	August 22-June 8	During School	Journeys, Moby max, Mini Benchmark Assessments, Weekly Assessments, Rubrics	Principal, Teachers, Educational Consultant, Deputy Superintendent	

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2016 FAIR-FS, 25% of the students scored below mastery. Extended day Learning Program to be required for each of these students in order to address deficiencies identified by the FAIR-FS reports. Florida Ready books will be used for instruction. Instruction will also be scaffolded. Exemplar lessons have been created to provide a model for teachers on how to plan rigorous lessons as required by Florida Standards. Students will participate in small group instruction 3 times per week with targeted skills to address standards that were not mastered as assessed by the Journeys curriculum. Moby Max, a computer-based intervention program that addresses Florida standards will be utilized by each student 2-3 times per week for a total of 1 hour weekly during technology centers.	Daily from August 22-June 8	After School	Florida Ready, Moby Max, Mini Benchmark Assessments, Reading Focus Calendar	Principal, Extended Day Support Teacher	
Core Reading/Differentiated Instruction The core reading program is Journeys Reading. 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. Scaffolding and differentiation are part of everyday instruction to ensure the needs of every child are met. Differentiated instruction is implemented during the 90-minute 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 differentiating instruction, 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. Differentiated instruction groups will be based on various assessments. Groups will be Re-Teach, On Level, and Enrichment. Teachers use curriculum assessments, Baseline Data, Interim Data, FAIR-FS scores and other sources for their groups. It will depend on the skills being taught that week. The data used to differentiate the groups will be identified in the lesson plans. The lesson plan template allows teachers to analyze bi-weekly mini assessment data to better target instruction for students based on needs in relation to state benchmarks. The data help teachers determine which students need re-teaching, reinforcement or	August 2016-June 2017	During school hours.	Lesson Plans, Moby Max, bi-weekly mini benchmark assessments, classroom walkthroughs and formal evaluation tools.	Principal Extended Day Support Teacher Deputy Superintendent	

enrichment.					
Houghton Mifflin Reading Extension and Intervention lessons Teachers identify students who need additional time and support and integrate remedial lessons for select students during the 90-minute 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 90-minute reading block, identified students receive small group instruction first by the classroom teacher and again by a support reading teacher who may use a push-in or pull-out model. In addition to the 90-minute reading block, identified students receive 30 minutes of reading intervention daily by a support reading teacher using a reading intervention program designed for groups of 6 or less. This pull-out intervention may take place during scheduled Character Education/Core Knowledge. Assessment is built into the curriculum, which is used for progress monitoring. Students are able to move out of the program as they grow and accelerate to their desired level of instruction.	August 2016-June 2017	During school	Mini Benchmark Assessments, Pre and post- tests, Primary mid and end of year reading, weekly assessments, observations.	Teacher Support Reading Teacher Principal Master Teacher	
Moby Max managed web based software Moby Max is a software program with a proven track record of filling student learning gaps in reading and math to boost achievement for students with diverse needs. Moby Max finds and fixes learning gaps with the power of personalized learning. Moby Max's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. Formative assessment drives good instruction in the classroom. Moby allows you to monitor student progress in real time, so that you know exactly how each student is doing. Analyze data for all state standards core by student, class, school, and district.	August 2016-June 2017	During school, extended day, and at home.	Moby Max report, bi-weekly mini benchmark assessments, weekly assessments, and classroom walkthroughs.	Principal Extended Day Teacher Deputy Superintendent	
Supplemental Tutoring and Reading Program (STAR) In an effort to increase student achievement and skill levels, even though Riverland II is not a lowest 300 state mandated additional hour of reading school, the STAR program has been designed to be an extension of the school day. The additional hour increases opportunities to reinforce instruction to improve academic performance. Teachers ask students to reflect on their progress by asking them to explain, summarize, or write down what they have learned. This reinforces their new knowledge and skills and also assists teachers to further identify areas students did not master.	August 2016-June 2017	After school	Florida Ready, Moby Max report, bi-weekly mini benchmark assessments, and classroom walkthroughs.	Principal Extended Day Support Teacher Deputy Superintendent	

Revised August 8, 2016
Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

Students are taught by a highly qualified teacher using Houghton Mifflin Journeys extended and remedial activities, Florida Ready and Moby Max. The approved activities are aligned to state standards. All participants are provided a snack and homework assistance after the focused hour of reading. The school provides transportation for all students that participate in the STAR program.					
Florida Assessment for Instruction in Reading-Florida Standards (FAIR-FS) The Florida Assessment for Instruction in Reading-Florida Standards will be administered 3 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.	September 2016-April 2017	After school	Progress Monitoring & Reporting Network (PMRN) data management system	Principal Teacher	
Implement a school-wide plan to monitor progress of English Language Learners The school will ensure students who are classified as ESOL are provided appropriate strategies and accommodations following the most recent ESOL Matrix of Services. 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 names of ELL students in daily lesson plans along with 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 Principal will ensure teachers document ESOL strategies in weekly lesson plans and identify which students need re-teaching, reinforcement or enrichment. Strategies may consist of: heritage 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.	August 2016-June 2017	During school	IPT Assessments, Mini Benchmark Assessments, Formal and Informal Observations	Teacher ESOL Contact Principal	
Social Studies Social Studies is addressed using the Social Studies Weekly curriculum which incorporates the Florida LAFS as well as NGSSS for third grade. Every week a newspaper is given to the students	August 2016-June 2017	During School and after school	Formal and Informal Assessments, participation, curriculum based	Teachers Principal	No Cost

presenting informational text that is interactive. Social Studies is scheduled for 30 minutes daily. Social Studies Weekly has a web based component in which the teacher can project it on the white board and using the current interactive whiteboard technology, it can be a fun interactive less that is conducted whole group or individually at their desks using the laptops. Social Studies is engrained throughout the school year with a Mock Election that will be held on October 17th, A Hispanic Heritage Month Door Decorating Contest in which classes were assigned a famous Hispanic to study and present findings on the classroom door followed up with a written activity. The students also do Black History presentations, the school hosts a Career Day and the Character Education curriculum address multiple Social opportunities.			assessments		
Writing Plan Writing will be assessed using rubrics provided by the state to ensure students are using text based evidence to respond to prompts. Students will be exposed to argumentative and opinion samples of writing using state provided anchor papers. Teachers will utilize the notebooks daily in the various subjects using multiple strategies to enhance writing skills and implementing the curriculum and resources provided. There is a 30 minute writing block built in the schedule in which the Houghton Mifflin curriculum incorporates writing and language arts. This is research based core curriculum program that is utilized with all students. On a monthly basis, teachers choose the best writing sample for the Golden pencil Award. Each class receives one award. Every student will have an interactive notebook for each subject. In the notebook, students will create various pieces, some that stay at the revised part of the writing process and others that make it to publishing. During the STAR program, students have a writing prompt assigned weekly and every Friday they target instruction is in Writing. Zaner-Bloser is used as the handwriting curriculum, and is a comprehensive, age-appropriate program that has proven to be effective. **Speaking and Listening Standards** are addressed through the Houghton Mifflin core curriculum. They have collaborative conversation activities and reference and research activities that are	October 2016-June 2017	During school and after school	Rubrics, Anchor Papers, Data Chats, Peer Edits, Teacher Graded Work	Principal, Teacher, Extended Day teacher	No Cost

followed up by student presentations. Also, third grade students are responsible for the morning announcements at Riverland II. During that activity, they get to practice effective communication skills daily via the radio system utilized on campus by announcing the Pledge of Allegiance, School Mission Statement, lunch for the day, following day breakfast and Current Events at the school.					
Professional Development/Educational Consultant A turnaround Educational Consultant and former principal in MDCPS, has been hired to work directly with the Principal, teachers and Senior Management throughout the year to develop programs and train teachers on using effective research-based strategies and best practices that will increase student performance and student achievement and student effectiveness in reading. The consultant has a history of preparing school leaders to transform low-achieving schools. The consultant will spend a minimum of two, six hour days each month in the school working with the Principal and teachers. One of the first meetings held is to establish a school site action plan. The consultant will conduct focused classroom walkthroughs with the principal and provide immediate feedback. The consultant will also meet with the teachers during their planning period and discuss instructional strategies, analyze data and differentiating instruction to increase student achievement. Her monthly visits will identify teachers that exhibit strengths in their educational practices to have them serve as mentors for beginning teachers and/or teachers in need of lesson or require support. Each teacher is required to write their own measurable Student Growth Plan, approved by the Principal. The intent is for teachers to monitor their own effectiveness and continue to improve their craft/skill in delivering highly effective instructional strategies. With the principal, deputy superintendent and consultant. This consultant's effectiveness will be measured in the fidelity of her recommendations and tracked through various logs and protocols developed collaboratively with the principal, deputy superintendent and consultant. Professional developments offered are dependent upon the teacher's needs. A needs assessment survey and walkthrough tools results	Monthly from August 2016- May 2017	During and after school hours.	Moby Max Learning Gains report, bi-weekly mini benchmark assessments, classroom walkthroughs and formal evaluation tools.	Principal Extended Day Support Teacher Deputy Superintendent Educational Consultant	<u>**Consultant FTE**</u> $100 hourly rate

will identify supports needed. Also, PD offered through MyLearningPlan.com is available to all teachers. Also, as district personnel send information regarding PD opportunities, the principal utilizes emails and Remind messages to inform teachers of upcoming sessions that may be of interest based on the needs assessment survey results.					

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):
By June 2017, 74% (14) of students in grade 3 will score proficient on an end of year science assessment. (Riverland 2 is grade 3 only)
Include data to identify and define areas in need of improvement: *(i.e., FSA, End of Course Examination):*
N/A

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**
Literacy will be integrated into Science experiments and Mathematical Practices Hands on science experiments will be implemented to conduct scientific investigations using appropriate tools and technology to increase student achievement in science. Hands on learning allows student to build inquiry and optimize learning and develop critical thinking skills.	August 2016-June 2017	During school and extended day.	Lesson plans, mini bi-weekly assessments in math and science, classroom walkthroughs, kits provided with Science Fusion, and interactive math and science journals.	Principal	
Interactive Science and Math Journals will be implemented as a daily strategy. Science interactive journals will be implemented allowing students to make connections between ELA and Science. Teachers have been provided training on how to effectively use interactive journals as a means to increase student achievement.	August 2016-June 2017	During school and extended day.	Lesson plans, classroom walkthroughs, and interactive math and science journals.	Principal Teacher	
Implement Bi-Weekly Assessments in Science for Grade 3 Teachers will assess students bi-weekly using mini science assessments to analyze data, tract performance, and drive instructional decisions. Bi-weekly mini assessments allow teachers and students to monitor	October 2016-March 2017	During school.	Lesson plans, classroom walkthroughs, interactive science journals, bi-weekly mini assessments,	Principal Teacher	

mastery of skills. Teachers will track mastery of benchmark skills using a *Benchmark Tracking Form.* Teachers will conduct student data chats following each mini assessment. The Principal will meet with each grade level on a monthly basis to review student data and make curricular decisions.			Benchmark Tracking Form, Student Data Chat Form.		
Scholastic STEM Concepts Using the Scholastic Dollars, the teacher bought Scholastic STEM Concepts posters and activities for the third grade class. This program provides 7 lessons/activities that target STEM interest in students. Teachers will conduct one STEM lesson per month to ensure student's STEM knowledge base is developed with the hope to spark an interest in any one of the STEM fields.	November 2016-May 2017	During School	Student Reflection Journals, Participation, Lesson Plans	Teacher, Principal	$20.00 Scholastic Dollars
Monitor Progress of English Language Learners All stakeholders recognize that ELLs should have every opportunity to learn and succeed in science. Teachers are provided support and resources to ensure students have equitable learning opportunities. Science lessons and activities will be based on content and anchored to science investigations. The use of guided inquiry (student centered approach) that builds on prior knowledge and science content provides ELLs with opportunities to learn and practice science. Students will participate in science instruction that incorporates literacy skills (reading, writing, listening, viewing and representing) allowing them to develop academic literacy.	August 2016-June 2017	During School	Lesson plans, classroom walkthroughs, interactive science journals, pictorial, graphic and textural resources, bi-weekly mini assessments, Benchmark Tracking Form, Student Data Chat Form.	Principal Teacher ESOL Contact	

Science Goal (s): By June 2017, 75% of students in grade 3 will score proficient on an end of year comprehensive science assessment. (Riverland 2 is grade 3 only)

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):*	
2016 Current Level of Performance School only enrolled grade 3	**2017 Expected Level of Performance** N/A	**2016 Current Level of Performance** School only enrolled grade 3	**2017 Expected Level of Performance** N/A

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
Literacy will be integrated into bi-weekly hands on Science experiments Hands on science experiments will be implemented to conduct scientific investigations using appropriate tools and technology to increase student achievement in	Science	August 2016-June 2017	During	Lesson plans, mini bi-weekly assessments in math and science, classroom	Principal	No cost

				walkthroughs, kits provided with Science Fusion, Think Central and interactive science journals.		
Interactive Science Journals will be implemented as a daily strategy. Science interactive journals will be implemented with the Science Fusion Curriculum, allowing students to make connections between ELA and Science. Teachers have been provided training on how to effectively use interactive journals as a means to increase student achievement.	Science	August 2016-June 2017	August 2014-June 2015 During school and extended day.	Lesson plans, classroom walkthroughs, and interactive math and science journals, Science Fusion, Think Central	Principal Teacher	No Cost
Implement Bi-Weekly Assessments in Science Teachers will assess students bi-weekly using mini science assessments to analyze data, tract performance, and drive instructional decisions. Bi-weekly mini assessments allow teachers and students to monitor mastery of skills. Teachers will track mastery of benchmark skills using a *Benchmark Tracking Form.* Teachers will conduct student data chats following each mini assessment. The Principal will meet with each grade level on a monthly basis to review student data and make curricular decisions.	Science	October 2016-March 2017	During school	Lesson plans, classroom walkthroughs, interactive science journals, bi-weekly mini assessments, Benchmark Tracking Form, Student Data Chat Form and Science Fusion/Think Central, Moby Max	Principal Teacher	No Cost
Monitor Progress of English Language Learners All stakeholders recognize that ELLs should have every opportunity to learn and succeed in science. Teachers are provided support and resources to ensure students have equitable learning opportunities. Science lessons and activities will be based on content and anchored to science investigations. The use of guided inquiry (student centered approach) that builds on prior knowledge and science content provides ELLs with opportunities to learn and practice science. Students will participate in science instruction that incorporates literacy skills (reading, writing, listening, viewing and representing) allowing them to develop academic literacy. Research based best practices will be addressed in teacher lesson plans and will be evident in the lesson delivery.	Science	August 2016-June 2017	During School	Lesson plans, classroom walkthroughs, interactive science journals, pictorial, graphic and textural resources, bi-weekly mini assessments, Benchmark Tracking Form, Student Data Chat Form, Science Fusion/Think Central and Moby Max	Principal Teacher ESOL Contact	No Cost

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

Mathematics Goal(s): By June 2017, at least 68% (13) of students will score level 3 or above on Math Florida State Assessment.

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

2016 Current Level of Performance	**2017 Expected Level of Performance**
38% of students proficient on 2016 FSA Math	66% of students will achieve proficiency in math

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

2016 Current Level of Performance	**2017 Expected Level of Performance**
62% of students non-proficient on 2016 FSA Math	CSE Riverland plans to decrease the percent of students who do not meet proficiency in math by 28%.

Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, 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**
76	54	60	66	72	78	84

Strategies and Activities to increase Student Achievement *(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)*	**Select Appropriate Subject Area** *(i.e. Mathematics- Algebra, Science – Chemistry)*	**Start- End Date**	**Select Applicable Option** *(i.e. Before, During, After School Hours)*	**Evaluation Tool** *(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)*	**Person or Position Responsible for Monitoring**	**Amount/ Funding Source**
Literacy will be integrated into Math Using the Scholastics Weekly Reader magazine along with the Go Math! Curriculum students will have real world application practice with age appropriate content that incorporates math skills and number sense to enrich student's learning experience. It is cross-curricular content with access to Florida Standards based questions and activities.	Math	August 2016-June 2017	During	Lesson plans, mini bi-weekly assessments in math and science, classroom walkthroughs, Moby Max, kits provided with Go Math/Think Central, and interactive math and journals.	Principal	No cost
Interactive Math Journals will be implemented as a daily strategy. Math interactive journals will be implemented allowing students to make connections between Writing and Math. Teachers have been provided training on how to effectively use interactive journals as a means to	Math	August 2016-June 2017	August 2014-June 2015 During school and extended day.	Lesson plans, classroom walkthroughs, and interactive math journals, Go Math! And Think Central,	Principal Teacher	No Cost

Revised August 8, 2016
Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

				Moby Max		
Monitor Progress of English Language Learners All stakeholders recognize that ELLs should have every opportunity to learn and succeed in math. Teachers are provided support and resources to ensure students have equitable learning opportunities. Math lessons and activities will be based on content. The use of manipulatives, hands on practice (student centered approach) that builds on prior knowledge provides ELLs with opportunities to learn and practice science. Students will participate in math instruction that incorporates literacy skills (reading, writing, listening, viewing and representing) allowing them to develop academic literacy. Research based best practices will be addressed in teacher lesson plans and will be evident in the lesson delivery.	Math	August 2016-June 2017	During School	Lesson plans, classroom walkthroughs, Moby Max interactive math journals, Go Math!/Think Central, pictorial, graphic and textural resources, bi-weekly mini assessments, Benchmark Tracking Form, Student Data Chat Form.	Principal Teacher ESOL Contact	No Cost

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity *Please note that each Strategy does not require a professional development or PLC activity.*							
Professional Development Content/Topic and/or PLC Focus	**Grade Level/ Subject**	**PD Facilitator and /or PLC Leader**	**PD Participant**	**Target Dates** *(e.g.: Early Release)* **and Schedules** *(e.g.: Frequency of meetings)*	**Person or Position Responsible for Monitoring**	**Strategy for Follow-up/ Monitoring**	**Amount/ Funding Source**
PD on Hands on approaches to Science	3/Science	TBD	Teachers	October 28 and/or November 8	Principal	Lesson Plans, Reflection	No Cost
Unwrapping Science Benchmarks and Science Interactive Notebooks	3/Science	Educational Consultant	Principal and Teachers	TBD	Principal	Lesson plans will document science benchmarks and science strategies.	FTE-$100 an hour; Educational Consultant

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