

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:** New Life Charter Academy      **School Location Number:** 5852

## 2016-2017 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

Complete School Name: New Life Charter Academy	District: <b>Broward</b>
School Location Number: 5852	
Principal: Shirley Brunache	District Superintendent: <b>Robert Runcie</b>
Governing Board Member(s): Marquista Shipman, Judi Pflug, Edith Dean, Pamela Wix	<b>Date of School Board Charter Approval:</b> November 7, 2012

#### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[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.

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	Shirley Brunache	Certification(s): Degrees: B.A Elementary Education M.S- Science Education K-12 Ed.S- Educational Leadership	3	7 years	<p><b>2009-2010 – Excelsior Charter Academy - Principal</b>            Grade: F            Points: 352  <u><b>Proficiency Level</b></u>            Percent of at Level 3 or Higher in Reading: 41%            Percent of at Level 3 or Higher in Math: 45%            Percent of at Level 3 or Higher in Writing Standard: 64%            Percent of at Level 3 or Higher in Science: 50%</p> <p><u><b>Learning Gains</b></u>            % Making Learning Gains in Reading: 40%            % Making Learning Gains in Math: 38%</p> <p><u><b>Lowest 25%</b></u>            % Making Learning Gains in Reading: 37%            % Making Learning Gains in Math: 37%</p> <p>AMO Targets Unmet in:            Reading – all students            Math – all students</p> <p>-----</p> <p><b>2010-2011 – Excelsior Charter Academy - Principal</b>            Grade: B            Points: 501  <u><b>Proficiency Level</b></u>            Percent of at Level 3 or Higher in Reading:42%            Percent of at Level 3 or Higher in Math: 46%            Percent of at Level 3 or Higher in Writing Standard: 88%            Percent of at Level 3 or Higher in Science: 25%</p> <p><u><b>Learning Gains</b></u>            % Making Learning Gains in Reading: 71%            % Making Learning Gains in Math: 62%</p>

				<p><b><u>Lowest 25%</u></b>  % Making Learning Gains in Reading: 87%  % Making Learning Gains in Math: 80%</p> <p>AMO Targets Met in:  Reading and Math</p> <p><b>2012-2013 – Doctors Charter School – Assistant Principal</b>  Grade: A  Points: 734  <b><u>Proficiency Level</u></b>  Percent of at Level 3 or Higher in Reading: 78%  Percent of at Level 3 or Higher in Math: 82%  Percent of at Level 3 or Higher in Writing Standard: 84%  Percent of at Level 3 or Higher in Science: 77%</p> <p><b><u>Learning Gains</u></b>  % Making Learning Gains in Reading: 80%  % Making Learning Gains in Math: 86%</p> <p><b><u>Lowest 25%</u></b>  % Making Learning Gains in Reading: 87%  % Making Learning Gains in Math: 88%</p> <p>AMO Targets Unmet or Met in:  Reading and Math</p> <p>-----</p> <p><b>2013-2014 – Doctors Charter School – Assistant Principal</b>  Grade: A  Points: 676  <b><u>Proficiency Level</u></b>  Percent of at Level 3 or Higher in Reading: 75%  Percent of at Level 3 or Higher in Math: 82%  Percent of at Level 3 or Higher in Writing Standard: 82%  Percent of at Level 3 or Higher in Science: 71%</p> <p><b><u>Learning Gains</u></b>  % Making Learning Gains in Reading: 70%</p>
--	--	--	--	---

					<p>% Making Learning Gains in Math: 79%</p> <p><b><i>Lowest 25%</i></b>          % Making Learning Gains in Reading: 70%          % Making Learning Gains in Math: 77%</p> <p>AMO Targets Unmet or Met in:          Reading and Math</p> <p>-----</p> <p><b>2014-2015 – New Life Charter Academy –Principal</b>          Grade: No Grade          Points:  <b><i>Proficiency Level</i></b>          Percent of at Level 3 or Higher in Reading:          Percent of at Level 3 or Higher in Math:</p> <p><b><i>Learning Gains</i></b>          % Making Learning Gains in English Language Arts/Reading:          % Making Learning Gains in Math:</p> <p><b><i>Lowest 25%</i></b>          % Making Learning Gains in Reading: NA          % Making Learning Gains in Math: NA</p> <p>AMO Targets Unmet in:          Reading and Math</p> <p>-----</p> <p><b>2015-2016 – New Life Charter Academy –Principal</b>          Grade: F          Points:  <b><i>Proficiency Level</i></b>          Percent of at Level 3 or Higher in English Language Arts/Reading:          Percent of at Level 3 or Higher in Math:</p> <p><b><i>Learning Gains</i></b>          % Making Learning Gains in English Language Arts/Reading: NA          % Making Learning Gains in Math: NA</p>
--	--	--	--	--	---

					<p><b><i>Lowest 25%</i></b>          % Making Learning Gains in English Language Arts/Reading: NA          % Making Learning Gains in Math: NA</p> <p>AMO Targets unmet in in:          English Language Arts/Reading          Mathematics</p>
Assistant Principal					

**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)

## ***Required components of the School Improvement Plan for Charter Schools:***

### ***1. Mission Statement***

*Provide your school's mission statement:*

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

The mission statement relates to the Broward County School Boards goals/strategic plans as NLCA will ensure a safe, clean, and orderly environment that promotes learning, improve academic performance of all students through the implementation of a system of high standards and accountability in all classrooms, enhance and strengthen the programs that promote good citizenship, teach character education and value diversity, develop a parent involvement program, enlist the entire community as partners in public education, and develop and expand technology systems to enhance teaching and learning.

### ***2. Academic Data***

*Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.0, FAIR-FS, BAS, etc.), if available:*

New Life Charter Academy opened in the 2014-2015 school year. Data below shows only reflect 2 years of FSA data of testing. However, New Life Charter Academy have utilized Journeys and Go Math assessments as progress monitoring tools since the inception of the school. Each data presentation will have information about subgroups within each grade level.

#### **2015-2016 Florida Standards Assessments 2015-2016 Assessments Results**

The grades 3 and 4 students were administered the *Florida Standards Assessments* towards the end of the year to assess students' mastery of the Florida English Language Arts Standards and Florida Mathematics Standards.

#### **Summary**

The grades 3-4 *FSA ELA* data yielded the following average proficiency scores:

- The percentage of grades 3 and 4 students scoring at level 3 or above was 28%.
- In grades 3-4 English Language Arts, 40% of the Whites, 100% of Asian students, 20% of the Blacks, 11% of the Hispanics, 50% of the Students with Disabilities, 50% of ELL, and 28% of the Economically Disadvantaged performed at and/or above proficient level.

<b>Subject: English Language Arts</b>					
<b>Grades 3-4</b>	<b>Level 1 (average non-proficiency percentage)</b>	<b>Level 2 (average non-proficiency percentage)</b>	<b>Level 3 (average proficiency percentage)</b>	<b>Level 4 (average proficiency percentage)</b>	<b>Level 5 (average proficiency percentage)</b>
All Students (100% tested)	43	29	14	14	
White			58	33	20
Black	29	50	27	20	
Hispanics	58	27	10	11	
Asian					
SWD	83	33	50		
Economically Disadvantaged	43	29	14	14	
ELL	57	14	50		

**Summary**

The grades 3-4 *FSA Math* data yielded the following average proficiency scores:

- The percentage of grades 3 and 4 students scoring at level 3 or above was 29%.
- In grades 3-4 Mathematics, 39% of the Whites, 100% of Asian students, 21% of the Blacks, 14% of the Hispanics, 50% of Students with Disabilities, 36% of ELL students and 15% of the Economically Disadvantaged performed at performed at and/or above proficient level.

<b>Subject: Math</b>					
<b>Grades 3-4</b>	<b>Level 1 (average non-proficiency percentage)</b>	<b>Level 2 (average non-proficiency percentage)</b>	<b>Level 3 (average proficiency percentage)</b>	<b>Level 4 (average proficiency percentage)</b>	<b>Level 5 (average proficiency percentage)</b>
All Students (100% tested)	31	40	21	8	
White	50	33	42	33	
Black	32	41	21		
Hispanics	27	53	16	10	
Asian				100	
SWD	33	66	50		
Economically Disadvantaged	31	40	21	8	
ELL	14	29	36	14	

**2015-2016 Primary Reading Mid-Year & End of the Year Assessments**

The *Primary Reading Mid-Year Assessments* were administered to grades 1 and 2 to assess students’ mastery of the Florida English Language Arts Standards during the middle of the school year. In addition, the Primary End of the Year Assessments were administered to grades 1 and 2 to assess students’ on-going mastery of the Florida English Language Arts at the end of the school year.

**Summary**

The grades K-2 *Primary Reading Mid-Year* and *End of the Year Assessments* data yielded the following findings:

- The Asian subgroup was the only subgroup that scored a proficient percentage score of 70% or higher on the *Primary Reading Mid-Year and End of the Year Assessments*.

**Grades K-2**

<b>Assessment Periods</b>	<b>Primary Reading Mid-Year of the Year Average Proficiency Percentage</b>	<b>Primary Reading End of the Year Average Proficiency Percentage</b>
All Students (100% tested)	60	59
Whites	32	34
Blacks	59	64
Hispanics	57	51
Asians	83	90
SWD	52	43
ED	59	54
ELL	69	61

### **2015-2016 Go Math Assessments**

The *Go Math Assessments* were administered three times a year to assess grades K-4 students' on going progression towards mastery of the grade level standards.

#### **Summary**

The grades K-2 *Go Math Assessments* data yielded the following findings:

- At the final administration of the *Go Math Assessments*, the Blacks, Hispanics, Economically Disadvantaged and ELL subgroups were the only subgroups that scored a proficient percentage score of 70% or higher.

#### **Grades K-2**

<b>Assessment Periods</b>	<b>Beginning of the Year Average Proficiency Percentage</b>	<b>Middle of the Year Average Proficiency Percentage</b>	<b>End of the Year Average Proficiency Percentage</b>
All Students (100% tested)	35	50	72
Whites	31	27	43
Blacks	32	49	71
Hispanics	34	55	74
Asians	N/A	63	16
SWD	38	44	52
ED	34	49	71
ELL	43	61	77

#### **Summary**

The grades 3-4 *Go Math Assessments* data yielded the following findings:

- At the final administration of the *Go Math Assessments*, no subgroup scored a proficient percentage score of 70% or higher.

#### **Grades 3-4**

<b>Assessment Periods</b>	<b>Beginning of the Year Average Proficiency Percentage</b>	<b>Middle of the Year Average Proficiency Percentage</b>
All Students (100% tested)	35	46
Whites	31	27
Blacks	51	50
Hispanics	33	52
Asians	N/A	63
SWD	N/A	33
ED	35	49
ELL	36	66

**2015-2016 Journeys Assessments' Reading Analyzing Texts Units**

**Journeys Units' Assessment**

The *Journeys' Assessments* were administered four times a year to assess grades K-5 students' on going progression towards mastery of the grade level standards.

**Summary**

The grades K-2 *Journeys' Assessments* data yielded the following findings:

- At the final administration of the *Journeys' Assessments*, no subgroup scored a proficient percentage score of 70% or higher.

**Grades K-2**

<b>Assessment Periods</b>	<b>U1 Average Proficiency Percentage</b>	<b>U2 Average Proficiency Percentage</b>	<b>U3 Average Proficiency Percentage</b>	<b>U4 Average Proficiency Percentage</b>
All Students (100% tested)	44	72	52	60
Whites	24	57	38	43
Blacks	38	68	50	57
Hispanics	60	79	59	59
Asians				
SWD	38	48	42	39
ED	48	74	50	60
ELL	56	86	65	64

**Summary**

The grades K-2 *Journeys' Assessments* data yielded the following findings:

- At the final administration of the *Journeys' Assessments*, no subgroup scored a proficient percentage score of 70% or higher.

**Grades 3-4**

<b>Assessment Periods</b>	<b>U1 Average Proficiency Percentage</b>	<b>U2 Average Proficiency Percentage</b>	<b>U3 Average Proficiency Percentage</b>	<b>U4 Average Proficiency Percentage</b>
All Students (100% tested)	53	57	55	53
Whites	31	27	78	43
Blacks	41	60	63	62
Hispanics	53	52	53	50
Asians		63	83	
SWD	38	59	51	39
ED	53	57	55	53
ELL	64	57	55	48

**2014-2015 Florida Standards Assessments**

The grade 3 students were administered the *Florida Standards Assessments* towards the end of the year to assess students' mastery of the Florida English Language Arts Standards and Florida Mathematics Standards.

**Summary**

- In grade 3 FSA ELA, the White subgroup was the only group that achieved proficiency scores of 70% or higher in Key Ideas & Details, Craft and Structure, Integration of Knowledge, and Language & Editing.

**Grade 3**

Subject Reporting Categories	English Language Arts			
	Key Ideas and Details Average Score	Craft and Structure Average Score	Integration of Knowledge Average Score	Language and Editing Average Score
All Students	54	47	36	59
White	85	78	85	100
Black or African-American	30	50	15	62
Hispanics	43	41	69	48
Asian	NA	NA	NA	NA
SWD	30	35	23	49
Economically Disadvantaged	54	47	36	59
ELL	49	51	34	62

**Summary**

- In grade 3 FSA Math, the White subgroup was the only group that achieved proficiency scores of 70% or higher in Measurement, Data, and Geometry.

**Grade 3**

<b>Subject: Math</b>			
<b>Reporting Categories</b>	<b>Operations &amp; Algebraic Thinking and Numbers in Base Ten Average Score</b>	<b>Numbers and Operations Average Score</b>	<b>Measurement, Data, and Geometry Average Score</b>
All Students	61	66	53
White	58	63	84
Black or African-American	67	63	73
Hispanics	53	63	46
Asian			
SWD	44	50	37
Economically Disadvantaged	58	63	51
ELL	43	50	56

**2014-2015 BAFS**

The *BAFS Assessments* were administered to grade 3 to assess students’ mastery of the Florida English Language Arts Standards during the school year.

**Summary**

The *BAFS Assessments* data yielded the following findings:

- No subgroup scored a proficient percentage score of 70% or higher on the *BAFS Assessments*.

<b>Grade 3</b>	<b>English Language Arts Average Proficiency Percentage</b>	<b>Mathematics Average Proficiency Percentage</b>
All Students	50	44
White	58	67
Black or African-American	41	50
Hispanics	41	36
Asian		
SWD	37	37
Economically Disadvantaged	43	50
ELL	50	31

**2014-2015 Go Math Assessments**

The *Go Math Assessments* were administered at least twice a year to assess grades K-3 students’ on going progression towards mastery of the grade level standards.

**Summary**

The grades K-2 *Go Math Assessments* data yielded the following findings:

- At the final administration of the *Go Math Assessments*, the Economically Disadvantaged and ELL subgroups were the only subgroups that scored a proficient percentage score of 70% or higher.

**Grades K-2**

<b>Assessment Periods</b>	<b>Beginning of the Year Average Proficiency Percentage</b>	<b>End of the Year Average Proficiency Percentage</b>
All Students	79	69
Whites	31	27
Blacks	70	64
Hispanics	86	53
Asians		
SWD	38	64
ED	74	70
ELL	79	78

**2014-2015 Journeys Assessments' Reading Analyzing Texts Units**

The *Journeys' Assessments* were administered three times a year to assess grades K-5 students' on going progression towards mastery of the grade level standards.

**Summary**

The grades K-2 *Journeys' Assessments* data yielded the following findings:

- At the final administration of the *Journeys' Assessments*, the Blacks, SWD, Economically Disadvantaged, and ELL subgroups scored a proficient percentage score of 70% or higher

**Grades K-2**

<b>Assessment Periods</b>	<b>U1 Average Proficiency Percentage</b>	<b>U3 Average Proficiency Percentage</b>	<b>U4 Average Proficiency Percentage</b>	<b>U5 Average Proficiency Percentage</b>
All Students	62	61	63	71
Whites	70	38	43	43
Blacks	50	55	57	70
Hispanics	58	60	68	64
Asians				
SWD	59	70	39	97
ED	57	60	65	76
ELL	61	58	70	76

**Summary**

The grade 3 *Journeys*’ Assessments data yielded the following findings:

- At the final administration of the *Journeys*’ Assessments, the White was the only subgroup that scored a proficient percentage score of 70% or higher.

**Grade 3**

Assessment Periods	U1 Average Proficiency Percentage	U3 Average Proficiency Percentage	U4 Average Proficiency Percentage	U5 Average Proficiency Percentage
All Students	59	60	61	57
Whites	61	74	89	83
Blacks	53	62	59	55
Hispanics	60	48	58	63
SWD	53	48	56	47
ED	51	59	58	54
ELL	45	69	43	66

**Overall Reflection**

New Life Charter Academy did not experience school-wide success on school, district, and standard assessments by using the resource tools affiliated with the *Journeys*’ and *Go Math* series to address our students’ deficiencies in the school years 2014-2015 and 2015-2016. The progress monitoring tools were not effective in providing data to drive effective instruction in the school years 2014-2015 and 2015-2016. A decision was made to use *i-Ready* and its resources to supplement the *Journeys* and *Go Math* to address academic concerns in the areas of English language arts and math for the 2016-2017 school year.

The *i-Ready Reading* and *Mathematics Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students’ progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. The *i-Ready Diagnostic* will also identify the root causes behind students’ challenges and provides tools to ensure differentiated instruction with its’ prescriptive lessons per student. The *i-Ready Diagnostic* will generate prescriptive lessons to address students’ deficiencies in reading and mathematics. The *i-Ready Growth Monitoring* will be used a progress monitoring tool on a monthly basis to evaluate if the students’ deficiencies are being met.

The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves as a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students’ response to on-level English language arts and mathematics standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are

mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.

In addition to implementing the accommodations and following the goals of the IEPs and strategies of the ELL plans, the ESE and ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.

The grades 2-5 ELA teachers will use the *Ready Writing*, which is organized around lessons that explore the characteristics of opinion, informational, and narrative writing using the Gradual Release Model. The *Ready Writing* provides students with the opportunity to explore reading passages that are rich in science and social studies content. During step 1, students will be given opportunities to explore the text type they will be writing about, and read a mentor text of that type. Step 2 requires the students to receive their assignment, and identify their task, purpose, and audience. Step 3 requires students read Source Texts, and mark parts of each they might use as evidence in their own writing. In addition, they organize their evidence in preparation for writing. Students will organize selected text evidence into a graphic organizer that will become the frame for their writing during Step 4. Step 5 calls for students to draft the beginning, middle, and end of their text with the help of shared activities. Step 6 requires students to learn how to make their writing better, first by revising their organization and ideas, then by making their words stronger and more precise. Students learn to edit their work with an eye toward crucial language skills and conventions during Step 7. Step 8 calls for students to practice speaking and listening by sharing their writing. For each kind of writing, students engage in a way of publishing and sharing particularly suited to that kind of writing. An FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.

The grades K-5 Math teachers will use the *Ready MAFS* which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the Math standards. The *Ready MAFS* will be used as a supplement to the Go Math series for grades K-5. The *Ready MAFS* uses real-world problem solving as instruction to develop deep conceptual understanding. There are opportunities for multiple representations to make connections and show the conceptual meaning behind procedural fluency. Strategies are presented to the students so that they can make connection to new problems with prior knowledge, demonstrate multiple approaches, and provide multiple access points to learning. Students' ability are strengthened by using critical thinking strategies and complex reasoning through reasons that focus on higher DOK levels.

Technology time will be established within the math and English language arts blocks so that the teachers can provide scaffolding support to students using *i-Ready*.

The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on i-Ready lessons on a daily basis before school hours to eliminate digital divide.

A Mustang Book club has been established to promote the love of reading where every student will be checking out a book of his/her choice from the school library at least once a week. The students will be required to do the follow: complete a reading log needing parent signature and a fun

interactive book report on a weekly basis. Parents will be provided with reading comprehension questions to accompany the reading book. These questions will be asked by the parents to increase family involvement in reading.

*BrainPop* subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.

A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.

Social Studies will be taught daily where students will be given opportunities not just read textbooks and answer questions. Their interactions with the textbooks will involve the discovering information for themselves, feeling the emotions of historical figures, reasoning through problems and debating complex issues. TCI helps all learners succeed with resources to reach English language learners, Students with Disabilities, learners reading and writing below grade level, students with special needs, and advanced learners. Giving students a variety of ways to experience content helps them better retain, recall, and synthesize key information. TCI also address keys LAFS by doing the following: providing informational and literary texts which are balanced with at least 50% of reading time devoted to expository texts, establishing a staircase of increasing complexity in what students must be able to ready as they move throughout the grades, and emphasizing the close reading of text to determine main ideas, supporting details, and evidence. TCI will provide the support needed to increase students' writing capacity. The different types of writing will include writing to persuade, writing to inform/explain, and writing to convey experience. There will be a routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.

Since New Life Charter Academy has been identified as one of the lowest 300 performing elementary schools in the state of Florida in the 2015-2016 school year, an additional hour of reading is now part of the school total program. The school used the *Ready LAFS* as a supplement curriculum material. The *Ready LAFS* program provides differentiated instruction and independent practice of key concepts and skills that builds student confidence. It uses a research-based gradual release instructional model with strategies targeting ELL and ESE student populations such as read-aloud, emphasis on domain specific vocabulary words, and reinforcement and monitoring of understanding. There is an employment of higher-rigor test questions, requiring students to cite text-based evidence to support answers. The students will become engage with high-interest themes for passages, drawing in commonly studied science and social studies topics. All *Ready* lessons contain activities requiring reading, re-reading, and frequent interactions with text. The *Ready* passages encompass the range of genres and text types cited in the LAFS. There is an integration of Speaking & Listening, Writing, and Language Activities with every Reading lesson, which addresses the needs of our general education, ELL, and ESE student populations.

The Ready LAFS used the progress monitoring tools such as LAFS Practice, Interim Assessment, and Ready Assessment. The LAFS practice is used to identify how well students mastered the specific standard. The Interim Assessments and Performance Tasks at the end of each unit to see how well students can integrate the skills and strategies covered in that unit. The *Ready* Assessments allows the teacher to progress monitor on each LAFS throughout the year.

### ***3. Student Achievement Objectives***

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

As per the New Life Charter Academy Application approved on November 7, 2012, the following student achievement objectives were identified:

#### GRADES K-2

The mean growth from fall to spring in reading and mathematics will be at least 1 year as evidenced by the outcomes from the fall and spring administrations of the Stanford 10. New Life Charter Academy will also utilize appropriate assessments to include Test Generator in house assessments, on-going assessments provided by the text, district/state mandated assessments to establish baseline performance data in Reading during NLCA's first year and then show improvement in learning gains in subsequent years.

#### GRADES 3-5- Reading

Students will be given instruction using Florida's standards to improve their reading skills in order to reach the state required mastery level. Data from the previous year's FSA English Language Arts Assessment scores will be used to determine gains. Equally there will be a 10% decrease in the number of students, scoring at Level 1. Given instruction using the Florida's standards, 60% of students scoring in the lowest 25th percentile will make annual learning gains. Data from the previous year's FSA English

Language Arts will be used to determine gains.

GRADES 3-5 - Math

Given instruction using the Florida's standards the students will score at Level 3 or higher on the FSA Math. Data from the previous year's FSA Math scores will be used to determine gains.

Given instruction using the Florida's standards, 60% of students scoring at levels 1 and 2 will make annual learning gains. Data from the previous year's FSA Math will be used to determine gains.

GRADE 4 - Writing

Given instruction using the Florida's standards, 90% of students will score Level 4 or higher. Once NLCA reaches 90% - 99% in these indicators, NLCA will meet these objectives by maintaining this level of performance or making further improvement on this level of performance.

GRADE 5- Science

Given instruction using the Florida's standards, 50% of students will score Level 3 or higher. Once NLCA reaches 50% in these indicators, NLCA will increase student performance by 10%.

#### **4. Student Performance Data Analysis**

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

New Life Charter Academy opened in the 2014-2015 school year. Data below shows only reflect 2 years of FSA data of testing. However, New Life Charter Academy have utilized Journeys and Go Math assessments as progress monitoring tools since the inception of the school. Each data presentation will have information about subgroups within each grade level. The following provides an overview of our academic performance data school-wide by subgroups grade levels, and assessments.

The 2015-2016 FSA grades 3-4 data yielded the following findings:

- The percentage of grades 3 and 4 students scoring at level 3 or above was 28% in English Language Arts.
- In grade 3 English Language Arts, 100% of White and Asian students performed at the proficient level, while only 13% of Black students, 20% of Hispanic students performed at proficiency. There were no Economically Disadvantaged Students and Students with Disabilities that scored at the proficient level in the area of English Language Arts.
- In grade 4 English Language Arts, 99% of White students, 80% of the Black students, and 100% of the ELL students performed at the proficient level, while only 11% of the Hispanic performed at proficiency.
- The percentage of grades 3 and 4 students scoring at level 3 or above was 34% and 24% in Mathematics, respectively.
- In Mathematics for 3<sup>rd</sup> Grade, 100% of Asian students and 50% of White students performed at the proficient level, while only 22% of black students, 30% of Hispanic students, 37% of Economically Disadvantaged Students and 100% Students with Disabilities scored proficiently.
- In Mathematics for 4<sup>th</sup> Grade, 66% of White students performed at the proficient level, while only 20% of Black, 11% Hispanic, and 51% Economically Disadvantaged students scored proficiently.

The Go Math Assessments were administered 3 times as a summative assessment to monitor students' progress.

The 2015-2016 Go Math Assessments data yielded the following findings:

##### **Grades K-2**

- The average score of grades K-2 students for the Beginning of the Year assessment was 35%.
- In the Beginning of the Year Math assessment, the average scores were 31% for White students, 32% for black students, 33% for Hispanic students, 34% for Economically Disadvantaged Students, and 42% for ELL students.
- The average score of grades K-2 students for the Middle of the Year assessment was 49%.
- In the Middle of the Year assessment, the average scores were 27% for White students, 49% for black students, 55% for Hispanic students, 63% for the Asians, 49% for Economically Disadvantaged Students, 44% for SWD and 61% for ELL students.
- The average score of grades K-2 students was 71% for the End of the Year assessment.
- In the End of the year Math Assessments, the average scores were 43% for White students, 71% for black students, 74% for Hispanic students, 16% for Asians, 71% for Economically Disadvantaged Students, 52% for Students with Disabilities and 77% for ELL students scored proficiently.
- The average score of grades 3-4 students for the Beginning of the Year assessment was 35%.

##### **Grades 3-4**

- In the Beginning of the Year Math assessment, the average scores were 31% for White students, 51% for black students, 33% for Hispanic students,

35% for Economically Disadvantaged Students, and 36% for ELL students.

- The average score of grades 3-4 students for the Middle of the Year assessment was 46%.
- In the Middle of the Year assessment, the average scores were 27% for White students, 50% for black students, 52% for Hispanic students, 49% for Economically Disadvantaged Students, 33% for SWD and 66% for ELL students.
- The average score of grades 3-4 students was 67% for the End of the Year assessment.
- In the End of the year Math Assessments, the average scores were 58% for White students, 67% for black students, 67% for Hispanic students, 16% for Asians, 71% for Economically Disadvantaged Students, 66% for Students with Disabilities, 66% for Economically Disadvantaged, and 66% for ELL students scored proficiently.

The Journeys Unit Assessments were administered 5 times as a summative assessment to monitor students' progress.

The 2015-2016 Journeys Unit Assessments (Reading and Analyzing Text) yielded the following findings:

#### **Grades K-2**

- The average score for grades K-2 students was 44% in Unit 1.
- In the Unit 1 assessment, the average scores were 24% for White students, 38% for black students, 60% for Hispanic students, 38% for Students with Disabilities, 48% for Economically Disadvantaged Students, and 56% for ELL students.
- The average score for grades K-2 students was 72% in Unit 2.
- In the Unit 2 assessment, the average scores were 57% for White students, 68% for black students, 79% for Hispanic students, 48% for Students with Disabilities, 74% for Economically Disadvantaged Students, and 86% for ELL students.
- The average score for grades K-2 students was 44% in Unit 3.
- In the Unit 3 assessment, the average scores were 52% for White students, 38% for black students, 59% for Hispanic students, 42% for Students with Disabilities, 50% for Economically Disadvantaged Students, and 65% for ELL students.
- The average score for grades K-2 students was 60% in Unit 4.
- In the Unit 4 assessment, the average scores were 43% for White students, 57% for black students, 59% for Hispanic students, 91% for Asians 39% for Students with Disabilities, 60% for Economically Disadvantaged Students, and 64% for ELL students.

#### **Grades 3-4**

- The average score for grades 3-4 students was 53% in Unit 1.
- In the Unit 1 assessment, the average scores were 31% for White students, 41% for black students, 53% for Hispanic students, 38% for Students with Disabilities, 53% for Economically Disadvantaged Students, and 64% for ELL students.
- The average score for grades 3-4 students was 57% in Unit 2.
- In the Unit 2 assessment, the average scores were 57% for White students, 68% for black students, 79% for Hispanic students, 83% for Asians, 48% for Students with Disabilities, 74% for Economically Disadvantaged Students, and 86% for ELL students.
- The average score for grades 3-4 students was 55% in Unit 3.
- In the Unit 3 assessment, the average scores were 78% for White students, 63% for black students, 53% for Hispanic students, 42% for Students with Disabilities, 50% for Economically Disadvantaged Students, and 65% for ELL students.
- The average score for grades 3-4 students was 53% in Unit 4.
- In the Unit 4 assessment, the average scores were 43% for White students, 62% for black students, 50% for Hispanic students, 39% for Students with Disabilities, 91% for the Asian students, 53% for Economically Disadvantaged Students, and 48% for ELL students.

The 2014-2015 FSA data yielded the following findings:

**Grade 3**

- The average score for 3<sup>rd</sup> Grade in English Language Arts was 49%
- In English Language Arts, the average scores were 87% for White students, 39% for black students, and 50% for Hispanic students.
- The average score for 3<sup>rd</sup> Grade in Mathematics was 60%.
- In Mathematics, the average scores were 68% for White students, 68% for black students and 63% for Hispanic students.

The 2014-2015 BAFS 2 data yielded the following findings:

**Grade 3**

- The average score for 3<sup>rd</sup> grade students was 50% in English Language Arts.
- In English Language Arts, the average score was 58% for White students, 41% for black and Hispanic students, 43% for Economically Disadvantaged Students, 37% for Students with Disabilities, and 50% for ELL students.
- The average score for 3<sup>rd</sup> grade students was 44% in Mathematics.
- In Mathematics, the average score was 67% for White students, 50% for black students, 36% for Hispanic students, 50% for Economically Disadvantaged Students and 37% for Students with Disabilities.

The 2014-2015 Go Math Assessments data yielded the following findings:

**Grades K-2**

- The average proficiency score of grades K-2 students for the Beginning of the Year assessment was 79%.
- In the Beginning of the Year Math assessment, the average scores were 31% for White students, 70% for black students, 86% for Hispanic students, 38% for Economically Disadvantaged Students, 74% for Economically Disadvantaged, and 79% for ELL students.
- The average score of grades K-2 students was 69% for the End of the Year assessment.
- In the End of the year Math Assessments, the average scores were 27% for White students, 64% for black students, 53% for Hispanic students, 70% for Economically Disadvantaged Students, 52% for Students with Disabilities and 78% for ELL students scored proficiently.

The Journeys Unit Assessments were administered 5 times as a summative assessment to monitor students' progress.

The 2014-2015 Journeys Unit Assessments (Reading and Analyzing Text) yielded the following findings:

**Grades K-2**

- The average score for grades K-2 students was 62% in Unit 1.
- In the Unit 1 assessment, the average scores were 70% for White students, 50% for black students, 58% for Hispanic students, 59% for Students with Disabilities, 57% for Economically Disadvantaged Students, and 61% for ELL students.
- The average score for grades K-2 students was 61% in Unit 3.

- In the Unit 3 assessment, the average scores were 38% for White students, 55% for black students, 60% for Hispanic students, 70% for Students with Disabilities, 50% for Economically Disadvantaged Students, and 65% for ELL students.
- The average score for grades K-2 students was 60% in Unit 4.
- In the Unit 4 assessment, the average scores were 43% for White students, 57% for black students, 59% for Hispanic students, 91% for Asians 39% for Students with Disabilities, 60% for Economically Disadvantaged Students, and 58% for ELL students.

### **Grade 3**

- The average score for grade 3 students was 59% in Unit 1.
- In the Unit 1 assessment, the average scores were 61% for White students, 53% for black students, 60% for Hispanic students, 53% for Students with Disabilities, 51% for Economically Disadvantaged Students, and 45% for ELL students.
- The average score for grade 3 students was 60% in Unit 3.
- In the Unit 3 assessment, the average scores were 74% for White students, 62% for black students, 48% for Hispanic students, 48% for Students with Disabilities, 59% for Economically Disadvantaged Students, and 69% for ELL students.
- The average score for grade 3 students was 61% in Unit 4.
- In the Unit 4 assessment, the average scores were 89% for White students, 59% for black students, 58% for Hispanic students, 56% for Students with Disabilities, 58% for Economically Disadvantaged Students, and 43% for ELL students.

## **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:

### **Deficiencies**

#### **#1 Reading Deficiency**

New Life Charter Academy uses the i-Ready to screen students and identify those students who are working below grade level, on grade level, and below grade level in reading as well as progress monitor students who have weaknesses in a specific area of English language arts. The 2016-2017 i-Ready Reading Diagnostic was administered in September 2016 and yielded the following proficiency rates: 32% kindergarten students, 18% grade 1 students, 20% grade 2 students, 22% grade 3 students, 18% grade 4 students, and 9% grade 5 students. The i-Ready Reading Diagnostic indicated that grades K-5 students are experiencing difficulties in phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text).

#### **Person Responsible**

Teachers, School Leadership Team (LLT), Administrators

## **Resources**

Common Core ELA Program's *Journeys*, Ready LAFS, i-Ready, and ELA LAFS Scope and Sequence Calendar

## **CIRP**

*Journeys*

## **SIRP**

Literacy Language Guide, *Journeys*, *Ready LAFS*

## **Assessments**

*FLKRS*, *Journeys' Weekly Assessments*, *Journeys' Benchmark Unit Assessments*, *i-Ready Standards Practice Mastery*, *i-Ready Diagnostic*, *i-Ready Growth Monitoring*, *FAIR*, and *FSA*

## **Timeline**

8/2016 – 6/2017

## **Plan**

The daily instructional block for grades K-5 consists of 3 hours. The breakdown is as follows: 60 minutes of uninterrupted for writing, 90 minutes for whole and small group instructional activities, and 30 minutes for reading intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- The ELA teachers will use the Gradual Release Model to increase students' capacity in the areas of phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text).
- The ELA teachers will use a research-based comprehensive literacy program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.
- The ELA teachers will monitor subgroups frequently to provide the necessary interventions to strengthen their listening, speaking, and vocabulary skills based on the Florida Standards.
- The ELA teachers will use flexible small group instruction to reinforce skills taught, to build accuracy and fluency, and to remediate deficiencies.
- The ELA teachers will utilize an ELA Scope and Sequence Calendars generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategic to improve vocabulary acquisition, implement higher order questioning, and to increase rigor.
- The *i-Ready Reading Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. . The *i-Ready Diagnostic* will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The *i-Ready Diagnostic* will generate prescriptive lessons to address reading deficiencies in all student population including the ESE and ELL student. The *i-Ready Growth Monitoring* will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.
- All teachers will receive professional development in literacy during monthly collaborative planning sessions.

- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium’s teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development.
- The school leadership will monitor CCRP/CIRP/SIRP during the literacy block to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held on a monthly basis. The i-Ready Reading Diagnostic assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year). The data generated from the i-Ready Diagnostic assessments will be utilized to monitor progress, adjust instruction, and implement innovative strategies.
- New Life Charter Academy has been identified as one of the lowest 300 performing elementary schools in the state of Florida. As a result, an additional hour of reading is now part of the school. The school used the Ready LAFS as a supplement curriculum material. All texts are rich in social studies and science content in the *Ready LAFS* and they have been carefully leveled to meet the Florida LAFS requirements for complexity. All *Ready* lessons contain activities requiring reading, re-reading, and frequent interactions with text. The *Ready* passages encompass the range of genres and text types cited in the LAFS. In addition, the *Ready* LAFS incorporate the usages of social studies and science based passages. There is an integration of Speaking & Listening, Writing, and Language Activities with every Reading lesson. The Ready LAFS used the progress monitoring tools such as LAFS Practice, Interim Assessment, and Ready Assessment. The LAFS practice is used to identify how well students mastered the specific standard. The Interim Assessments and Performance Tasks at the end of each unit to see how well students can integrate the skills and strategies covered in that unit. The *Ready* Assessments allows the teacher to benchmark student progress on each LAFS throughout the year.
- Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The *i-Ready Extra Assignments* will serve as the progress monitoring tool.
- A Mustang Book club has been established to promote the love of reading where every student will be checking out a book of his/her choice from the school library at least once a week. The students will be required to do the follow: complete a reading log needing parent signature and a fun interactive book report on a weekly basis. Parents will be provided with reading comprehension questions to accompany the reading book. These questions will be asked by the parents to increase family involvement in reading.
- *BrainPop* subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All

these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will be kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purpose of increasing knowledge and comprehension of the ELL program.

- Social Studies will be taught daily where students will be given opportunities not just read textbooks and answer questions. Their interactions with the textbooks will involve the discovering information for themselves, feeling the emotions of historical figures, reasoning through problems and debating complex issues. TCI helps all learners succeed with resources to reach English language learners, Students with Disabilities, learners reading and writing below grade level, students with special needs, and advanced learners. Giving students a variety of ways to experience content helps them better retain, recall, and synthesize key information. TCI also address keys LAFS by doing the following: providing informational and literary texts which are balanced with at least 50% of reading time devoted to expository texts, establishing a staircase of increasing complexity in what students must be able to read as they move throughout the grades, and emphasizing the close reading of text to determine main ideas, supporting details, and evidence. TCI will provide the support needed to increase students' writing capacity. The different types of writing will include writing to persuade, writing to inform/explain, and writing to convey experience. There will be a routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.
- The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on i-Ready lessons on a daily basis before school hours to eliminate digital divide.
- A technology time will be established within in the math block so that the teachers can provide scaffolding support to students who are using i-Ready.

## **#2 Reading Deficiency**

The 2015-2016 FSA grades 3-5 data indicated that our students had difficulties in the following areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Language and Editing, and Text-based Writing.

### **Person Responsible**

Teachers, School Leadership Team (LLT), Administrators

### **Resources**

Common Core ELA Program's *Journeys*, Ready LAFS, i-Ready, and ELA LAFS Scope and Sequence Calendar

### **CIRP**

Journeys' Common Core

### **SIRP**

**Assessments**

Journeys' Weekly Assessments, Journeys' Benchmark Unit Assessments, i-Ready Standards Practice Mastery, i-Ready Diagnostic, FAIR, and FSA

**Timeline**

8/2016 – 6/2017

**Plan**

The daily instructional block for grades k-5 consists of 3 hours. The breakdown is as follows: 60 minutes of uninterrupted for writing, 90 minutes for whole and small group instructional activities, and 30 minutes for reading intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- The ELA teachers will use the Gradual Release Model to increase students' capacity in the areas of phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text).
- The ELA teachers will use a research-based comprehensive literacy program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.
- The ELA teachers will monitor subgroups frequently to provide the necessary interventions to strengthen their listening, speaking, and vocabulary skills based on the Florida Standards.
- The ELA teachers will use flexible small group instruction to reinforce skills taught, to build accuracy and fluency, and to remediate deficiencies.
- The ELA teachers will utilize an ELA Scope and Sequence Calendars generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategic to improve vocabulary acquisition, implement higher order questioning, and to increase rigor.
- All teachers will receive professional development in literacy during monthly collaborative planning sessions.
- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development.
- The school leadership will monitor CCRP/CIRP/SIRP during the literacy block to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held on a monthly basis.
- The *i-Ready Reading Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. . The *i-Ready Diagnostic* will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The *i-Ready Diagnostic* will generate prescriptive lessons to address students' deficiencies in reading. The *i-Ready Growth Monitoring* will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.

- The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies. In response to on-grade level standards.
- The grades K-5 ELA teachers will use a comprehensive research-based program called *Houghton Mifflin Journeys Common Core*, which provides a balance of reading literary and informational texts filled with rigor. The program allows students to learn about words through whole and small group instruction in vocabulary, spelling, language, and phonics. In addition, students are presented with opportunities to read and respond in writing and discussion to the texts they read. *Journeys'* weekly assessments will be administered to evaluate students' progress in reading comprehension, vocabulary, grammar, and phonics.
- The grades 2-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting.
- The ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and English for ELL students.
- The grades K-5 ELA teachers will use the Literacy and Language Guide by *Houghton Mifflin Harcourt* to conduct daily workshops to reading, writing, and word study using the Gradual Release Model.
- The grades K-5 ELA teachers will use the *Ready Florida LAFS* which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the English Language Arts standards.
- The grades K-1 will use *Journeys' Common Core Writing Handbook* using the Writer's Workshop model to assist teachers in teaching writing through workshop style where mini-lessons are short, focused lessons on specific topics during an uninterrupted 60 minute block. The goals of the Writer's Workshop are as follows: Build a safe writing community, establish rituals and routines, generate lots of thinking, talk, and writing, develop the understanding that all good writing has meaning, detail, structure, and pacing. The Writer's Workshop will be accompanied with the instructional delivery model of the Gradual Release Model during the Writer's Workshop in a 4-week launch. During week 1, the ELA teachers will do the following: establish rituals and routines, introduce the writer's notebook, and begin collecting a variety of meaning entries. Week 2 calls for the teachers to provide activities that will focus on purposeful sensory detail, and introduce pacing in writing. During week 3, the writing activities are now focused on choosing and developing one idea to take through the writing process. The final week calls for completing the writing process, reflecting, and celebrating. FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.
- The grades 2-5 ELA teachers will use the *Ready Writing*, which is organized around lessons that explore the characteristics of opinion, informational, and narrative writing using the Gradual Release Model. The *Ready Writing* provides students to explore reading passages that are rich in science and social studies content. During step 1, students will be given opportunities to explore the text type they will be writing about, and read a mentor text of that type. Step 2 requires the students to receive their assignment, and identify their task, purpose, and audience. Step 3 requires students read Source

Texts, and mark parts of each they might use as evidence in their own writing. In addition, they organize their evidence in preparation for writing. Students will organize selected text evidence into a graphic organizer that will become the frame for their writing during Step 4. Step 5 calls for students to draft the beginning, middle, and end of their text with the help of shared activities. Step 6 requires students to learn how to make their writing better, first by revising their organization and ideas, then by making their words stronger and more precise. Students learn to edit their work with an eye toward crucial language skills and conventions during Step 7. Step 8 calls for students to practice speaking and listening by sharing their writing. For each kind of writing, students engage in a way of publishing and sharing particularly suited to that kind of writing. An FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.

- Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The *i-Ready Extra Assignments* will serve as the progress monitoring tools.
- Tier 2 students are identified by the score earned on the *i-Ready Diagnostics*. The assessment will determine if the students are working at, below, or above level. If the students are found to be working below level, the students will be placed in Tier 2. The *i-Ready Diagnostics* assessments will provide prescriptive lesson plans to address students' deficiencies. These lesson plans accompanied with the *Literacy Toolkit* and/or *Reading Toolkit* will be taught to the students. The students will meet in small group sessions with the classroom teachers for 30 minutes on a daily basis. The i-Ready Growth Monitoring will be administered after every 5 sessions to determine monitor students' progress.
- If the students have not shown significant progress according to the second *i-Ready Diagnostic Assessment*, the students will be moved to Tier 3. This assessments will yield prescriptive lesson plans to address students' deficiencies. These lesson plans will be accompanied with *Journeys' Write-in Reader*, *Voyager*, *Literacy Toolkit*, *Reading Toolkit*, and/or *Journeys' Curious About Words*.
- The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on i-Ready lessons on a daily basis before school hours to eliminate digital divide.
- A Mustang Book club has been established to promote the love of reading where every student will be checking out a book of his/her choice from the school library at least once a week. The students will be required to do the follow: complete a reading log needing parent signature and a fun interactive book report on a weekly basis. Parents will be provided with reading comprehension questions to accompany the reading book. These questions will be asked by the parents to increase family involvement in reading.
- *BrainPop* subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a

different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.

- Social Studies will be taught daily where students will be given opportunities not just read read textbooks and answer questions. Their interactions with the textbooks will involve the discovering information for themselves, feeling the emotions of historical figures, reasoning through problems and debating complex issues. TCI helps all learners succeed with resources to reach English language learners, Students with Disabilities, learners reading and writing below grade level, students with special needs, and advanced learners. Giving students a variety of ways to experience content helps them better retain, recall, and synthesize key information. TCI also address keys LAFS by doing the following: providing informational and literary texts which are balanced with at least 50% of reading time devoted to expository texts, establishing a staircase of increasing complexity in what students must be able to ready as they move throughout the grades, and emphasizing the close reading of text to determine main ideas, supporting details, and evidence. TCI will provide the support needed to increase students' writing capacity. The different types of writing will include writing to persuade, writing to inform/explain, and writing to convey experience. There will be a routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.
- A technology time will be established within in the math block so that the teachers can provide scaffolding support to students who are using i-Ready.

### Writing Deficiency

#### #1 Writing Deficiency

The 2015-2016 FSA grade 4 data indicated that our students had difficulties in the following areas: Language and Editing and Text-based Writing. The FSA data yielded the following results: 24% proficiency rate in Text-Based Writing and 35% in Language and Editing.

#### Person Responsible

Teachers, School Leadership Team (LLT), Administrators

#### Resources

Criterion-Reference Assessments from Common Core ELA Program's *Journeys*, i-Ready Standards Practice Mastery, and ELA LAFS Scope and Sequence Calendar

#### CIRP

*Journeys' Common Core Writing*

## **SIRP**

*Journeys Common Core Writing, Ready Writing*

### **Assessments**

Monthly Writing Prompts, Journeys' Benchmark Unit Assessments Writing

### **Timeline**

9/2016 – 6/2017

### **Plan**

The daily instructional block for grades K-5 consists of 3 hours. The breakdown is as follows: 60 minutes of uninterrupted for writing, 90 minutes for whole and small group instructional activities, and 30 minutes for reading intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- All teachers will receive professional development in writing during monthly collaborative planning sessions.
- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development.
- The school leadership will monitor CCRP/CIRP/SIRP during the literacy block to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held on a monthly basis. A final writing product will be derived from a monthly Writing prompt. The data generated from the final monthly Writing product will be used to monitor progress, adjust instruction, and implement innovative strategies.
- The grades K-5 ELA teachers will use a comprehensive research-based program called Houghton Mifflin Journeys Common Core, which provides a balance of reading literary and informational texts filled with rigor. The program allows students to learn about words through whole and small group instruction in vocabulary, spelling, language, and phonics. In addition, students are presented with opportunities to read and respond in writing.
- The grades K-5 ELA teachers will use Writing scope and sequence calendar generated by the Language Arts Florida Standards to ensure strategic and focused instruction.
- The grades K-1 will use Journeys' Common Core Writing Handbook using the Writer's Workshop model to assist teachers in teaching writing through workshop style where mini-lessons are short, focused lessons on specific topics during an uninterrupted 60 minute block. The goals of the Writer's Workshop are as follows: Build a safe writing community, establish rituals and routines, generate lots of thinking, talk, and writing, develop the understanding that all good writing has meaning, detail, structure, and pacing. The Writer's Workshop will be accompanied with the instructional delivery model of the Gradual Release Model during the Writer's Workshop in a 4-week launch. During week 1, the ELA teachers will do the following: establish rituals and routines, introduce the writer's notebook, and begin collecting a variety of meaning entries. Week 2 calls for the teachers to provide activities that will focus on purposeful sensory detail, and introduce pacing in writing. During week 3, the writing activities are now focused on choosing and developing one idea to take through the writing process. The final week calls for completing the writing process, reflecting, and celebrating. FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be

stored in their Writing Portfolios.

- The grades 2-5 ELA teachers will use the *Ready Writing*, which is organized around lessons that explore the characteristics of opinion, informational, and narrative writing using the Gradual Release Model. The *Ready Writing* provides students to explore reading passages that are rich in science and social studies content. During step 1, students will be given opportunities to explore the text type they will be writing about, and read a mentor text of that type. Step 2 requires the students to receive their assignment, and identify their task, purpose, and audience. Step 3 requires students read Source Texts, and mark parts of each they might use as evidence in their own writing. In addition, they organize their evidence in preparation for writing. Students will organize selected text evidence into a graphic organizer that will become the frame for their writing during Step 4. Step 5 calls for students to draft the beginning, middle, and end of their text with the help of shared activities. Step 6 requires students to learn how to make their writing better, first by revising their organization and ideas, then by making their words stronger and more precise. Students learn to edit their work with an eye toward crucial language skills and conventions during Step 7. Step 8 calls for students to practice speaking and listening by sharing their writing. For each kind of writing, students engage in a way of publishing and sharing particularly suited to that kind of writing. An FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.
- A Mustang Book club has been established to promote the love of reading where every student will be checking out a book of his/her choice from the school library at least once a week. The students will be required to do the follow: complete a reading log needing parent signature and a fun interactive book report on a weekly basis. Parents will be provided with reading comprehension questions to accompany the reading book. These questions will be asked by the parents to increase family involvement in reading.
- *BrainPop* subscriptions have been purchased by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.

- Social Studies will be taught daily where students will be given opportunities not just read read textbooks and answer questions. Their interactions with the textbooks will involve the discovering information for themselves, feeling the emotions of historical figures, reasoning through problems and debating complex issues. TCI helps all learners succeed with resources to reach English language learners, Students with Disabilities, learners reading and writing below grade level, students with special needs, and advanced learners. Giving students a variety of ways to experience content helps them better retain, recall, and synthesize key information. TCI also address keys LAFS by doing the following: providing informational and literary texts which are balanced with at least 50% of reading time devoted to expository texts, establishing a staircase of increasing complexity in what students must be able to ready as they move throughout the grades, and emphasizing the close reading of text to determine main ideas, supporting details, and evidence. TCI will provide the support needed to increase students' writing capacity. The different types of writing will include writing to persuade, writing to inform/explain, and writing to convey experience. There will be a routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized

### **Math Deficiency**

#### **#1 Math Deficiency**

New Life Charter Academy uses the i-Ready to screen students who are working below grade level, on grade level, and above level in mathematics as well as progress monitor students who have weaknesses in a specific area of Mathematics. The 2016-2017 i-Ready Mathematics Diagnostic was administered in September 2016 and yielded the following proficiency rates: 9% kindergarten students, 0% grade 1 students, 0% grade 2 students, 0% grade 3 students, 0% grade 4 students, and 26% grade 5 students. The i-Ready Mathematics Diagnostic indicated that grades K-5 students are experiencing difficulties in numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.

#### **Person Responsible**

Teachers, School Leadership Team (LLT), Administrators

#### **Resources**

Go Math, *i-Ready*, *Ready MAFS*, and *MAFS* Scope and Sequence Calendar

#### **Assessments**

*Go Math*, *i-Ready*, *Ready*

#### **Timeline**

9/2016 – 6/2017

#### **Plan**

The daily instructional block for grades K-5 consists of 90 minutes. The breakdown is as follows: 60 minutes for whole and small group instruction and 30 minutes for math intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- The math teachers will use grades K-5 *Go Math*, which is aligned with the standards and provided content aligned with the mathematical standards using the 5E model.
- The *i-Ready Reading Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. . The *i-Ready Diagnostic* will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The *i-Ready Diagnostic* assessments will generate prescriptive lessons to address students' deficiencies in reading. The *i-Ready Growth Monitoring* will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.
- The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies. In response to on-grade level standards.
- The grades K-5 Math teachers will use the *Ready MAFS* which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the Math standards. The *Ready MAFS* will be used as a supplement to the *Go Math* series for grades K-5. The *Ready MAFS* uses real-world problem solving as instruction to develop deep conceptual understanding. There are opportunities for multiple representations to make connections and show the conceptual meaning behind procedural fluency. Strategies are presented to the students so that they can make connection to new problems with prior knowledge, demonstrates multiple approaches, and provides multiple access points to learning. Students' ability are strengthen to use critical thinking and complex reasoning through reasons that focus on higher DOK levels.
- The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies. In response to on-grade level standards.
- The grades K-5 Math teachers will use math scope and sequence calendar generated by the Mathematical Florida Standards to ensure strategic and focused instruction correlating the standards with the *Go Math* and *Ready MAFS*.
- All teachers will receive professional development in implementing mathematical practices with fidelity during monthly collaborative planning

sessions.

- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development and Professional Learning Communities (PLC).
- The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on i-Ready lessons on a daily basis before school hours to eliminate digital divide.
- A technology time will be established within in the math block so that the teachers can provide scaffolding support to students who are using i-Ready.
- All tier 1 students will be receiving instruction using the *Go Math* instruction. Response to Intervention (RtI) will be applied to students who are experiencing difficulties in math. The Tier 2 students are identified by the scores earned on the *i-Ready Diagnostics* assessments. The assessments will determine if the students are working at, below, or above level. If the students are found to be working below level, the students will be placed in Tier 2. The *i-Ready Diagnostics* assessments will provide prescriptive lesson plans to address students' deficiencies. The Tier 2 students will meet in small group sessions with the classroom teacher for 30 minutes on a daily basis. The i-Ready Growth Monitoring will be administered after 10 daily sessions to monitor students' progress. If the students have not shown significant progress according to the next administration of the *i-Ready Diagnostic* assessments, the students will be moved to Tier 3. The *i-Ready Diagnostics* assessments will yield a targeted set of prescriptive plans to address the deficiencies.
- Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The *i-Ready Extra Assignments* will serve as the progress monitoring tool.
- *BrainPop* subscriptions have been purchased by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding

practice. In order to ensure maximum performance from our ELL student population, parents will be kept aware of their child's performance through bi-weekly progress reports as well as receive all school communication in their native language. Parents will be given access to ESOL parental websites and workshops for the purpose of increasing knowledge and comprehension of the ELL program.

### **Math Deficiency**

#### **#2 Math Deficiency**

The 2015-2016 FSA math scores yielded the deficiencies in the following reporting categories: *Operations, Algebra Thinking, and Numbers in Base Ten, Numbers and Operations-Fractions, and Measurement, Data, and Geometry.*

#### **Person Responsible**

Teachers, School Leadership Team (LLT), Administrators

#### **Resources**

Go Math, *i-Ready*, *Ready MAFS*, and *MAFS* Scope and Sequence Calendar

#### **Assessments**

*Go Math*, *i-Ready*, *Ready*

#### **Timeline**

9/2016 – 6/2017

#### **Plan**

The daily instructional block for grades K-5 consists of 90 minutes. The breakdown is as follows: 60 minutes for whole and small group instruction and 30 minutes for math intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- The math teachers will use grades K-5 *Go Math*, which is aligned with the standards and provided content aligned with the mathematical standards using the 5E model.
- The *i-Ready Reading Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. The *i-Ready Diagnostic* will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The *i-Ready Diagnostic* assessments will generate prescriptive lessons to address students' deficiencies in reading. The *i-Ready Growth Monitoring*

will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.

- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies.
- The grades K-5 Math teachers will use the *Ready MAFS* which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the Math standards. The *Ready MAFS* will be used as a supplement to the Go Math series for grades K-5. The *Ready MAFS* uses real-world problem solving as instruction to develop deep conceptual understanding. There are opportunities for multiple representations to make connections and show the conceptual meaning behind procedural fluency. Strategies are presented to the students so that they can make connection to new problems with prior knowledge, demonstrates multiple approaches, and provides multiple access points to learning. Students' ability are strengthen to use critical thinking and complex reasoning through reasons that focus on higher DOK levels.
- The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies. In response to on-grade level standards.
- The grades K-5 Math teachers will use math scope and sequence calendar generated by the Mathematical Florida Standards to ensure strategic and focused instruction correlating the standards with the *Go Math* and *Ready MAFS*.
- All teachers will receive professional development in implementing mathematical practices with fidelity during monthly collaborative planning sessions.
- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development and Professional Learning Communities (PLC).
- The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on i-Ready lessons on a daily basis before school hours to eliminate digital divide.
- A technology time will be established within in the math block so that the teachers can provide scaffolding support to students who are using i-Ready.
- All tier 1 students will be receiving instruction using the *Go Math* instruction. Response to Intervention (RtI) will be applied to students who are experiencing difficulties in math. The Tier 2 students are identified by the scores earned on the *i-Ready Diagnostics* assessments. The assessments will determine if the students are working at, below, or above level. If the students are found to be working below level, the students will be placed in Tier 2. The *i-Ready Diagnostics* assessments will provide prescriptive lesson plans to address students' deficiencies. The Tier 2 students will meet in small group sessions with the classroom teacher for 30 minutes on a daily basis. The i-Ready Growth Monitoring will be administered after 10 daily sessions to monitor students' progress. If the students have not shown significant progress according to the next administration of the *i-Ready Diagnostic*

assessments, the students will be moved to Tier 3. The *i-Ready Diagnostics* assessments will yield a targeted prescriptive plan to address the deficiencies.

- Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The *i-Ready Extra Assignments* will serve as the progress monitoring tool.
- *BrainPop* subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, *i-Ready* adaptive lessons, student accommodations, differentiated instruction, *Ready* lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on *Insyncedu.com*. *Insync* education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On *insyncedu.com*, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on *Insync* that will also aid their performance in all of their core classes. Furthermore, *Duolingo.com* will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. *Duolingo.com* is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centered and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will be kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purpose of increasing knowledge and comprehension of the ELL program.

## **6. Approved Educational Program**

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

The school chose not to implement the *Treasures* as the core reading program for grades K-5; instead, a decision was made to align the school's reading program with Broward County Reading Plan. In addition, the school chose to purchase the i-Ready rather than *Successmaker*, which serves as an adaptive diagnostic tool to support the diverse students' needs.

## **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:

## Deficiencies

### #1 Reading Deficiency

New Life Charter Academy uses the i-Ready to screen students and identify those students who are working below grade level, on grade level, and below grade level in reading as well as progress monitor students who have weaknesses in a specific area of English language arts. The 2016-2017 i-Ready Reading Diagnostic was administered in September 2016 and yielded the following proficiency rates: 32% kindergarten students, 18% grade 1 students, 20% grade 2 students, 22% grade 3 students, 18% grade 4 students, and 9% grade 5 students. The i-Ready Reading Diagnostic indicated that grades K-5 students are experiencing difficulties in phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text).

### Person Responsible

Teachers, School Leadership Team (LLT), Administrators

### Resources

Common Core ELA Program's *Journeys*, Ready LAFS, i-Ready, and ELA LAFS Scope and Sequence Calendar

### CIRP

*Journeys*

### SIRP

Literacy Language Guide, *Journeys*, *Ready LAFS*

### Assessments

*FLKRS*, *Journeys' Weekly Assessments*, *Journeys' Benchmark Unit Assessments*, *i-Ready Standards Practice Mastery*, *i-Ready Diagnostic*, *i-Ready Growth Monitoring*, *FAIR*, and *FSA*

### Timeline

8/2016 – 6/2017

### Plan

The daily instructional block for grades K-5 consists of 3 hours. The breakdown is as follows: 60 minutes of uninterrupted for writing, 90 minutes for whole and small group instructional activities, and 30 minutes for reading intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- The ELA teachers will use the Gradual Release Model to increase students' capacity in the areas of phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text).
- The ELA teachers will use a research-based comprehensive literacy program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.
- The ELA teachers will monitor subgroups frequently to provide the necessary interventions to strengthen their listening, speaking, and vocabulary

skills based on the Florida Standards.

- The ELA teachers will use flexible small group instruction to reinforce skills taught, to build accuracy and fluency, and to remediate deficiencies.
- The ELA teachers will utilize an ELA Scope and Sequence Calendars generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategic to improve vocabulary acquisition, implement higher order questioning, and to increase rigor.
- The *i-Ready Reading Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. . The *i-Ready Diagnostic* will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The *i-Ready Diagnostic* will generate prescriptive lessons to address reading deficiencies in all student population including the ESE and ELL student. The *i-Ready Growth Monitoring* will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.
- All teachers will receive professional development in literacy during monthly collaborative planning sessions.
- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development.
- The school leadership will monitor CCRP/CIRP/SIRP during the literacy block to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held on a monthly basis. The *i-Ready Reading Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year). The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and implement innovative strategies.
- New Life Charter Academy has been identified as one of the lowest 300 performing elementary schools in the state of Florida. As a result, an additional hour of reading is now part of the school. The school used the *Ready LAFS* as a supplement curriculum material. All texts are rich in social studies and science content in the *Ready LAFS* and they have been carefully leveled to meet the Florida LAFS requirements for complexity. All *Ready* lessons contain activities requiring reading, re-reading, and frequent interactions with text. The *Ready* passages encompass the range of genres and text types cited in the LAFS. In addition, the *Ready LAFS* incorporate the usages of social studies and science based passages. There is an integration of Speaking & Listening, Writing, and Language Activities with every Reading lesson. The *Ready LAFS* used the progress monitoring tools such as LAFS Practice, Interim Assessment, and Ready Assessment. The LAFS practice is used to identify how well students mastered the specific standard. The Interim Assessments and Performance Tasks at the end of each unit to see how well students can integrate the skills and strategies covered in that unit. The *Ready* Assessments allows the teacher to benchmark student progress on each LAFS throughout the year.
- Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The *i-Ready Extra Assignments* will serve as the progress monitoring tool.
- A Mustang Book club has been established to promote the love of reading where every student will be checking out a book of his/her choice from the school library at least once a week. The students will be required to do the follow: complete a reading log needing parent signature and a fun interactive book report on a weekly basis. Parents will be provided with reading comprehension questions to accompany the reading book. These questions will be asked by the parents to increase family involvement in reading.

- *BrainPop* subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will be kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purpose of increasing knowledge and comprehension of the ELL program.
- Social Studies will be taught daily where students will be given opportunities not just read textbooks and answer questions. Their interactions with the textbooks will involve the discovering information for themselves, feeling the emotions of historical figures, reasoning through problems and debating complex issues. TCI helps all learners succeed with resources to reach English language learners, Students with Disabilities, learners reading and writing below grade level, students with special needs, and advanced learners. Giving students a variety of ways to experience content helps them better retain, recall, and synthesize key information. TCI also address keys LAFS by doing the following: providing informational and literary texts which are balanced with at least 50% of reading time devoted to expository texts, establishing a staircase of increasing complexity in what students must be able to read as they move throughout the grades, and emphasizing the close reading of text to determine main ideas, supporting details, and evidence. TCI will provide the support needed to increase students' writing capacity. The different types of writing will include writing to persuade, writing to inform/explain, and writing to convey experience. There will be a routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.
- The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on i-Ready lessons on a daily basis before school hours to eliminate digital divide.
- A technology time will be established within in the math block so that the teachers can provide scaffolding support to students who are using i-Ready.

## **#2 Reading Deficiency**

The 2015-2016 FSA grades 3-5 data indicated that our students had difficulties in the following areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Language and Editing, and Text-based Writing.

**Person Responsible**

Teachers, School Leadership Team (LLT), Administrators

**Resources**

Common Core ELA Program's *Journeys*, Ready LAFS, i-Ready, and ELA LAFS Scope and Sequence Calendar

**CIRP**

Journeys' Common Core

**SIRP**

Literacy Language Guide

TCI

**Assessments**

Journeys' Weekly Assessments, Journeys' Benchmark Unit Assessments, i-Ready Standards Practice Mastery, i-Ready Diagnostic, FAIR, and FSA

**Timeline**

8/2016 – 6/2017

**Plan**

The daily instructional block for grades k-5 consists of 3 hours. The breakdown is as follows: 60 minutes of uninterrupted for writing, 90 minutes for whole and small group instructional activities, and 30 minutes for reading intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- The ELA teachers will use the Gradual Release Model to increase students' capacity in the areas of phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text).
- The ELA teachers will use a research-based comprehensive literacy program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.
- The ELA teachers will monitor subgroups frequently to provide the necessary interventions to strengthen their listening, speaking, and vocabulary skills based on the Florida Standards.
- The ELA teachers will use flexible small group instruction to reinforce skills taught, to build accuracy and fluency, and to remediate deficiencies.
- The ELA teachers will utilize an ELA Scope and Sequence Calendars generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategic to improve vocabulary acquisition, implement higher order questioning, and to increase rigor.
- All teachers will receive professional development in literacy during monthly collaborative planning sessions.
- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher

evaluations, and data analysis.

- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development.
- The school leadership will monitor CCRP/CIRP/SIRP during the literacy block to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held on a monthly basis.
- The *i-Ready Reading Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. . The *i-Ready Diagnostic* will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The *i-Ready Diagnostic* will generate prescriptive lessons to address students' deficiencies in reading. The *i-Ready Growth Monitoring* will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.
- The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies. In response to on-grade level standards.
- The grades K-5 ELA teachers will use a comprehensive research-based program called *Houghton Mifflin Journeys Common Core*, which provides a balance of reading literary and informational texts filled with rigor. The program allows students to learn about words through whole and small group instruction in vocabulary, spelling, language, and phonics. In addition, students are presented with opportunities to read and respond in writing and discussion to the texts they read. *Journeys'* weekly assessments will be administered to evaluate students' progress in reading comprehension, vocabulary, grammar, and phonics.
- The grades 2-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting.
- The ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and English for ELL students.
- The grades K-5 ELA teachers will use the Literacy and Language Guide by *Houghton Mifflin Harcourt* to conduct daily workshops to reading, writing, and word study using the Gradual Release Model.
- The grades K-5 ELA teachers will use the *Ready Florida LAFS* which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the English Language Arts standards.
- The grades K-1 will use *Journeys' Common Core Writing Handbook* using the *Writer's Workshop* model to assist teachers in teaching writing through workshop style where mini-lessons are short, focused lessons on specific topics during an uninterrupted 60 minute block. The goals of the *Writer's Workshop* are as follows: Build a safe writing community, establish rituals and routines, generate lots of thinking, talk, and writing, develop the

understanding that all good writing has meaning, detail, structure, and pacing. The Writer's Workshop will be accompanied with the instructional delivery model of the Gradual Release Model during the Writer's Workshop in a 4-week launch. During week 1, the ELA teachers will do the following: establish rituals and routines, introduce the writer's notebook, and begin collecting a variety of meaning entries. Week 2 calls for the teachers to provide activities that will focus on purposeful sensory detail, and introduce pacing in writing. During week 3, the writing activities are now focused on choosing and developing one idea to take through the writing process. The final week calls for completing the writing process, reflecting, and celebrating. FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.

- The grades 2-5 ELA teachers will use the *Ready Writing*, which is organized around lessons that explore the characteristics of opinion, informational, and narrative writing using the Gradual Release Model. The *Ready Writing* provides students to explore reading passages that are rich in science and social studies content. During step 1, students will be given opportunities to explore the text type they will be writing about, and read a mentor text of that type. Step 2 requires the students to receive their assignment, and identify their task, purpose, and audience. Step 3 requires students read Source Texts, and mark parts of each they might use as evidence in their own writing. In addition, they organize their evidence in preparation for writing. Students will organize selected text evidence into a graphic organizer that will become the frame for their writing during Step 4. Step 5 calls for students to draft the beginning, middle, and end of their text with the help of shared activities. Step 6 requires students to learn how to make their writing better, first by revising their organization and ideas, then by making their words stronger and more precise. Students learn to edit their work with an eye toward crucial language skills and conventions during Step 7. Step 8 calls for students to practice speaking and listening by sharing their writing. For each kind of writing, students engage in a way of publishing and sharing particularly suited to that kind of writing. An FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.
- Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The *i-Ready Extra Assignments* will serve as the progress monitoring tools.
- Tier 2 students are identified by the score earned on the *i-Ready Diagnostics*. The assessment will determine if the students are working at, below, or above level. If the students are found to be working below level, the students will be placed in Tier 2. The *i-Ready Diagnostics* assessments will provide prescriptive lesson plans to address students' deficiencies. These lesson plans accompanied with the *Literacy Toolkit* and/or *Reading Toolkit* will be taught to the students. The students will meet in small group sessions with the classroom teachers for 30 minutes on a daily basis. The *i-Ready Growth Monitoring* will be administered after every 5 sessions to determine monitor students' progress.
- If the students have not shown significant progress according to the second *i-Ready Diagnostic Assessment*, the students will be moved to Tier 3. This assessments will yield prescriptive lesson plans to address students' deficiencies. These lesson plans will be accompanied with *Journeys' Write-in Reader*, *Voyager*, *Literacy Toolkit*, *Reading Toolkit*, and/or *Journeys' Curious About Words*.
- The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on *i-Ready* lessons on a daily basis before school hours to eliminate digital divide.
- A Mustang Book club has been established to promote the love of reading where every student will be checking out a book of his/her choice from the school library at least once a week. The students will be required to do the follow: complete a reading log needing parent signature and a fun interactive book report on a weekly basis. Parents will be provided with reading comprehension questions to accompany the reading book. These questions will be

asked by the parents to increase family involvement in reading.

- *BrainPop* subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.
- Social Studies will be taught daily where students will be given opportunities not just read textbooks and answer questions. Their interactions with the textbooks will involve the discovering information for themselves, feeling the emotions of historical figures, reasoning through problems and debating complex issues. TCI helps all learners succeed with resources to reach English language learners, Students with Disabilities, learners reading and writing below grade level, students with special needs, and advanced learners. Giving students a variety of ways to experience content helps them better retain, recall, and synthesize key information. TCI also address keys LAFS by doing the following: providing informational and literary texts which are balanced with at least 50% of reading time devoted to expository texts, establishing a staircase of increasing complexity in what students must be able to ready as they move throughout the grades, and emphasizing the close reading of text to determine main ideas, supporting details, and evidence. TCI will provide the support needed to increase students' writing capacity. The different types of writing will include writing to persuade, writing to inform/explain, and writing to convey experience. There will be a routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.
- A technology time will be established within in the math block so that the teachers can provide scaffolding support to students who are using i-Ready.

### Writing Deficiency

#### #1 Writing Deficiency

The 2015-2016 FSA grade 4 data indicated that our students had difficulties in the following areas: Language and Editing and Text-based Writing. The FSA data yielded the following results: 24% proficiency rate in Text-Based Writing and 35% in Language and Editing.

**Person Responsible**

Teachers, School Leadership Team (LLT), Administrators

**Resources**

Criterion-Reference Assessments from Common Core ELA Program's *Journeys*, i-Ready Standards Practice Mastery, and ELA LAFS Scope and Sequence Calendar

**CIRP**

*Journeys' Common Core Writing*

**SIRP**

*Journeys Common Core Writing, Ready Writing*

**Assessments**

Monthly Writing Prompts, Journeys' Benchmark Unit Assessments Writing

**Timeline**

9/2016 – 6/2017

**Plan**

The daily instructional block for grades K-5 consists of 3 hours. The breakdown is as follows: 60 minutes of uninterrupted for writing, 90 minutes for whole and small group instructional activities, and 30 minutes for reading intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- All teachers will receive professional development in writing during monthly collaborative planning sessions.
- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development.
- The school leadership will monitor CCRP/CIRP/SIRP during the literacy block to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held on a monthly basis. A final writing product will be derived from a monthly Writing prompt. The data generated from the final monthly Writing product will be used to monitor progress, adjust instruction, and implement innovative strategies.
- The grades K-5 ELA teachers will use a comprehensive research-based program called Houghton Mifflin Journeys Common Core, which provides a balance of reading literary and informational texts filled with rigor. The program allows students to learn about words through whole and small group

instruction in vocabulary, spelling, language, and phonics. In addition, students are presented with opportunities to read and respond in writing.

- The grades K-5 ELA teachers will use Writing scope and sequence calendar generated by the Language Arts Florida Standards to ensure strategic and focused instruction.
- The grades K-1 will use Journeys' Common Core Writing Handbook using the Writer's Workshop model to assist teachers in teaching writing through workshop style where mini-lessons are short, focused lessons on specific topics during an uninterrupted 60 minute block. The goals of the Writer's Workshop are as follows: Build a safe writing community, establish rituals and routines, generate lots of thinking, talk, and writing, develop the understanding that all good writing has meaning, detail, structure, and pacing. The Writer's Workshop will be accompanied with the instructional delivery model of the Gradual Release Model during the Writer's Workshop in a 4-week launch. During week 1, the ELA teachers will do the following: establish rituals and routines, introduce the writer's notebook, and begin collecting a variety of meaning entries. Week 2 calls for the teachers to provide activities that will focus on purposeful sensory detail, and introduce pacing in writing. During week 3, the writing activities are now focused on choosing and developing one idea to take through the writing process. The final week calls for completing the writing process, reflecting, and celebrating. FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.
- The grades 2-5 ELA teachers will use the *Ready Writing*, which is organized around lessons that explore the characteristics of opinion, informational, and narrative writing using the Gradual Release Model. The *Ready Writing* provides students to explore reading passages that are rich in science and social studies content. During step 1, students will be given opportunities to explore the text type they will be writing about, and read a mentor text of that type. Step 2 requires the students to receive their assignment, and identify their task, purpose, and audience. Step 3 requires students read Source Texts, and mark parts of each they might use as evidence in their own writing. In addition, they organize their evidence in preparation for writing. Students will organize selected text evidence into a graphic organizer that will become the frame for their writing during Step 4. Step 5 calls for students to draft the beginning, middle, and end of their text with the help of shared activities. Step 6 requires students to learn how to make their writing better, first by revising their organization and ideas, then by making their words stronger and more precise. Students learn to edit their work with an eye toward crucial language skills and conventions during Step 7. Step 8 calls for students to practice speaking and listening by sharing their writing. For each kind of writing, students engage in a way of publishing and sharing particularly suited to that kind of writing. An FSA Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.
- A Mustang Book club has been established to promote the love of reading where every student will be checking out a book of his/her choice from the school library at least once a week. The students will be required to do the follow: complete a reading log needing parent signature and a fun interactive book report on a weekly basis. Parents will be provided with reading comprehension questions to accompany the reading book. These questions will be asked by the parents to increase family involvement in reading.
- *BrainPop* subscriptions have been purchased by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the

school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.

- Social Studies will be taught daily where students will be given opportunities not just read textbooks and answer questions. Their interactions with the textbooks will involve the discovering information for themselves, feeling the emotions of historical figures, reasoning through problems and debating complex issues. TCI helps all learners succeed with resources to reach English language learners, Students with Disabilities, learners reading and writing below grade level, students with special needs, and advanced learners. Giving students a variety of ways to experience content helps them better retain, recall, and synthesize key information. TCI also address keys LAFS by doing the following: providing informational and literary texts which are balanced with at least 50% of reading time devoted to expository texts, establishing a staircase of increasing complexity in what students must be able to ready as they move throughout the grades, and emphasizing the close reading of text to determine main ideas, supporting details, and evidence. TCI will provide the support needed to increase students' writing capacity. The different types of writing will include writing to persuade, writing to inform/explain, and writing to convey experience. There will be a routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.

### **Math Deficiency**

#### **#1 Math Deficiency**

New Life Charter Academy uses the i-Ready to screen students who are working below grade level, on grade level, and above level in mathematics as well as progress monitor students who have weaknesses in a specific area of Mathematics. The 2016-2017 i-Ready Mathematics Diagnostic was administered in September 2016 and yielded the following proficiency rates: 9% kindergarten students, 0% grade 1 students, 0% grade 2 students, 0% grade 3 students, 0% grade 4 students, and 26% grade 5 students. The i-Ready Mathematics Diagnostic indicated that grades K-5 students are experiencing difficulties in numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.

#### **Person Responsible**

Teachers, School Leadership Team (LLT), Administrators

#### **Resources**

## Go Math, *i-Ready*, *Ready MAFS*, and *MAFS* Scope and Sequence Calendar

### Assessments

*Go Math*, *i-Ready*, *Ready*

### Timeline

9/2016 – 6/2017

### Plan

The daily instructional block for grades K-5 consists of 90 minutes. The breakdown is as follows: 60 minutes for whole and small group instruction and 30 minutes for math intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- The math teachers will use grades K-5 *Go Math*, which is aligned with the standards and provided content aligned with the mathematical standards using the 5E model.
- The *i-Ready Go Math Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. The *i-Ready Diagnostic* will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The *i-Ready Diagnostic* assessments will generate prescriptive lessons to address students' deficiencies in reading. The *i-Ready Growth Monitoring* will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.
- The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies. In response to on-grade level standards.
- The grades K-5 Math teachers will use the *Ready MAFS* which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the Math standards. The *Ready MAFS* will be used as a supplement to the Go Math series for grades K-5. The *Ready MAFS* uses real-world problem solving as instruction to develop deep conceptual understanding. There are opportunities for multiple representations to make connections and show the conceptual meaning behind procedural fluency. Strategies are presented to the students so that they can make connection to new problems with prior knowledge, demonstrates multiple approaches, and provides multiple access points to learning. Students' ability are strengthen to use critical thinking and complex reasoning through reasons that focus on higher DOK levels.

- The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies. In response to on-grade level standards.
- The grades K-5 Math teachers will use math scope and sequence calendar generated by the Broward County Public Schools' Office of Intervention to ensure strategic and focused instruction correlating the standards with the *Go Math* and *Ready MAFS*. The focus Units of study generates the following information: critical areas of focus, key advances for each grade level, fluency expectations, examples of opportunities for connections among standards, in depth focus, Mathematical concepts Year-at-glance, quarterly instructional scope at a glance.
- All teachers will receive professional development in implementing mathematical practices with fidelity during monthly collaborative planning sessions.
- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development and Professional Learning Communities (PLC).
- The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on i-Ready lessons on a daily basis before school hours to eliminate digital divide.
- A technology time will be established within in the math block so that the teachers can provide scaffolding support to students who are using i-Ready.
- All tier 1 students will be receiving instruction using the *Go Math* instruction. Response to Intervention (RtI) will be applied to students who are experiencing difficulties in math. The Tier 2 students are identified by the scores earned on the *i-Ready Diagnostics* assessments. The assessments will determine if the students are working at, below, or above level. If the students are found to be working below level, the students will be placed in Tier 2. The *i-Ready Diagnostics* assessments will provide prescriptive lesson plans to address students' deficiencies. The Tier 2 students will meet in small group sessions with the classroom teacher for 30 minutes on a daily basis. The i-Ready Growth Monitoring will be administered after 10 daily sessions to monitor students' progress. If the students have not shown significant progress according to the next administration of the *i-Ready Diagnostic* assessments, the students will be moved to Tier 3. The *i-Ready Diagnostics* assessments will yield a targeted set of prescriptive plans to address the deficiencies.
- Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The *i-Ready Extra Assignments* will serve as the progress monitoring tool.
- *BrainPop* subscriptions have been purchased by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics,

engineering and technology, health, and arts and music.

- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will be kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.

### Math Deficiency

#### #2 Math Deficiency

The 2015-2016 FSA math scores yielded the deficiencies in the following reporting categories: *Operations, Algebra Thinking, and Numbers in Base Ten, Numbers and Operations-Fractions, and Measurement, Data, and Geometry.*

#### Person Responsible

Teachers, School Leadership Team (LLT), Administrators

#### Resources

Go Math, *i-Ready*, *Ready MAFS*, and *MAFS* Scope and Sequence Calendar

#### Assessments

*Go Math*, *i-Ready*, *Ready*

#### Timeline

9/2016 – 6/2017

### **Plan**

The daily instructional block for grades K-5 consists of 90 minutes. The breakdown is as follows: 60 minutes for whole and small group instruction and 30 minutes for math intervention for all students.

The instructional block will incorporate the following teacher responsibilities and activities:

- The math teachers will use grades K-5 *Go Math*, which is aligned with the standards and provided content aligned with the mathematical standards using the 5E model.
- The grades K-5 Math teachers will use math scope and sequence calendar generated by the Broward County Public Schools' Office of Intervention to ensure strategic and focused instruction correlating the standards with the *Go Math* and *Ready MAFS*. The focus Units of study generates the following information: critical areas of focus, key advances for each grade level, fluency expectations, examples of opportunities for connections among standards, in depth focus, Mathematical concepts Year-at-glance, quarterly instructional scope at a glance.
- The *i-Ready Reading Diagnostic* assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the *i-Ready Diagnostic* assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the *i-Ready Diagnostic* will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. . The *i-Ready Diagnostic* will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The *i-Ready Diagnostic* assessments will generate prescriptive lessons to address students' deficiencies in reading. The *i-Ready Growth Monitoring* will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies.
- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies.
- The grades K-5 Math teachers will use the *Ready MAFS* which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the Math standards. The *Ready MAFS* will be used as a supplement to the *Go Math* series for grades K-5. The *Ready MAFS* uses real-world problem solving as instruction to develop deep conceptual understanding. There are opportunities for multiple representations to make connections and show the conceptual meaning behind procedural fluency. Strategies are presented to the students so that they can make connection to new problems with prior knowledge, demonstrates multiple approaches, and provides multiple access points to learning. Students' ability are strengthen to use critical thinking and complex reasoning through reasons that focus on higher DOK levels.
- The grades 3-5 *i-Ready Standards Mastery* assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the *i-Ready Standards Mastery* assessment will provide prescriptive lesson plans to target students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the *i-Ready Standards Mastery* will be administered to measure if the proficiency has increase in the students.
- In addition to implementing the accommodations and following the goals of the IEPs, the ESE students will have detailed prescriptive lesson plans generating from the *i-Ready Standards Mastery* assessments to address any deficiencies in response to on-grade level standards.

- In addition to implementing the accommodations and strategies of the ELL plans, the ELL students will have detailed prescriptive lesson plans generating from the *i-Ready Diagnostic* assessments to address any deficiencies. In response to on-grade level standards.
- The grades K-5 Math teachers will use math scope and sequence calendar generated by the Mathematical Florida Standards to ensure strategic and focused instruction correlating the standards with the *Go Math* and *Ready MAFS*.
- All teachers will receive professional development in implementing mathematical practices with fidelity during monthly collaborative planning sessions.
- The school leadership team will monitor the instructional practices of teachers through observations, Florida Charter School Consortium's teacher evaluations, and data analysis.
- The school leadership will review lesson plans, conduct classroom observations, conduct data chats with teachers, and monitor Professional Development and Professional Learning Communities (PLC).
- The school will have a Mustang Pop-Up Lab center to ensure that students have access to work on i-Ready lessons on a daily basis before school hours to eliminate digital divide.
- A technology time will be established within in the math block so that the teachers can provide scaffolding support to students who are using i-Ready.
- All tier 1 students will be receiving instruction using the *Go Math* instruction. Response to Intervention (RtI) will be applied to students who are experiencing difficulties in math. The Tier 2 students are identified by the scores earned on the *i-Ready Diagnostics* assessments. The assessments will determine if the students are working at, below, or above level. If the students are found to be working below level, the students will be placed in Tier 2. The *i-Ready Diagnostics* assessments will provide prescriptive lesson plans to address students' deficiencies. The Tier 2 students will meet in small group sessions with the classroom teacher for 30 minutes on a daily basis. The i-Ready Growth Monitoring will be administered after 10 daily sessions to monitor students' progress. If the students have not shown significant progress according to the next administration of the *i-Ready Diagnostic* assessments, the students will be moved to Tier 3. The *i-Ready Diagnostics* assessments will yielded a targeted prescriptive plans to address the deficiencies.
- Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The *i-Ready Extra Assignments* will serve as the progress monitoring tool.
- *BrainPop* subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. *BrainPop* is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.
- A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to

ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centered and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will be kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.

**8. Barriers to Student Success** Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions,

#	Barriers	Action	Person(s) Responsible	Resources Needed	Timeline	Evaluation Tool
1	Inexperience with computer-based testing	More practice tests will be given on the computer in order to provide students with ample experience	Administration	i-Ready Standards Mastery	October 2016 – June 2017	i-Ready Standards Mastery Reports
2	Insufficient levels of rigor being implemented in daily lessons	Levels of content rigor will be closely monitored by administration	Administration	Rubric aligned with Professional Development focusing specifically on developing rigorous assignments and questions Evaluation Observation Tools	Monthly	Rubric aligned with Professional Development focusing specifically on developing rigorous assignments and questions Evaluation Observation Tools
3	Lack of parental involvement in students' academics	More opportunities will be provided for	Administration	FSA test specifications	Quarterly	Surveys Agenda

		familiarize themselves with FSA test specifications and preparation				
--	--	---	--	--	--	--

**9. Student Achievement Outcomes**

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

New Life Charter Academy desires the following achievement outcomes by June 2016-2017:  
 70% or more of our ELL populations' proficiency level will increase by at least one level;  
 80% of students with disabilities in grades K-5 will increase 1 level as measured by the i-Ready Diagnostic;  
 80% of students with disabilities in grades 3-5 will increase 1 level as measured by the FSA Reading;  
 80% of the students in grades K-2 will meet promotion criteria set forth for English Language Arts and Math.  
 60%of the students in grades 3-5 will score at or above level 3 in English Language Arts and Math on the Florida Standard Assessment;  
 60% of the students in grade 5 will score at or above level 3 in Science on the FCAT 2.0 Science.

## 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

New Life Charter Academy desires the following achievement outcomes by June 2016-2017:  
 70% or more of our ELL populations’ proficiency level will increase by at least one level;  
 80% of students with disabilities in grades K-5 will increase 1 level as measured by the i-Ready Diagnostic;  
 80% of students with disabilities in grades 3-5 will increase 1 level as measured by the FSA Reading;  
 80% of the students in grades K-2 will meet promotion criteria set forth for English Language Arts and Math.  
 60%of the students in grades 3-5 will score at or above level 3 in English Language Arts and Math on the Florida Standard Assessment;  
 60% of the students in grade 5 will score at or above level 3 in Science on the FCAT 2.0 Science.

support parents?).

**Parent Involvement Goal:** *Based on the analysis of the parent involvement data, identify and define an area in need of improvement.*

<b>2015-2016 Current Level of Parent Involvement:</b> <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i>			<b>2016-2017 Expected Level of Parent Involvement:</b> <i>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)]</i>		
<b>19% Total number: 18</b>			<b>30% Total number: 34</b>		
<b>Activity</b>	<b>Strategies and Activities to increase student Achievement</b> <i>(explanation of how this activity strengthens/impacts the school parental</i>	<b>Start – End Date</b>	<b>Evaluation Tool</b> <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	<b>Person or Position Responsible for Coordinating/Monitoring</b>	<b>Amount/Funding Source</b>

	<i>involvement efforts on student learning)</i>				
1. Parent/Student Orientation	Introduction to school culture, vision, and faculty/staff	Summer 2016 & 2017	Agenda Sign-In sheets, Parent Contract	Administration	NA
2. Title 1 Open House	Share interactive communication and gradebook site, review the Promotion for each grade level, provide parents with grade specific learning standards, activities and how to assist students at home with homework	Fall 2016 & Winter 2016	Agenda, Title 1 Sign In Sheets	Administration	NA
3. Title 1 Meetings	Title 1 Meetings will occur quarterly. Parents will have the opportunity to actively participate in developing the Parental Involvement Plan and the School-Parent Compact.	Winter & Spring 2017	Agenda, Sign-In Sheet	Administration	\$500/General Fund
4. F.I.T. Meetings	F.I.T. (Families in Touch) is made up of parents and staff that meet monthly to discuss various ways to support the school and impact student learning. The organization works to host fundraisers, celebrations, and showcases.	August 2016- June 2016	Agenda, Sign-In Sheet	Administration	N/A
5. School wide celebrations,	All stakeholders will be given the opportunities to	Quarterly	Agenda, Sign-In Sheet	Administration	\$1000/General Fund

Family Fun Day, Field Trips, Honor Roll and Field Day	participate in school-wide activities				
6. Science Fair Night	The students are provided opportunities to showcase detailed scientific investigations through the science fair.	May 2016	Sign-In Sheets, Parents and student surveys	Administration	\$300/General Fund
7. ESE & ELL Parental Involvement	Monthly flyers will be sent home to notify parents of upcoming district-wide sponsored meetings about ESE and ELL meetings for families.	October 2016	Flyer	Administration	\$50/General Fund
8. ELL	School communication will be sent home in native language.	October 2016	School communication documents	Administration	\$50/General Fund
9. Academic Progress	Parents will receiving bi-weekly progress reports about their children's academic progress.	September 2016	Progress Reports	Administration	\$100/General Fund
10. Parent Conferences	All parents will be meeting with the teachers to discuss their children's academic progress quarterly via phone, email, or face to face.	Quarterly	Teacher Communication Logs	Administration	\$50/General Fund

## 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?).

A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. *BrainPop* ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will kept aware of their child's performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.

**Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.**

Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# 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%	1	5%	3	18%	9	53%	4	24%
Speaking	0	0%	0	0%	0	0%	1	5%	2	12%	13	76%
Reading	0	0%	2	12%	2	12%	6	35%	6	35%	1	5%
Writing	1	5%	7	41%	7	41%	2	12%	0	0%	0	0%
Oral Language	0	0%	0	0%	0	0%	1	5%	10	59%	5	29%
Literacy	0	0%	5	29%	9	53%	1	5%	2	12%	0	0%
Comprehension	0	0%	2	12%	1	5%	3	18%	8	47%	2	12%
Overall Score	0	0%	0	0%	6	35%	8	47%	2	12%	0	0%

**Goal:**

By the end of the 2016-2017 school year, 70% or more of our ELL populations' proficiency level will increase by at least one level.

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
The ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence structure and domain specific vocabulary in native language and English. The <i>i-Ready</i> will provide real-time data accompanied with prescriptive lesson plans to enable to students to work on increasing their capacity.	All Proficiency Levels (K-5)	Reading Comprehension/ Literacy	8/29/2016-6/8/2016	During School	i-Ready, Tools of Instruction, i-Ready Growth Monitoring Reports Insyncedu.com Duolingo.com Brainpopesl.com	ELA teacher/ESOL coordinator/Principal
The general education teacher will provide ELL students receiving specialized instruction in math using i-Ready program. The i-Ready will provide real-time data accompanied with prescriptive	All Proficiency Levels (K-5)	Reading Comprehension/ Literacy	8/29/2016-6/8/2016	During School	i-Ready, Tools of Instruction, i-Ready Growth Monitoring Reports	General Education Teacher/ESOL coordinator/Principal

lesson plans to enable to students to work on increasing their capacity.					Insyncedu.com Duolinguo.com Brainpopesl.com	
The general education teachers will use ESOL Accommodations Matrix to document effective ESOL strategies to assist in building students' capacity.	All Proficiency Levels (K-5)	Listening, Speaking, & Oral Language	8/29/2016-6/8/2016	During School (ELA Block)	Teacher Checklist/Observation & Administrative Lesson Review	ELA teacher/ESOL coordinator/Principal
Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for ELL students in grades 3-5 at least twice a week. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The <i>i-Ready Extra Assignments</i> will serve as the progress monitoring tool.	Grades 3, 4 and 5 All Proficiency Levels	Reading Comprehension	10/10/2016-04/17/2017	After School Hours	i-Ready Growth Monitoring Reports Insyncedu.com Duolinguo.com Brainpopesl.com Attendance Sheets Lesson Plans	Tutor/ESOL coordinator/Principal
Teachers will receive professional development in lesson planning and instructional modeling of how, when, and with whom to accommodate and differentiate, scaffold instruction to meet the needs of ELL students.	All Proficiency Levels (K-5)	All Domains	Monthly	After School Hours	Administrator rubric	ESOL coordinator/Principal
ELL student progress and analysis of ELL student data will be included in bi-weekly PLC data chats.	All Proficiency Levels (K-5)	All Domains	8/22/16 – 6/8/17	after school	Data Binders Data Tracking Tools with student and whole group performance	ESOL Coordinator/Principal
Small group intervention- During small group intervention, teachers will use Tools for Instruction lessons derived from the data from i-ready diagnostics test to provide explicit instruction to ELL students. Teacher will also refer to WIDA access can do descriptors to ensure maximum ELL participation.	All Proficiency Levels (K-5)	All Domains	September 2016- June 2017	During School (ELA Block)	Tools for Instruction	ELA Teacher/ESOL Coordinator
ELL students will be required to complete Brainpopesl lessons. Activities will specifically address listening and speaking needs of ELLs. Activities include but are not limited to, flash card usage, 'Hear it, Say it' activities, "Read it, Write it" activities, and practice activities to support ESL	All Proficiency Levels (K-5)	Listening, Speaking & Oral Language	November 2016- June 2016	During School Hours	Brainpopesl.com	ELA Teacher/ESOL Coordinator

needs. These activities will ensure maximum ESL progress.						
Duolingo will be used to address the listening and speaking needs of our ELL students. Duolingo presents lessons in modules which aloe ELLs to focus on specific vocabulary words in English and in their native language.	All Proficiency Levels (K-5)	Listening, Speaking and Oral Language	November 2016- June 2016	During School Hours	Duolingo.com	ELA Teacher/ESOL Coordinator
Insync Education PD- Teachers will watch “How it Works” videos and participate in Q&A. ESOL coordinator/ Principal will provide teachers with explicit instructions on how to have ELL students access and complete insync lessons.	All Proficiency Levels (K-5)	All Domains	October 2016- June 2016	During School Hours	Teacher Checklist/Observation & Administrative Lesson Review	ELA Teacher/ESOL Coordinator/ Principal
The purpose and usage frequency of Duolingo will be addressed in a professional development. The teachers will have opportunities to model how to effectively implement lesson with Doulingo for the ELL students.	All Proficiency Levels (K-5)	Listening, Speaking and Oral Language	November 2016- June 2016	During School Hours	Teacher Checklist/Observation & Administrative Lesson Review	ELA Teacher/ESOL Coordinator/Principal
The purpose and usage frequency of BrainpopESL will be addressed in a professional development. The teachers will have opportunities to model how to effectively implement BrainpopESL for the ELL students.	All Proficiency Levels (K-5)	Listening, Speaking and Oral Language	November 2016- June 2016	During School Hours	Teacher Checklist/Observation & Administrative Lesson Review	ELA Teacher/ESOL Coordinator/ Principal

## 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?).

<p><b>Exceptional Student Education (SWD) Reading Goal:</b>                  By June 2016, 80% of students with disabilities in grades K-5 will increase 1 level as measured by the i-Ready Diagnostic.                  By June 2016, 80% of students with disabilities in grades 3-5 will increase 1 level as measured by the FSA Reading.</p>	
<p><b>Include data for Proficient students with disabilities (SWD) for Reading</b> (<i>i.e.</i>, FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):                  K-2 Journeys- Final Unit Test average proficiency was 39%.                  FSA ELA Grades 3-4 average proficiency was 50%.</p>	<p><b>Include data for Non-proficient students with disabilities (SWD) for Reading</b> (<i>i.e.</i> FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):                  K-2 Journeys- Final Unit Test average non-proficiency was 61%.                  FSA ELA Grades 3-4 average non-proficiency was 50%.</p>

<b>2016 Current Level of Performance</b> K-2 Journeys- Final Unit Test average proficiency was 39%. FSA ELA Grades 3-4 average proficiency was 50%.	<b>2017 Expected Level of Performance</b> K-2 Journeys- Final Unit Test average proficiency will be 70%. FSA ELA Grades 3-4 average proficiency will be 70%.	<b>2016 Current Level of Performance</b> K-2 Journeys- Final Unit Test was average proficiency 39%. FSA ELA Grades 3-4 average proficiency was 50%.	<b>2017 Expected Level of Performance</b> K-2 Journeys- Final Unit Test average proficiency will be 70%. FSA ELA Grades 3-4 average proficiency will be 70%.
---	--	---	--

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

<b>Baseline Data 2013-14</b>	<b>NA</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
		<b>49%</b>	<b>50%</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>

<b>Strategies and Activities to increase SWD Achievement in Reading</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>
The ESE teacher will provide ESE students specialized instruction with phonics, phonemic awareness, fluency, and comprehension delays, reading interventions using i-Ready program. The i-Ready will provide real-time data accompanied with prescriptive lesson plans to enable to students to work on increasing their capacity.	8/22/16 – 6/8/17	During school	i-Ready Monitoring Growths	ESE Coordinator/Principal	Currently funded
The general education teachers will implement accommodations and modifications in accordance with the students' IEP in addition to the general education teachers' differentiated instruction. This includes interventions affiliated with i-Ready. The ESE Specialist will provide the General Education teacher with a copy of each ESE student's updated IEP at a glance and consult with the general education teachers to obtain the students' present levels of performance quarterly, to complete progress reports and determine whether or not additional interventions are needed for Annual/Re-	8/22/16 – 6/8/17	During school	Journeys' Weekly Assessments	ESE Coordinator/Principal	Currently funded

Evaluations. General Ed teachers are required to maintain a copy of the most recent IEP at a glance in the lesson plan binder and include ESE students and their accommodations in the lesson plan binders.					
ESE student progress and analysis of ESE student data will be included in bi-weekly PLCA data chats.	8/22/16 – 6/8/17	after school	Data Binders Data Tracking Tools with student and whole group performance	ESE Coordinator/Principal	NA
Extended Learning Opportunities (ELO) will begin in October 2016 and in May 2017 in the form of after school tutorial sessions for students in grades 3-5 at least twice a week. Tiers 2 and 3 students along with the ELL and SWD students are invited to attend the ELO. The ELO will be governed by an instructional focus calendar consisting of previously taught standards throughout the year. The <i>i-Ready Extra Assignments</i> will serve as the progress monitoring tool.	8/22/16 – 6/8/17	after school	Attendance sheets Lesson plans	ESE Coordinator/Principal	NA
Teachers will receive professional development in lesson planning and instructional modeling of how, when, and with whom to accommodate and differentiate, scaffold instruction to meet the needs of ESE students.	8/22/16 – 9/30/16	After school	Lesson Plans Data Binders	ESE Coordinator/Principal	NA
The <i>i-Ready Reading Diagnostic</i> assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure ESE students' progress on grade level standards. The data generated from the <i>i-Ready Diagnostic</i> assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the <i>i-Ready Diagnostic</i> will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. . The <i>i-Ready Diagnostic</i> will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The <i>i-Ready Diagnostic</i> assessments will generate prescriptive lessons to address students' deficiencies in reading for grades K-5. The prescriptive lesson plans are	8/22/16 – 6/8/17	During school	i-Ready Monitoring Growths i-Ready Diagnostic	ESE Coordinator/Principal	Currently funded

<p>presented in the Gradual Release Model where the general education or ESE teacher to teach the lesson in a 20-30 minute interval in a pull-out or push-in setting. For instance, if an ESE student is experiencing difficulties in the controlled –R or summarizing. The lesson plan will provide explicit instructions to teach the prescribed concept. The lesson plan will provide explicit instructions to teach the prescribed concept. In addition, it will give the general education or ESE teacher strategies on how to address the common errors performed by students. The <i>i-Ready Growth Monitoring</i> will be used a progress monitoring tool on a monthly basis to evaluate if the students’ deficiencies are being met.</p>					
<p>The grades 3-5 <i>i-Ready Standards Mastery</i> assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students’ response to on-level standards in a mini-high stakes setting. The data generated from the <i>i-Ready Standards Mastery</i> assessment will provide prescriptive lesson plans to target ESE students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the <i>i-Ready Standards Mastery</i> will be administered to measure if the proficiency has increase in the students.</p> <p>The ESE students will have detailed prescriptive lesson plans generating from the <i>i-Ready Standards Mastery</i> assessments to address any deficiencies in response to on-grade level standards.</p>	8/22/16 – 6/8/17	During school	i-Ready Standards Mastery	ESE Coordinator/Principal	Currently funded

**Exceptional Student Education (SWD) Math Goal:**

By June 2016, 80% of students with disabilities in grades K-5 will increase 1 level as measured by the i-Ready Diagnostic.

By June 2016, 80% of students with disabilities in grades 3-5 will increase 1 level as measured by the FSA Math.

**Include data for Proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):**  
 K-2 Go Math average proficiency was 52%.  
 FSA Math Grades 3-4 average proficiency was 50%.

**Include data for Non-proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):**  
 K-2 Go Math average non-proficiency was 48%.  
 FSA Math Grades 3-4 average non-proficiency was 50%.

**2016 Current Level of Performance**  
 K-2 Go Math average proficiency was 52%.  
 FSA Math Grades 3-4 average proficiency was 50%.

**2017 Expected Level of Performance**  
 K-2 Go Math average proficiency will be 70%.  
 FSA Math Grades 3-4 average proficiency will be 70%.

**2016 Current Level of Performance**  
 K-2 Go Math average proficiency was 52%.  
 FSA Math Grades 3-4 average proficiency was 50%.

**2017 Expected Level of Performance**  
 K-2 Go Math average proficiency will be 70%.  
 FSA Math Grades 3-4 average proficiency will be 70%.

**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
NA	50%	50%	70%	75%	80%	85%

Strategies and Activities to increase SWD Achievement in Math (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/Funding Source

The ESE teacher will provide students receiving specialized instruction in math using i-Ready program. The i-Ready will provide real-time data accompanied with prescriptive lesson plans to enable to students to work on increasing their capacity.	8/22/16 – 6/8/17	During school	i-Ready Monitoring Growths	ESE Coordinator/Principal	Currently funded
The ESE teacher will provide push-in or pull-out instructional services in accordance with the students' IEPs.	8/22/16 – 6/8/17	During school	ESE teachers' log sheets	ESE Coordinator/Principal	Currently funded
The general education teachers will implement accommodations and modifications in accordance with the students' IEPs in addition to the general education teachers' differentiated instruction. This includes interventions affiliated with i-Ready. The ESE Specialist will provide the General Education teacher with a copy of each ESE student's updated IEP at a glance and consult with the general education teachers to obtain the students' present levels of performance quarterly, to complete progress reports and determine whether or not additional interventions are needed for Annual/Re-Evaluations. General Ed teachers are required to maintain a copy of the most recent IEP at a glance in the lesson plan binder and include ESE students and their accommodations in the lesson plan binder.	8/22/16 – 6/8/17	During school	Go Math Chapter Assessments	ESE Coordinator/Principal	Currently funded
ESE student progress and analysis of ESE student data will be included in monthly PLC data chats.	8/22/16 – 6/8/17	after school	Data Binders Data Tracking Tools with student and whole group performance	ESE Coordinator/Principal	NA
Extended Learning Opportunities (ELO) will begin in October 2016 and end in May 2017 in the form of after school tutorial sessions for ESE students in grades 3-5. The ESE students will receive individual instruction to increase their capacity in English Language Arts and Mathematics during extended learning opportunities.	8/22/16 – 6/8/17	after school	Attendance sheets Lesson plans	ESE Coordinator/Principal	NA
Teachers will receive professional development in lesson planning and instructional modeling of how, when, and with whom to accommodate and differentiate, scaffold instruction to meet the needs of ESE students.	8/22/16 – 9/30/16	After school	Lesson Plans Data Binders	ESE Coordinator/Principal	NA
The <i>i-Ready Mathematics Diagnostic</i> assessments will be administered three times a year: (beginning of the year, mid-	8/22/16 – 6/8/17	During school	i-Ready Monitoring Growths	ESE Coordinator/Principal	Currently funded

<p>year, and end of the year) to measure ESE students' progress on grade level standards. The data generated from the <i>i-Ready Diagnostic</i> assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the <i>i-Ready Diagnostic</i> will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. The <i>i-Ready Diagnostic</i> will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The <i>i-Ready Diagnostic</i> assessments will generate prescriptive lessons to address students' deficiencies in math. The <i>i-Ready Diagnostic</i> assessments will generate prescriptive lessons to address students' deficiencies in reading for grades K-5. The prescriptive lesson plans are presented in the Gradual Release Model where the general education or ESE teacher to teach the lesson in a 20-30 minute interval in a pull-out or push-in setting. For instance, if an ESE student is experiencing difficulties in adding three digit numbers. The lesson plan will provide explicit instructions to teach the prescribed concept. In addition, it will give the general education or ESE teacher strategies on how to address the common errors performed by students. The <i>i-Ready Growth Monitoring</i> will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.</p>			i-Ready Diagnostic		
<p>The grades 3-5 <i>i-Ready Standards Mastery</i> assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting. The data generated from the <i>i-Ready Standards Mastery</i> assessment will provide prescriptive lesson plans to target ESE students who are mastering and not mastering the standards. After those lessons are taught to the students, the second version of the <i>i-Ready Standards Mastery</i> will be administered to measure if</p>	8/22/16 – 6/8/17	During school	i-Ready Standards Mastery	ESE Coordinator/Principal	Currently funded

<p>the proficiency has increase in the students. The ESE students will have detailed prescriptive lesson plans generating from the <i>i-Ready Standards Mastery</i> assessments to address any deficiencies in response to on-grade level standards.</p>					
--	--	--	--	--	--

### Literacy Action Plan

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

<b>Literacy Goal:</b>
-----------------------

By June 2017, 80% of the students in grades K-2 will meet promotion criteria.  
 By June 2017, 70% of the students in grades 3-5 will score at or above level 3 in English Language Arts on the Florida Standard Assessment.

<p><b>Include data for Proficient students</b> (i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA):</p> <ul style="list-style-type: none"> <li>Grades K-2 students' average proficiency score earned on Journeys' Reading sand Analyzing Text was 60%.</li> <li>Grades 3 and 4's average proficiency score on FSA ELA was 28%.</li> </ul>	<p><b>Include data for Non-proficient students</b> (i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA):</p> <ul style="list-style-type: none"> <li>Grades K-2 students' average non-proficiency score earned on Journeys' Reading sand Analyzing Text was 40%.</li> <li>Grades 3 and 4's average proficiency score on FSA ELA was 72%.</li> </ul>
---	--

<p><b>2016 Current Level of Performance</b></p> <ul style="list-style-type: none"> <li>Grades K-2 students' average proficiency score earned on Journeys' Reading sand Analyzing Text was 60%.</li> <li>Grades 3 and 4's average proficiency score on FSA ELA was 28%.</li> </ul>	<p><b>2017 Expected Level of Performance</b></p> <ul style="list-style-type: none"> <li>Grades K-2 students' average proficiency score earned on Journeys' Reading sand Analyzing Text will be 70%.</li> <li>Grades 3 and 4's average proficiency score on the FSA ELA will 70%.</li> </ul>	<p><b>2016 Current Level of Performance</b></p> <ul style="list-style-type: none"> <li>Grades K-2 students' average proficiency score earned on Journeys' Reading sand Analyzing Text will be 70%.</li> <li>Grades 3 and 4's average proficiency score on the FSA ELA will 70%.</li> </ul>	<p><b>2017 Expected Level of Performance</b></p> <ul style="list-style-type: none"> <li>Grades K-2 students' average proficiency score earned on Journeys' Reading sand Analyzing Text will be 70%.</li> <li>Grades 3 and 4's average proficiency score on the FSA ELA will 70%.</li> </ul>
---	---	--	---

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

<p><b>Baseline Data 2013-14</b> NA</p>	<p><b>2014-15</b> NA</p>	<p><b>2015-16</b> 28%</p>	<p><b>2016-17</b> 70%</p>	<p><b>2017-18</b> 75%</p>	<p><b>2018-19</b> 80%</p>	<p><b>2019-20</b> 85%</p>
--	------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

<p><b>Strategies and Activities to increase Student Achievement</b> (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</p>	<p><b>Start-End Date</b></p>	<p><b>Select Applicable Option</b> (i.e. Before,</p>	<p><b>Evaluation Tool</b> (i.e. Chapter Tests, BAS,</p>	<p><b>Person or Position Responsible for Monitoring</b></p>	<p><b>Amount/ Funding Source</b></p>
---	------------------------------	--	---	---	--------------------------------------

		<i>During, After School Hours)</i>	<i>Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>		
The grades K-5 ELA teachers will use a comprehensive research-based program called Houghton Mifflin Journeys Common Core, which provides a balance of reading literary and informational texts filled with rigor. The program allows students to learn about words through whole and small group instruction in vocabulary, spelling, language, and phonics. In addition, students are presented with opportunities to read and respond in writing and discussion to the texts they read.	8/22/16 - 6/8/16	During School	Journeys' Weekly Assessments in Phonemic Awareness, Vocabulary, Grammar, and Comprehension	ELA Teacher/Principal	General Fund
The grades K-5 ELA teachers will use the <i>Journey's Common Core 2014 and Literacy and Language Guide</i> by <i>Houghton Mifflin Harcourt</i> accompanied with the <i>Journey's Common Core 2014</i> to deliver ELA instruction to target the following areas: reading, writing, and word study using the Gradual Release Model. The Reader's Workshop will allow the whole class instruction on the ELA focused lesson. Small group instructions will allow for guided practice. Then students will be able to demonstrate mastery on independent practice activities. During the word study section of the literacy block, the teachers will equipped the whole class with word strategies and guided practice will take place in small groups. The ELA teachers will use the prescriptive lessons plans generated from i-Ready to provide differentiated instruction as well as guided practice. These lesson plans will group the students according to academic profiles to target specific skills for each student group. These lessons will focus on reading comprehension, vocabulary, and phonic skills. The Journeys' Weekly lessons will serve as the progress monitoring tools to measure if the students are meeting the standards in the areas of phonics, grammar, vocabulary, and reading comprehension. In addition, the i-Ready Growth Monitoring will serve as progress monitoring tools to ensure that the students are showing growth in the areas of reading	8/22/16 - 6/8/16	During School	Journeys' Weekly Assessments in Phonemic Awareness, Vocabulary, Grammar, and Comprehension <i>i-Ready</i>	ELA Teacher/Principal Literacy Leadership Team	General Fund

<p>comprehension, vocabulary, and phonics.</p> <p>During the writing block, whole group lessons will be taught focusing on writing; guided practice will be provided in small groups, and independent practice will occur for individual writing and 1 to 1 conferring. At the end of the reading, word study, and writer’s workshop sessions, students will have opportunities to share their products with the whole class.</p> <p>The grades K-1 will use Journeys’ Common Core Writing Handbook using the Writer’s Workshop model to assist teachers in teaching writing through workshop style where mini-lessons are short, focused lessons on specific topics during an uninterrupted 60 minute block. The goals of the Writer’s Workshop are as follows: Build a safe writing community, establish rituals and routines, generate lots of thinking, talk, and writing, develop the understanding that all good writing has meaning, detail, structure, and pacing. The Writer’s Workshop will be accompanied with the instructional delivery model of the Gradual Release Model during the Writer’s Workshop in a 4-week launch. During week 1, the ELA teachers will do the following: establish rituals and routines, introduce the writer’s notebook, and begin collecting a variety of meaning entries. Week 2 calls for the teachers to provide activities that will focus on purposeful sensory detail, and introduce pacing in writing. During week 3, the writing activities are now focused on choosing and developing one idea to take through the writing process. The final week calls for completing the writing process, reflecting, and celebrating. The ELA teachers will use the writing rubric affiliated with the Journeys’ Common Core. Writing rubric will be used to evaluate the students’ final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students’ final product will be stored in their Writing Portfolios.</p> <p>The grades 2-5 ELA teachers will used the <i>Ready Writing</i> to teach The 8-step Lesson Sequence will be incorporated with the Gradual Release Model. The <i>Ready Writing</i> provides</p>					
---	--	--	--	--	--

<p>students to explore reading passages that are rich in science and social studies content. During step 1, students will be given opportunities to explore the text type they will be writing about, and read a mentor text of that type. Step 2 requires the students to receive their assignment, and identify their task, purpose, and audience. Step 3 requires students read Source Texts, and mark parts of each they might use as evidence in their own writing. In addition, they organize their evidence in preparation for writing. Students will organize selected text evidence into a graphic organizer that will become the frame for their writing during Step 4. Step 5 calls for students to draft the beginning, middle, and end of their text with the help of shared activities. Step 6 requires students to learn how to make their writing better, first by revising their organization and ideas, then by making their words stronger and more precise. Students learn to edit their work with an eye toward crucial language skills and conventions during Step 7. Step 8 calls for students to practice speaking and listening by sharing their writing. For each kind of writing, students engage in a way of publishing and sharing particularly suited to that kind of writing. The grades 2-3 students will use the writing rubrics affiliated with Ready Writing. An FSA Writing rubric will be used to evaluate the students' final product in grades 4-5. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.</p>					
<p>Tier 2 students are identified by the score earned on the <i>i-Ready Diagnostics</i>. The assessment will determine if the students are working at, below, or above level. If the students are found to be working below level, the students will be placed in Tier 2. The <i>i-Ready Diagnostics</i> assessments will provide prescriptive lesson plans to address students' deficiencies. These lesson plans accompanied with the <i>Literacy Toolkit</i> and/or <i>Reading Toolkit</i> will be taught to the students. The students will meet in small group sessions with</p>			<p><i>i-Ready Diagnostic</i> <i>i-Ready Growth Progress Monitoring</i></p>	<p>ELA Teachers/Literacy Leadership Team /Principal</p>	

<p>the classroom teachers for 30 minutes on a daily basis. The i-Ready Growth Monitoring will be administered after every 5 sessions to determine monitor students' progress.</p> <p>If the students have not shown significant progress according to the second <i>i-Ready Diagnostic Assessment</i>, the students will be moved to Tier 3. This assessments will yield prescriptive lesson plans to address students' deficiencies. These lesson plans will be accompanied with <i>Journeys' Write-in Reader</i>, Voyager, Literacy Toolkit, Reading Toolkit, and/or <i>Journeys' Curious About Words</i>.</p>					
<p>New Life Charter Academy has been identified as one of the lowest 300 performing elementary schools in the state of Florida. As a result, an additional hour of intensive reading is now part of the school. The additional hour takes place from 11:00 am to 12:00 pm. The school uses the Ready LAFS as a supplement curriculum material (SIRP), which will be taught by our elementary teachers who are effective in teaching English Language Arts. The Ready LAFS is the scientific research-based resource through an integrated curriculum promoting the connectivity of English language arts to science and social studies. All texts are rich in social studies and science content in the <i>Ready LAFS</i> and they have been carefully leveled to meet the Florida LAFS requirements for complexity. All <i>Ready</i> lessons contain activities requiring reading, re-reading, and frequent interactions with text. The <i>Ready</i> passages encompass the range of genres and text types cited in the LAFS. In addition, the <i>Ready</i> LAFS incorporate the usages of social studies and science based passages. There is an integration of Speaking &amp; Listening, Writing, and Language Activities with all reading lessons.</p> <p>Administrative classroom walkthroughs and lesson plans will take place to ensure the intensity in instruction for the students who taking an additional reading hour class.</p> <p>The Ready LAFS used the progress monitoring tools such as LAFS Practice, Interim Assessment, and Ready Assessment. The LAFS practice is used to identify how well students mastered the specific standard. The Interim Assessments and Performance Tasks at the end of each unit to see how well</p>			<p><i>LAFS Practice</i> <i>Interim Assessment</i> <i>Ready Assessment</i></p>	<p>ELA Teachers/Literacy Leadership Team /Principal</p>	

<p>students can integrate the skills and strategies covered in that unit. The <i>Ready</i> Assessments allows the teacher to benchmark student progress on each LAFS throughout the year. The data generated from the benchmark student progress will allow the teachers to provide differentiated instruction based on the students' areas of weaknesses in English language arts.</p>					
<p>The grades K-1 will use Journeys' Common Core Writing Handbook using the Writer's Workshop model to assist teachers in teaching writing through workshop style where mini-lessons are short, focused lessons on specific topics during an uninterrupted 60 minute block. The goals of the Writer's Workshop are as follows: Build a safe writing community, establish rituals and routines, generate lots of thinking, talk, and writing, develop the understanding that all good writing has meaning, detail, structure, and pacing. The Writer's Workshop will be accompanied with the instructional delivery model of the Gradual Release Model during the Writer's Workshop in a 4-week launch. During week 1, the ELA teachers will do the following: establish rituals and routines, introduce the writer's notebook, and begin collecting a variety of meaning entries. Week 2 calls for the teachers to provide activities that will focus on purposeful sensory detail, and introduce pacing in writing. During week 3, the writing activities are now focused on choosing and developing one idea to take through the writing process. The final week calls for completing the writing process, reflecting, and celebrating. The ELA teachers will use the writing rubric affiliated with the Journeys' Common Core. Writing rubric will be used to evaluate the students' final product. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.</p>	<p>10 /2016-6/8/2016</p>	<p>During school</p>	<p>Writing Portfolios Monthly Writing Journeys' Writing Rubric</p>	<p>ELA Teachers/Literacy Leadership Team /Principal</p>	<p>General Fund</p>
<p>The grades 2-5 ELA teachers will used the <i>Ready Writing</i> to teach The 8-step Lesson Sequence will be incorporated with the Gradual Release Model. The <i>Ready Writing</i> provides</p>			<p>Writing Portfolios Monthly Writing</p>		

<p>students to explore reading passages that are rich in science and social studies content. During step 1, students will be given opportunities to explore the text type they will be writing about, and read a mentor text of that type. Step 2 requires the students to receive their assignment, and identify their task, purpose, and audience. Step 3 requires students read Source Texts, and mark parts of each they might use as evidence in their own writing. In addition, they organize their evidence in preparation for writing. Students will organize selected text evidence into a graphic organizer that will become the frame for their writing during Step 4. Step 5 calls for students to draft the beginning, middle, and end of their text with the help of shared activities. Step 6 requires students to learn how to make their writing better, first by revising their organization and ideas, then by making their words stronger and more precise. Students learn to edit their work with an eye toward crucial language skills and conventions during Step 7. Step 8 calls for students to practice speaking and listening by sharing their writing. For each kind of writing, students engage in a way of publishing and sharing particularly suited to that kind of writing. The grades 2-3 students will use the writing rubrics affiliated with Ready Writing. An FSA Writing rubric will be used to evaluate the students' final product in grades 4-5. As students are going through the writing process, the students will be meeting with their teachers to receive constructive feedback on their work through the writing conferences. Students' final product will be stored in their Writing Portfolios.</p>			<p>FSA's 4 Point Writing Rubric <i>Ready Writing</i> Rubric</p>		
<p>The grades K-5 ELA teachers will use English Language Arts scope and sequence calendar generated by the Broward County Public Schools' Office of Instruction and Interventions (Literacy Department) ensure strategic and focused instruction from the <i>Journeys Common Core</i>. The scope and sequence calendar has the following item for each grade level: standards, essential question, main text resources (anchor text, paired selection, and read aloud text (oral language). In addition, the documents provided the following</p>	<p>8/22/16 – 6/8/16</p>	<p>During School</p>	<p>Data Binder Writing Portfolios</p>	<p>ELA Teachers/Literacy Leadership Team /Principal</p>	<p>General Fund</p>

strands based on the language arts Florida standards: reading, writing, language, speaking and listening.					
The <i>i-Ready Reading Diagnostic</i> assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure all students' including ESE and ELL progress on grade level standards. The data generated from the <i>i-Ready Diagnostic</i> assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies. In addition, the data derived from the <i>i-Ready Diagnostic</i> will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. The <i>i-Ready Diagnostic</i> will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The <i>i-Ready Diagnostic</i> will generate prescriptive lessons to address students' deficiencies in reading. The <i>i-Ready Growth Monitoring</i> will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.	8/22/16 - 6/8/16	During School	i-Ready Growth Progress Reports Attendance	ELA Teachers/Literacy Leadership Team /Principal	General Fund
The grades K-5 ELA teachers will use Writing scope and sequence calendar generated by the Language Arts Florida Standards to ensure strategic and focused instruction.	8/22/16 – 6/8/16	During School	Data Binder Writing Portfolios	ELA Teachers/Literacy Leadership Team /Principal	General Fund
The ELA teachers will create rich classroom environments to include interactive word walls and literacy centers.	Weekly	During School	Checklist	Literacy Leadership Team /Principal	General Fund
The Literacy Leadership Team (LLT) will provide Professional Learning Communities (PLC) to analyze and discuss data.	Monthly	After school	Data Binder	Literacy Leadership Team /Principal	General Fund
The Literacy Leadership Team (LLT) will provide on-going professional development.	Monthly	After school	Rubric aligned with the Professional Development Evaluation Observation Tools	Literacy Leadership Team /Principal	General Fund
Administrators will review K-5 lesson plans; conduct daily observations, classroom walkthroughs, conduct data chats with teachers, and monitor all Professional Development and	Monthly	During School	Rubric aligned with the Professional	Literacy Leadership Team /Principal	General Fund

Professional Learning Communities (PLC) monthly meetings.			Development Evaluation Observation Tools		
Extended Learning Opportunities (ELO) will begin in October 2016 and end in May 2017 in the form of after school tutorial sessions for students in grades 3-5. The students will receive individualized instruction to increase their capacity in English Language Arts during extended learning opportunities taught by the elementary school teachers. For instruction, teachers will use prescriptive lessons generated by the <i>i-Ready Diagnostic</i> assessments. These lessons will address students' deficiencies in reading for grades K-5. The prescriptive lesson plans are presented in the Gradual Release Model where the general education teacher will teach the lesson in 45-60 minutes. For instance, if a student is experiencing difficulties understanding 'Main Idea' the lesson plan will provide explicit instructions to teach the prescribed concept. In addition, it will give the general education teacher strategies on how to address the common errors performed by student(s). The <i>i-Ready Growth Monitoring</i> will be used a progress monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met. The <i>i-Ready</i> will generate prescriptive lesson plans on previously taught skills to address Tiers 2 and 3 along with ELL and SWD students are invited to attend the ELA ELOs. The <i>i-Ready Extra Assignments</i> will be used as a progress monitoring tools.	8/22/16 – 6/8/17	after school	Attendance sheets Lesson plans <i>i-Ready Extra Assignments</i>	Literacy Leadership Team /Principal	Title 1
The i-Ready Standards Mastery assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards.	Monthly	During school	i-Ready Standards Mastery	Literacy Leadership Team/Principal	General Fund
<i>BrainPop</i> subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. <i>BrainPop</i> is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of	Weekly		Brainpop generated assessments Lesson plans	Literacy Leadership Team/Principal	General Fund

science, social studies, English, mathematics, engineering and technology, health, and arts and music.					
A Mustang Book Club has been established to promote the love of reading where every student will be checking out a book of his/her choice from the school library at least once a week. The students will be required to do the following: complete a reading log needing parental signature and fun interactive book report to be completed on a weekly basis. Parents will be provided with reading comprehension questions to assist increasing parental involvement with reading outside the school.	weekly	During school And home	Book logs Students' product from the book reports	Literacy Leadership Team/Principal	General Fund
A wide range of strategies and activities have been put into place in order to ensure that ELLs perform and reach their maximum potential. These activities include but are not limited to, i-Ready adaptive lessons, student accommodations, differentiated instruction, Ready lessons, and Tools for Instruction for intense interventions. In order to go above and beyond for our ELL students, we will also require all ELLs to complete weekly assignments on Insyncedu.com. Insync education will allow the school to create, manage and track groups of students. This program will also allow the school to obtain useful data on its ELL students. On insyncedu.com, students will complete assignments based on their needs according to the WIDA ACCESS proficiency levels. Students will be pulled from class and will work on assignments on Insync that will also aid their performance in all of their core classes. Furthermore, Duolingo.com will be used to ensure that our non-english speaker has additional exposure to the english language in a different way. Duolingo.com is a free language learning app that integrates speaking, listening, reading, and writing, and contains photos and audio to ensure that content is comprehensible. <i>BrainPop</i> ESL/ELL will also be used as a supplement to support the learning of our ELL student population. All these programs and activities are student centers and integrates both online work with classroom instruction. ELA teachers will incorporate lessons on basic language functions, high frequency words, sentence	daily	During school	Lesson plans Classroom walkthroughs	Literacy Leadership /ESOL Contact/Team/Principal	General Fund

<p>structure and domain specific vocabulary in native language and english. In order to ensure that these strategies and activities are being used accurately and consistently, teachers will be closely monitored and professional developments will be required. These professional developments will include teachers of all subject areas in order to ensure that teachers are focusing on the CAN DOs of each ELL. ELL best instructional practices will be supported by the ESOL coordinator including assistance with modeling instruction and scaffolding practice. In order to ensure maximum performance from our ELL student population, parents will kept aware of their child’s performance through bi-weekly progress reports as well receive all school communication in their native language. Parents will be given the access to ESOL parental websites and workshops for the purposing to increasing knowledge and comprehension of the ELL program.</p>					
<p>Social Studies will be taught daily where students will be given opportunities not just read textbooks and answer questions. Their interactions with the textbooks will involve the discovering information for themselves, feeling the emotions of historical figures, reasoning through problems and debating complex issues. TCI helps all learners succeed with resources to reach English Language Learners, Students with Disabilities, learners reading and writing below grade level, students with special needs, and advanced learners. Giving students a variety of ways to experience content helps them better retain, recall, and synthesize key information. TCI also address keys LAFS by doing the following: providing informational and literary texts which are balanced with at least 50% of reading time devoted to expository texts, establishing a staircase of increasing complexity in what students must be able to ready as they move throughout the grades, and emphasizing the close reading of text to determine main ideas, supporting details, and evidence. TCI will provide the support needed to increase students’ writing</p>	<p>daily</p>	<p>During school</p>	<p>Lesson plans Classroom walkthroughs</p>	<p>Literacy Leadership /ESOL Contact/Team/Principal</p>	<p>General Fund</p>

capacity. The different types of writing will include writing to persuade, writing to inform/explain, and writing to convey experience. There will be a routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized					
---	--	--	--	--	--

**MTSS/RtI Literacy Team and Process**

New Life Charter Academy is committed to use the RtI (Response to Intervention) process to guide the implementation of systems supports in order to make instructional decisions. The use of a structured, data-based problem solving process is critical to assure that each of the tiers is constructed in response to the specific needs of the students. New Life Charter Academy’s focus is on differentiated needs of every student, in every classroom. Student academic achievement often hinges on the development of the foundational blocks. It is the intention of NLCA to implement a sustainable multi-tiered system of student supports to ensure College and Career Readiness for all our students. The multi-tiered system of supports is integrated into the school culture, aligned with the Florida Standards for English language arts and math providing a sustainable system of student services. The RtI Leadership team consists of the following people: parent, Principal, Dean of Students, ESOL Contact Person, ESE Specialist, and General Education Teachers. They will meet once a month to evaluate the RtI process for each student.

The RtI Leadership team members will apply the following skills to facilitate the process:

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

RTI Overview			
Components	Tier 1	Tier 2	Tier 3
<b>Students</b>	<ul style="list-style-type: none"> <li>All students</li> </ul>	<ul style="list-style-type: none"> <li>PS/RTI Team or teacher recommendation</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>PS/RTI Team recommendation</li> <li>Based on data gathered from progress monitoring student would be eligible for Tier 3 if not progressing</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>Daily general core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 30 minutes</li> <li>3 times a week for 9 weeks, in addition to Tier 1 instruction</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 30 minutes 4 times a week for 9 weeks in addition to Tier 1</li> </ul>
<b>Interventionist</b>	<ul style="list-style-type: none"> <li>Daily general education teacher</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher and/or interventionist</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher and/or interventionist</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>General classroom</li> </ul>	<ul style="list-style-type: none"> <li>General classroom</li> <li>Flexible settings</li> </ul>	<ul style="list-style-type: none"> <li>General classroom</li> <li>Flexible settings</li> </ul>
<b>Instructional Practice /Grouping</b>	<ul style="list-style-type: none"> <li>Whole class</li> <li>Flexible grouping</li> <li>Differentiated practices</li> </ul>	<ul style="list-style-type: none"> <li>Flexible groups (1-5 students), needs based, direct, explicit and systematic instruction</li> </ul>	<ul style="list-style-type: none"> <li>Small groups (1-5 students), targeted, customized, intensive and systematic instruction</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Rigby (k-5) for English Language Arts</li> <li>i-Ready Diagnostic (K-5) for English Language Arts and Math</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitor after 5 and 10 weekly sessions with i-Ready Growth Monitoring for English Language Arts and Math</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitor using the i-Ready Diagnostic at a minimum of every 6 weekly sessions for English Language Arts and Math</li> </ul>
<b>ELA Instructional Programs</b>	<ul style="list-style-type: none"> <li>Journeys K-5 Core</li> <li>Ready LAFS</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready</li> <li><i>Journeys</i>’ Reading Toolkit (k-3)</li> <li><i>Journeys</i>’ Literacy Tool Kit (4-5)</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready</li> <li>Voyager (k-5)</li> <li><i>Journeys</i>’ Reading Toolkit (k-3)</li> <li><i>Journeys</i>’ Literacy Tool Kit (4-5)</li> <li>Journeys Write in Reader (1-5)</li> <li>Journeys Curious About Words (K-3)</li> </ul>

<p style="text-align: center;"><b>Math Instructional Programs</b></p>	<ul style="list-style-type: none"> <li>• <i>Go Math K-5</i></li> <li>• <i>Ready MAFS</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Go Math K-5 (Rtl)</i></li> <li>• <i>i-Ready</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Go Math K-5 (Rtl)</i></li> <li>• <i>i-Ready</i></li> </ul>
<p style="text-align: center;"><b>Process and Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Routine classroom observations and walkthroughs of student performance</li> <li>• Benchmarks, student data and analysis</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Routine classroom observations and walkthroughs of student performance</li> <li>• Progress monitor student data</li> <li>• Conduct data analysis</li> <li>• MSST Committee Review</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Routine classroom observations and walkthroughs of student performance</li> <li>• Progress monitor student data</li> <li>• Conduct data analysis</li> <li>• MSST Committee Review</li> <li>• Parent Conference</li> </ul>

## **RtI/MTSS Referral Process**

Step 1: Initial Concern occurs when the parent or staff sees that a student is experiencing difficulties.

The following items are brought to the attention of the RtI Leadership team:

- 1) Documented communication with the parents about the students' difficulties in school
- 2) Gathered student work accompanied with the compilation of antidotal records
- 3) Ensured that student work samples are in area of concern (student work samples complies of in-class assessments)
- 4) Included students' academic profiles on the current and previous diagnostic, district, and state assessments in the data collection
- 5) Completed RtI referral form

Step 2: The general education teacher (referring teacher) meets with the Response to Intervention Team

The following actions take place:

- Reviewing documented communication with parent,
- Reviewing documented strategies used prior to referral,
- Reviewing any documented medical and attendance issues,
- Developing specific intervention,
- Setting a time frame for review.

Step 3: There are activities that take place before the follow-up meeting.

The following actions take place:

- Conducting classroom observations by the RtI team,
- Engaging in collaborative brainstorm session(s),
- Reviewing of various assessments as indicated with specific, measurable and observable goals.

Step 4a: A follow-Up RtI Meeting occurs when the student is making progress.

The following actions take place:

- Documenting communication with parent,
- Reviewing initial RtI plan and data,
- Documenting successful strategies,

- Scheduling periodic reviews,
- Determining appropriate follow-up.

#### Step 4b: A follow-up RtI Meeting – Not Making Adequate Progress

The following actions take place:

- Documenting communication with parent
- Reviewing initial RtI plan and data
- Observation and/or screening
- Develop new plan
- Re-evaluate the situation
- Refer to ESE specialist

**Response to Intervention (RTI) Referral Form**

Student's Name:  
Date of Birth:  
Parent/Guardian:  
Phone:

Date:  
Age:  
Grade:  
Teacher:

---

Briefly describe the student's strengths (academic, social, behavioral):

Briefly describe the problems (academic, social, behavioral, health, familial stressors) the student is presently experiencing. Describe the conditions when the problem(s) exist:

Is there an attendance problem? Circle: Yes / No . If yes, attach attendance record.

Has student been referred previously? Circle: Yes / No . If yes, summarize outcome, listing dates and number of referrals:

Have you contacted parents regarding these concerns? Circle: Yes / No . If yes, summarize contacts, listing dates and number/type of contacts:

**CPS Team Meeting Notes**

**Date of Meeting:** \_\_\_\_\_

**Name of Student:** \_\_\_\_\_

**Grade of Student:** \_\_\_\_\_

**Team Members Present:**

Name	Position

**Referral Date:** \_\_\_\_\_

**Reason for Referral**

**Specify**

**Student Data – Attach or write in relevant student data**

**Initial CPS Team Meeting on this student**

*Review any data or documentation the students' teacher brought to the CPS Team*

**CPS Team Recommendations:** *(check one)*

- Initiate/Modify Tier 1 Strategies *(Send back to teacher with comments entered below.)*
- Initiate new Tier 2 Interventions *(See next meeting date below then process to create Tier2 plan.)*
- Initiate new Tier 3 interventions *(Set next meeting date below then proceed to create Tier 3 plan.)*
- Refer Teacher to other professional support: Referred to: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Set next meeting date below- auto create referral to SSW if applicable)*
- Refer Student to outside behavior support: Referred to: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Set next meeting date below then proceed to 3<sup>rd</sup> party partner referral process.)*

**Next CPS Team Meeting on this student:**

Date: \_\_\_\_\_ or N/A *(no next meeting if sent back to teacher)*

**Additional Comments:**





## TIER 1 TEACHER STRATEGIES AND ACTIVITIES

Area of Concern: Academic

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Date: \_\_\_\_\_

Created by: \_\_\_\_\_

Targeted Subject Area: *(check all that apply)*

Targeted Subject Area: <i>(check all that apply)</i>	Targeted Concerns: <i>(check all that apply)</i>
<input type="checkbox"/> Reading	<input type="checkbox"/> Assessments/Testing
<input type="checkbox"/> Math	<input type="checkbox"/> Below-level skills
<input type="checkbox"/> Science	<input type="checkbox"/> Class Participation
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Grades
<input type="checkbox"/> Writing	<input type="checkbox"/> Homework
<input type="checkbox"/> Elective/Other	<input type="checkbox"/> Organization of academic skills
	<input type="checkbox"/> Organization materials
	<input type="checkbox"/> Work completion

*Tier 1 Strategies should be effective for approximately 75% to 80% of the class level. If not, the teacher needs to review and make necessary adjustments to the classroom academic plan and/or its implementation.*

<b>Instructional Strategies Tried:</b> <i>(check all that apply)</i>	
<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Professional Help
<input type="checkbox"/> Core Curriculum Supports	<input type="checkbox"/> Small Group Teaching
<input type="checkbox"/> Differentiated Instruction	<input type="checkbox"/> Student Data Chat
<input type="checkbox"/> Direct Teaching	<input type="checkbox"/> Teacher Modeling
<input type="checkbox"/> ESE Accommodations as designated in IEP	<input type="checkbox"/> Teacher Tutoring
<input type="checkbox"/> ESOL Strategies	<input type="checkbox"/> Technology Support/Programs
<input type="checkbox"/> Organizational Support	<input type="checkbox"/> 504 Accommodations
<input type="checkbox"/> Other Volunteer Support	
<b>Comments/Outcomes:</b>	
<b>Other Strategies Tried</b> <i>(check all that apply)</i>	
<input type="checkbox"/> Organizational Supports	<input type="checkbox"/> Seating change
<input type="checkbox"/> Review recent screen results (hearing/vision)	<input type="checkbox"/> Technology Support/Equipment
<b>Comments/Outcomes:</b>	

<b>Home-School Communication</b> <i>(check all that apply)</i>	
<input type="checkbox"/> Parent Phone Conference	<input type="checkbox"/> Parent in-school Conference
<input type="checkbox"/> Parent Email Conference	<input type="checkbox"/> Bi-weekly Progress Reports
<b>Comments/Outcomes:</b>	

<b>Professional Consultations</b> <i>(check all that apply)</i>	
<input type="checkbox"/> Consulted with peer(s)	<input type="checkbox"/> Consulted with school administrator
<input type="checkbox"/> Consulted with literacy coach	<input type="checkbox"/> Consulted with ESOL Coordinator
<input type="checkbox"/> Consulted with math specialist	<input type="checkbox"/> Consulted with ESE specialist
<input type="checkbox"/> Consulted with department/grade level chair	
<b>Comments/Outcomes:</b>	

--

**TIER 2 Individual Intervention Record- Academic**

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_ Plan Date: \_\_\_\_\_

Step 1: Problem Identification through Data Collection:  
 Assessments used to define the problem in Reading

Assessments used to define the problem in Reading <i>(Check all that apply.)</i>		
___ BSA	___ CELLA	___ CogAT
___ Cool Tools	___ End of the Year	___ FAIR
___ FSA	___ In Program Assessments	___ IRI
___ Rigby	___ Running Records	___ Other: _____
	___ Primary Mid-Year	
Assessments used to define the problem in Mathematics <i>(Check all that apply.)</i>		
___ BSA	___ CogAT	___ End of the Year
___ In Program Assessments	___ FSA	___ Other: _____

Assessments used to define the problem in Writing. <i>(Check all that apply.)</i>		
<input type="checkbox"/> Cella	<input type="checkbox"/> FSA ELA Write	<input type="checkbox"/> In-house Diagnostic prompts
<input type="checkbox"/> In-program Assessments	<input type="checkbox"/> Other: _____	

**Interviews** *(check all that apply.)*

- Parent/Guardian
- Previous teacher(s)
- Student

Comments/Outcomes:
--------------------

Student work samples: attach appropriate samples

**Step 2: Problem Analysis**

Hypothesis: After reviewing assessments, data and criteria, what have you determined to be the area of primary difficulty in which you will target for intervention? Choose one area of difficulty and a specific area you will target.

Area of Difficulty	Reading	Math	Writing	Organization
Specific Areas	___ Comprehension ___ Fluency ___ Oral Language ___ Phonemic Awareness ___ Phonics ___ Vocabulary	___ Algebra ___ Data Analysis ___ Geometry & Measurement ___ Numbers and Operations ___ Probability	___ Argumentation ___ Expository ___ Mechanics/Spelling ___ Narrative ___ Persuasive ___ Writing Process	___ of Academic skills ___ of Materials

**Step 3: Intervention Design**

Choose Tier 2 Evidence-Based Intervention(s) to be implemented in addition to Tier 1. Check all that apply.

Subject	Reading	Mathematics	Writing
Interventions	___ <i>i-Ready Tools of Instruction</i> ___ <i>Journeys' Reading Toolkit (K-3)</i> ___ <i>Journeys' Literacy Toolkit (grades 4-5)</i>	___ <i>i-Ready Tools of Instruction</i> ___ <i>Go Math (K-5)</i> ___ <i>RtI</i>	___ <i>Units of Study in Opinion, Information, and Narrative Writing + (Lucy Calkins)</i>

What progress monitoring tool will be used to document implementation/outcome? Check all that apply.

Subject	Reading	Mathematics	Writing
<b>Progress Monitoring Tools</b>	<input type="checkbox"/> <i>i-Ready</i> <input type="checkbox"/> <i>Cool Tools</i> <input type="checkbox"/> <i>FAIR</i> <input type="checkbox"/> <i>IRI</i> <input type="checkbox"/> <i>Running Records</i> <input type="checkbox"/> <i>Other</i>	<input type="checkbox"/> <i>i-Ready</i> <input type="checkbox"/> <i>i-Ready</i> <input type="checkbox"/> Go Math (K-5) <input type="checkbox"/> Chapter Tests	<input type="checkbox"/> Diagnostic Writing Prompts <input type="checkbox"/> Mechanics/Spelling Assessments <input type="checkbox"/> Quickwrite <input type="checkbox"/> Timed Writing <input type="checkbox"/> Other (write in)

**Collect and graph baseline data. Use the same appropriate and objective measurement tool for each data point in the graph (e.g. number or percent of vocabulary test items correct; how many words correct per minute on equivalent forms of a fluency test; etc.)**

**Attach graphs to this printed intervention plan.**

**Goal: Must be tied to student achievement**

(Example #1: By \_\_ student will increase words read per minute from \_\_\_\_ to \_\_\_\_).

(Example #2: By \_\_ student will utilize organizational skills targeted for completing class work resulting in at least one grade level increase.)

**Step 4: Implementation**

**Frequency:**

**When will intervention be implemented?**

**Location:**

**Where will interventions be implemented?**

**Duration:**

**How long will intervention be implemented?**

**From Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**Materials**

**What materials are needed to implement the intervention?**

**When will the intervention be started?** \_\_\_\_\_

**Who will implement intervention?**

**Who will collect data/progress monitor?**

**How often will progress be monitored?**

**Who will inform student of the academic plan?**

**Who will inform student of the academic plan?**

**Name:** \_\_\_\_\_ **When? (By date)** \_\_\_\_\_

**Who will contact the student's home?**

**Name:** \_\_\_\_\_ **When? (By date)** \_\_\_\_\_

**Step 5: Follow-Up**

When will the CPS Team reconvene to discuss? Date: \_\_\_\_\_

**TIER 3 Individual Intervention Record- Academic**

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_ Plan Date: \_\_\_\_\_

Step 1: Problem Identification through Data Collection:

Assessments used to define the problem in Reading

Assessments used to define the problem in Reading <i>(Check all that apply.)</i>		
<input type="checkbox"/> BSA	<input type="checkbox"/> CELLA	<input type="checkbox"/> CogAT
<input type="checkbox"/> Cool Tools	<input type="checkbox"/> End of the Year	<input type="checkbox"/> FAIR
<input type="checkbox"/> FSA	<input type="checkbox"/> In Program Assessments	<input type="checkbox"/> IRI
<input type="checkbox"/> Rigby	<input type="checkbox"/> Running Records	<input type="checkbox"/> Other: _____
	<input type="checkbox"/> Primary Mid-Year	
Assessments used to define the problem in Mathematics <i>(Check all that apply.)</i>		
<input type="checkbox"/> BSA	<input type="checkbox"/> CogAT	<input type="checkbox"/> End of the Year
<input type="checkbox"/> In Program Assessments	<input type="checkbox"/> FSA	<input type="checkbox"/> Other: _____
Assessments used to define the problem in Writing. <i>(Check all that apply.)</i>		

<input type="checkbox"/> Cella	<input type="checkbox"/> FSA ELA Write	<input type="checkbox"/> In-house Diagnostic prompts
<input type="checkbox"/> In-program Assessments	<input type="checkbox"/> Other: _____	

**Interviews (*check all that apply.*)**

- Parent/Guardian
- Previous teacher(s)
- Student

<p>Comments/Outcomes:</p>          
---

Student work samples: attach appropriate samples

**Step 2: Problem Analysis**

Hypothesis: After reviewing assessments, data and criteria, what have you determined to be the area of primary difficulty in which you will target for intervention? Choose one area of difficulty and a specific area you will target.

<b>Area of Difficulty</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Organization</b>
Specific Areas	<input type="checkbox"/> Comprehension <input type="checkbox"/> Fluency <input type="checkbox"/> Oral Language <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Algebra <input type="checkbox"/> Data Analysis <input type="checkbox"/> Geometry & Measurement <input type="checkbox"/> Numbers and Operations <input type="checkbox"/> Probability	<input type="checkbox"/> Argumentation <input type="checkbox"/> Expository <input type="checkbox"/> Mechanics/Spelling <input type="checkbox"/> Narrative <input type="checkbox"/> Persuasive <input type="checkbox"/> Writing Process	<input type="checkbox"/> of Academic skills <input type="checkbox"/> of Materials

### **Step 3: Intervention Design**

Choose Tier 2 Evidence-Based Intervention(s) to be implemented in addition to Tier 1. Check all that apply.

<b>Subject</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>
<b>Interventions</b>	<input type="checkbox"/> <i>i-Ready Tools of Instruction</i> <input type="checkbox"/> <i>Journeys' Reading Toolkit (K-3)</i> <input type="checkbox"/> <i>Journeys' Literacy Toolkit (grades 4-5)</i>	<input type="checkbox"/> <i>i-Ready Tools of Instruction</i> <input type="checkbox"/> Go Math (K-5) <input type="checkbox"/> RtI	<input type="checkbox"/> <i>Units of Study in Opinion, Information, and Narrative Writing + (Lucy Calkins)</i>

What progress monitoring tool will be used to document implementation/outcome? Check all that apply.

<b>Subject</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>
<b>Progress Monitoring Tools</b>	___ <i>i-Ready Diagnostic</i> ___ <i>i-Ready Growth Report</i> ___ <i>Cool Tools</i> ___ <i>FAIR</i> ___ <i>IRI</i> ___ <i>Running Records</i> ___ <i>Other</i>	___ <i>i-Ready Diagnostic</i> ___ <i>i-Ready Growth Report</i> ___ <i>Go Math (K-5) Chapter Tests</i>	___ <i>Diagnostic Writing Prompts</i> ___ <i>Mechanics/Spelling Assessments</i> ___ <i>Quickwrite</i> ___ <i>Timed Writing</i> ___ <i>Other (write in)</i>

**Collect and graph baseline data. Use the same appropriate and objective measurement tool for each data point in the graph (e.g. number or percent of vocabulary test items correct; how many words correct per minute on equivalent forms of a fluency test; etc.)**

**Attach graphs to this printed intervention plan.**

**Goal: Must be tied to student achievement**

(Example #1: By \_\_\_ student will increase words read per minute from \_\_\_ to \_\_\_).

(Example #2: By \_\_\_ student will utilize organizational skills targeted for completing class work resulting in at least one grade level increase.)

**Step 4: Implementation** (*Reminder: Tier 3 Interventions must be more intensive and/or more frequent in administration and in monitoring of progress.*)

**Frequency:**

**When will intervention be implemented?**

**Location:**

**Where will interventions be implemented?**

**Duration:**

**How long will intervention be implemented?**

**From Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**Materials**

**What materials are needed to implement the intervention?**

**When will the intervention be started?** \_\_\_\_\_

**Who will implement intervention?**

**Who will collect data/progress monitor?**

**How often will progress be monitored?**

**Who will inform student of the academic plan?**

**Who will inform student of the academic plan?**

**Name:** \_\_\_\_\_ **When? (By date)** \_\_\_\_\_

**Who will contact the student's home?**

**Name:** \_\_\_\_\_ **When? (By date)** \_\_\_\_\_

**Step 5: Follow-Up**

**When will the CPS Team reconvene to discuss? Date:** \_\_\_\_\_

## PARENT COMMUNICATION: K-5 Entrance Letter

Date

Dear Parents/Guardians of \_\_\_\_\_

Providing additional support to students who can benefit from skills reinforcement and supplemental instruction beyond the regular classroom instruction is part of New Life Charter Academy's commitment to offering the best education possible for every child.

According to the Response to Intervention (RtI) mandates, any child at risk of not meeting grade-level expectations will be provided extra support in order to strengthen his/herskills.

Your child, \_\_\_\_\_, qualifies for support based on the following criteria:

- Scored below grade level on the i-Ready Reading Diagnostics
- Results of the Literacy Assessments
- Recommended from the RTI Team

He/she will receive supplemental support instruction in the following area(s):

\_\_\_\_\_. His/her progress will be closely monitored in this/these area(s). Weekly consultation between classroom teacher(s) ensures that this supplemental instruction supports the regular classroom instruction.

Your continued involvement in the education of your child is extremely important as we work together to raise your child's performance level. Please sign at the bottom of this letter and have your child return this form to his/her homeroom teacher. Thank you.

Sincerely,

Shirley Brunache (Principal)

**PARENT COMMUNICATION: K-4 Exit Letter**

Date

Dear Parents/Guardians of \_\_\_\_\_:

Providing additional support to students who can benefit from skills reinforcement and supplemental instruction beyond the regular classroom instruction is part of New Life Charter Academy's commitment to offering the best education possible for every child.

Your child has met grade-level expectations. At this time, supplementary work directly with a support services staff person is not necessary. Your child's progress will be monitored.

Thank you for your continued support at home.

Sincerely,

Shirley Brunache  
Principal



**STEM/Math/Science Goal(s):**

By June 2017, 80% of the students will score a level 3 or above on the grade 5 statewide assessments.

By June 2017, 80% of the students in grades 3-5 will score a level 3 or above on the FSA Math.

**Include data to identify and define areas in need of improvement:**

**2015-2016 FSA Math Grade 3****Summary**

All grade 3 students' subgroup failed to score a 70% or higher in each reporting category. Each subgroup needs to earn proficiency score of 70% or higher in the following reporting categories: Operations, Algebra Thinking, and Numbers in Base Ten, Numbers and Operations-Fractions, and Measurement, Data, and Geometry.

Reporting Categories	Operations, Algebra Thinking, and Numbers in Base Ten	Numbers and Operations-Fractions	Measurement, Data, and Geometry
All students (100% tested)	61	51	64
Whites	77	67	68
Blacks	61	51	63
Hispanics	62	52	66
Asians	89	89	90
SWD	77	56	79
ELL	62	54	67

**2015-2016 FSA Math Grade 4****Summary**

All grade 4 students' SWD and ELL subgroups failed a 70% or higher in the Numbers and Operations in Base Ten, reporting category. Each subgroup needs to earn proficiency score of 70% or higher in the following categories: *Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Numbers and Operations-Fractions, and Measurement, Data, and Geometry.*

Reporting Categories	Operations and Algebraic Thinking	Numbers and Operations in Base Ten	Numbers and Operations-Fractions	Measurement, Data, and Geometry
All students( 100% tested)	44	68	47	57
Whites	47	70	60	69
Blacks	44	68	48	57
Hispanics	44	67	47	57
Asians				
SWD	44	74	43	54

ELL	36	75	43	56	
<b>Strategies and Activities to increase Student Achievement</b> (i.e., <i>Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i> )					
	<b>Start-End Date</b>	<b>Select Applicable Option</b> (i.e. <i>Before, During, After School Hours</i> )	<b>Evaluation Tool</b> (i.e. <i>Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.</i> )	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/ Funding Source</b>
The teachers will use grades K-5 Go Math, which is aligned with the standards and provides content aligned with the mathematical standards using the 5E model.	Daily	During school	Lesson Plan Checklist	Principal	General Fund
The administration team will provide Professional Learning Communities (PLC) to analyze and discuss data.	Monthly	During School	Data Binder	Principal	General Fund
Administrators will review K-5 lesson plans; conduct daily observations, classroom walkthroughs, conduct data chats with teachers, and monitor all Professional Development and Professional Learning Communities (PLC) monthly meetings.	Monthly	During School	Rubric aligned with the Professional Development Evaluation Observation Tools	Principal	General Fund
The <i>i-Ready Reading Diagnostic</i> assessments will be administered three times a year: (beginning of the year, mid-year, and end of the year) to measure students' progress on grade level standards. The data generated from the <i>i-Ready Diagnostic</i> assessments will be utilized to monitor progress, adjust instruction, and provide targeted scaffolding support to address academic deficiencies of all student populations including ELL and ESE. In addition, the data derived from the <i>i-Ready Diagnostic</i> will be used to implement instructional strategies focusing on maintenance to those students who are working at and above level. . The <i>i-Ready Diagnostic</i> will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The <i>i-Ready Diagnostic</i> will generate prescriptive lessons to address students' deficiencies in reading. The <i>i-Ready Growth Monitoring</i> will be used a progress	Weekly	During School	<i>i-Ready Growth Progress Reports Attendance</i>	ELA Teachers/Literacy Leadership Team /Principal	General Fund

monitoring tool on a monthly basis to evaluate if the students' deficiencies are being met.					
Extended Learning Opportunities (ELO) will begin in October 2016 and end in May 2017 in the form of after school tutorial sessions for students in grades 3-5 twice a week. Tiers 2 and 3 students including ESE and ELL will be invited to the ELO. The <i>i-Ready</i> Extra Assignments will serve as progress monitoring tools.	8/22/16 – 6/8/17	after school	Attendance sheets Lesson plans	Literacy Leadership Team /Principal <i>i-Ready</i>	General Fund
The grades K-5 Math teachers will use the Ready Florida Math which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the Math standards.	8/22/16 - 6/8/16	During School	i-Ready Growth Progress Reports Independent Practice Attendance	ELA Teachers/Literacy Leadership Team /Principal	General Fund
<i>BrainPop</i> subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. <i>BrainPop</i> is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.	Weekly	During school	Brainpop generated assessments Teacher lesson plans	Literacy Leadership Team /Principal	General Fund

**Science Goal (s):** By June 2016, 80% of grade 5 students will score a level 3 or above on Statewide Science Assessment. By June 2016, 80% of grades K-2 and 3-4 will score a 70% or higher on the end of the year unit for Science Fusion.

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

NA

**2016 Current Level of Performance**  
NA

**2017 Expected Level of Performance**  
80% of students scoring a level 3 or above

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

NA

**2016 Current Level of Performance**  
NA

**2017 Expected Level of Performance**  
80% of students scoring a level 3 or above

**Mathematics Goal(s):**

By June 2017, grades 3-5 students will score a level 3 or above on the FSA Math. By June 2016, 80% of grades K-2 students will score a 70% or higher on the end of the year Go Math Assessment.

<b>Include data for Proficient students</b> (i.e., FSA, End Of Course Examinations): Grades 3-4 average proficiency score was 28%. Grades K-2 average proficiency score was 71%.		<b>Include data for Non-proficient students</b> (i.e. FSA, End of Course Examinations): Grades 3-4 average non-proficiency score was 72%. Grades K-2 average non-proficiency score was 29%.	
<b>2016 Current Level of Performance</b> Grades 3-4 average proficiency score was 28%. Grades K-2 average proficiency score was 71%.	<b>2017 Expected Level of Performance</b> Grades 3-4 average proficiency score will 70%. Grades K-2 average proficiency score will 80%.	<b>2016 Current Level of Performance</b> Grades 3-4 average proficiency score was 28%. Grades K-2 average proficiency score was 71%.	<b>2017 Expected Level of Performance</b> Grades 3-4 average proficiency score will 70%. Grades K-2 average proficiency score will 80%.

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

<b>Baseline Data 2013-14</b> NA	<b>2014-15</b> 46%	<b>2015-16</b> 28%	<b>2016-17</b> 70%	<b>2017-18</b> 85%	<b>2018-19</b> 90%	<b>2019-20</b> 95%
------------------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

<b>Strategies and Activities to increase Student Achievement</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Select Appropriate Subject Area</b> <i>(i.e. Mathematics- Algebra, Science – Chemistry)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/ Funding Source</b>
The teachers will use grades K-5 Go Math, which is aligned with the standards and provides content aligned with the mathematical standards using the 5E model. The grades K-5 Math teachers will use math scope and sequence calendar generated by the Broward County Public Schools’ Office of Intervention to ensure strategic and focused instruction correlating the standards with the <i>Go Math</i> and <i>Ready MAFS</i> . The focus Units of study generates the following information: critical areas of focus, key advances for each grade level, fluency expectations, examples of opportunities for connections among standards, in depth focus, Mathematical concepts Year-at-glance, quarterly instructional scope at a glance.	Math	Daily	During school	Lesson Plan Checklist	Principal	General Fund
The administration team will provide Professional Learning Communities (PLC) to analyze and discuss data	Math & Science	Daily	During School	Data Binder	Principal	General Fund
Administrators will review K-5 lesson plans; conduct daily observations, classroom walkthroughs, conduct data chats with teachers, and monitor all Professional Development and Professional Learning Communities (PLC) monthly meetings.	Math & Science	Monthly	During School	Rubric aligned with the Professional Development Evaluation Observation Tools	Principal	General Fund
The grades K-5 Math teachers will use i-Ready adaptive Diagnostic as an intervention tool to pinpoint students’ reading performance and growth. The intervention program will also identify the root causes behind students’ challenges and provides tools to ensure differentiated instruction with its’ prescriptive lessons per student. The prescriptive lessons will	Math	Weekly	During School	i-Ready Growth Progress Reports Attendance	ELA Teachers/Literacy Leadership Team /Principal	General Fund

be used to provide instruction during small group time with a maximum of five to six students.						
Extended Learning Opportunities (ELO) will begin in October 2016 and end in May 2017 in the form of after school tutorial sessions for students in grades 3-5. The students will receive individual instruction to increase their capacity in Math during extended learning opportunities.	Math	8/22/16 – 6/8/17	after school	Attendance sheets Lesson plans	Literacy Leadership Team /Principal	Title 1
The grades K-5 Math teachers will use the Ready Florida Math which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the Math standards.	Math	8/22/16 - 6/8/16	During School	i-Ready Growth Progress Reports Independent Practice Attendance	ELA Teachers/Literacy Leadership Team /Principal	General Fund
The grades 2-5 <i>i-Ready Standards Mastery</i> assessment is an assessment that serves a FSA simulation tool. This assessment will be administered monthly during the school year in order to evaluate students' response to on-level standards in a mini-high stakes setting.	Math	Bi-monthly	During school	i-Ready Diagnostic Tests Attendance Sheet	Principal	General Fund
The grades K-5 science teachers will use Brainpop to enhance the science instruction.	Science	Weekly	During school	Data Binders Student Work Folders Brainpop Report Sheet	Administration Team	General Fund
The grades K-5 science teachers will provide opportunities for students to engaging high-level inquiry activities.	Science	Daily	During school	Data Binders Student Work Folders	Administration Team	General Fund
<i>BrainPop</i> subscriptions have been made by New Life Charter Academy to enhance the curricula for all students including ELL and ESE students, English language arts, math, science, and social studies subject areas. <i>BrainPop</i> is a group of educational websites with other over 1,000 short animated movies for students in grades K-5, together with quizzes and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, and arts and music.	Math and Science	Weekly	During school	Brainpop generated assessments Teacher lesson plans	Literacy Leadership Team /Principal	General Fund

## 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 Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity <i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
Professional Development Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and /or PLC Leader	PD Participant	Target Dates (e.g.: <i>Early Release</i> ) and Schedules (e.g.: <i>Frequency of meetings</i> )	Person or Position Responsible for Monitoring	Strategy for Follow-up/ Monitoring	Amount/ Funding Source
Implementing the mathematical practices with fidelity and precision in math	Math	Principal	Math teachers in grades K-5	Monthly	Principal	Rubric affiliated with the Professional Development	General Funds
Implementing the 5Es with fidelity and precision in science	Science	Principal	Science teachers in grades K-5	Monthly	Principal	Professional Development	General Funds
Translating the NGSS into the science classroom	Science	Principal	Math teachers in grades K-5	Monthly	Principal	Rubric affiliated with the Professional Development	General Funds

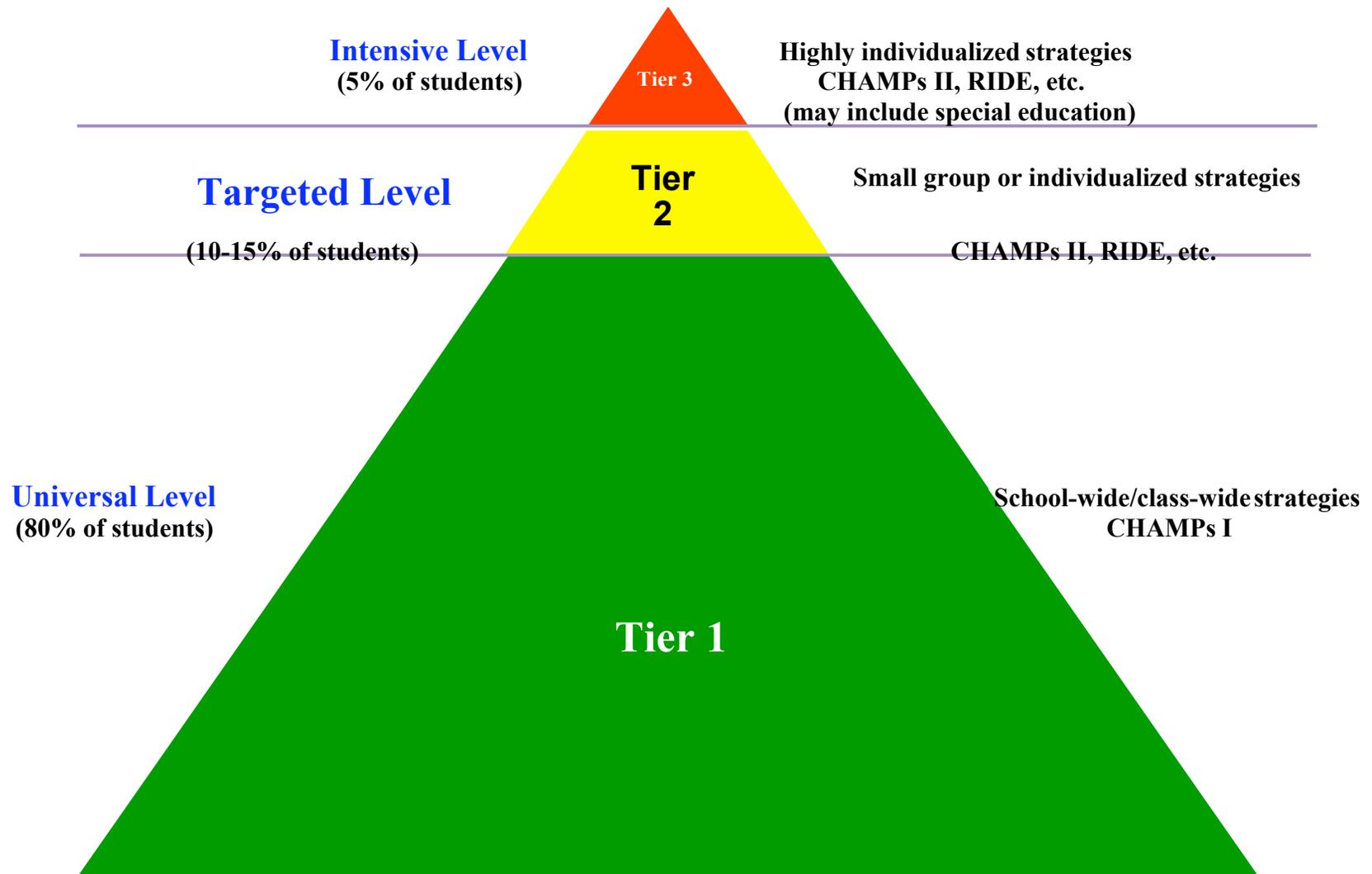
**STEM/Math/Science Action Plan\*:** Optional if all students are proficient in this area across all grade levels (FSA Level 3 or higher or equivalent for EOCs).

New Life Charter Academy will be following the Broward County Public School Behavior RTI model.

# GUIDE TO MANAGEMENT OF PROBLEM BEHAVIORS

## Resources and Strategies for Tier 1, Tier 2, and Tier 3 Interventions

### Continuum of Behavioral Supports for Students



The intent of the *Guide to Management of Problem Behaviors (Guide)* is to provide classroom teachers, administrators, and support staff, who may serve as members of Collaborative Problem Solving (CPS) teams, with tools for behavioral interventions in the classroom. Much like the *Struggling Reader* and *Struggling Math* charts, the underlying assumption is that many of the behavioral problems of students can be adequately addressed with evidence-based interventions in the general education classroom. A further assumption is that the vast majority of students should respond to “universal” interventions (e.g., school-wide and/or class-wide strategies), while some may require “targeted” interventions (e.g., small group or individualized strategies), and relatively few should require “intensive” interventions (e.g. highly individualized strategies, including special education). The graphic above provides a visual representation of the proportion of the school population expected to need universal, targeted, or intensive interventions.

The development of behavioral interventions for the classroom, whether done individually by the teacher, in consultation with one or more peers, or as part of a CPS team, is most efficient and effective when organized in a Tiered system. As shown in the graphic above, Tier 1 represents “universal” interventions needed to support student success, Tier 2 consists of “targeted” interventions for specific students requiring greater assistance, and Tier 3 represents “intensive” interventions for those students who do not respond to Tier 1 or Tier 2 strategies. Failure to respond to interventions at Tier 3 is also generally thought to signal that referral for evaluation *may* be needed. It has been estimated that about 80% of students should respond to Tier 1 strategies, an additional 10-15% may require Tier 2 strategies, and only about 5% should require Tier 3 strategies (including possible referral for evaluation). The tiered approach provides both the greatest amount of flexibility and the most precise allocation of support resources to address students’ behavioral difficulties in the classroom.

Schools should have a cohesive *Positive School Culture* plan that defines the school-wide approach used to ensure student safety and well being, so that learning is optimized. Approaches such as those exemplified in Randy Sprick’s *Foundations* would be appropriate for this purpose.

When teachers encounter behavioral problems in the classroom, their first set of options for intervention should be those universal strategies found in Tier 1 of the *Guide*. These are school-wide and/or class-wide strategies found in the CHAMPs I program, endorsed for all Broward schools. Where appropriate, teachers should first select strategies from Tier 1 of the *Guide* that best correspond to the types of problems they are encountering. This may occur individually, or in consultation with another colleague or grade level team leader, but should not require involvement of the CPS team. At minimum, anecdotal data should be kept about the interventions attempted and an evaluation (even an informal one) should be made of the success of the strategies used by the teacher. Enough time should be allowed to elapse (e.g., 4-6 weeks) to determine if the strategies were successful before moving to targeted interventions (Tier2).

If Tier 1 strategies prove ineffective in addressing the problem, the interventions included in Tier 2 can be tried. These interventions are targeted for more specific behavioral problems of individual students and may require consultation between the teacher and selected specialists from the CPS team (e.g., behavior specialist, school psychologist, social worker, etc.). In most Tier 2 cases, involvement of the full CPS team should not be required. The strategies included in Tier 2 are drawn from a variety of sources (e.g., CHAMPs II, the RIDE program, [www.interventioncentral.org](http://www.interventioncentral.org), etc.) and several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher. Hence, consultation with other professionals who have expertise in behavioral interventions is crucial. It is also necessary at Tier 2 to keep more rigorous records of interventions attempted and the success (or lack of success) of the strategies used. That is, baseline data should first be obtained for the student's problem, which can be compared to data collected during intervention. Evaluation of the intervention should consist of inspection of these comparative data (baseline vs. intervention) in order to draw conclusions about the effectiveness of the strategies used. Documentation of these data-based interventions should be retained as part of the student's record. Specialists from the CPS team can be used to assist with data collection and evaluation when the teacher needs assistance in this area. Again, enough time should be allowed (e.g., 4-6 weeks) to determine if the strategies were successful before moving to intensive interventions (Tier 3).

If Tier 2 strategies prove ineffective in addressing the problem, Tier 3 interventions may be used. Since problems encountered at this level tend to be more severe and/or chronic, involvement of the full CPS team is recommended. Again, the strategies included at Tier 3 are drawn from a variety of sources (e.g., CHAMPs II, RIDE, [www.interventioncentral.org](http://www.interventioncentral.org), etc.) and are more intensive and individualized in their focus. Like Tier 2 interventions, Tier 3 strategies require the same rigor with regard to data collection, evaluation of the intervention(s), and retention of student records. Additionally, it is at this level that consideration of a referral for ESE evaluation *may* become viable. That is, if the student does not respond to Tier 3 interventions, then referral for a comprehensive evaluation *may* be considered. The full assistance of the CPS team should be used for Tier 3 interventions to ensure that strategies are attempted as planned and with the fullest cooperation possible. Evaluation of whether or not interventions were effective should be a team decision, as should decisions about the need for referral for a comprehensive evaluation.

As a final note, the *Guide* is intended as a resource for classroom teachers and CPS teams. Though not an exhaustive list, it provides a comprehensive set of evidence-based interventions for the classroom that may be successful with students who have behavioral difficulties varying in type and degree of severity. Effective use of the *Guide* will require time to become familiar with the variety of strategies available, consultation with other professionals to improve intervention effectiveness, and a willingness to experiment with, and be open to, a variety of techniques to increase the probability of successful outcomes.

## Tier 1 - Identifying Universal Management Strategies to Respond to Behavior Problems

ESSENTIAL BEHAVIORS	DATA COLLECTION AND ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Appropriate/respectful interactions with adults</b></p> <p><b>Appropriate/respectful interactions with peers</b></p> <p><b>Compliance with school/classroom rules</b></p> <p><b>Compliance with adult directions</b></p> <p><b>Attention to task</b></p> <p><b>Work completion</b></p>	<p>Comparison of behavior with typical cohort</p> <p>Consultation with previous teacher(s)</p> <p>Anecdotal information</p> <p>Perceived Teacher Satisfaction</p> <p><b>CHAMPs</b> Implementation Rubric</p> <p>How many students do you have in the classroom at one time? What level of structure do your students need? <b>Tool:</b> Management &amp; Discipline Planning Questionnaire, <b>CHAMPs</b>, Pg. 37</p> <p>Complete the <b>CHAMPs</b> Classroom Management Plan (<b>CHAMPs</b>, Module 1)</p> <p>Complete the Self-Assessment Checklists from <b>CHAMPs</b> Modules 1, 2, 3, (4), and 5.</p>	<p>Teacher Satisfaction Level</p> <p>Consistent implementation of <b>CHAMPs</b> strategies as documented on <b>CHAMPs</b> Implementation Rubric at Application Level or higher in each Area of Management.</p> <p>Continued inability of student(s) to demonstrate essential behaviors and continued teacher dissatisfaction may indicate a move to Tier 2 strategies</p>	<p><b>CHAMPs</b> Intervention Rubric (see attached)</p>

## Tier 1 – Supports and Resources

**Supports:** Teacher seeks the assistance of another teacher (peer), team leader (grade or subject), administrator, member(s) of the school's CPS team, NESS liaison, Peer Mediation Coordinator, peer counselor, **CHAMPS** coach.

**Resources:** **CHAMPS I: A Positive Proactive Approach to Classroom Management**, Online Courses: **CHAMPS** Procedures and **CHAMPS** Expectations

**Web Resources:** [www.interventioncentral.org](http://www.interventioncentral.org)

## CHAMPs Intervention Rubric

STRUCTURE: Teacher creates classroom organization	
Physical Space Pgs. 54-60	<ul style="list-style-type: none"> <li>• Change what can be changed and make the best of what cannot</li> <li>• Arrange desks to optimize learning (i.e. desks separate enough to discourage off task talking)</li> <li>• Ensure that the teacher can walk <i>randomly</i> around all parts of classroom</li> <li>• Change traffic patterns to reduce high traffic areas</li> <li>• Set up a Time Out space (K-3)</li> </ul>
Schedule Pgs. 49-54	<ul style="list-style-type: none"> <li>• Within each schedule activity, develop a list of activities</li> <li>• Indicate type of activity (Teacher Directed, Independent Learning, etc.)</li> <li>• Include time limit for each specific activity</li> <li>• Balance activities and times: 40% teacher directed, 35% independent. 25% cooperative group</li> <li>• Start a class with teacher directed activity</li> <li>• Follow teacher directed with independent work and cooperative groups</li> <li>• Identify difficult times or activities and <i>pre-correct</i> expectations</li> <li>• Read student body language to gauge change in activities</li> </ul>
Beginning Routine Pgs. 63-70	<ul style="list-style-type: none"> <li>• <u>Entering</u>: greet each student, direct to seat and productive task (3-5 min.) Provide feedback.</li> <li>• <u>Tardiness</u>: Keep a handy tardy notebook for students to sign in</li> <li>• <u>No materials</u>: create a simple plan for student to get material without disruption and use mild consequences</li> <li>• <u>Returning after absence</u>: Devise system for students to get info and handouts without much teacher involvement (e.g., baskets)</li> </ul>
Ending Routine Pgs. 73-74	<ul style="list-style-type: none"> <li>• <u>Dismissal</u>: Teach and practice expectations prior to dismissal</li> <li>• Break down dismissal into specific tasks or steps for students</li> <li>• Teacher dismisses the classroom, not the bell</li> <li>• Students will only be dismissed when all are quiet and all tasks completed</li> </ul>
Transitions Pgs. 125-138	<ul style="list-style-type: none"> <li>• Allow enough time in schedule for relaxed transitions</li> <li>• Break down the transition into specific tasks or steps for the students</li> <li>• Provide feedback to the students regarding their behavior during each transition</li> </ul>
TEACHING EXPECTATIONS: Teacher clarifies and communicates consistent expectations	
Guidelines for Success Pgs. 12-14	<ul style="list-style-type: none"> <li>• Post 5-7 guidelines and describe in positive terms</li> <li>• Teacher abstract traits in concrete terms</li> <li>• Refer to them frequently with reinforcement or reprimand</li> </ul>
Class Rules Pgs. 75-77	<ul style="list-style-type: none"> <li>• Post in a prominent place(s)</li> <li>• State 3-5 rules positively; make sure they are specific, observable, and measurable</li> <li>• Identify mild consequences for each infraction of the rule</li> <li>• Develop a plan to teach rules and have students practice compliance</li> <li>• Refer to them frequently with reinforcement or reprimand</li> </ul>
CHAMPs Visual Pgs. 112-138	<ul style="list-style-type: none"> <li>• Post in a prominent place(s); Use CHAMPs acronym to guide expectations</li> <li>• Create a plan that will address when, where, and how positive expectations will be taught</li> <li>• Teach expectations for each major activity and transition just <i>prior</i> to activity/transition</li> <li>• Have a support observe during difficult activities and transitions; use information to re-teach</li> <li>• Ask students of their knowledge of expectations; use information to re-teach</li> </ul>
Signal Pgs. 61-62	<ul style="list-style-type: none"> <li>• Develop a plan to teach signal that uses both visual and auditory components</li> <li>• Indicate how students are to respond to signal</li> <li>• Teach to 100% participation in 5 seconds</li> </ul>

<b>OBSERVATION: Teacher provides effective supervision</b>	
Circulation Pg. 166	<ul style="list-style-type: none"> <li>• Continuous circulation in the classroom</li> <li>• Teacher walks in random pattern, not only at front of room nor sitting</li> <li>• Teacher uses proximity control to decrease opportunity of misbehavior</li> <li>• Provide immediate feedback to students regarding their work, participation, or behavior</li> </ul>
Scanning Pgs. 163-167	<ul style="list-style-type: none"> <li>• Teacher constantly scans the classroom</li> <li>• Use scanning to look for students requiring immediate help, correction, and praise</li> </ul>
Data Collection Pgs. 233-274	<ul style="list-style-type: none"> <li>• Teacher identifies activities or transitions where behavior is problematic</li> <li>• Use Tools to collect data year long (Module 6)</li> </ul>
<b>INTERACTIONS: Teacher creates a positive classroom and positive relationships</b>	
Positive Feedback Pgs. 213-219	<ul style="list-style-type: none"> <li>• Provide frequent, age-appropriate, positive feedback on behavioral and academic effort</li> <li>• Build a <i>useful</i> relationship with students</li> <li>• Develop a plan for any students who respond negatively to positive feedback</li> </ul>
Ratio of Interactions Pg. 243-252	<ul style="list-style-type: none"> <li>• Provide at least 3:1 ratio of interactions for positive behaviors to misbehaviors</li> <li>• Increase the amount of praise or positive feedback</li> <li>• Decrease the amount of reprimands or corrective feedback</li> </ul>
Non-contingent Attention Pgs. 210-212	<ul style="list-style-type: none"> <li>• Individualized greeting for all students when entering classroom</li> <li>• Positive interactions for any student with recent interactions due to misbehavior</li> <li>• Don't take dismissive behavior personally</li> </ul>
<b>CORRECTING MISBEHAVIOR FLUENTLY: Teacher maintains instructional momentum</b>	
Emotional Tone Pg. 323	<ul style="list-style-type: none"> <li>• Pre-plan how you will respond to misbehavior ahead of time</li> <li>• Model "calm" – showing strength through sincerity and persistence rather than aggression</li> </ul>
Seamless Instruction Pg. 323	<ul style="list-style-type: none"> <li>• Use a "hit and run" technique; avoid taking time away from academics</li> <li>• Scan for built-in opportunities to praise students</li> <li>• Use planned ignoring for minor misbehaviors such as calling out, tattling, etc.</li> </ul>
Corrective Consequences Pgs. 325-321	<ul style="list-style-type: none"> <li>• Teach corrective consequences to students prior to implementing them</li> <li>• Use mild consequences that can be used consistently</li> <li>• Address the function of the behavior</li> </ul>

**Universal Intervention: Create opportunities to reinforce students for meeting behavioral expectations.**

Developed by Tyyne Hogan  
**Office of Prevention Programs**  
 School Board of Broward County, 2006-2007

## Tier 2 - Identifying Targeted Management Strategies to Respond to Behavior Problems

ESSENTIAL BEHAVIORS	DATA COLLECTION AND ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
---------------------	--------------------------------------	-----------------------	------------

<p><b>Appropriate/respectful interactions with adults</b></p>	<p>Classroom observations</p> <p>Consultation with previous teacher(s)</p> <p>Review of student records, discipline data, CUM folder, attendance, etc.</p> <p>Frequency, intensity, or duration analysis of behavior (from <b>CHAMPs II</b> or other sources)</p> <p>A-B-C and/or anecdotal analysis of behavior (from <b>CHAMPs II</b> or other sources)</p> <p><b>CHAMPs</b> Module 6: Monitoring Tools 1, 2, and 3. (from <b>CHAMPs II</b>)</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Teacher Behavior Log</li> <li>b) Narrative ABC Record</li> <li>c) Daily Behavior Report</li> </ul> <p>Have <b>CHAMPs</b> coach observe and complete the “Basic 5”</p> <p>Complete the Self-Assessment Checklists from <b>CHAMPs</b> Modules 6, 7, and 8.</p> <p>FBA completion, when needed; depending on FBA results, development and implementation of PBIP.</p>	<p>Data indicate that student has significantly higher rate or intensity of inappropriate or disrespectful interactions with teacher than other students.</p> <p><b>Tool 1:</b> If less than 70% of 4’s and 5’s, modify environment with Tier 2 strategies.</p> <p><b>Tool 2:</b> If less than 3:1 ratio, modify environment with Tier 2 strategies.</p> <p><b>Tool 3:</b> If more than 90% of misbehavior can be attributed to a couple of students, move to Tier 3 for those students / if less than 90% of misbehavior can be attributed to a couple of students, modify the environment with Tier 2 strategies.</p> <p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p>	<p><b>RIDE</b> Elementary School Strategies:</p> <ul style="list-style-type: none"> <li>a) Positive Attitude</li> <li>b) Social Skills</li> <li>c) Compliance</li> <li>d) Following Directions</li> <li>e) Talk-outs</li> <li>f) Swearing</li> </ul> <p><b>RIDE</b> Middle School Strategies:</p> <ul style="list-style-type: none"> <li>a) Positive Attitude</li> <li>b) Social Skills</li> <li>c) Compliance</li> <li>d) Participating</li> <li>e) Talk-Outs</li> </ul> <p><b>CHAMPs</b> Strategies:</p> <ul style="list-style-type: none"> <li>a) Ratio of Interactions: pgs. 224-226</li> <li>b) Module 8: Positive Class-wide Motivational Systems</li> <li>c) Review and implement all of the suggestions for high structure found in Modules 1, 2, 3, 4, 5, &amp; 7.</li> </ul> <p><b>The Teacher’s Encyclopedia of Behavior Management:</b> Determine specific problem and implement corresponding plan (use index)</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Behavioral interventions</li> </ul>
---	---	--	---

ESSENTIAL BEHAVIORS	DATA COLLECTION AND ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Appropriate/respectful interactions with peers</b></p>	<p>Classroom observations</p> <p>Consultation with previous teacher(s)</p> <p>Review of student records, discipline data, CUM folder, attendance, etc.</p> <p>Does student socialize with other students? Is student withdrawn from others? Is student unnecessarily disruptive?  <b>Tool:</b> Frequency, Intensity, or Duration analysis of behavior (from <b>CHAMPS II</b> or other sources)</p> <p>A-B-C and/or anecdotal analysis of behavior (from <b>CHAMPS II</b> or other sources)</p> <p><b>CHAMPS</b> data collection tools (Module 6): Tool 1, Tool 2, Tool 3, and Tool 6 (from <b>CHAMPS II</b>).</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>A) Teacher Behavior Log</li> <li>B) Narrative ABC Record</li> <li>C) Daily Behavior Report Card</li> <li>D) Frequency</li> <li>E) Behavior Observation System for Schools</li> </ul> <p>FBA completion, when needed; depending on FBA results, development and implementation</p>	<p>Data indicate that student(s) has significantly higher rate or intensity of inappropriate or disrespectful interactions with peers than other students.</p> <p><b>Tool 1:</b> If less than 70% of 4's and 5's, modify environment with Tier 2 strategies.</p> <p><b>Tool 2:</b> If less than 3:1 ratio, modify environment with Tier 2 strategies.</p> <p><b>Tool 3:</b> If more than 90% of misbehavior can be attributed to a couple of students, move to Tier 3 for those students / if less than 90% of the misbehavior can be attributed to a couple of students, modify the environment with Tier 2 strategies.</p> <p><b>Tool 6:</b> Identify aspects of your classroom management plan that need to be more clearly defined or taught.</p> <p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p>	<p><b>RIDE</b> Elementary School Strategies:</p> <ul style="list-style-type: none"> <li>a) Social Skills</li> <li>b) Cooperating with Others</li> <li>c) Shyness</li> <li>d) Aggression</li> <li>e) Bullying</li> </ul> <p><b>RIDE</b> Middle School Strategies:</p> <ul style="list-style-type: none"> <li>a) Social Skills</li> <li>b) Cooperating With Others</li> <li>c) Aggression</li> <li>d) Bullying</li> </ul> <p><b>CHAMPS</b> Strategies:</p> <p>a) Teaching Expectations: Pgs. 107-111</p> <p><b>The Teacher's Encyclopedia of Behavior Management:</b> Determine specific problem and implement corresponding plan (use index)</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Behavioral interventions</li> <li>b) Bully prevention</li> </ul>

ESSENTIAL BEHAVIORS	DATA COLLECTION AND ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Compliance with school/classroom rules</b></p>	<p>Classroom observations</p> <p>Consultation with previous teacher(s)</p> <p>Review of student records, discipline data, CUM folder, attendance, etc.</p> <p><b>CHAMPs</b> data collection tools (Module 6): Tools 1, 2, 3, and 5</p> <p>At what percentage do students respond positively to adult direction on the first time? <b>Tool:</b> frequency record</p> <p>How many students do you have in the classroom at one time? <b>Tool:</b> Management &amp; Discipline Planning Questionnaire, <b>CHAMPs</b>, Pg. 37</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Teacher Behavior Log</li> <li>b) Narrative ABC Record</li> <li>c) Frequency</li> <li>d) Behavioral Scatter Plot</li> </ul> <p>FBA completion, when needed; depending on FBA results, development and implementation of PBIP.</p>	<p><b>Tool 1:</b> If less than 70% of 4's and 5's, modify environment with Tier 2 strategies.</p> <p><b>Tool 2:</b> If less than 3:1 ratio, modify environment with Tier 2 strategies.</p> <p><b>Tool 3:</b> If more than 90% of misbehavior can be attributed to a couple of students, move to Tier 3 for those students / if less than 90% of the misbehavior can be attributed to a couple of students, modify the environment with Tier 2 strategies.</p> <p><b>Tool 5:</b> Less than 80% requires Tier 2 strategies</p> <p>Data indicate that student(s) has a significantly higher rate of noncompliance with school/classroom rules than other students.</p> <p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p>	<p><b>RIDE</b> Elementary School Strategies:</p> <ul style="list-style-type: none"> <li>a) Attending School</li> <li>b) Participating</li> <li>c) Following Directions</li> <li>d) Compliance</li> <li>e) Out-Of-Seats</li> <li>f) Aggression</li> </ul> <p><b>RIDE</b> Middle School Strategies:</p> <ul style="list-style-type: none"> <li>a) Attending School</li> <li>b) Participating</li> <li>c) Compliance</li> <li>d) Out-Of-Seats</li> <li>e) Aggression</li> </ul> <p><b>CHAMPs</b> Strategies:</p> <ul style="list-style-type: none"> <li>a) Teaching Expectations: Pgs. 112-146</li> <li>b) Classroom Rules: Pgs. 76-77</li> </ul> <p><b>The Teacher's Encyclopedia of Behavior Management:</b> Determine specific problem and implement corresponding plan (use index)</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Behavioral interventions</li> <li>b) Classroom management</li> </ul>

ESSENTIAL BEHAVIORS	DATA COLLECTION AND ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Compliance with adult directions</b></p>	<p>Classroom observations</p> <p>Consultation with previous teacher(s)</p> <p>Review of student records: discipline data, CUM folder, attendance, etc.</p> <p><b>CHAMPS</b> data collections tools (Module 6): Tools 1, 2, 3.</p> <p>Does the student spend an inordinate amount of academic time off task? <b>Tool 5:</b> On Task Behavior Observation Sheet</p> <p>How often does the teacher have to deal with noncompliant behavior? <b>Tool:</b> Frequency, Intensity, or Duration analysis of behavior (from <b>CHAMPS II</b> or other sources)</p> <p>A-B-C and/or anecdotal analysis of behavior (from <b>CHAMPS II</b> or other sources)</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Teacher Behavior Log</li> <li>b) Narrative ABC Record</li> <li>c) Frequency</li> <li>d) Behavioral Scatter Plot</li> <li>e) Daily Behavior Report Card</li> </ul> <p>FBA completion, when needed; depending on FBA results, development and implementation</p>	<p><b>Tool 1:</b> If less than 70% of 4's and 5's, modify environment</p> <p><b>Tool 2:</b> If less than 3:1 ratio, modify environment</p> <p><b>Tool 3:</b> If more than 90% of misbehavior can be attributed to a couple of students, move to Tier 3 for those students / if less than 90% of the misbehavior can be attributed to a couple of students, modify the environment with Tier 2 strategies.</p> <p><b>Tool 5:</b> Less than 80% requires Tier 2 strategies</p> <p>Data indicate that student has significantly higher rate of non-compliance with adult directions than other students.</p> <p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p>	<p><b>RIDE</b> Elementary School Strategies:</p> <ul style="list-style-type: none"> <li>a) Following Directions</li> <li>b) Compliance</li> <li>c) Talk-Outs</li> <li>d) Noises &amp; Gestures</li> <li>e) Out-Of-Seats</li> <li>f) Transitioning</li> </ul> <p><b>RIDE</b> Middle School Strategies:</p> <ul style="list-style-type: none"> <li>a) Participating</li> <li>b) Cooperating With Others</li> <li>c) Compliance</li> <li>d) Out-Of-Seats</li> <li>e) Noises &amp; Gestures</li> </ul> <p><b>CHAMPS</b> Strategies: Motivation; Pgs. 199-201</p> <p>Corrective Consequences: Pgs. 291-331</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Interventions to go: Defiance/Non-compliance</li> <li>b) Classroom management</li> </ul> <p><b>The Teacher's Encyclopedia of Behavior Management:</b> Determine specific problem and implement specific plan (use index)</p>

ESSENTIAL BEHAVIORS	DATA COLLECTION AND ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Attention to task</b></p>	<p>Classroom observations</p> <p>Consultation with previous teacher(s)</p> <p>Review of student records, discipline data, CUM folder, attendance, etc.</p> <p>What is the average percentage of on task behavior in your classroom?</p> <p><b>Tool 5:</b> On-Task Behavior Observation Sheet, <b>CHAMPs</b> Pgs. 266-269</p> <p><b>Tool 4:</b> Grade Book Analysis Worksheet, <b>CHAMPs</b> Pgs 262-265.</p> <p>Frequency, Intensity, or Duration analysis of behavior (from <b>CHAMPs II</b> or other sources)</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Teacher Behavior Log</li> <li>b) Time On Task</li> <li>c) Interval Sampling Recording Form</li> <li>d) Narrative ABC Record</li> <li>e) Frequency</li> <li>f) Behavioral Scatter Plot</li> </ul> <p>FBA completion, when needed; depending on FBA results, development and implementation of PBIP.</p>	<p>Less than 80% on <b>Tool 5</b> requires Tier 2 strategies.</p> <p>Teacher determines “quality work” and defines the criteria (e.g., 4 out of 5 assignments completed)</p> <p>If 3 or more students fall below criteria, implement Tier 1 and 2 strategies / if less than 3 fall below the criteria you may need to move to Tier 3 strategies for those students.</p> <p>Data indicate that student has significantly higher rate of inattention to task or uncompleted assignments than other students.</p> <p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p>	<p><b>RIDE</b> Elementary School Strategies:</p> <ul style="list-style-type: none"> <li>a) Organizing Materials and Time</li> <li>b) Participating</li> <li>c) Completing Schoolwork</li> <li>d) Out-Of-Seats</li> <li>e) Completing Homework</li> </ul> <p><b>RIDE</b> Middle School Strategies:</p> <ul style="list-style-type: none"> <li>a) Organizing Materials &amp; Time</li> <li>b) Participating</li> <li>c) Staying-On-Task</li> <li>d) Out-Of-Seats</li> </ul> <p><b>CHAMPs</b> Strategies:</p> <ul style="list-style-type: none"> <li>a) Schedule: Pgs. 49-53</li> <li>b) Student Work: Pgs. 81-90</li> <li>c) Communicating Expectations: Pgs. 164-170, 175-176</li> <li>d) Self Evaluation: Pgs 380-382</li> </ul> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Tips for study and organization</li> <li>b) Behavioral Interventions</li> <li>c) Interventions To Go: Off-task/inattention; Hyperactivity</li> </ul> <p><b>The Teacher’s Encyclopedia of Behavior Management:</b> Determine specific problem and implement</p>

ESSENTIAL BEHAVIORS	DATA COLLECTION AND ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Work completion</b></p>	<p>Consultation with previous teacher(s)</p> <p>Review of student records, discipline data, CUM folder, attendance, etc.</p> <p>What percentage of assignments is completed?</p> <p><b>Tool 4:</b> Grade Book Analysis, <b>CHAMPs</b>, 262-265.</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Narrative ABC Record</li> <li>b) Daily Behavior Report Card</li> <li>c) Time On Task</li> </ul> <p>Interval Sampling Recording Form</p> <p>FBA completion, when needed; depending on FBA results, development and implementation of PBIP.</p>	<p><b>Tool 4:</b> Teacher determines “quality work” and defines the criteria (e.g., C or above or 80%)</p> <p>If 3 or more students fall below criteria, Implement Tier 1 and 2 strategies / if less than 3 fall below the criteria you may need to move to Tier 3 strategies for those students.</p> <p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p>	<p><b>RIDE</b> Elementary School Strategies:</p> <ul style="list-style-type: none"> <li>a) Organizing Materials and Time</li> <li>b) Staying on-task</li> <li>c) Getting help</li> <li>d) Completing Schoolwork</li> <li>e) Completing Homework</li> <li>f) Out-Of-Seats</li> </ul> <p><b>RIDE</b> Middle School Strategies:</p> <ul style="list-style-type: none"> <li>a) Organizing Materials &amp; Time</li> <li>b) Study Skills</li> <li>c) Basic Skills</li> <li>d) Staying On-Task</li> <li>e) Completing Schoolwork</li> <li>f) Completing Homework</li> </ul> <p><b>CHAMPs</b> Strategies Work Completion: Pgs. 78-92</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>a) Motivation</li> <li>b) Tips for Study and Organization</li> <li>c) General Academic Strategies</li> <li>d) Interventions To Go: Study skills/ organization</li> </ul> <p><b>The Teacher’s Encyclopedia of Behavior Management:</b> Determine specific problem and implement specific plan (use index)</p>

## Tier 2 – Supports and Resources

**Supports:** Teacher (peer), team leader (grade or subject), administrator, member(s) of the school's CPS team, NESS liaison, Peer Mediation Coordinator, peer counselors, **CHAMPs** coach, parents, Area/Zone personnel

**Resources: CHAMPs:** A Positive Proactive Approach to Classroom Management, Structuring Your Classroom for Academic Success (CYCAS), Responding to Individual Differences in Education (RIDE), Best Practices: Behavioral and Educational Strategies, Character Education Curriculum, 9 High Yield Strategies, Foundations, Skill Streaming, Peer Counseling Curriculum, Cooperative Learning, Broward County Youth Mentoring Program

**Office of Prevention Programs:** Broward Alliance for Schools Success (B.A.S.S), Project B.L.A.S.T. (Building Lasting Attitudes and Strategies for Tomorrow), CONNECT! With Kids, Get Real About Violence, Skills for Managing Anger, Too Good For Drugs

**Web Resources:** [www.interventioncentral.org](http://www.interventioncentral.org)

# Tier 3 - Identifying Intensive Management Strategies to Respond to Behavior Problems

ESSENTIAL BEHAVIORS	DATA COLLECTION (USED IN ALL CASES)	ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
---------------------	-------------------------------------	------------------	-----------------------	------------

<p><b>Appropriate/respectful interactions with adults</b></p>	<p>Review data collected during application of Tier 2 strategies (consider whether the student(s) failed to respond or there were implementation flaws).</p> <p>Identify a focused target problem in behavioral terms</p> <p>Continue data collection through observation, frequency or duration measures, review of work products, FBA/PBIP, etc.</p> <p>Continue conversations with student.</p> <p>Hold additional parent conferences (minimum of two at this Tier)</p>	<p>Monitor progress on the same behaviors using the same Tools as in Tier 2.</p> <p>Progress monitoring with measurements on the same behaviors used to establish a baseline; evaluate progress on PBIP, if implemented.</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>d) Teacher Behavior Log</li> <li>e) Narrative ABC Record</li> <li>f) Daily Behavior Report Card</li> <li>g) Frequency</li> </ul>	<p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p> <p>If no or limited progress on goal(s), does problem warrant referral for a comprehensive evaluation?</p>	<p>Small group SST</p> <p>Peer/adult mentoring program</p> <p>Anger control training</p> <p>Tiered discipline program (e.g., positive rehearsal, time-out)</p> <p><b>CHAMPs II</b> Workshop</p> <p>Behavior Management Online course</p> <p><b>RIDE</b> Elementary School Strategies:</p> <ul style="list-style-type: none"> <li>g) Positive Attitude</li> <li>h) Social Skills</li> <li>i) Compliance</li> <li>j) Following Directions</li> <li>k) Talk-outs</li> <li>l) Swearing</li> </ul> <p><b>RIDE</b> Middle School Strategies:</p> <ul style="list-style-type: none"> <li>f) Positive Attitude</li> <li>g) Social Skills</li> <li>h) Compliance</li> <li>i) Participating</li> <li>j) Talk-Outs</li> </ul>
---	--	--	---	--

ESSENTIAL BEHAVIORS	DATA COLLECTION (USED IN ALL CASES)	ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Appropriate/respectful interactions with peers</b></p>	<p>Obtain baseline data through observation, frequency or duration measures, review of work products, FBA/PBIP, etc.</p> <p>Conversation with child/student interview.</p> <p>Parent conference</p> <p>Review data collected during application of Tier 2 strategies (consider whether the student(s) failed to respond or there were implementation flaws).</p> <p>Identify a focused target problem in behavioral terms</p>	<p>Progress monitoring with measurements on the same behaviors used to establish a baseline; evaluate progress on PBIP, if implemented.</p> <p><b>Interventioncentral.org</b></p> <p>F) Teacher Behavior Log G) Narrative ABC Record H) Daily Behavior Report Card I) Frequency J) Behavior Observation System for Schools</p>	<p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p> <p>If no or limited progress on goal(s), does problem warrant referral for a comprehensive evaluation?</p>	<p><b>RIDE Elementary School Strategies:</b></p> <p>f) Social Skills g) Cooperating with Others h) Shyness i) Aggression j) Bullying</p> <p><b>RIDE Middle School Strategies:</b></p> <p>e) Social Skills f) Cooperating With Others g) Aggression f) Bullying</p>
<p><b>Compliance with school/classroom rules</b></p>	<p>Obtain baseline data through observation, frequency or duration measures, review of work products, FBA/PBIP, etc.</p> <p>Conversation with child/student interview.</p> <p>Parent conference</p> <p>Review data collected during application of Tier 2 strategies (consider whether the student(s) failed to respond or there were implementation flaws).</p> <p>Identify a focused target problem in behavioral terms,</p>	<p>Progress monitoring with measurements on the same behaviors used to establish a baseline; evaluate progress on PBIP, if implemented.</p> <p><b>Interventioncentral.org</b></p> <p>e) Teacher Behavior Log f) Narrative ABC Record g) Frequency h) Behavioral Scatter Plot</p>	<p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p> <p>If no or limited progress on goal(s), does problem warrant referral for a comprehensive evaluation?</p>	<p><b>RIDE Elementary School Strategies:</b></p> <p>g) Attending School h) Participating i) Following Directions j) Compliance k) Out-Of-Seats l) Aggression</p> <p><b>RIDE Middle School Strategies:</b></p> <p>f) Attending School g) Participating h) Compliance i) Out-Of-Seats j) Aggression</p>

ESSENTIAL BEHAVIORS	DATA COLLECTION (USED IN ALL CASES)	ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Compliance with adult directions</b></p>	<p>Obtain baseline data through observation, frequency or duration measures, review of work products, FBA/PBIP, etc.</p> <p>Conversation with child/student interview.</p> <p>Parent conference</p> <p>Review data collected during application of Tier 2 strategies (consider whether the student(s) failed to respond or there were implementation flaws).</p> <p>Identify a focused target problem in behavioral terms</p>	<p>Progress monitoring with measurements on the same behaviors used to establish a baseline; evaluate progress on PBIP, if implemented.</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>f) Teacher Behavior Log</li> <li>g) Narrative ABC Record</li> <li>h) Frequency</li> <li>i) Behavioral Scatter Plot</li> <li>j) Daily Behavior Report Card</li> </ul>	<p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p> <p>If no or limited progress on goal(s), does problem warrant referral for a comprehensive evaluation?</p>	<p><b>RIDE Elementary School Strategies:</b></p> <ul style="list-style-type: none"> <li>g) Following Directions</li> <li>h) Compliance</li> <li>i) Talk-Outs</li> <li>j) Noises &amp; Gestures</li> <li>k) Out-Of-Seats</li> <li>l) Transitioning</li> </ul> <p><b>RIDE Middle School Strategies:</b></p> <ul style="list-style-type: none"> <li>f) Participating</li> <li>g) Cooperating With Others</li> <li>h) Compliance</li> <li>i) Out-Of-Seats</li> <li>j) Noises &amp; Gestures</li> </ul>

ESSENTIAL BEHAVIORS	DATA COLLECTION (USED IN ALL CASES)	ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Attention to task</b></p>	<p>Obtain baseline data through observation, frequency or duration measures, review of work products, FBA/PBIP, etc.</p> <p>Conversation with child/student interview.</p> <p>Parent conference</p> <p>Review data collected during application of TIER 2 strategies (consider whether the student(s) failed to respond or there were implementation flaws).</p> <p>Identify a focused target problem in behavioral terms,</p>	<p>Progress monitoring with measurements on the same behaviors used to establish a baseline; evaluate progress on PBIP, if implemented.</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>g) Teacher Behavior Log</li> <li>h) Time On Task</li> <li>i) Interval Sampling Recording Form</li> <li>j) Narrative ABC Record</li> <li>k) Frequency</li> <li>l) Behavioral Scatter Plot</li> </ul>	<p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p> <p>If no or limited progress on goal(s), does problem warrant referral for a comprehensive evaluation?</p>	<p><b>RIDE Elementary School Strategies:</b></p> <ul style="list-style-type: none"> <li>g) Organizing Materials and Time</li> <li>h) Participating</li> <li>i) Completing Schoolwork</li> <li>j) Out-Of-Seats</li> <li>k) Completing Homework</li> </ul> <p><b>RIDE Middle School Strategies:</b></p> <ul style="list-style-type: none"> <li>e) Organizing Materials &amp; Time</li> <li>f) Participating</li> <li>g) Staying-On-Task</li> <li>h) Out-Of-Seats</li> </ul>

ESSENTIAL BEHAVIORS	DATA COLLECTION (USED IN ALL CASES)	ASSESSMENT TOOLS	INTERVENTION CRITERIA	STRATEGIES
<p><b>Work completion</b></p>	<p>Obtain baseline data through observation, frequency or duration measures, review of work products, FBA/PBIP, etc.</p> <p>Conversation with child/student interview.</p> <p>Parent conference</p>	<p>Progress monitoring with measurements on the same behaviors used to establish a baseline; evaluate progress on PBIP, if implemented.</p> <p><b>Interventioncentral.org</b></p> <ul style="list-style-type: none"> <li>d) Narrative ABC Record</li> <li>e) Daily Behavior Report Card</li> <li>f) Time On Task</li> <li>g) Interval Sampling Recording Form</li> </ul>	<p>Goal(s) met; or significant progress toward meeting goal(s) on PBIP or other intervention plan.</p> <p>If no or limited progress on goal(s), does problem warrant referral for a comprehensive evaluation?</p>	<p><b>RIDE Elementary School Strategies:</b></p> <ul style="list-style-type: none"> <li>g) Organizing Materials and Time</li> <li>h) Staying on-task</li> <li>i) Getting help</li> <li>j) Completing Schoolwork</li> <li>k) Completing Homework</li> <li>l) Out-Of-Seats</li> </ul> <p><b>RIDE Middle School Strategies:</b></p> <ul style="list-style-type: none"> <li>g) Organizing Materials &amp; Time</li> <li>h) Study Skills</li> <li>i) Basic Skills</li> <li>j) Staying On-Task</li> <li>k) Completing Schoolwork</li> <li>l) Completing Homework</li> </ul>

## Tier 3 – Supports and Resources

**Supports:** Teacher (peer), team leader (grade or subject), administrator, school's CPS team, NESS liaison, Peer Mediation Coordinator, peer counselors, parents, Area/Zone personnel

**Resources: CHAMPs:** A Positive Proactive Approach to Classroom Management, Structuring Your Classroom for Academic Success (CYCAS), Responding to Individual Differences in Education (RIDE), Best Practices: Behavioral and Educational Strategies, Character Education Curriculum, 9 High Yield Strategies, Foundations, Skill Streaming, Peer Counseling Curriculum, Cooperative Learning, Broward County Youth Mentoring Program

**Office of Prevention Programs:** Broward Alliance for Schools Success (B.A.S.S), Project B.L.A.S.T. (Building Lasting Attitudes and Strategies for Tomorrow), CONNECT! With Kids, Get Real About Violence, Skills for Managing Anger, Too Good For Drugs

**Web Resources:** [www.interventioncentral.org](http://www.interventioncentral.org)