

## 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: Eagles' Nest Charter Academy School Location Number: 5355

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

### 2016-2017 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

##### School Information

Complete School Name: <b>Eagles' Nest Charter Academy</b>	District: <b>Broward</b>
School Location Number: <b>5355</b>	
Principal: <b>Christine Mentis</b>	District Superintendent: <b>Robert Runcie</b>
Governing Board Member(s): <b>George Simpson</b> , Board Chair <b>Nickitria Jones</b> , Secretary <b>Natasha Bell</b> , Treasurer	Date of School Board Charter Approval:

##### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

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

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

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### 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	Christine Mentis	Elementary Education, BS Reading Education, MS  Certification: Elementary Education (k-6) Reading Education (K-12) ESE (K-12) ESOL Endorsement Gifted Endorsement	7	7	<p><b><u>2012—School Grade: A</u></b>            *Reading: 48% high standards, 89% learning gains, 89% lowest 25%            *Math: 52% high standards, 97% learning gains, 97% lowest 25%            *Science: 19% high standards            *Writing: 93% high standards</p> <p><b><u>2013—School Grade: A</u></b>            *Reading: 61% high standards, 77% learning gains, 77% lowest 25%            *Math: 71% high standards, 92% learning gains, 92% lowest 25%            *Science: 63% high standards            *Writing: 95% high standards</p> <p><b><u>2014—School Grade: A</u></b>            *Reading: 67% high standards, 75% learning gains, 100% lowest 25%            *Math: 76% high standards, 81% learning gains, 97% lowest 25%            *Science: 40% high standards            *Writing: 94% high standards</p> <p><b><u>2015—School Grade: F</u></b>            *Reading: 20% high standards,            *Math: 18% high standards,            *Science: 7% high standards</p> <p><b><u>2016—School Grade: D</u></b>            *Reading: 22% high standards, 44% learning gains, 41% lowest 25%            *Math: 25% high standards, 41% learning gains, 46% lowest 25%            *Science: 13% high standards            *Civics: 56% high standards            *Algebra: 50% high standards</p>

### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

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

#### 1. Mission Statement

Provide your school's mission statement:

The mission statement of Eagles' Nest Charter Academy is to prepare students using a college preparatory curriculum for the best colleges and the world beyond, in a physically and emotionally safe environment.

#### 2. Academic Data

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

**Percentages represent percentage of students' proficient.**

- During the 2014-2015 school year Eagles' Nest Elementary (5355) and Eagles' Nest Middle (5356) moved from its former Coral Springs location to its current location in Lauderhill. Both schools were collocated. Eagles' Nest Middle data is shown for 2015 as it shows data for the same student population.
- Current location (5355) expanded its grade levels and began servicing students in grades 6-8 in the 2015-2016 school year

##### FCAT & FSA Data Reading

	All Students Grades 3-5	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent Tested
FCAT 2014	67%	64%	68%	75%	56%	100%	75%	97%
FSA 2015	13%	18%	18%	8%	12%		N/A	98%
FSA 2016	30%			11%	18%	48%	44%	100%

	All Students Grades 6-8	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent Tested
FSA 2015	19%	18%	18%	8%	12%		N/A	98%
FSA 2016	17%			11%	18%	39%	44%	99%

##### FCAT& FSA Data Math

	All Students Grades 3-5	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent Tested
FCAT 2014	74%	78%	73%	83%	58%	97%	81%	97%
FSA 2015	14%	17%	18%	25%	23%		N/A	98%
FSA 2016	30%			34%	18%	54%	41%	100%

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	All Students Grades 6-8	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	Percent Tested
FSA 2015	18%; 56% (algebra)	17%	18%	25%	23%		N/A	98%
FSA 2016	21%; 51% (Algebra)			34%	18%	38%	41%	99%

### FCAT Data Writing

	All Students Grades 4	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Percent Tested
2014	94%	100%	100%	100%	N/A	100%	100%

### FCAT Data Science/EOC

	All Students Grades 5	All Students Grades 8	Percent Tested	Biology Grade 8	Percent Tested	Civics EOC	Percent Tested
2014	63%	N/A	100%	N/A	N/A	N/A	N/A
2015	3%	13%	98%	51%	100%	62%	100%
2016	18%	5%	100%	25%	100%	56%	100%

### Progress Monitoring Data:

Students in grades 3-8 participated in the BSA and were progress monitored in literacy three times per year utilizing Oral Reading Fluency and DAR Word Lists.

### BSA Data Reading

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2016	34%	44%	51%	36%	33%	45%

### BSA Data Math

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2016	45%	42%	46%	38%	27%	31%

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Oral Reading Fluency (Progress Monitoring): Percentages represent percentage of students identified as high risk.

	Assessment Period 1			Assessment Period 2			Assessment Period 3		
2014	1 <sup>st</sup> - N/A	3 <sup>rd</sup> - 12%	4 <sup>th</sup> - 8%	1 <sup>st</sup> - 15%	3 <sup>rd</sup> - 15%	4 <sup>th</sup> - 10%	1 <sup>st</sup> - 8 %	3 <sup>rd</sup> - 10%	4 <sup>th</sup> - 10%
	2 <sup>nd</sup> - 8%	5 <sup>th</sup> - 0%		2 <sup>nd</sup> - 8%	5 <sup>th</sup> - 2%		2 <sup>nd</sup> - 5%	5 <sup>th</sup> - 2%	
2015	1 <sup>st</sup> - N/A	3 <sup>rd</sup> - 35%	6 <sup>th</sup> - 16%	1 <sup>st</sup> - 28%	3 <sup>rd</sup> - 37%	6 <sup>th</sup> - 31%	1 <sup>st</sup> - 25%	3 <sup>rd</sup> - 37%	6 <sup>th</sup> - 25%
	2 <sup>nd</sup> - 27%	4 <sup>th</sup> - 33%	7 <sup>th</sup> - 25%	2 <sup>nd</sup> - 19%	4 <sup>th</sup> - 28%	7 <sup>th</sup> - 25%	2 <sup>nd</sup> -13%	4 <sup>th</sup> - 25%	7 <sup>th</sup> - 25%
		5 <sup>th</sup> - 24%	8 <sup>th</sup> - 21%		5 <sup>th</sup> - 27%	8 <sup>th</sup> - 16%		5 <sup>th</sup> - 27%	8 <sup>th</sup> - 16%
2016	1 <sup>st</sup> - N/A	3 <sup>rd</sup> - 61%	6 <sup>th</sup> - 31%	1 <sup>st</sup> - 23%	3 <sup>rd</sup> - 58%	6 <sup>th</sup> - 31%	1 <sup>st</sup> - 18%	3 <sup>rd</sup> - 55%	6 <sup>th</sup> - 24%
	2 <sup>nd</sup> - 24	4 <sup>th</sup> - 31%	7 <sup>th</sup> - 46%	2 <sup>nd</sup> - 24%	4 <sup>th</sup> - 34%	7 <sup>th</sup> - 51%	2 <sup>nd</sup> - 21%	4 <sup>th</sup> - 31%	7 <sup>th</sup> - 46%
		5 <sup>th</sup> - 38%	8 <sup>th</sup> - 26%		5 <sup>th</sup> - 36%	8 <sup>th</sup> - 19%		5 <sup>th</sup> - 33%	8 <sup>th</sup> - 19%

### 3. Student Achievement Objectives

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

In accordance with the charter contract, 65% of students in grades 3-8 will score at or above grade level proficiency in each curriculum area in which they are assessed.

In accordance with the charter contract, 65% of students in grades K-2 will score at or above grade level proficiency in each curriculum area in which they are assessed.

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### 4. Student Performance Data Analysis

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

FCAT & FSA Data Reading								
	Grade 3-5 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains	
2014	67%	64%	68%	75%	30%	100%	75%	
2015	13%	18%	18%	8%	12%	Learning gains not calculated this year	Learning gains not calculated this year	
2016	30%	%	%	11%	18%	48%	44%	
<b>EXPLANATION</b>  <i>Eagles' Nest Charter Academy relocated for the 2014-2015 school year. The data presented for 2015 and 2016 is based on the performance of a completely different student population from that of 2014. This change in student population is evident in student achievement across all subject areas and subgroups.</i>	<p>The data in 2014 represents a different population of students. The school relocated from Coral Springs location to Lauderhill location.</p> <p>Students in grades 3-5 showed 17% gains in Reading Proficiency from 2015 to 2016.</p> <p>Additional intensive Reading instruction was implemented for students who scored level 1 and 2 to remediate</p>	<p>Student achievement data for 2016 in this subgroup was not available.</p> <p>However, students in all subgroups showed learning gains from 2015-2016.</p>	<p>Student achievement data for 2016 in this subgroup was not available.</p> <p>However, students in all subgroups showed learning gains from 2015-2016.</p>	<p>ELL students in grades 3-8 showed 3% gains in English Language Arts proficiency from 2015- 2016.</p>	<p>SWD students in grades 3-8 showed 6% gains in English Language Arts from 2015 to 2016</p>	<p>Learning gains of the lowest 30% calculated in 2014 represent a different population of students as the school was located in Coral Springs</p> <p>2015 was the first year the FSA was administered. Therefore, students were not able to earn learning gains.</p>	<p>Learning gains calculated in 2014 represent a different population of students as the school was located in Coral Springs</p> <p>2015 was the first year the FSA was administered. Therefore, students were not able to earn learning gains.</p> <p>2016 44% of students earned learning gains from the baseline data score earned in 2015 on the ELA FSA.</p>	

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	Grade 6-8 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains		
2014	67%	64%	68%	75%	30%	100%	75%		
2015	19%	18%	18%	8%	12%	Learning gains not calculated this year	Learning gains not calculated this year		
2016	17%	%	%	25%	18%	39%	44%		
<b>EXPLANATION</b>  <i>Eagles' Nest Charter Academy relocated for the 2014-2015 school year. The data presented for 2015 and 2016 is based on the performance of a completely different student population from that of 2014. This change in student population is evident in student achievement across all subject areas and subgroups.</i>	Students in grades 6-8 showed 2% decrease in Reading Proficiency from 2015 to 2016.	Student achievement data for 2016 in this subgroup was not available.  However, students in all subgroups showed learning gains from 2015-2016.	Student achievement data for 2016 in this subgroup was not available.  However, students in all subgroups showed learning gains from 2015-2016.	ELL students in grades 6-8 showed 17% gains in English Language Arts proficiency from 2015- 2016.	SWD students in grades 6-8 showed 6% gains in English Language Arts from 2015 to 2016	2015 was the first year the FSA was administered. Therefore, students were not able to earn learning gains.	Learning gains calculated in 2014 represent a different population of students as the school was located in Coral Springs  2015 was the first year the FSA was administered. Therefore, students were not able to earn learning gains.  2016 44% of students earned learning gains from the baseline data score earned in 2015on the ELA FSA.		

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FCAT Data Math							
	Grades 3-5 Students	African American	Economically Disadvantaged	ELL	SWD	Lowest 30%	Learning Gains
2014	74%	78%	73%	83%	58%	97%	81%
2015	14%	17%	18%	25%	23%	Learning gains not calculated	N/A
2016	30%	%	%	34%	18%	46%	41%
<b>EXPLANATION</b>  <i>Eagles' Nest Charter Academy relocated for the 2014-2015 school year. The data presented for 2015 and 2016 is based on the performance of a completely different student population from that of 2014. This change in student population is evident in student achievement across all subject areas and subgroups.</i>	<p>Data showed in 2014 represents a different population of students which is not comparable to the subsequent data represented in 2015 and 2016.</p> <p>Students in grades 3-5 showed 7% gains in Math from 2015 to 2016 on the FSA assessment.</p>	<p>Data showed in 2014 represents a different population of students which is not comparable to the subsequent data represented in 2015 and 2016.</p> <p>Student achievement data for 2016 in this subgroup was not available.</p> <p>However, students in all subgroups showed learning gains from 2015-2016.</p>	<p>Data showed in 2014 represents a different population of students which is not comparable to the subsequent data represented in 2015 and 2016.</p> <p>Student achievement data for 2016 in this subgroup was not available.</p> <p>However, students in all subgroups showed learning gains from 2015-2016.</p>	<p>Data showed in 2014 represents a different population of students which is not comparable to the subsequent data represented in 2015 and 2016.</p> <p>ELL students in grades 3-5 showed 9% gains in Math proficiency from 2015- 2016.</p>	<p>Data showed in 2014 represents a different population of students which is not comparable to the subsequent data represented in 2015 and 2016.</p> <p>SWD students in grades 3-5 decreased 5% in Math from 2015 to 2016</p>	<p>Data showed in 2014 represents a different population of students which is not comparable to the subsequent data represented in 2015 and 2016.</p> <p>2015 was the first year the FSA was administered. Therefore, students were not able to earn learning gains.</p>	<p>Data showed in 2014 represents a different population of students which is not comparable to the subsequent data represented in 2015 and 2016.</p> <p>Learning gains calculated in 2014 represent a different population of students as the school was located in Coral Springs</p> <p>2015 was the first year the FSA was administered. Therefore, students were not able to earn learning gains.</p> <p>2016 41% of students earned learning gains from the baseline data score earned in 2015 on the Math FSA.</p>
	Grade 6-8	African	Economically	ELL	SWD	Lowest 30%	Learning Gains

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	Students	American	Disadvantaged					
<b>2015</b>	18%	17%	18%	25%	23%	Learning gains not calculated	Learning gains not calculated	
<b>2016</b>	21%	%	%	34%	18%	38%	41%	
<b>EXPLANATION</b> <i>Eagles' Nest Charter Academy relocated for the 2014-2015 school year. The data presented for 2015 and 2016 is based on the performance of a completely different student population from that of 2014. This change in student population is evident in student achievement across all subject areas and subgroups.</i>	Students in grades 3-8 showed 3% gains in Math from 2015 to 2016 on the FSA assessment.	Student achievement data for 2016 in this subgroup was not available.  However, students in all subgroups showed learning gains from 2015-2016.	Student achievement data for 2016 in this subgroup was not available.  However, students in all subgroups showed learning gains from 2015-2016.	ELL students in grades 6-8 showed 9% gains in Math proficiency from 2015- 2016.	SWD students in grades 6-8 decreased 6% in Math from 2015 to 2016	2015 was the first year the FSA was administered. Therefore, students were not able to earn learning gains.	2015 was the first year the FSA was administered. Therefore, students were not able to earn learning gains.  2016 41% of students earned learning gains from the baseline data score earned in 2015 on the Math FSA.	

### FCAT Data Writing

	All Students
<b>2014</b>	94%
<b>EXPLANATION</b>	2014 was the last year in which students earned independent scores for writing. Writing component of the FSA assessment is included in the overall score received by students for English Language Arts.

### FCAT Data Science

	Grade 5
<b>2014</b>	63%
<b>2015</b>	3%
<b>2016</b>	18%
<b>EXPLANATION</b>	Science data represented in 2014 represents a totally different population of students. Eagles' Nest Charter Academy relocated from Coral Springs to Lauderhill for the 2014-2015 school year. Therefore, the difference in performance from 2014 to 2015 represents a different population of students as well as instructional staff.

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Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

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	<p>Students in grade 5 showed 13% increase in Science proficiency from 2015 to 2016 on the FCAT Science assessment.</p> <p>Students participated in supplemental science instruction to integrate grade 3 and 4 science skills. Progress Monitoring of science skills will begin in grades 3 and 4 to help ensure students entering grade 5 will have a basic understanding of skills that are tested but not a part of the fifth grade curriculum.</p>
	<b>Grade 8</b>
<b>2014</b>	N/A—School did not service students in grades 6-8 for the 2013-2014 school year
<b>2015</b>	13%; 33% Biology EOC
<b>2016</b>	5%; 25% Biology EOC
<b>EXPLANATION</b>	<p>Students in grade 8 showed 8% decrease in Science proficiency from 2015 to 2016 on the FCAT Science assessment.</p> <p>Due to teacher turn-over and difficulties acquiring a certified science teacher, 6-8 science courses were instructed by a permanent substitute from December through June. Student proficiency was negatively impacted.</p> <p>Highly qualified science teacher will be recruited to ensure students are receiving rich instruction.</p>
	<b>Progress Monitoring Data</b>
	<b>Grades K-2</b>
<b>2014</b>	Students in grades K-2 showed steady improvement in their Oral Reading Fluency. Each assessment period the percentage of students meeting the high risk designation reduced.
<b>2015</b>	Students in grades K-2 showed steady improvement in their Oral Reading Fluency. Each assessment period the percentage of students meeting the high risk designation reduced.
<b>2016</b>	Students in grades K-2 showed steady improvement in their Oral Reading Fluency. Each assessment period the percentage of students meeting the high risk designation reduced. However, students in second grade had a higher rate of non-fluent readers than first grade and the reduction rate was less.
	<b>Grades 3-5</b>
<b>2014</b>	Students in grades 3-5 showed steady improvement in their Oral Reading Fluency. Each assessment period the percentage of students meeting the high risk designation reduced or stayed the same. At high risk designation for all grades remained below 10%
<b>2015</b>	Students in grades 3-5 who were designated at high risk showed little to no improvement in their Oral Reading Fluency. Each assessment period the percentage of students meeting the fluency benchmark remained the same or decreased.
<b>2016</b>	Students in grades 3-5 who were designated at high risk showed improvement in their Oral Reading Fluency. Each assessment period the percentage of students meeting the fluency benchmark decreased, however, the percentages still represented a large portion of the student population for each grade level.
	<b>Grade 6-8</b>
<b>2015</b>	Students in grades 6-8 who were designated at high risk showed little improvement in their Oral Reading Fluency. Most of the students remained consistent in their performance. Non fluent percentages remained on average above 20% of the student population.
<b>2016</b>	Students in grades 6-8 who were designated at high risk showed little improvement in their Oral Reading Fluency. While growth was shown from AP1 to AP2, most of the students remained consistent in their performance from AP2 to AP3. Non fluent percentages

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remained on average above 25% of the student population.

### 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:

Performance Deficiency	Specific Action	Person Responsible	Resources Needed	Timeline	Monitoring/ Evaluation
<b>Reading</b>					
<p>Students in grades K-2 struggle with:</p> <ul style="list-style-type: none"> <li>Phonics</li> <li>Vocabulary skills</li> </ul> <p>30% of students in grades 3-5 scored at or above grade level expectations in ELA as evidenced on the 2016 FSA ELA assessment.</p> <p>Students in grades 3-5 struggle with:</p> <ul style="list-style-type: none"> <li>reading comprehension</li> <li>Vocabulary</li> </ul>	<p>Students in grades K-2 will utilize I-Ready on-line program to supplement literacy instruction based on individual deficiencies identified by diagnostic test.</p> <p>Teachers in grades K-2 will incorporate I-Ready lessons targeting phonics instruction during centers in addition to phonics instruction provided through the core series, Journey's.</p>	K-2 teachers Reading Liaison	I-Ready Lessons	September 2016-May 2017	Student growth will be monitored through I-Ready progress monitoring as well as teacher observation based on lessons
<p>19% of students in grades 6-8 scored at or above grade level expectations in ELA as evidenced on the 2016 FSA ELA assessment.</p> <p>Students in grades 6-8 struggle with:</p> <ul style="list-style-type: none"> <li>reading comprehension</li> <li>Vocabulary</li> </ul>	<p>Students in grades 1-8 will be assessed bi-weekly utilizing formative assessments based on standards taught systematically through the Instructional Focus Calendar. Results will be analyzed for proficiency, monitored, and visually posted. Students not</p>	Reading and Language Arts teachers Reading Liaison	Formative Assessments Journey's Assessments	September 2016-May 2017	Student proficiency will be monitored through formative assessment data and core series assessments from Journey's

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<ul style="list-style-type: none"> <li>Text-based writing</li> </ul>	<p>proficient will receive remediation through small group in class instruction.</p>				
	<p>Students in grades 4-8 scoring a level 1 or 2 in Reading and/or identified as being in the lower quartile will receive afterschool tutoring sessions in a small group setting focusing on comprehension and vocabulary strategies such as vocabulary development through word maps, utilizing context clues and implicit instruction on word parts such as prefixes, suffixes and root origins.</p> <p>Students will receive instruction from classroom teachers based on lesson plans created by the Literacy Liaison. Ready Florida Instructional Reading books will be used to provide instruction. Ready Florida provides gradual release model of instruction to help ensure students receive modeled and guided instruction to build</p>	<p>classroom teachers for instruction, Principal, Reading Liaison</p>	<p>Ready Florida Instructional Reading books (Curriculum Associates)</p> <p>Flocabulary</p>	<p>September 2016-April 2017</p>	<p>Evaluation will be based on pre and post-tests from Ready Florida.</p> <p>Students attending tutoring will take a pre-test at the beginning of tutoring sessions. Upon completion of tutoring program students will take a post test to determine growth.</p> <p>Ready Florida instructional materials will also be used to assess students during instruction.</p> <p>Attendance will be monitored through student sign-in sheets during every</p>

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	confidence and mastery of LAFS.				session to ensure that non-attendance is not a determining factor of student performance
	<p>Students will receive targeted reading instruction utilizing core basal series, Journeys (K-5) and National Geographic Inside (6-8)</p> <p>Teachers will be trained on properly implementing core series to include supplemental resources for remediation and enrichment</p>	classroom teachers, Principal	Journey's Series National Geographic Inside Series	September 2016-April 2017	Evaluation will be based on student performance on classroom assessments from the Core basal series; Journey's & National Geographic Inside
	Students scoring a level 1 or 2 in Reading in grades 6-8 will be assigned an intensive reading course in addition to their core reading course and will utilize Rewards program to supplement comprehension, vocabulary and word attack skills	Intensive reading teacher, Principal	Rewards Series grades 6-8	September 2016-April 2017	<p>Evaluation will be based on student performance on classroom assessments using REWARDS program</p> <p>Progress monitoring data through I-Ready will also be analyzed for growth</p>
	Students scoring a level 1 or 2 in Reading, identified as being in the lower quartile, as well as ELL and SWD will also participate in weekly Saturday tutorial	classroom teachers, Principal	I-Ready Program	January 2016-April 2017	Evaluation will be based on student performance on classroom assessments from Core Series

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	<p>sessions focusing on reading comprehension strategies such as vocabulary development, close reading strategies and utilizing text evidence to support reading responses.</p> <p>Attendance will be closely monitored through sign in sheets and school-based incentives will be incorporated to promote regular attendance.</p>				<p>Evaluation will also be based on student data from I-Ready lessons assigned</p> <p>attendance monitored through student sign-in sheets</p>	
	Students in grade 4-8 will participate bi-weekly in intensive writing instruction focusing on the Six Traits of writing as a means in increasing basic writing skills such as organization and focus	Language Arts and classroom teacher Literacy Liaison principal		September 2016-May 2017	Monitored through writing samples and mock writing assessments	Eva mon thro writ asse
	Students in grades K-8 will receive daily writing instruction based on the writing rubric that mirror of the FSA writing component. Students will participate in formative writing assessments on a monthly basis that will monitor the their ability to create narrative, opinion, informative and argumentative writing samples that utilize text based evidence from a variety of texts as well as multiple texts.	Language Arts and classroom teachers, Literacy liaison	Formative writing prompts and content specific Reading passages	October 2016-May 2017	<p>Monitored through writing samples scored based on writing rubrics</p> <p>Journey's Core Series (K-5)</p> <p>Collections (6-8)</p>	

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	Students including SWD and ELL learners will utilize on-line academic programs such as I-Ready, NewsELA and Readworks to gain supplemental academic support	classroom teachers, Principal	I-Ready Program NewsELA Read Works	September 2016-April 2017	Monitored and evaluated through on-line academic program data reports from I-Ready and NewsELA
18% of SWD in grades 3-8 scored at or above grade level expectations in English Language Arts as evidenced on the FSA English Language Arts assessment	<p>Students will participate in small group pull-out sessions during elective courses three times per week in which they will utilize CRISS strategies to aid in vocabulary and comprehension</p> <p>Lesson Plans will be created by the Reading Liaison and provided to special teachers to ensure proper implementation of strategies</p>	<p>Reading and Language Arts teachers Reading Liaison ESE specialist</p> <p>Staff will attend training by CRISS certified trainer prior to implementation of strategies—member of the school's governing board is a certified CRISS trainer and will conduct trainings at no charge</p>	<p>CRISS certified Trainer</p> <p>CRISS Instructional Materials</p>	September 2016-May 2017	<p>Evaluation will be based on student performance on classroom assessments</p> <p>Administration will monitor the implementation of CRISS strategies through walk-throughs to determine fidelity of instruction</p>
21% of ELL students in grades 3-8 scored at or above grade level expectations in English Language Arts as evidenced on the FSA English Language Arts assessment	<p>Students will participate in small group pull-out sessions three times per week in which they will utilize CRISS strategies to aid in vocabulary and comprehension</p> <p>Lesson Plans will be created by the Reading Liaison and provided to special teachers to ensure proper implementation of strategies</p>	<p>Reading and Language Arts teachers Reading Liaison</p> <p>Staff will attend training by CRISS certified trainer prior to implementation of strategies—member of the school's governing board is a certified CRISS trainer and will conduct trainings at no charge</p>	<p>CRISS certified Trainer</p> <p>CRISS Instructional Materials</p>	September 2016-May 2017	<p>Evaluation will be based on student performance on classroom assessments</p> <p>Administration will monitor the implementation of CRISS strategies through walk-throughs to determine fidelity of instruction</p>

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<p>Tier 2 and 3 students must receive reading intervention as part of the reading plan to address reading deficiencies</p>	<p>Tier 2 students will participate in small group instruction in which they will receive targeted explicitly taught lessons based on their identified reading deficiencies</p> <p>Students will be provided a double dose of Reading instruction through small group by the classroom teacher in addition to the small group instruction provided during the reading block using Journey's intervention materials as well as I-Ready instructional lessons three times per week for twenty minutes</p> <p>Tier 3 students will participate in small group instruction in which they will receive targeted explicitly taught lessons based on their identified reading deficiencies</p> <p>Students will be provided double dose of Reading instruction through small group (1-3 students) by the ESE specialist using Journey's intervention materials as well as I-Ready instructional lessons five times per week for thirty minutes. This is in addition</p>	<p>Reading Liaison Principal Classroom Teacher ESE Specialist</p>	<p>Journey's Intervention I-Ready supplemental instructional materials</p>	<p>September 2016-May 2017</p>	<p>Evaluation will be based on student performance on classroom assessments from core series Journey's as well as I-Ready assessments</p>
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	to the small group instruction received by the classroom teacher during the reading block.				
Math					
30% of students in grades 3-5 scored at or above grade level expectations in Math as evidenced on the 2016 FSA Math assessment	Students in grades 4-8 scoring level 1 or 2 will receive small group pull-out instruction three times per week during elective classes to target deficient areas.	principal and classroom teacher	GO Math Intervention Materials	September 2016-May 2017	Student proficiency will be monitored through formative assessments and core series, Go Math assessments
Students struggle with: Fractions Geometry Problem Solving	Students in grades K-8 will utilize on-line academic programs such as I-Ready, and Reflex Math to gain supplemental academic support during elective classes as well as during Saturday tutoring sessions	principal and classroom teacher	I-Ready Reflex Math	September 2016-May 2017	Monitored and evaluated through on-line academic programs to include I-Ready and Reflex Math
21% of students in grades 6-8 scored at or above grade level expectations in Math as evidenced on the 2016 FSA Math assessment					
Students in 6-8 struggle with: Geometry Statistics & Probability Ratio & Proportional Relationships Problem Solving	Students including ELL and SWD will participate in small group afterschool sessions emphasizing problem solving strategies.  Students in grades 4-8 scoring a level 1 or 2 in Math, identified as being in the lower quartile, as well as ELL and SWD will also participate in weekly Saturday tutorial sessions	principal and classroom teacher	Ready Florida Math Instructional Materials I-Ready	September 2016-May 2017	Evaluation will be based on pre and post-tests from Ready Florida.  Students attending tutoring will take a pre-test at the beginning of tutoring sessions. Upon completion of tutoring program students

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	focusing on geometry, statistics & probability and problem solving strategies. Attendance will be closely monitored through sign in sheets and school-based incentives will be incorporated to promote regular attendance.				will take a post test to determine growth.  Ready Florida instructional materials will also be used to assess students during instruction.
12% of SWD in grades 3-8 scored at or above grade level expectations in Math as evidenced on the 2016 FSA Math assessment	Students will participate in small group pull-out sessions three times per week in which they will utilize problem solving strategies and manipulatives	ESE teacher and principal	teacher created materials, math manipulatives	September 2016-May 2017	Evaluation will be based on student performance on classroom assessments from core Series Go Math
26% of ELL students in grades 3-8 scored at or above grade level expectations in Math as evidenced on the 2016 FSA Math assessment	Students will participate in small group pull-out sessions three times per week in which they will utilize problem solving strategies and manipulatives	classroom teacher and principal	teacher created materials, math manipulatives	September 2016-May 2017	Evaluation will be based on student performance on classroom assessments from core series Go Math
<b>Science</b>					
18% of students in grade 5 scored at or above grade level expectations in Science as evidenced on the 2016 FCAT Science assessment  5% of students in grade 8 scored at or above grade level expectations in Science as evidenced on the 2016 FCAT Science assessment	Students in grade 5 and 8 including SWD and ELL students will utilize manipulatives and participate in hands-on science labs to enhance understanding of science concepts	science teacher and principal	science lab kits, manipulatives	September 2016-May 2017	Evaluation will be based on student performance on classroom assessments from core series Science Fusion and Think Central

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### 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 component of the Curriculum and Instruction portion of the school's approved charter application that has not been implemented with fidelity is the explicit integration of Reading and Writing in all content areas to include Math as well as elective courses. The instructional focus has been on targeting specific core skills in each content area as outlined in the Florida Standards. This approach emphasized the acquisition of specific skills but did not allow for the interdisciplinary studies as outlined in the charter application.

### 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:

The middle school reading teacher also serves as the literacy liaison for K-8. She holds a Master's Degree in Reading Education and is certified in Reading K-12. She has previously served as a literacy coach in which she received extensive training on literacy programs and strategies that are being implemented. She will also participate in the district reading contact meetings to stay abreast of literacy developments and action plans. During her planning time and on days designated as leadership days, she serves in a support capacity. This is the time in which she conducts classroom walk-throughs and meets with teachers to support literacy instruction. She also spearheads literacy professional development opportunities for teachers at weekly staff extended planning days, teacher planning days and early release days.

In an effort to ensure that English Language Arts instruction is integrated in all courses regardless of primary content focus, all teachers will participate in Professional Learning Committees (PLCs) targeting interdisciplinary literacy integration. The PLC meetings will take place monthly and teachers will then utilize the information presented to facilitate literacy-based learning in classroom instruction. The literacy liaison as well as lead teachers will attend district provided trainings on literacy topics to include implementing literacy centers for grades K-2, and 3-5. After attending district-based trainings, lead teachers will facilitate PLC trainings and train others based on information received. The principal and literacy liaison will ensure the proper implementations of the skills are being taught with fidelity through classroom walk-throughs and modeling.

The literacy liaison will also provide professional development to teachers on utilizing technology resources to enhance literacy instruction during preplanning days. Utilizing CPALMS as a means of planning and implementing interdisciplinary literacy lessons will be the focus of a professional development provided to teachers during preplanning workdays. The principal and literacy liaison will monitor the inclusion of interdisciplinary literacy lessons through reviewing teacher's lesson plans as well as through classroom walk through observations.

Professional development on I-Ready implementation as a progress monitoring tool and instructional resource will be provided to teachers through the vendor. The professional development module will be comprised of three parts. The initial training will take place within the first quarter of school and will review the implementation and usage of the I-Ready program. The second training will take place at in January after the second diagnostic assessment and emphasize data analysis such as using the data reports to make instructional decisions and monitoring student growth. The final training will take place at the end of the year to review overall student growth and begin planning and placements for the next school year. The principal and literacy liaison will monitor the usage of I-Ready by reviewing the usage reports on a weekly basis. Student progress reports will be analyzed monthly and discussed with teachers through monthly data chats.

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The literacy Liaison will provide professional development to teachers on how to utilize Close reading strategies as well as citing text evidence instruction as a means of increasing student achievement during the writing process. Students will participate in writing formative assessments as a means of monitoring effectiveness of teacher instruction. Student writing samples will be reviewed by administration. Teachers will be given feedback based on student data. Professional development opportunities are provided throughout the school year through PLC meetings, Early Release as well as Teacher Planning Days.

Teachers will also utilize journals during all courses as a means of incorporating writing in all areas. Eagles' Nest Charter Academy will also implement monthly project-based learning activities which will require students to apply both reading and writing skills regardless of the content focus on the assignment. Elective and special teachers will also incorporate reading activities during their classes through interactive lessons and the use of supplemental software programs such as I-Ready and Reflex Math.

### 8. Barriers to Student Success

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

A large population of the students at Eagles Nest Charter Academy does not have adequate access to technology at home. This hinders the students' access to online resources such as online textbooks, tutorial and supplemental resources, and the ability to conduct research for project-based learning. Eagles Nest Charter Academy will allow students to take home a hard copy of the textbook as needed. Students will also have access to the computer lab before and after school to complete research tasks as well as complete other online assignments such as Think Central assessments. Elective teachers will also incorporate Technology Days into their curriculum. During this time, students will utilize the computer lab to complete online supplemental resources such as Reflex Math, Think Central, and I-Ready. Parents will also receive training on utilizing on-line resources to assist their children during Curriculum Nights.

Another barrier to student success has been teacher turnover and employing highly qualified teachers in all grade levels. Eagles' Nest Charter Academy has experienced a high teacher turnover in the middle school grades. During the 2015-2016 school year, the science as well as Language Arts classes were taught by a substitute for the majority of the school year. This negatively impacts the quality of education provided to students on a daily basis. In an effort to address this barrier, the principal has expanded the search options employed to obtain highly qualified teachers which includes posting vacancies on a variety of employment websites, attending job fairs throughout the state rather than just locally, and increasing benefit package for employees. Substitute employees will be provided with additional professional development opportunities both through the school as well as through the district's teacher development department to increase their knowledge on classroom instruction. They will also be assigned a mentor teacher who will work to guide and mentor them throughout the year in an effort to insure classroom instruction meets the rigorous standards necessary for student achievement. The principal will work closely with the mentor teacher to determine the effectiveness of the mentorship and will also monitor student success through classroom walk throughs and the use of student data.

### 9. Student Achievement Outcomes

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

### Proficiency Goals:

#### English Language Arts

- By June 2017, 55% of students in grades K-2 will score at or above grade level proficiency as measured by the district approved End of Year assessment in English Language Arts.
- By June 2017, 40% of students in grades 3-5 will score at or above a level 3 on the FSA ELA assessment.
- By June 2017, 30% of students in grades 6-8 will score at or above a level 3 on the FSA ELA assessment.

#### Mathematics

- By June 2017, 65% of students in grades K-2 will score at or above grade level proficiency as measured by the district approved End of Year assessment in Math.
- By June 2017, 45% of students in grades 3-5 will score at or above a level 3 on the FSA Math assessment.
- By June 2017, 40% of students in grades 6-8 will score at or above a level 3 on the FSA Math assessment.
- By June 2017, 64% of students in grades 8 enrolled in accelerated courses will score at or above a level 3 on the Algebra EOC exam.

#### Science

- By June 2017, 30% of students in grade five will score at or above a level 3 on the Statewide Science assessment.
- By June 2017, 30% of students in grade eight will score at or above a level 3 on the Statewide Science assessment.
- By June 2017, 35% of students in grade eight enrolled in accelerated courses will score at or above a level 3 on the Biology EOC.

#### Civics:

- By June 2017, 75% of students in grade seven and eighth enrolled in a Civics courses will score at or above a level 3 on the Civics EOC.

### Learning Gains Goals:

#### English language Arts:

- By June 2017, 65% of students in grades 3-5 will show learning gains as delineated by the DOE on the FSA English Language Arts assessment.
- By June 2017, 60% of students in grades 6-8 will show learning gains as delineated by the DOE on the FSA English Language Arts assessment.

#### Mathematics:

- By June 2017, 60% of students in grades 3-5 will show learning gains as delineated by the DOE on the FSA Math assessment.
- By June 2017, 60% of students in grades 6-8 will show learning gains as delineated by the DOE on the FSA Math assessment.

### Lowest 25% Goals:

#### English Language Arts:

- By June 2017, 50% of students in grades 3-8 identified as being in the lower quartile will show learning gains as delineated by the DOE on the FSA English Language Arts assessment.

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### Mathematics:

- By June 2017, 65% of students in grades 3-8 identified as being in the lower quartile will show learning gains as delineated by the DOE on the FSA Math assessment.

### Parent Involvement Action Plan

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

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

By June 2017, Eagles Nest Charter Academy will increase the number of parents participating in parental involvement activities by 3% through incorporating activities such as open house/back to school night, curriculum nights, PTRG meetings, parent nights, parent conferences, and award/recognition ceremonies.

**2015-2016 Current Level of Parent Involvement:** *Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]*

33 % Total number: 114

**2016-2017 Expected Level of Parent Involvement:** *Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]*

51 % Total number: 175

Activity	Strategies and Activities to increase student Achievement (explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)	Start – End Date	Evaluation Tool (questionnaires, sign-in forms, evaluation of meeting, etc.)	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
1. Curriculum Nights (Reading, Math, Science/Technology, & Writing)	Parents will receive guidance on strategies they can implement at home to support students in specific academic areas. Parents will also gain knowledge on grade level expectations, testing requirements such as FSA, EOC and ACCESS. Parents will also participate in hands-on activities based on core academic areas so they are better able to assist their children academically and utilize educational resources.	August 2016- May 2017	Sign-in forms, evaluation of meeting questionnaire, monitoring of usage of resources	Principal Lead Content Area Teachers	Title I Parental Involvement Funds

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2. Parent Teacher Conferences	Parents will be kept abreast of their child's academic progress and receive strategies to support their child's academic and social needs.	August 2016-May 2017  Twice per school year for each student	Monthly Parent conference logs	Principal, teachers	N/A
3. Award/Recognition Ceremonies	Parents will see their child receive recognition for positive academic and social achievements to include Honor Roll, Perfect Attendance, Kid of Character, Spelling Bee, Academic Competitions and Athletic performance. Parents will also be recognized for their positive contributions to student and school improvement.	August 2016-May 2017  Monthly & quarterly ceremonies	Sign-in forms	Principal, Parent Involvement Coordinator	Title I Parental Involvement Funds
4. SWD Parent Sessions	During academic nights' parents of SWD will receive pertinent information about testing and academic requirements as it pertains to their children.  Parents will also be provided with ESE Parent Advisory Committee and district parent workshop information throughout the year to keep them abreast of resources and events to promote student success for SWD. Parents will be encouraged to participate in these events throughout the school year.	August 2016-May 2017	Sign-in forms, evaluation of meeting questionnaire	Principal, ESE specialist	Title 1 Parental Involvement Funds
Provide Translation	Pertinent forms and information sent home and presented during curriculum night including testing information will be translated	August 2016-May 2017	evaluation of meeting questionnaire	Principal, ESOL Contact	Title I Parental Involvement Funds

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	into the two languages spoken by the school's multilingual families (Spanish and Haitian-Creole). Staff members fluent in both languages will also be present at functions to translate, and assist with questions or concerns.				
Bilingual/ESOL Parental Involvement Activities	Parents will receive notification of district provided parental involvement activities through dissemination of flyers in multiple languages.	August 2016-May 2017	evaluation of meeting questionnaire	Principal, ESOL Contact	N/A
Cultural Celebrations and Performances	Parents will be invited to view performances from students in which they celebrate the cultural diversity of our school during Hispanic Heritage Month, Black History Month, and for Haitian Flag Day. Food native to the cultures will be provided an student academic work exploring these cultures will also be on display for parents to view.	October, February, May	Sign-in forms	Principal, ESOL Contact, teachers	Title I Parental Involvement Funds

### English Language Learners (ELLs) Action Plan

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

Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.												
	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
Domain	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening	1	3.33	2	6.66	4	13	4	13	12	40	5	16
Speaking	1	3.33	3	10	3	10	3	10	5	16.6	13	43

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Reading	4	13	2	6.66	9	30	5	16	5	16.6	4	13
Writing	4	13	7	23	8	26	9	30	1	3.33	0	0
Oral Language	1	3.33	2	6.66	6	20	3	10	8	26	8	26
Literacy	3	10	6	20	6	20	10	33	3	10	1	3.33
Comprehension	2	6.66	3	10	7	23	6	20	4	13	6	20
Overall Score	1	3.33	5	16.6	7	23	7	23	7	23	1	3.33

### Goal:

By June 2017, ELL students in grades 3-5 will show an increase of 5% in proficiency in all domains as evidenced on the 2017 ACCESS for WIDA.

By June 2017, ELL students in grades 6-8 will show an increase of 5% in proficiency in all domains as evidenced on the 2017 ACCESS for WIDA.

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
Students will participate in additional skill-based reading instruction in a small group session where targeted strategies (CRISS) such as the use of graphic-organizers, note-taking, vocabulary mapping will be utilized to emphasize concepts and assist in reading comprehension, vocabulary development and writing on a bi-weekly basis	Entering, Emerging, Developing	Reading, Writing, Comprehension	October 2016-May 2017	Afterschool 45 minute sessions Tuesdays, Thursdays	BSA, formative assessments, Core series Assessments from Journey's and Collections	Principal Literacy Liaison
Teachers will administer ESOL strategies with fidelity during classroom lessons and implement additional academic literacy support utilizing the ELL materials of the core series Journeys.	Entering, Emerging, Developing, Expanding, Bridging	Reading, Writing	August 2016-June 2017	During school hours	Classroom walk throughs, lesson plans	Principal
Teachers will work with students on an individual basis during classroom writing instruction to provide conferencing and editing to improve student writing proficiency	Entering, Emerging, Developing, Expanding, Bridging	Writing, Literacy, Oral Language	August 2016-June 2017	During school hours	Teacher-developed performance tasks	Classroom teachers
Students will utilize MyON online reading library during school and at home to increase time spent reading and to increase access to rich text that is reading level appropriate. The program implements highlighted text and audibly read text in both English and Spanish to guide students as they read as well as provides comprehension based questions at the completion of the book.	Entering, Emerging, Developing, Expanding, Bridging	Reading, Comprehension, Listening and Oral Language	August 2016-June 2017	During school hours  Afterschool- At home	On-line assessments Classroom assessments	Classroom teachers, Principal

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Teachers will utilize InSync online resource as a means of supplementing literacy curriculum for ELL students during classroom instruction	Entering, Emerging, Developing, Expanding, Bridging	Reading, Comprehension, Listening and Oral Language	August 2016-June 2017	During school hours	On-line assessments Classroom assessments	Classroom teachers, Principal
Students will utilize I-Ready online literacy program to supplement reading instruction. The program provides scaffolded support at the students reading level and also provides auditory aides to assist the student through reading instruction.	Entering, Emerging, Developing, Expanding, Bridging	Reading, Comprehension, Listening and Oral Language	August 2016-June 2017	During school hours	On-line assessments Classroom assessments	Classroom teachers, 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?).

<b>Exceptional Student Education (SWD) Reading Goal:</b> By June 2017, SWD students in grades 3-5 will show an increase of 12% in proficiency in Reading as evidenced on the 2017 FSA English Language Arts Assessment.  By June 2017, SWD students in grades 6-8 will show an increase of 12% in proficiency in Reading as evidenced on the 2017 FSA English Language Arts Assessment.			
<b>Include data for Proficient students with disabilities (SWD) for Reading</b> ( <i>i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA</i> ):		<b>Include data for Non-proficient students with disabilities (SWD) for Reading</b> ( <i>i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA</i> ):	
<b>2016 Current Level of Performance</b> 18% of the SWD students in grades 3-8 scored level 3 and above in English Language Arts on the 2016 FSA English Language Arts administration.	<b>2017 Expected Level of Performance</b> 30% of the SWD students in grades 3-8 will score level 3 and above in English Language Arts on the 2017 FSA English Language Arts administration	<b>2016 Current Level of Performance</b> 82% of the SWD students in grades 3-8 scored less than a level 3 in English Language Arts on the 2016 FSA English Language Arts administration.	<b>2017 Expected Level of Performance</b> By June 2017, The percent of SWD in grades 3-8 scoring below a level 3 in English Language Arts will decrease from 82% to 70% as evidenced on the 2017 FSA English Language Arts assessment.
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:</b>			
<b>Baseline Data 2013-14</b> Based on the limited demographics in this subgroup, this data is not calculated by the Department of Education. However, the school has established learning goals for	<b>2014-15 Baseline Data</b>	<b>2015-16</b>	<b>2016-17</b>
			<b>2017-18</b>
			<b>2018-19</b>
			<b>2019-20</b>

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SWD based on student data. Eagles’ Nest Charter Academy relocated for the 2014-2015 school year, therefore, baseline data from 2013-2104 does not accurately depict student achievement for current student population.	18%	21%	30%	40%	50%	65%
Strategies and Activities to increase SWD Achievement in Reading (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/ Funding Source	
SWD in grades K-8 will participate in additional skill-based reading instruction with an emphasis on word-attack strategies, and summarizing skills in a small group session on a bi-weekly basis utilizing the I-Ready instructional materials.	October 2016-May 2017	After school hours 45 minute sessions Tuesdays, Thursdays & Saturdays	BSA, formative Assessments	Principal	ELO Title I funding	
Students will receive explicit skill based instruction three times per week using research-based oral reading strategies such as choral reading, echo reading and paired reading during small group pull-out sessions to promote fluency, reading comprehension, and listening and speaking skills	September 2016-May 2017	During school hours-Elective Courses 30 minute sessions	Teacher-developed tasks, I-Ready	ESE specialist		
Students in grades K-8 will participate in additional comprehension and vocabulary building sessions focusing on CRISS comprehension strategies such as note-taking, summarizing, and concept mapping. Coach resources will also be used to provide guided instruction on a weekly basis	January 2016-April 2017	After school hours Saturday 50 minute sessions	BSA, formative Assessments	ESE teacher, classroom teachers, Principal	ELO Title I funding	
Students in grades K-8 will utilize on-line tutorial programs multiple times per week to supplement instruction and provide targeted skill instruction based on individual needs through the I-Ready program	September 2016-May 2017	During School hours-elective courses After school hours-Saturday 25 minute sessions	I-Ready assessments, BSA, formative assessments	ESE teacher, classroom teachers, Principal	General Revenue	
Students in grades3-8 will participate in quarterly project-based assignments in content area classes which require conducting research, creating a final product which encompasses written as well as visual presentations to demonstrate understanding of key concepts and that is in accordance with teacher provided rubric. Students will receive guidance and feedback from teachers as well as work in cooperative groups to assist in completion of tasks	September 2016-May 2017	During school hours	Teacher developed performance tasks and rubrics	Content area teachers		
Teachers will utilize various graphic organizers and non-linguistic representations during instruction in all content areas to aid SWD in comprehension of texts.	September 2016-May 2017	During school hours	Classroom assessments	Content area teachers		
Students in grades K-5 will utilize MyON online reading library during school and at home to increase time spent reading and to increase access to rich text that is reading level appropriate. The program implements highlighted text and audibly read text to guide students as they read as well as provides comprehension based questions at the completion of the book.	September 2016-May 2017	During school hours After school hours at home	Classroom assessments Online assessments	ESE teacher, classroom teachers, Principal		
Teachers will participate in professional development activities through PLCs on the disabilities of the students in our population and how they present themselves in the classroom as well as best practices for meeting those needs.	September 2016-May 2017	After school	Classroom walk throughs	ESE teacher, Principal		

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Teachers in grades K-8 will be provided with IEPs at a glance for all students in with they provide instruction at the beginning of the year or when the student is placed in a teacher's class. The ESE specialist will review all IEPs with teachers to ensure clear understanding of eligibility, goals as well as accommodations.	September 2016-May 2017	During school hours	Classroom walk throughs	ESE teacher, classroom teachers, Principal	
Teachers in grades K-8 will ensure SWD accommodations are listed in weekly lesson plans and provided with fidelity throughout the school day. ESE specialist along with the testing coordinator will ensure accommodations are implemented with fidelity during all district and state administered assessments.	September 2016-May 2017	During school hours	Classroom walk throughs, lesson plans	ESE teacher, classroom teachers, Principal	

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

By June 2017, SWD students in grades 3-5 will show an increase of 9% in proficiency in Math as evidenced on the 2017 FSA Mathematics Assessment.

By June 2017, SWD students in grades 6-8 will show an increase of 9% in proficiency in Math as evidenced on the 2017 FSA Mathematics Assessment.

Include data for Proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):		Include data for Non-proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):	
2016 Current Level of Performance	2017 Expected Level of Performance	2016 Current Level of Performance	2017 Expected Level of Performance
18% of the SWD students in grades 3-8 scored level 3 and above in Math on the 2016 FSA Math administration.	35% of the SWD students in grades 3-8 will score level 3 and above in Math on the 2017 FSA Math administration.	82% of the SWD students in grades 3-8 scored less than a level 3 in Math on the 2016 FSA Mathematics administration.	By June 2017, The percent of SWD in grades 3-8 scoring below a level 3 in Math will decrease from 82% to 65% as evidenced on the 2017 FSA Mathematics assessment.

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

Baseline Data 2013-14	2014-15 Baseline data	2015-16	2016-17	2017-18	2018-19	2019-20
Based on the limited demographics in this subgroup, this data is not calculated by the Department of Education. However, the school has established learning goals for SWD based on student data. Eagles' Nest Charter Academy relocated for the 2014-2015 school year, therefore, baseline data from 2013-2104 does not accurately depict student achievement for current student population.	23%	26%	35%	45%	55%	70%

  

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
Students will participate in additional skill-based math instruction from Test Ready and Coach materials focused on problem-solving strategies and utilizing manipulatives in a small group session on a bi-weekly basis	October 2016-May 2017	After school hours-45 minute sessions Tuesdays,	BSA, formative benchmark assessments	ESE teacher, Principal	Title I ELO Funding

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		Thursdays, & Saturdays			
Students will utilize tutorial software I-Ready and Reflex Math to supplement instruction and reinforce skill instruction	September 2016-May 2017	Before school hours- 20 minute sessions-3 times per week, during school- Elective classes and after school hours Saturdays-25 minute sessions	Software assessments	Classroom teacher, ESE teacher, Principal	General Revenue
Cool Tools in Mathematics will be utilized to progress monitor SWD in the area of mathematics	September 2016-May 2017	During school hours	Cool Math assessments	ESE teacher, classroom teacher, Principal	
Teachers will implement CRA (concrete, representational, abstract) approach to mathematics instruction to aid SWD in understanding key concepts	September 2016-May 2017	During school hours	Chapter tests, performance tasks	Classroom teacher, ESE teacher, Principal	

### Literacy Action Plan

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

#### Literacy Goals:

##### Proficiency:

- 55% of students in grades K-2 will score at or above grade level proficiency as measured by the district approved End of Year assessment in English Language Arts.
- 40% of the students in grades 3-5 will score at a level 3 and above in English Language Arts on the 2017 FSA English Language Arts administration.
- 30% of the students in grades 6-8 will score at a level 3 and above in English Language Arts on the 2017 FSA English Language Arts administration.
- 75% of students in grade seven and eight enrolled in a Civics courses will score at or above a level 3 on the 2017 Civics End of Course Exam.

##### Student Growth/Learning Gains:

- Students in grades K-2 in show growth in literacy achievement from Assessment Period 1 to Assessment Period 3 as measured by I-Ready diagnostic assessments.
- 55% of the students in grades 3-5 will show learning gains in Reading Proficiency by moving up at least one level or sub-level (level 1 and 2 students) as measured by the 2017 English Language Arts FSA administration.
- 60% Students in grades 6-8 will show an increase in Reading Proficiency by moving up at least one level or sub-level (level 1 and 2 students) as measured by the 2017 English Language Arts FSA administration.

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

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

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2016 Current Level of Performance	2017 Expected Level of Performance	2016 Current Level of Performance	2017 Expected Level of Performance
30% of the students in grades 3-5 scored level 3 and above in English Language Arts on the 2016 FSA English Language Arts administration.	40% of the students in grades 3-5 will score at a level 3 and above in English Language Arts on the 2016 FSA English Language Arts administration.	70% of the students in grades 3-5 scored less than a level 3 in reading on the 2016 FSA English Language Arts administration.	By June 2017, the percent of non-proficient students in grades 3-5 will decrease from 70% to 60% scoring less than a level 3 in English Language Arts as evidenced on the 2017 FSA English Language Arts administration.
17% of the students in grades 6-8 scored level 3 and above in English Language Arts on the 2016 FSA English Language Arts administration.	30% of the students in grades 6-8 will score at a level 3 and above in English Language Arts on the 2016 FSA English Language Arts administration.	83% of the students in grades 6-8 scored less than a level 3 in reading on the 2016 FSA English Language Arts administration.	By June 2017, the percent of non-proficient students in grades 6-8 will decrease from 83% to 70% scoring less than a level 3 in English Language Arts as evidenced on the 2017 FSA English Language Arts administration.

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

<b>Baseline Data 2013-14</b> Eagles’ Nest Charter Academy relocated for the 2014-2015 school year, therefore, baseline data from 2013-2104 does not accurately depict student achievement for current student population. As a result, the school has establish annual measurable goals that are different from the goals identified by the Department of Education based on 2013-2014 baseline data.	<b>2014-15 Baseline Data</b>  <b>20%</b>	<b>2015-16</b>  <b>22%</b>	<b>2016-17</b>  <b>35%</b>	<b>2017-18</b>  <b>45%</b>	<b>2018-19</b>  <b>55%</b>	<b>2019-20</b>  <b>70%</b>
<b>Strategies and Activities to increase Student Achievement</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>	
Students in grades K-5 will participate in additional bi-weekly reading instruction in a small group session provided by teacher assistance under the guidance of the literacy liaison focusing on utilizing CRISS instructional strategies and monitored through Test Ready Materials. Teachers will receive training on implementing CRISS strategies from a trained independent contractor with follow-up imbedded to ensure proper implementation.	October 2016-May 2017	After school Hours- 45 minute sessions Saturday—50 minute sessions	BSA, formative Assessments Core Series Assessments from Journey’s	Principal	Title I ELO funding	
Students in grades K-2 will participate in a double-dose of explicit instruction during specials and social studies instructional time focusing on the development of phonological awareness to help address letter-sound deficiencies three times per week	September 2016-May 2017	During classroom instruction	Teacher created assessments	Classroom teachers, Reading Liaison, Principal		
Students in grades K-5 will utilize oral-reading strategies including choral reading, echo reading and paired reading on a daily basis to promote fluency, comprehension and listening and speaking skills	September 2016-May 2017	During classroom intensive reading instruction	Teacher-developed tasks,	Classroom teachers, Reading Liaison, Principal		
Students in grades 3-8 will receive explicit reading instruction incorporating high-ordered questioning and reasoning. Students will acquire question generating skills by the use of question stems to help improve reading comprehension.	September 2016-May 2017	During classroom instruction	BSA, formative Assessments  Core Series Assessments from Journey’s	Classroom teachers, reading liaison, principal		

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Students in grades 6-8 will utilize National Geographic Inside as the core basal series.					
<p>Students in grades K-5 including ELL learners will utilize vocabulary and work attack strategies such as vocabulary maps, word sorts, and prefix and suffix charts during daily classroom instruction to assist with vocabulary and word attack skill development.</p> <p>Students in grades 6-8 will also gain additional practice with vocabulary development and word attack skills utilizing Rewards program.</p>	September 2016-May 2017	During classroom instruction	<p>BSA, formative Assessments</p> <p>Vocabulary Through Morphemes instructional lessons</p>	Classroom teachers, reading liaison, principal	
Teachers in grades K-8 will model effective reading strategies and metacognitive strategies through read-alouds, text talk, and activating prior knowledge to develop listening and speaking strategies and to scaffold students into implementing these strategies in guided reading practices as well as independent activities in all content area classes	September 2016-May 2017	During general and intensive classroom instruction	<p>Teacher-developed performance tasks</p> <p>Core Series Assessments from Journey's</p>	Classroom teachers, reading liaison, principal	
Teachers will model, allow practice of, and guide all students including ELL students through QAR interventions to promote comprehension skills	September 2016-May 2017	During general and intensive classroom instruction	Teacher-developed performance tasks	Classroom teachers, reading liaison, principal	
Students in grades 3-8 will participate in quarterly project-based assignments in content area classes which require conducting research, creating a final product which encompasses written as well as visual presentations to demonstrate understanding of key concepts and that is in accordance with teacher provided rubric. Students will receive guidance and feedback from teachers to assist in completion of tasks. Student in grades 6-8 will incorporate typing and presentation skills utilizing Microsoft Word and Power Point.	September 2016-May 2017	During school hours	Teacher created rubric	Content area teachers Principal	
<p><b>Civics Instruction:</b> In addition to the core curriculum series, students in Civics courses will receive the following instructional supports to enhance learning of the content.</p> <p>Students in grades 6-8 will participate in simulations of democratic processes and procedures such as mock trials through the social studies courses. This will allow for students to put into practice the policies of the democratic process while also integrating literacy components such as reading informational text, close reading, implementing the writing process as well as public speaking.</p> <p>Teachers will incorporate civic artifacts into the daily curriculum to support instruction. Students will analyze political cartoons, historical documents such as The Constitution and The Bill of Rights, and use these sources to make connections to the Civics content.</p> <p>Students will utilize on-line resources such as NewsELA to practice analyzing current events from a civic perspective while also incorporating literacy skills.</p> <p>Students will participate in monthly Civics formative assessments. This</p>	September 2016-May 2017	During school hours	<p>Performance-based tasks</p> <p>Formative Assessments</p> <p>NewsELA assessments</p>	<p>Civics teacher</p> <p>Literacy liaison</p> <p>Principal</p>	

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will help monitor student understanding of key concepts and determine which standards need to be retaught through remediation. Remediation will take place through stations in the classroom. The teacher will provide additional support to these students while completing remediation lessons at the stations.					
<p><b>Progress Monitoring Plan:</b> ASSESSMENT PLAN Students in grades K-8 will be progress monitored utilizing I-Ready three times throughout the year (September, January and May) to assess student progress on grade level literacy standards and effectiveness of instructional delivery.</p> <p>Bi-weekly formative assessments will also be used to progress monitor student performance. Teachers will follow a focus calendar of literacy standards that will be part of spiraled instruction that will take place in the classroom.</p> <p>ANALYZE/PLAN Data will be used to drive instruction and determine need for remediation and re-teaching. After students are assessed the leadership team will have data chat meetings with teachers to review student data. Student performance reports will be pulled from I-Ready and analyzed to determine areas of growth as well as areas of deficiency.</p> <p>ADJUST/IMPLEMENTATION Teachers will reconfigure reading groups based on this data to ensure students needing the most remediation are receiving it and to place students in groups based their literacy needs as identified by the data. Student pull-out groups will also be determined based on student data from I-Ready assessments. Students will be grouped by grade level proficiency as well as skill deficiency to maximize instruction. Teachers literacy center activities will also be adjusted based on I-Ready and formative assessment data. Center activities will supplement classroom instruction by reinforcing skills already taught but that need remediation. Center activities will be differentiated so that students that are proficient or show mastery will participate in activities that enrich their learning.</p> <p>REVIEW The effectiveness of implementation plan will be reviewed by looking at student performance in the classroom as well as through the continuation of the assessment cycle.</p>	September 2016-May 2017	During Classroom Instruction	I-Ready	Classroom teachers, Literacy liaison, principal	
<p><b>Writing Plan:</b> Students in grade 4-8 including ELL will participate bi-weekly in intensive writing instruction focusing on the Six Traits of writing to provide intensive writing strategies to students who are deficient in basic elements of writing such as organization and focus</p>	January 2017-February 2017	After school hours-1 hour session	Mock Writing Assessments	Language Arts Teacher, Principal	Title I ELO funding

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<p>K-2 students with guidance from the teacher will revise and edit writing when composing a narrative or opinion piece of writing.</p> <p>Students in grades 4-8 will participate in weekly writing workshops based on explicitly identified areas of improvement through editing and conferencing with the teacher</p>	January 2017-February 2017	During school hours	timed writing assessments once every 3 weeks	Language Arts Teacher, Principal	
<p>Students in grades K-2 will participate in daily writing instruction as part of Language Arts instruction in which teachers will provide guided support on generating ideas, and utilizing text evidence to support ideas.</p> <p>Students in grades 3-8 will participate in daily writing instruction in addition to Language Arts instruction to enhance generating ideas, utilizing text evidence to support ideas and improving word choice.</p>	September 2016-May 2017	During classroom instruction	timed writing assessments once every 3 weeks	Language Arts Teacher, Principal	
<p>Students in grades K-2 will participate in mini lessons on drawing, dictating and writing to respond to literature texts when completing narrative, opinion and informative prompts.</p> <p>Students in grades 3-5 will participate in mini lessons on citing sources as well as utilizing text evidence from science and social studies based texts when completing narrative, opinion and informative prompts.</p> <p>Students in grades 6-8 will participate in mini lessons on citing sources as well as utilizing text evidence from science and social studies based texts when completing argumentative and informative/explanatory prompts.</p>	September 2016-May 2017	During classroom instruction	timed writing assessments once every 3 weeks	Language Arts Teacher, Principal	
Teachers in grades K-8 will integrate writing response activities during science and social studies instruction such as various types of note-taking to integrate literacy skills in core content areas	September 2016-May 2017	During classroom instruction	Teacher created activities based on science & social studies texts	Classroom teachers, Principal	
<p>Students in grades 3-5 will practice typing and computer literacy skills by typing their essays utilizing the computer lab to create final drafts of essays.</p> <p>Students in grades 6-8 will practice typing their essays during their computer block in an effort to increase their computer literacy as it relates to typing.</p>	September 2016-May 2017	During classroom instruction	timed writing assessments once every 3 weeks	Language Arts Teacher, Computer teacher, Principal	
<p>Students in grades K-2 will receive explicit instruction on the use of phonics and conventions. Student will incorporate phonic and convention skills in a variety of writing tasks.</p> <p>Students in grades 3-8 will receive explicit instruction on</p>	September 2016-May 2017	During classroom instruction	<p>Timed writing assessments</p> <p>Teacher created activities</p>	Classroom teachers, Principal	

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conventions. Students will incorporate knowledge of conventions to include capitalization, spelling and punctuation use in all writing samples.					
<p><b>MTSS/RtI:</b> All students in grades K-8 will participate in the RtI process. Students not responding to Tier I interventions will be referred to the CPST to determine the most effective instructional strategies that can be implemented to meet the needs of the student based on the data presented in areas of English Language Arts deficiency. Literacy Data will be collected from assessments from the Core Series, and I-Ready diagnostic assessment. Teachers will document RtI strategies implemented as well as areas of concern through BASIS.</p> <p>The CPST is comprised of the teacher, administrator, ESE specialist, school social worker, and Reading liaison. The teacher will contact the parent to discuss academic areas of concern and communicate the school's plan to address the child's deficiencies. The CPST will determine Tier II strategies that will be implemented by the classroom teacher to support the student's academic needs as well as the frequency of the intervention. The teacher will document the implementation of Tier II strategies through classroom observations, anecdotal records, and student data from assessments/work samples. Assessments that will be used include: I-Ready, classroom assessments from core series, and formative assessments. The CPST will reconvene to review the effectiveness of the Tier II strategies after 4-6 weeks of implementation.</p> <p>If it is deemed appropriate based on data collected and the student's response to the intervention, the team will determine Tier III strategies that will be implemented as well as determine who, when and how the interventions will take place. The teacher will document the implementation of Tier III strategies through classroom observations, anecdotal records, and student data from assessments/work samples. Assessments that will be used include: I-Ready, classroom assessments from core series, and formative assessments. The CPST will reconvene to review the effectiveness of the Tier III strategies after 4-6 weeks of implementation.</p> <p>Based on the data collected at the end of Tier III the CPST will determine if additional interventions should be implemented or if it would be appropriate to refer the student for psychological testing.</p>	September 2016-May 2017	<p>During classroom instruction</p> <p>Pull-out and small group instruction</p>	Teacher observations, progress monitoring data, student classroom assessment data, formative assessments	Collaborative Problem Solving Team (CPST)	

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### 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?).

#### Science Goal(s):

By June 2017, 30% of students in grade 5 will meet high standards in science by scoring level 3 on the 2017 administration of the FCAT 2.0 Assessments.

By June 2017, 30% students in grade 8 will meet high standards in science by scoring level 3 on the 2017 administration of the FCAT 2.0 Assessments.

By June 2017, 45% students in grade 8 taking Biology, will meet proficiency by scoring level 3 or higher on the 2017 administration of the EOC Biology exam

By June 2017, students in grades 1-8 will show increased level of understanding of key grade level scientific concepts as measured by standard as measured by benchmark assessments from the core series.

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

#### Science:

- 13% of students in grade 5 scored at or above a level 3 on the Statewide Science Assessment
- 13% of students in grade 8 scored at or above a level 3 on the Statewide Science Assessment
- 25% of students in grade 8 scored at or above a level 3 on the Biology EOC exam

#### Math:

- 25% of students in grades 3-5 scored at or above a level 3 on the FSA Math Assessment
- 25% of students in grades 6-8 scored at or above a level 3 on the FSA Math Assessment
- 46% of students in grades 3-5 in the lowest 30% demonstrated learning gains on the FSA Math Assessment
- 46% of students in grades 6-8 in the lowest 30% demonstrated learning gains on the FSA Math Assessment
- 50% of students in grade 8 scored at or above a level 3 on the Algebra EOC exam

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/Funding Source
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Students in grades 3-8 will receive explicit instruction integrating technology such as Promethean Boards and digital lessons/labs from the online resources of the Core series to promote understanding of scientific concepts	September 2016- June 2017	During school hours	BSA, performance based tasks, Mock FCAT assessments, formative assessments	Classroom teacher, Principal	N/A
Students in grades 3-8 will utilize supplemental software resources and interventions such as Think Central to reinforce scientific concepts	September 2016- June 2017	Before, During and after school hours	BSA, data reports from resources, Mock FCAT assessments	Classroom teacher, Principal	Title I STEM/ELO funding
Teachers in grades 3-8 will incorporate physical science lab experiments as outlined in core series, Science Fusion, to reinforce concepts and to help students gain more concrete understanding of concepts through inquiry and investigations.	September 2016- June 2017	During school hours	Performance based tasks	Classroom teacher, Principal	N/A
Students in grades K-8 will incorporate literacy skills such as note taking through conducting lab write ups and conducting research prior to experiments.  Students will also incorporate literacy skills such as note taking and citing text evidence through the integration of science themed passages into the daily science curriculum through the use of Super Science resources.	September 2016- June 2017	During school hours	Performance based tasks  Super Science magazines and online resources	Classroom teacher, Principal	N/A
<b>Include data for Proficient students (i.e., FSA, End Of Course Examinations):</b>			<b>Include data for Non-proficient students (i.e. FSA, End of Course Examinations):</b>		
<b>2016 Current Level of Performance</b>  18% of the students in grade five scored a level 3 or above on the 2016 Statewide Science Assessment. 5% of the students in grade eight scored a level 3 or above on the 2016 Statewide Science Assessment.  25% of the students in grade eight scored a level 3 or above on the 2016 Biology EOC exam.	<b>2017 Expected Level of Performance</b>  By June 2017, 30% of the students in grade five will score a level 3 or above on the 2017 Statewide Science Assessment. By June 2017, 30% of the students in grade eight will score a level 3 or above on the 2017 Statewide Science Assessment.  By June 2017, 45% of the students in grade eight that are enrolled in Biology will score at or above a level 3 on the Biology EOC exam.		<b>2016 Current Level of Performance</b>  82% of the students in grade five scored below a level 3 on the 2016 Statewide Science Assessment. 95% of the students in grade eight scored below a level 3 on the 2016 Statewide Science Assessment.  75% of the students enrolled in Biology scored below a level 3 on the Biology EOC exam.	<b>2017 Expected Level of Performance</b>  By June 2017, the percent of non-proficient students in grades five will decrease from 82% to 70% in science as evidenced on the Statewide Science Assessment.  By June 2017, the percent of non-proficient students in grades eight will decrease from 95% to 70% in science as evidenced on the Statewide Science Assessment.  By June 2017, the percent of non-proficient students in grades eight enrolled in Biology, will decrease from 75% to 55% in science as evidenced on the Biology EOC exam.	

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<b>Mathematics Goal(s):</b> <ul style="list-style-type: none"><li>By June 2017, 45% of students in grades 3-5 will score at or above a level 3 on the FSA Math assessment.</li><li>By June 2017, 40% of students in grades 6-8 will score at or above a level 3 on the FSA Math assessment.</li><li>By June 2017, 64% of students in grades 8 enrolled in accelerated courses will score at or above a level 3 on the Algebra EOC exam.</li></ul>								
<b>Include data for Proficient students</b> (i.e., FSA, End Of Course Examinations):				<b>Include data for Non-proficient students</b> (i.e. FSA, End of Course Examinations):				
<b>2016 Current Level of Performance</b>  30% of the students in grades 3-5 scored level 3 and above in math on the 2016 FSA Math administration.  21% of the students in grades 6-8 scored level 3 and above in math on the 2016 FSA Math administration.  50% of the students in grade eight enrolled in accelerated courses scored a level 3 or above on the 2016 Algebra EOC exam.		<b>2017 Expected Level of Performance</b>  By June 2017, 45% of students in grades three through eight will score at or above a level 3 on the FSA Math assessment.  By June 2017, 40% of students in grades six through eight will score at or above a level 3 on the FSA Math assessment.  By June 2017, 64% of students in grade eight enrolled in accelerated courses will score at or above a level 3 on the Algebra EOC exam.		<b>2016 Current Level of Performance</b>  70% of the students in grades 3-5 scored less than a level 3 in math on the 2016 FSA Math assessment.  79% of the students in grades 6-8 scored less than a level 3 in math on the 2016 FSA Math assessment.  50% of the students in grade eight scored less than a level 3 on the 2016 Algebra EOC exam.		<b>2017 Expected Level of Performance</b> By June 2017, the percent of non-proficient students in grades 3-5 will decrease from 70% to 70% in math as evidenced on the 2017 FSA Math assessment.  By June 2017, the percent of non-proficient students in grades 3-5 will decrease from 79% to 70% in math as evidenced on the 2017 FSA Math assessment.  By June 2017, the percent of non-proficient students in grade 8 will decrease from 50% to 36% in math as evidenced on the 2014 Algebra EOC exam		
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math and science performance target for the following years:</b>								
<b>Baseline Data 2013-14</b> Eagles’ Nest Charter Academy relocated for the 2014-2015 school year, therefore, baseline data from 2013-2104 does not accurately depict student achievement for current student population. The school has established annual measurable goals that are different from the goals identified by the Department of Education based on 2013-2014 baseline data.			<b>2014-15 Baseline</b>  18%	<b>2015-16</b>  25%	<b>2016-17</b>  30%	<b>2017-18</b>  40%	<b>2018-19</b>  50%	<b>2019-20</b>  60%
<b>Strategies and Activities to increase Student Achievement</b> (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)		<b>Select Appropriate Subject Area</b> (i.e. Mathematics- Algebra, Science – Chemistry)	<b>Start-End Date</b>	<b>Select Applicable Option</b> (i.e. Before, During, After School Hours)	<b>Evaluation Tool</b> (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	<b>Person or Position Responsible for Monitoring</b>		<b>Amount/ Funding Source</b>
Students scoring a level 1 or 2 and/or identified in lowest quartile will receive math small group pull-out instruction three times per week. Students will be grouped based on		Mathematics	September 2016-May 2017	During school hours	BSA, bi-weekly Formative benchmark assessments. Mock	Principal		

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common deficiencies and I-Ready instructional lesson materials will be used to target weak areas.				FSA assessments		
Teachers in grades 3-8 including Algebra, will provide explicit instruction focusing on problem solving strategies in a small group session on a bi-weekly basis through CPALMS instructional lessons.  Teachers will utilize Think Central to generate additional problem solving tasks for students to utilize based on instruction.	Mathematics, Algebra	October 2016-May 2017	After school Hours-45 minute sessions	BSA, bi-weekly formative benchmark assessments, Think Central Assessments	Principal	
Students in grades K-8 will utilize I-Ready as a supplemental instructional resource to target areas of math comprehension in which they are weak and build understanding of math concepts	Mathematics, Algebra	September 2016-May 2017	During school hours	I-Ready	Classroom teachers, Principal	
Students in grades K-8 including ELLs will receive implicit math and science vocabulary instruction using Frayer's model to aide in the comprehension of content specific terms	Mathematics, Algebra, Science	September 2016-May 2017	During classroom instruction	BSA, bi-weekly formative benchmark assessments, Go Math Assessments	Classroom teachers, Principal	
Students in grades K-8 including ELLs and SWD will utilize online software such as Reflex Math, to target weak concepts and build mathematic fluency skills	Mathematics	September 2016-May 2017	During and after school	Reflex Math	Classroom teachers, Principal	
Teachers will provide mathematics and science practice during centers for skills previously taught so that skills are spiraled through the curriculum and so students not meeting mastery can receive remediation. Student proficiency will be measured through formative assessments.	Mathematics, Algebra, Science	September 2016-May 2017	During classroom instruction	BSA, bi-weekly formative benchmark assessments, Go Math Assessments	Classroom teachers, Principal	
Students in grades K-8 included Algebra will participate in daily Math Minutes. This will provide students with additional practice problems focusing on a specific skill as another means of spiraling math instruction.	Mathematics, Algebra	September 2016-May 2017	During classroom instruction	BSA, bi-weekly formative benchmark assessments, , Go Math Assessments	Classroom teachers, Principal	
Students in grades K-8 will participate in progress monitoring through I-Ready assessments as well as beginning of the year, mid-year and end of the year assessments through Go Math Student data on these assessments will be used to guide instruction throughout the school year.	Mathematics, Algebra	September 2016-May 2017	During classroom instruction	I-Ready, Go Math assessments	Classroom teachers, Principal	
Students in grades K-8 who are showing proficiency in math will be given enrichment activities as provided through GO Math resources.	Mathematics	September 2016-May 2017	During classroom instruction	Go Math Enrichment Resources	Classroom teachers, Principal	
<b>MTSS/RtI:</b> All students in grades K-8 will participate in the RtI process. Students not responding to Tier I interventions will be referred to the CPST to determine the most effective instructional strategies that can be implemented to meet the needs of the student based on the data presented in areas of Mathematics deficiency. Teachers will document RtI strategies implemented as well as areas of concern through BASIS.  The CPST is comprised of the teacher, administrator,	Mathematics, Science	September 2016-May 2017	During classroom instruction  Pull-out and small group instruction	Teacher observations, progress monitoring data, student classroom assessment data, formative assessments	Collaborative Problem Solving Team (CPST)	

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<p>ESE specialist, school social worker, and Reading liaison. The teacher will contact the parent to discuss academic areas of concern and communicate the school's plan to address the child's deficiencies. The CPST will determine Tier II strategies that will be implemented by the classroom teacher to support the student's academic needs as well as the frequency of the intervention. The teacher will document the implementation of Tier II strategies through classroom observations, anecdotal records, and student data from assessments/work samples. Assessments that will be used include: I-Ready, classroom assessments from core series, and formative assessments. The CPST will reconvene to review the effectiveness of the Tier II strategies after 4-6 weeks of implementation.</p> <p>If it is deemed appropriate based on data collected and the student's response to the intervention, the team will determine Tier III strategies that will be implemented as well as determine who, when and how the interventions will take place. The teacher will document the implementation of Tier III strategies through classroom observations, anecdotal records, and student data from assessments/work samples. The CPST will reconvene to review the effectiveness of the Tier III strategies after 4-6 weeks of implementation.</p> <p>Based on the data collected at the end of Tier III the CPST will determine if additional interventions should be implemented or if it would be appropriate to refer the student for psychological testing.</p>						
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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.: Early Release) and Schedules (e.g.: Frequency of meetings)	Person or Position Responsible for Monitoring	Strategy for Follow-up/Monitoring	Amount/Funding Source
Integrating Technology and Hands-On Activities in content area lessons (promethean resources, Think Central, Reflex Math, I-Ready, CPALMS)	Grades 3-8	Science/Math PLC leader	Math and science teachers	Monthly PLC meetings: 9/15, 10/20, 11/16, 1/18, 2/15, 3/15, 4/19, 5/17	Science/Math PLC Leader, Principal	Classroom observations,	
Teachers in grades K-8 will participate in	K-8	ESE Specialist	K-8 teachers	Early Release Dates	ESE	CPST	

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MTSS/RtI professional development throughout the school year. Professional development will focus on basis function of RtI, Using Data to drive instruction & Tracking Data, and Research based Interventions for English Language Arts, Math/Science and behavior					Specialist/Principal	MTSS/RtI process	
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**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).**