



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.

Paramount Charter School

5109

School Name: _____ **School Location Number:** _____

2016-2017 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: Paramount Charter School	District: Broward
School Location Number: 5109	
Principal: Dr. Corey A. Montgomery	District Superintendent: Robert Runcie
Governing Board Member(s): Mrs. Jimika Mason (Board Chair), Mrs. Monique Anderson.	Date of School Board Charter Approval: WIP

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

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

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

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

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Dr. Corey A. Montgomery	Ed.D /Curriculum and Instructional Leadership, Masters Degrees: Exceptional Student Education/ESOL and Educational Leadership, Bachelor Degree: Sociology/Urban Studies and Associate of Arts: Teaching and Learning Certifications: ESOL (K12), Gifted Education (K12), Reading (K12), Educational Leadership (All Levels), Social Studies (6-12), Elementary Education (K-6), Exceptional Student Education (K12).	1 Year	12 ½ Years	<p>Paramount Charter School/School Grade for 2015-2016:“D”.</p> <p>Proficiency: ELA (22%)/Math (19%)/ Science (10%)</p> <p>Learning Gains: ELA (41%), Math (32%)</p> <p>Subgroups:</p> <p>ELA</p> <p>Grade 3: Black Students (14%), ESE (1%), ELL (3%), FRL (12%)</p> <p>Grade 4: Black Students (20%), ESE (5%), ELL (18%), (17%)</p> <p>Grade 5: Black Students (25%), ESE (9%), ELL (7%), FRL (20%)</p> <p>Grade 6: Black Students (23%), ESE (11%), ELL (6%), FRL (21%)</p> <p>MATH</p> <p>Grade 3: Black Students (18%), ESE (3%), ELL (2%), FRL (17%)</p> <p>Grade 4: Black Students (16%), ESE (5%), ELL (8%), FRL (17%)</p> <p>Grade 5: Black Students (19%), ESE (33%), ELL (8%), FRL (20%)</p> <p>Grade 6: Black Students (19%), ESE (6%), ELL (6%), FRL (18%)</p> <p>95% of Students Eligible To Test/Tested</p> <p>Subgroup Data: ESE (8%). ELL (3%)-Proficient</p> <p>WIDA Assessment Data: Entering: 25% Emerging 8% Developing: 31% Expanding: 31%, Bridging: 0%, Reaching: 0%.</p> <p>FAIR Assessment Data: Probability of Literacy Success</p> <p>Aggregate Student Data</p> <ul style="list-style-type: none"> • 3rd Grade: Red/ 45% ,Yellow/ 45% ,Green/10% • 4th Grade: Red/ 50% ,Yellow/ 50% ,Green/ 0% • 5th Grade: Red/0% ,Yellow/ 100% ,Green/0% • 6th Grade: Red/0% ,Yellow/ 50%,Green/50% • 7th Grade: Red/ 27% ,Yellow/ 60% ,Green/13% <p>Black Students Data</p> <ul style="list-style-type: none"> • 3rd Grade: d/ 45% ,Yellow/ 45% ,Green/10% • 4th Grade: Red/ 50% ,Yellow/ 50% ,Green/ 0% • 5th Grade: Red 55% ,Yellow/ 45% ,Green/0% • 6th Grade: Red/0% ,Yellow/ 50%,Green/50% • 7th Grade: Red/ 27% ,Yellow/ 60% ,Green/13% <p>ELL Student Data</p> <ul style="list-style-type: none"> • 3rd Grade: Red/ 65% ,Yellow/ 35% ,Green/0% • 4th Grade: Red/ 57% ,Yellow/ 23% ,Green/ 0% • 5th Grade: Red/ 55% ,Yellow/ 25% ,Green/0% • 6th Grade: Red/ 55% ,Yellow/ 21%,Green/20% • 7th Grade: Red/ 57% ,Yellow/ 21% ,Green/0% <p>ESE Student Data</p> <ul style="list-style-type: none"> • 3rd Grade: Red/ 44% ,Yellow/ 56% ,Green/0% • 4th Grade: Red/ 40% ,Yellow/ 60% ,Green/ 0% • 5th Grade: Red/ 39% ,Yellow/ 61% ,Green/0% • 6th Grade: Red/ 55% ,Yellow/ 251%,Green/20% • 7th Grade: Red/ 57% ,Yellow/ 43% ,Green/0%
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					<p>Free and Reduced Lunch Student Data</p> <ul style="list-style-type: none"> • 3rd Grade: Red/ 43% ,Yellow/ 41% ,Green/8% • 4th Grade: Red/ 49% ,Yellow/ 45% ,Green/ 0% • 5th Grade: Red 0% ,Yellow/ 100% ,Green/0% • 6th Grade: Red/0% ,Yellow/ 48%,Green/48% • 7th Grade: Red/ 25% ,Yellow/ 60% ,Green/13% <p>*No Trend Data or Civic EOC Baseline Data as last year was our first year as a learning community and we only had 6th grade students in the Middle School Division during the 2015-2016 School Year.</p> <p>Margate Middle School Grade for 2014-2015: "C".</p> <p>Proficiency: ELA (47%), Math (51%), Science (44%) and Social Studies-EOC (58%)</p> <p>Middle School Acceleration: (67%)</p>
Assistant Principal	N/A-Consult for Special Programs Ms. Arnise Lewis	N/A	N/A	N/A	N/A

Instructional Coaches

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

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Curriculum Facilitator	Ms. Mia Williams	Bachelors of Education in Psychology and Certification in: English (6-12)	1	1	<p>Paramount Charter School/School Grade for 2015-2016:“D”. ELA (22%)/Math (19%)/ Science (10%) WIDA Assessment Data: Entering: 25% Emerging 8% Developing: 31% Expanding: 31%, Bridging: 0%, Reaching: 0%. Subgroups: ELA Grade 3: Black Students (14%), ESE (1%), ELL (3%), FRL (12%) Grade 4: Black Students (20%), ESE (5%), ELL (18%), (17%) Grade 5: Black Students (25%), ESE (9%), ELL (7%), FRL (20%) Grade 6: Black Students (23%), ESE (11%), ELL (6%), FRL (21%) MATH Grade 3: Black Students (18%), ESE (3%), ELL (2%), FRL (17%) Grade 4: Black Students (16%), ESE (5%), ELL (8%), FRL (17%) Grade 5: Black Students (19%), ESE (33%), ELL (8%), FRL (20%) Grade 6: Black Students (19%), ESE (6%), ELL (6%), FRL (18%) Subgroup Data: ESE (8%). ELL (3%)-Proficient WIDA Assessment Data: Developing: 45% Expanding: 41%, Bridging: 56%, Reaching: 17%. 95% of Students Eligible To Test/Tested FAIR Assessment Data: Probability of Literacy Success <ul style="list-style-type: none"> 3rd Grade: Red/ 45% ,Yellow/ 45% ,Green/10% 4th Grade: Red/ 50% ,Yellow/ 50% ,Green/ 0% 5th Grade: Red/0% ,Yellow/ 100% ,Green/0% 6th Grade: Red/0% ,Yellow/ 50%,Green/50% 7th Grade: Red/ 27% ,Yellow/ 60% ,Green/13% *No Trend Data or Civic EOC Baseline Data as last year was our first year as a learning community and we only had 6th grade students in the Middle School Division during the 2015-2016 School Year.</p>

Consult for Special Programs: ESE, ELL, RTI.	Ms. Arnise Lewis	Bachelors of Arts in Psychology and Master Degree in Exceptional Student Education. Certification in: ESE (K-12), ELL (K-12) and Educational Leadership (All Levels)	1	1	<p>Paramount Charter School/School Grade for 2015-2016:“D”. ELA (22%)/Math (19%)/ Science (10%) 95% of Students Eligible To Test/Tested Subgroups: ELA Grade 3: Black Students (14%), ESE (1%), ELL (3%), FRL (12%) Grade 4: Black Students (20%), ESE (5%), ELL (18%), (17%) Grade 5: Black Students (25%), ESE (9%), ELL (7%), FRL (20%) Grade 6: Black Students (23%), ESE (11%), ELL (6%), FRL (21%) MATH Grade 3: Black Students (18%), ESE (3%), ELL (2%), FRL (17%) Grade 4: Black Students (16%), ESE (5%), ELL (8%), FRL (17%) Grade 5: Black Students (19%), ESE (33%), ELL (8%), FRL (20%) Grade 6: Black Students (19%), ESE (6%), ELL (6%), FRL (18%) Subgroup Data: ESE (8%). ELL (3%)-Proficient WIDA Assessment Data: Entering: 25% Emerging 8% Developing: 31% Expanding: 31%, Bridging: 0%, Reaching: 0%. FAIR Assessment Data: Probability of Literacy Success <ul style="list-style-type: none"> • 3rd Grade: Red/ 45% ,Yellow/ 45% ,Green/10% • 4th Grade: Red/ 50% ,Yellow/ 50% ,Green/ 0% • 5th Grade: Red/0% ,Yellow/ 100% ,Green/0% • 6th Grade: Red/0% ,Yellow/ 50%,Green/50% • 7th Grade: Red/ 27% ,Yellow/ 60% ,Green/13% *No Trend Data or Civic EOC Baseline Data as last year was our first year as a learning community and we only had 6th grade students in the Middle School Division during the 2015-2016 School Year.</p>
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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 of Paramount Charter School, which is a performing arts and sports and fitness school, is to educate student's kindergarten (age 5 before September 1st) through 8th grade (14 years old), to the highest academic and personal standards necessary for responsible, effective citizenship, and for the successful pursuit of higher education. The School will emphasize personal integrity and respect for others. The guiding philosophy is to implement a rigorous research-based, college preparatory curriculum. The School will have a two-hour extended day featuring a performing arts program and sports and fitness program along with enrichment classes for extended learning at grade level expectation and in alignment with current FSA Standards. This will create an outstanding school with high achieving students who are well rounded. This approach will ensure students have more opportunities to learn, grow and achieve state standards in preparation for college, career and life readiness. The School will be dedicated to providing a high quality, innovative education to a diverse community where all students are expected to succeed as life-long learners.

2. Academic Data

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

The academic data for the 2016-2017 School Year is as follows: **Paramount Charter School**/School Grade for 2015-2016:"D". Proficiency: ELA (22%)/Math (19%)/Science (10%) Learning Gains: ELA (41%), Math (32%).

Subgroups:

ELA

Grade 3: Black Students (14%), ESE (1%), ELL (3%), FRL (12%)

Grade 4: Black Students (20%), ESE (5%), ELL (18%), (17%)

Grade 5: Black Students (25%), ESE (9%), ELL (7%), FRL (20%)

Grade 6: Black Students (23%), ESE (11%), ELL (6%), FRL (21%)

MATH

Grade 3: Black Students (18%), ESE (3%), ELL (2%), FRL (17%)

Grade 4: Black Students (16%), ESE (5%), ELL (8%), FRL (17%)

Grade 5: Black Students (19%), ESE (33%), ELL (8%), FRL (20%)

Grade 6: Black Students (19%), ESE (6%), ELL (6%), FRL (18%)

95% of Students Eligible To Test/Tested

FAIR Assessment Data: **Probability of Literacy Success**

- 3rd Grade: Red/ 45% ,Yellow/ 45% ,Green/10%
- 4th Grade: Red/ 50% ,Yellow/ 50% ,Green/ 0%
- 5th Grade: Red/0% ,Yellow/ 100% ,Green/0%
- 6th Grade: Red/0% ,Yellow/ 50%,Green/50%
- 7th Grade: Red/ 27% ,Yellow/ 60% ,Green/13%

Subgroup Data: ESE (8%). ELL (3%)-Proficient

WIDA Assessment Data: Entering: 25% Emerging 8% Developing: 31% Expanding: 31%, Bridging: 0%, Reaching: 0%.

FAIR Assessment Data: **Probability of Literacy Success**

*No Trend Data or Civic EOC Baseline Data as last year was our first year as a learning community and we only had 6th grade students in the Middle School Division during the 2015-2016 School Year.

3. Student Achievement Objectives

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

The student achievement objective is to prepare each and every student learner for college, career and life readiness, by teaching a rigorous curriculum at grade level expectation. The school will also emphasize personal integrity and respect for others simultaneously as this is also an important 21st century competency. Our learning community's guiding philosophy is to implement a rigorous research-based college preparatory curriculum. The School will have a two-hour extended day featuring a performing arts program and a sports and fitness program along with enrichment classes for extended learning to create a well-balanced curriculum and student learner. This will create an outstanding school with high achieving students. This approach will ensure students have more opportunities to learn, grow, and achieve in accordance with Florida State Standards, which are aligned with college, career and life readiness. The School will be dedicated to providing a high quality, innovative education to a diverse community where all students are expected to succeed as life-long learners and to make a positive impact on the their respective communities, both locally and globally.

4. Student Performance Data Analysis

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

In the close review, analysis and examination of our aggregate student data it is clear that our learning community needs to give equalized attention across the content-area to college, career and life readiness in the subject areas of Math, Reading, Language Arts (ELA), Science and Social Studies as we now have a (7th) grade team within our middle school division and will also be taking the (7th) Grade EOC in "Civics" for the first time during the 2016-2017 FSA Administration. Our aggregate student data extrapolated from the 2015-2016 administration of the FSA Assessment are as follows: **Paramount Charter School/School Grade for 2015-2016 was a "D".** Proficiency levels are as follows: ELA (22%)/Math (19%)/ Science (10%). Learning Gains: ELA (41%), Math (32%). **Subgroup Data: ESE (8%). ELL (3%)-Proficient.**

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:

READING

K-2

Deficiency: **Paramount Charter School** used I-Station, The Journey's Tool Kit and the Journey's Running Record in grades **K-2** to screen students for reading readiness and/or skill deficits as well as to monitor the ongoing progress of students who have weaknesses in a specific skill area(s) of reading. The 2016 I-Station data indicates that 21% of students in kindergarten, 18% of students in 1st grade and 13% of students in 2nd grade are experiencing difficulties in reading comprehension (namely: **phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension**). The 2016 Journeys' Tool Kit (running record/assessment) indicated that 13% of students in kindergarten, 13% of students in 1st grade, and 5% of students in 2nd grade experienced difficulties in reading in the following skill areas: (**phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension**) which can be triangulated to make appropriate adjustment(s) and to prioritize instruction.

Plan:

- The daily instructional foci for Reading grades (K-2) consists of a total of 3 (60) minutes blocks (**ELA, Reading and Reading Intervention-300L**), which include an additional hour of reading intervention due to our current **300L status**. The breakdown of the instructional focus is as follows:

- (60) Minutes of **Whole Group Instruction-ELA Instruction**-Material: Journeys-Harcourt.
- (60) Minutes of **Reading Instruction**, to include whole group and **DI Instruction Groups (rotations)**-Material: Journey's -Harcourt.
- (60) Minutes of **Individualized Instruction** according to skill deficiencies and current Reading profile during the designated intervention block-(300L)-Material: Journey's Tool Kit and Leveled Readers (Journey's Cold Reads).
- Supplements: Leveled Readers, Cloze Read, CRISS, Complex Text and Model Reading conducted by teacher of record.

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

- Teachers will provide extensive explicit instruction and guided practice directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and the basic conventions of the English Writing System.
- Teachers will use a research-based comprehensive literacy program designed to develop proficient readers with the capacity to comprehend texts across the content-area. Content-Area Reading instruction will be a major component of Paramount Charter School's Comprehensive Reading Program as well as exposure to complex-text across the content area will also be a strong component of our comprehensive literacy program.
- Teachers will provide explicit instruction and guided practice to help students develop an understanding of spoken words, syllables, and sounds (phonemes), know and apply grade-level phonics and word analysis skills in decoding words, and read with sufficient accuracy and fluency to support overall comprehension and understanding.
- Teachers will monitor all subgroups frequently to provide the necessary interventions to strengthen their listening, speaking, and vocabulary skills.
- Teachers will utilize flexible small group instruction to reinforce skills taught, to build accuracy and fluency, and to remediate deficiencies.
- Teachers will utilize ELA Instructional Focus Calendars extrapolated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategic, to improve vocabulary acquisition, to implement higher order questioning, and to increase rigor while building 21st century competencies in preparation for college and career readiness in the domains of Reading and Writing.
- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to struggling readers in grades K-2. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from the classroom teacher and certified specialist and/or a properly trained teacher assistant. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of access points to ensure that students' of differing abilities, strengths, and needs (namely: **ESE, ELL and Struggling Learners**). Push-in instruction will occur daily during 30-minutes embedded within the 120-minute literacy block of instruction, and a daily, 60-minute scheduled intervention literacy block designated for 300L Instruction. Teachers will use Florida *Journeys*, Common Core, Houghton Mifflin's; *Literacy Language Guide for Kindergarten*, and *Leveled Literacy Intervention grades K-2*. Certified ESOL, ESE, teachers and teacher assistants will receive professional development in literacy during monthly collaborative planning sessions.
- Administrators will monitor the instructional practices of teachers through Formal Teacher Observations, informal evaluations, walk-throughs and data analysis paired with value-added feedback with the goal of building individual teacher capacity.
- Administrators will review lesson plans, conduct classroom observations, conduct data-chats with teachers, and monitor Professional Development for fidelity, focus and alignment.
- Administrators' and literacy coach will monitor CCRP/CIRP/SIRP, during the literacy block, to ensure that it is implemented with fidelity.

- Collaborative Planning and Professional Learning Communities (PLC) meetings will be held monthly. FAIR-FS and I-Station assessments will be administered beginning-of-year (pre), midyear, and end-of-year and the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies accordingly.

WRITING

K-2

- Writing performance tasks will be assessed on a monthly basis and seamlessly integrated into both ELA and Reading Instruction. This process will allow students time to improve their understanding of the writing process and participate in activities that develop skills in focus, organization, support, and conventions when writing in isolation or when writing is connected to text-based task or inquiry.
- Teachers will administer and evaluate monthly writing samples and develop lesson plans that expose students' to various types of writing across the content area. This process will assist with the implementation of writing across the curriculum as well as increase achievement in writing to and about sources or in isolation. Curricular **access points** will be utilized to include ESE, ELL and other special needs populations in the development of writing skills and related competencies.
- The writing plan will implement the following components: assess and diagnose students' needs, group students for instruction, organize lessons based on an instructional framework, plan rigorous mini-lessons, model lessons, guide students through the writing process, edit/publish students' writing, and provide students with corrective feedback supported by the mastery teaching model which is supported by the design and structure of the master schedule.
- The strong integration of the Reading and Writing processes will make it very clear that the Reading and Writing processes go hand and hand and prepare students for college and career readiness in the domains of Reading and Writing (Literacy).

Persons Responsible	Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators
Resources	Criterion-Reference Assessments from Common Core ELA Program (Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt), CRISS Strategic Reading Strategies , Pre and Post Assessments (Common/Assessment), Early Literacy Computer-Based Reading Program (I-Station), Journey's Cold Reads and LAFS ELA-Instructional Focus Calendar.
CIRP	<i>Leveled Literacy Intervention</i> , Florida <i>Journeys</i> Common Core (Tool Kit), Houghton Mifflin
SIRP	<i>Literacy Language Guide</i> ; Florida <i>Journeys</i> Common Core (Cold Reads), Houghton Mifflin Harcourt
Assessments	FLKRS (Screener), I-Station and Journey's (Tool Kit) Diagnostic (Pre) Mid-Year and End-Of- Year (Post Assessment)

READING

3-5

Deficiency: As evidenced by the close review and examination of the FSA Reading Data, (grades 3-5) it is clear that our students have the greatest difficulty with

making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text.

Plan:

- Teachers in grades 3-5 will provide a total of 3 hours of scheduled instruction in literacy.
- Whole group instructions will consist of teacher directed instruction in English Language Arts.
- Students will rotate into DI groups for approximately 60 minutes working on specific skill deficiencies during the **Reading Instruction Block**, prescriptive to their individual Reading profiles as documented on their personal Reading profile data sheets.
- There will also be an additional 60 minutes for literacy intervention in which all students will receive in accordance to the prescriptive needs and nature of their identified reading deficit(s).
- Each student will receive individualized instruction according to their skill deficiencies as an active implementation of our 300L Reading Plan.

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

- Teachers will provide extensive explicit instruction, implicit instruction, and guided practice to engage students in vocabulary strategies to unlock content at grade level expectation.
- Teachers will utilize instructional strategies that include, but are not limited to: vocabulary word maps; interactive/student-generated word walls; instruction in different levels of content- specific words; read from a wide variety of texts (to include complex text); and affix or root word activities and instruction. They will provide explicit instruction and guided practice (utilizing the gradual release model) in recognizing word relationships, the study of synonyms/antonyms, identifying the multiple meaning in words, recognizing examples and non-examples of word relationships, and understanding connotative language.
- Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their listening, speaking, and vocabulary, as well as, incorporate research-based vocabulary strategies (PAVE, Frayer Model, CRISS & Concept Map of Definitions) that help students determine meanings of words in context.
- Teachers will use the following research-based programs: 1. **Journeys** is a research-based, comprehensive English Language Arts program that provides systematic instruction for Reading Literature and Information Text, Foundational Skills, Speaking and Listening, Language, Writing, and English Language Development. 2. **I-Station** is a research-based computer-facilitated reading intervention program that will be used in grades K-7 to help all students gain proficiency in literacy by improving comprehension, improving their reading rate/fluency, expanding vocabulary, broadening interests, and building knowledge. The **I-Station** program will be implemented daily during one of the 45-minute rotations embedded within our learning community's enrichment block. Students will receive at least a total of 90-minutes of weekly instruction on the program within a one week period. The Literacy Leadership Team and Administrators will monitor the I-Station program to ensure that it is implemented with authenticity and with fidelity. The Learning Services Facilitator of I-Station will provide the initial and follow-up professional development for teachers and administrators on an ongoing basis.
- Classroom teachers will engage students in differentiated flexible small group instruction to reinforce skills taught and to remediate deficiencies. Teachers will utilize an ELA Instructional Focus Calendar generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategically focused, to improve vocabulary acquisition, to implement higher order questioning, to increase rigor and to appropriately integrate the Reading and Writing processes.
- There will be three separate rotations that are all working simultaneously. One rotation will be direct instruction, where the teacher will work independently with a group of students to enhance a specialized skill within the unit of study. Another rotation is the DI learning groups, where the

students will interact in small groups to develop individual skill deficits. Lastly, there will be an independent rotation on the computer-based ***I-Station*** Literacy Module in collaboration with the ***Journey's Toolkit*** which will be utilized to meet the academic needs of Tier II and III students. **The Journey's Leveled Reading Program (Cold-Reads)** will also be utilized to meet the literacy needs of students during the 300L Literacy Block.

- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 3-5. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from the classroom teacher and certified specialist and/or a properly trained teacher assistants with the least amount of fragmentation and disruption as possible.
- During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish. Teachers will create a variety of access points to ensure that all student learners have access to Reading Development and content at grade level expectation.

WRITING

3-5

- Writing performance tasks will be assessed on a monthly basis and seamlessly integrated into both ELA and Reading Instruction. This process will allow students time to improve their understanding of the writing and participate in activities that develop skills in focus, organization, support, and conventions when writing in isolation of when connected to text-based task or inquiries.
- Teachers will administer and evaluate monthly writing samples and develop lesson plans that expose students' to various types of writing across the content area. This process will assist with the implementation of writing across the curriculum as well as increase achievement in writing to and about sources or in isolation.
- Curricular **access points** will be utilized to include all student learners (to include but not limited to ESE and ELL student learners) in the development of writing skills and related literacy competencies.
- The writing plan will implement the following components: assess and diagnose students' needs, group students for instruction, organize lessons based on an instructional framework, plan rigorous mini-lessons, model lessons, guide students through the writing process, edit/publish students' writing, and provide students with corrective feedback supported by the mastery teaching process as supported by the structure and design of the master schedule.
- The strong integration of the Reading and Writing processes will make it very clear that the Reading and Writing processes go hand and hand and to develop the Literacy skills and competencies necessary for college and career readiness.

Persons Responsible	Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators
Resources	Criterion-Reference Assessments from Common Core ELA Program (Florida <i>Journeys</i> Common Core, Houghton Mifflin Harcourt), CRISS Strategic Reading Strategies , Pre and Post Assessments (Common/Assessment), Early Literacy Computer-Based Reading Program (I-Station), Journey's Cold Reads and LAFS ELA-Instructional Focus Calendar.
CIRP	<i>Leveled Literacy Intervention</i> , Florida <i>Journeys</i> Common Core (Tool Kit), Houghton Mifflin
SIRP	<i>Literacy Language Guide</i> ; Florida <i>Journeys</i> Common Core (Cold Reads), Houghton Mifflin Harcourt
Assessments	FLKRS (Screener), I-Station and Journey's (Tool Kit) Diagnostic (Pre) Mid-Year and End-Of- Year (Post Assessment)

READING**6-7**

Deficiency: The FSA Reading Data on 2015-2016 FSA Assessment (grades 6-7) data indicates that our students have the greatest difficulty with making inferences, analyzing vocabulary relationships, recognizing words within the text, determining meaning from context, and drawing conclusions from the text.

Plan:

- Paramount Charter School will provide Language Arts classes for all students in grades 6-7.
- Students who scored levels 3-5 on the 2015 FCAT Reading will be scheduled in Developmental Reading classes. Students who scored levels 1-2 on the 2015 FSA Reading Assessment will be scheduled in Intensive Reading classes in addition to the ELA Literacy Block. The intensive reading teacher focuses solely on students with academic achievement levels 2 or below and the “access skills” necessary to read at grade level expectation. The Language Arts Teacher will instruct all students. During the ELA instructional blocks, teachers will provide extensive explicit instruction, implicit instruction, and guided practice to engage students in a variety of vocabulary strategies to develop vocabulary at grade level expectation.
- The Language Arts Teacher will utilize ***Connections*** a research-based, nationally recognized English Language Arts Program for grades 6-8. ***Connections*** helps the students develop abilities to analyze complex text, determine evidence, reason critically, and communicate thoughtfully.
- The intensive reading teacher will utilize ***Inside*** which is a researched-based program and published by National Geography. It is an intensive reading program which aligns the following literacy standards: Reading Comprehension, Word Study, Vocabulary, Language/Grammar, Writing and Fluency.
- Our disfluent students will get an additional (60) minute block of Reading Intervention which will utilize the research-based ***Inside (Fundamentals) Reading Program*** to develop: fluency, automaticity, word recognition, word-attack skills and strategic reading skills, which are all necessary to read successfully at or above grade level expectation.

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

- Teachers will utilize instructional strategies that include, but are not limited to: vocabulary word-maps; interactive/student-generated word walls; instruction in different levels of content-specific words; read from a wide variety of texts; and affix or root word activities.
- They will provide explicit instruction and guided practice (through the gradual-release framework) in recognizing word relationships, the study of synonyms/antonyms, identifying the multiple meaning of words, recognizing examples and non-examples of word relationships, and understanding connotative language.
- Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their listening, speaking, and vocabulary, as well as, incorporate research-based vocabulary strategies (PAVE, Frayer Model, CRISS & Concept Map of Definition) that help students determine meaning of words in context.
- The Reading and ELA teacher will utilize ***Connections***, which is a strong, inquiry-based language arts program that refines and extends students’ skills in reading, thinking, and communicating.
- ***INSIDE*** will be utilized for struggling Readers and our diffluent students will utilize the ***INSIDE (Fundamentals)*** Reading Curriculum. The program (Connections) is a model of student-centered learning in which students work with complex ideas and rigorous texts. The program uses well-crafted, multicultural reading selections that are rich in ideas and invite a number of interpretations. Through consistent use of the program students develop their reading and thinking skills by asking questions, formulating and sharing their opinions, and supporting their ideas with evidence from the selections they read.

- The reading teacher will also use I-Station, which is a research-based reading intervention program which will be used in grades K-7 to help all students gain proficiency` in literacy by improving comprehension, improving their reading rate/fluency, expanding vocabulary, broadening interests, and building knowledge (access skills). The ***I-Station*** Program will be implemented daily during one of the 45 minute rotations embedded within our comprehensive enrichment program. Students will receive at least 100-minutes of weekly instruction on the program. The Literacy Leadership Team and Administrators will monitor the I-Station program to ensure that it is implemented with authenticity and fidelity. The Learning Services Facilitator of ***I-Station*** will provide the initial and follow-up professional development for teachers and administrators on an on-going basis.
- Classroom teachers will engage students in differentiated flexible small group instruction to reinforce skills taught and to remediate deficiencies. Teachers will utilize an ELA Instructional Focus Calendar generated from the Language Arts Florida Standards (LAFS) to ensure that instruction is strategically focused, to improve vocabulary acquisition, to implement higher order questioning, and to increase rigor in concert with college and career readiness competencies and standards.
- Administrators will monitor the instructional practices of teachers through formal observations and evaluations, classroom walkthroughs, and data analysis paired with value-added feedback.
- Certified ESOL, ESE, teachers and trained teacher assistants will provide push-in instruction to Level 1 and Level 2 students in grades 6-7. Push-in instruction will allow students an opportunity to remediate literacy deficiencies, an opportunity to build literacy skills, an opportunity to demonstrate their knowledge based on the teaching, and an opportunity to receive instructional strategies from two teachers. During weekly collaborative planning, teachers will design their lessons together so that they have the same goals and methods in mind for what they want students' to accomplish.
- Teachers will create a variety of access points to ensure that students' differing abilities, strengths, and needs are all taken into consideration. The push-in intervention groups will consist of 3-5 students. The push-in instruction will occur daily during 30-minute intervals and embedded within a 120-minute literacy block of instruction. Teachers will utilize a research-based intervention program, ***INSIDE*** to deliver instruction. Teachers will receive professional development in literacy enhancement during monthly collaborative planning sessions.
- Administrators will review lesson plans, conduct classroom observations, conduct data-chats with teachers, monitor all Professional Development.
- Administrators and literacy coach will monitor CCRP/CIRP/SIRP, during the reading block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Community meetings will be held monthly. FAIR-FS and I-Station assessments will be administered as a Diagnostic Assessment: (Pre), midyear, and at the end-of-year. The data will then be utilized to monitor progress, to adjust instruction, and to prioritize curriculum ongoing.

WRITING

6-7

- Writing performance tasks will be assessed on a monthly basis and seamlessly integrated into both ELA and Reading Instruction. This process will allow students time to improve their understanding of the writing processes and participate in activities that develop skills in focus, organization, support, and conventions when writing in isolation or when connected to text-based task and/or inquiries.
- Teachers will administer and evaluate monthly writing samples and develop lesson plans that expose students' to various types of writing across the content area. This process will assist with the implementation of writing across the curriculum as well as increase achievement in writing to and about sources or in isolation.
- Curricular access points will be utilized to include all student learners in the development of writing skills and related competencies.
- The writing plan will implement the following components: assess and diagnose students' needs, group students for instruction, organize lessons based on an instructional framework, plan rigorous mini-lessons, model lessons, guide students through the writing process, edit/publish students' writing, and provide students with corrective feedback supported by the mastery teaching process as supported by the structure and the design of the

master schedule.

- The strong integration of the Reading and Writing processes will make it very clear that the Reading and Writing processes go hand and hand and are necessary in the preparation for college and career readiness competencies and skills.

Persons Responsible	Teachers, Literacy Coach, Literacy Leadership Team (LLT), Administrators
Resources	Common Core Literacy Program (<i>Collections</i> , Common Core, Houghton Mifflin Harcourt), <i>I-Station</i> , and LAFS-ELA Instructional Focus Calendar
Developmental Reading Grade(s) 6-7	(<i>Collections</i> , <i>Novel Ties</i> , <i>Complex Text</i>)
Reading (CIRP) Grade(s) 6-7	(<i>Inside by National Geographic</i>)
SIRP Grade(s) 6-7	INSIDE-Fundamentals
Progress Monitoring	FAIR-FS, I-Station and Fundamental (IRI) (National Geography)
Timeline	2016-2017 School Year

MATH

Deficiency #1: Only 19% of PCSs aggregate student population met proficiency on the FSA Assessment during the 2016-2017 administration window. Expressing whole numbers as a fractions, recognizing common equivalent fractions is a standard students had most difficulty (number sense/algebraic thinking).

Plan:

K-2nd Grades

- The math block will be extended from 45-60 minute math block for all of the struggling students in K-7.
- All teachers will develop FSA rigor and focus their learning community on the Mathematical skill sets of **PRECISION** and **ACCURACY**.
- Teachers will utilize interactive words walls using essential math vocabulary and related numeracy concepts.
- Teachers will utilize repetition of new content and homework practice to deepen students' understanding and knowledge, chunking the information and checking students' understanding (Marzano-Digestible Bites).
- Teachers will utilize manipulatives to show comparison between whole numbers and fractions. Allowing students to practice new knowledge in small groups and allowing them to write to explain the process with **Precision** and **Accuracy**.
- Students will have a 60-minute math block, and an extended (60) minute math block at least 2(X) a week dedicated to re-teaching and deficit skill instruction utilizing variations of DI during Paramount Charter School's extended day program.
- Students will receive differentiated tier 2-3 math intervention program addressing, number-sense, computation, word problems, and/or language deficiencies as measured by Common Assessment, TOMA and the GO Math Tool Kit (Assessment).

3-5th Grades

- The math block will be extended from 45-60 minute math block for all of the struggling students in K-7.

- All teachers will develop FSA rigor and focus their learning community on the Mathematical skill sets of **PRECISION** and **ACCURACY**.
- Teachers will utilize interactive words walls using essential math vocabulary and related numeracy concepts.
- Teachers will utilize repetition of new content and homework practice to deepen students' understanding and knowledge, chunking the information and checking students' understanding (Marzano-Digestible Bites).
- Teachers will utilize manipulatives to show comparison between whole numbers and fractions. Allowing students to practice new knowledge in small groups and allowing them to write to explain the process with **Precision** and **Accuracy**.
- Students will have a 60-minute math block, and an extended (60) minute math block at least 2(X) a week dedicated to re-teaching and deficit skill instruction utilizing variations of DI during Paramount Charter School's extended day program.
- Students will receive differentiated tier 2-3 math intervention program addressing, number-sense, computation, word problems, and/or language deficiencies as measured by Common Assessment, TOMA and the GO Math Tool Kit (Assessment).

6-7th Grades

- The math block will be extended from 45-60 minute math block for all of the struggling students in K-7.
- All teachers will develop FSA rigor and focus their learning community on the Mathematical skill sets of **PRECISION** and **ACCURACY**.
- Teachers will utilize interactive words walls using essential math vocabulary and related numeracy concepts.
- Teachers will utilize repetition of new content and homework practice to deepen students' understanding and knowledge, chunking the information and checking students' understanding (Marzano-Digestible Bites).
- Teachers will utilize manipulatives to show comparison between whole numbers and fractions. Allowing students to practice new knowledge in small groups and allowing them to write to explain the process with **Precision** and **Accuracy**.
- Students will have a 60-minute math block, and an extended (60) minute math block at least 2(X) a week dedicated to re-teaching and deficit skill instruction utilizing variations of DI during Paramount Charter School's extended day program.
- Students will receive differentiated tier 2-3 math intervention program addressing, number-sense, computation, word problems, and/or language deficiencies as measured by Common Assessment, TOMA and the GO Math Tool Kit (Assessment).

Deficiency #2: Only 65% of ELL students in grade 3-7 are not meeting proficiency in math based on Common Assessments (Go-Math).

Plan:

K-2nd Grades

- ELL Students in need of ESOL math interventions will receive tier 2 push-in intervention support using Touch Math along with heritage language support.
- Teachers will devote 5 minutes, 5 days a week to build quick retrievals of basic arithmetic facts, using technology (Xtramath.org) or flash cards.
- Teachers will utilize visual concepts and/or representations such as number lines, arrays and diagrams.
- ELL student classifications and matrix accommodations will be listed under ELL in lesson plans. Documentation of tier 2 ELL teacher support and tier 1 scaffolding and differentiation; documentation of tier 3 -heritage language support will be monitored by the ESOL contact.
- Teachers will include numerous clear models of easy and moderate math problems, accompanied with teacher think-alouds, paired with modeling and explicit explanation and instruction.
- ESE students will be listed under ESE in lesson plans and updated IEPs at a glance will be placed in lesson plan binder.
- Teachers will complete PLPs for ESE students listed under ELL with updated and accurate student performance data.

3-5th Grades

- ELL Students in need of ESOL math interventions will receive tier 2 push-in intervention support using Touch Math along with heritage language support.
- Teachers will devote 5 minutes, 5 days a week to build quick retrievals of basic arithmetic facts, using technology (Xtramath.org) or flash cards.
- Teachers will utilize visual concepts and/or representations such as number lines, arrays and diagrams.
- ELL student classifications and matrix accommodations will be listed under ELL in lesson plans. Documentation of tier 2 ELL teachers support and tier 1 scaffolding and differentiation; documentation of tier 3 -heritage language support will be monitored by the ESOL contact.
- Teachers will include numerous clear models of easy and moderate math problems, accompanied with teacher think-alouds, paired with modeling and explicit explanation and instruction.
- ESE students will be listed under ESE in lesson plans and updated IEP at a glance will be placed in lesson plan binders.
- Teachers will complete PLPs for ESE students listed under ELL with updated and accurate student performance data.

6-7th Grade

- ELL Students in need of ESOL math interventions will receive tier 2 push-in intervention support using Touch Math along with heritage language support.
- Teachers will devote 5 minutes, 5 days a week to build quick retrievals of basic arithmetic facts, using technology (Xtramath.org) or flash cards.
- Teachers will utilize visual concepts and/or representations such as number lines, arrays and diagrams.
- ELL student classifications and matrix accommodations will be listed under ELL in lesson plans. Documentation of tier 2 ELL teachers support and tier 1 scaffolding and differentiation; documentation of tier 3 -heritage language support will be monitored by the ESOL contact.
- Teachers will include numerous clear models of easy and moderate math problems, accompanied with teacher think-alouds, paired with modeling and explicit explanation and instruction.

- ESE students will be listed under ESE in lesson plans and updated IEP at a glance will be placed in lesson plan binders.
- Teachers will complete PLPs for ESE students listed under ELL with updated and accurate student performance data.

Person Responsible: Coaches, Teachers, Principal

Resource: Touch Math will be used as an intervention, GO-Math and ELL Intervention

Timeline: 2016-2017 School Year

Deficiency # 3: Only 50% of ESE students in grades 3-7 are not meeting proficiency in math based on the FSA Common Assessment.

Plan:

K-2nd Grades

- General Ed teachers will provide accommodations and modifications for students in accordance with the students' IEP Matrix provided by the Broward County School District.
- Technology and manipulatives will be included to engage students' interests to deepen and to facilitate content-area understanding.
- The ESE Teacher will provide small group instruction in accordance with the students' IEP. Technology and manipulatives will be included to engage students' interests and to develop documented deficiencies.
- Teachers will receive professional development FSA Rigor: Lesson plan and instructional modeling of how to differentiate and scaffold instruction at tiers 1 and 2 to meet the needs of all struggling learners to include ESE students.
- Extended Learning Opportunities will be provided during our extended day program in all subject area.

3-5th Grades

- General Ed teachers will provide accommodations and modifications for students in accordance with the students' IEP Matrix provided by the Broward County School District.
- Technology and manipulatives will be included to engage students' interests to deepen and to facilitate content-area understanding.
- The ESE Teacher will provide small group instruction in accordance with the students' IEP. Technology and manipulatives will be included to engage students' interests.
- Teachers will receive professional development FSA Rigor: Lesson plan and instructional modeling of how to differentiate and scaffold instruction at tiers 1 and 2 to meet the needs of all struggling learners to include ESE students.
- Extended Learning Opportunities will be provided during our extended day program in all subject area.

6-7th Grades

- General Ed teachers will provide accommodations and modifications for students in accordance with the students' IEP Matrix provided by the Broward County School District.
- Technology and manipulatives will be included to engage students' interests to deepen and to facilitate content-area understanding and to build skill deficits in the subject-area of Mathematics.
- The ESE Teacher will provide small group instruction in accordance with the students' IEP. Technology and manipulatives will be included to engage students' interests.
- Teachers will receive professional development FSA Rigor: Lesson plan and instructional modeling of how to differentiate and scaffold instruction at tier 1 and 2 to meet the needs of all struggling learners to include ESE students.
- Extended Learning Opportunities will be provided during our extended day program in all subject area.

Person Responsible: Coaches, Teachers, Principal

Resource: Progress Reports Reflecting. IEP Amendments reflecting Key Math, GO-Math Reteach Resource, GO-Math ESE Intervention

Timeline: 2016-2016 School Year

Deficiency #4: Only 8% of the students in grades 3-5 met proficiency on the Comprehensive Common Assessment/GO-Math. Converting and Scaling units of measurement was the lowest proficiency level.

Plan:

K-2nd Grade

- The math block will be extended from 45 to a 60-minute math block for all students.
- Tier 2 interventions will take place during the extended time. Tier 3 interventions will occur during specials/electives, i.e. non-tested subjects and during the extended day program.
- Teachers will receive professional development in differentiation and scaffolding: Lesson planning for all learners and instructional modeling of how to differentiate and scaffold instruction at tiers 1 and tier 2 to meet the needs of all students including ELL, ESE, 504s, and MTSS.
- Teachers will facilitate instruction in math with conversions using real-life connectivity and problem solving.

3-5th Grade

- The math block will be extended from 45 to a 60-minute math block for all students.
- Tier 2 interventions will take place during the extended time. Tier 3 interventions will occur during specials/electives, i.e. non-tested subjects and during the extended day program.
- Teachers will receive professional development in differentiation and scaffolding: Lesson planning for all learners and instructional modeling of how to differentiate and scaffold instruction at tier 1 and tier 2 to meet the needs of all students including ELL, ESE, 504s, and MTSS.
- Teachers will facilitate instruction in math with conversions using real-life connectivity and problem solving.

6-7th Grade

- The math block will be extended from 45 to a 60-minute math block for all students.
- Tier 2 interventions will take place during the extended time. Tier 3 interventions will occur during specials/electives, i.e. non-tested subjects and during the extended day program.
- Teachers will receive professional development in differentiation and scaffolding: Lesson planning for all learners and instructional modeling of how to differentiate and scaffold instruction at tier 1 and tier 2 to meet the needs of all students including ELL, ESE, 504s, and MTSS.

- Teachers will facilitate instruction in math with conversions using real-life connectivity and problem solving.
- The math block will be extended from 45 to a 60-minute math block for all students.
- Tier 2 interventions will take place during the extended time. Tier 3 interventions will occur during specials/electives, i.e. non-tested subjects and during the extended day program.
- Teachers will receive professional development in differentiation and scaffolding: Lesson planning for all learners and instructional modeling of how to differentiate and scaffold instruction at tier 1 and tier 2 to meet the needs of all students including ELL, ESE, 504s, and MTSS.
- Teachers will facilitate instruction in math with conversions using real-life connectivity and problem solving.

Deficiency #5: Only 5% of the student in grade 6-7 met proficiency on Comprehensive Math Assessment (GO-Math) 2, Solving multistep word problems is one of the standards students had most difficulty, data from AP3 indicates that students do not understand vocabulary and are struggling with comprehending and solving word problems with **Precision** and **Accuracy**.

Plan:

K-2nd Grade

- The math block will be extended from 60- 90-minute math block for all of 2-5 and struggling students in 6-7. K-1 will be extended from 60-90 minutes, which will be subtracted from the extended day program.
- All teachers will implement FSA rigor in whole and small group instruction, with teachers demonstrating the use of graphic organizers to dissect the multistep word problem process and inference whole numbers.
- Interactive math word walls will be used for understanding new math vocabulary and to introduce new vocabulary across curriculum
- Teachers will use graphic organizers to dissect word problems to understand the operations used to solve the problem.
- Teachers will facilitate students as students work in small groups to dissect and understand how to solve math problems.
- Teachers will provide written feedback on student work for students to make corrections on work.
- Coaches will model effective teaching practices.
- Teacher will use real world scenarios to introduce lessons to allow for students to make personal and real-world connections to learning.
- Students will create and solve their own word problems to further connect to learning.

A Saturday School (ELO) will be offered to students in grades 3-7.

3-5th Grade

- The math block will be extended from 60- 90-minute math block for all of 2-5 and struggling students in 6-7. K-1 will be extended from 60-90 minutes, which will be subtracted from the extended day program.
- All teachers will implement FSA rigor in whole and small group instruction, with teachers demonstrating the use of graphic organizers to dissect the multistep word problem process and inference whole numbers.
- Interactive math word walls will be used for understanding new math vocabulary and to introduce new vocabulary across curriculum
- Teachers will use graphic organizers to dissect word problems to understand the operations used to solve the problem.
- Teachers will facilitate students as students work in small groups to dissect and understand how to solve math problems.
- Teachers will provide written feedback on student work for students to make corrections on work.

- Coaches will model effective teaching practices.
- Teacher will use real world scenarios to introduce lessons to allow for students to make personal and real-world connections to learning.
- Students will create and solve their own word problems to further connect to learning
- A Saturday School (ELO) will be offered to students in grades 3-7.

6-7th Grade

- The math block will be extended from 60- 90-minute math block for all of 2-5 and struggling students in 6-7. K-1 will be extended from 60-90 minutes, which will be subtracted from the extended day program.
- All teachers will implement FSA rigor in whole and small group instruction, with teachers demonstrating the use of graphic organizers to dissect the multistep word problem process and inference whole numbers.
- Interactive math word walls will be used for understanding new math vocabulary and to introduce new vocabulary across curriculum
- Teachers will use graphic organizers to dissect word problems to understand the operations used to solve the problem.
- Teachers will facilitate students as students work in small groups to dissect and understand how to solve math problems.
- Teachers will provide written feedback on student work for students to make corrections on work.
- Coaches will model effective teaching practices.
- Teacher will use real world scenarios to introduce lessons to allow for students to make personal and real-world connections to learning.
- Students will create and solve their own word problems to further connect to learning.
- A Saturday School (ELO) will be offered to students in grades 3-7.

Person Responsible: Coaches, Teachers, Principal

Resource: Progress Monitoring Tool/GO-Math Common Comprehensive Common Assessment, GO-Math Reteach Resources, Math Focus Calendars

Timeline: 2016-2017 School Year

Deficiency #6: As a whole the students in grades K-7 have shown significant decline in (Number Sense) as evidenced by the GO-Math Common Assessment administered pre, during and after each instructional cycle. The lack of understanding math, being fluent in math facts and mental operations has had a major impact on students' ability to demonstrate proficiency in Math with **Precision** and **Accuracy**.

Plan:

K-2nd Grade

- Teacher will use graphic organizers to dissect word problems to understand what is being asked. To understand the operation used to solve the problem.
- Teachers will facilitate while students work in small groups to dissect and understand how to solve math problems.
- Math will be progress monitored through GO-Math Common Assessments, 3 times a year: fall, winter, and spring, to readily identify students in need of math interventions and the specific areas of math that are in need of intervention.
- Students will make corrections and detect differences and similarities in understanding content, daily classroom walkthrough data will be reviewed and analyzed to provide value-added feedback to build teacher capacity in effective Math instruction.

3-5th Grade

- Teachers will use graphic organizers to dissect word problems to understand what is being asked. To understand the operation used to solve the problem.
- Teachers will facilitate while students work in small groups to dissect and understand how to solve math problems.

- Math will be progress monitored through GO-Math Common Assessments, 3 times a year: fall, winter, and spring, to readily identify students in need of math interventions and the specific areas of math that are in need of intervention.
- Students will make corrections and detect differences and similarities in understanding content, daily classroom walkthrough data will be reviewed and analyzed to provide value-added feedback to build teacher capacity in effective Math instruction.

6-7th Grade

- Teachers will use graphic organizers to dissect word problems to understand what is being asked. To understand the operation used to solve the problem.
- Teacher will facilitate while students work in small groups to dissect and understand how to solve math problems.
- Math will be progress monitored through GO-Math Common Assessments, 3 times a year: fall, winter, and spring, to readily identify students in need of math interventions and the specific areas of math that are in need of intervention.
- Students will make corrections and detect differences and similarities in understanding content, daily classroom walkthrough data will be reviewed and analyzed to provide value-added feedback to build teacher capacity in effective Math instruction.

Person Responsible: Coaches, Teachers, Principal

Resource: Xtra Math.org, I-Station, Florida Test Prep and GO-Math Reteach Resources.

Timeline: 2016-2017 School Year

Science

Deficiency #7: Only 12% of 5th grade students are proficiency in science based on the Comprehensive Science Fusion Assessment, which was also consistent with the aggregate student data from the New Generation Standards from the 2015-2016 Assessment window.

Plan: (5th Grade Only)

- The 5th grade science block will be adjusted to 60 minutes uninterrupted.
- Students will receive science instructions, define problems, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations.
- 5th grade teachers will receive professional development in the effective implementation of the Science Fusion Curriculum –the supplemental science program that will be used.
- 5th grade teachers will receive professional development in the rigors of NGSSS Science.
- 5th grade students will participate in weekly science labs.
- 5th grade will receive a Science ELO to be implemented during extended day program.
- Science Immersions/Push-Ins will be coordinated with the Middle School Division.
- Students will participate in a Science Fair in January.
- Push-ins coordinated by Middle School Division Content-Area Expert/Science-Ms. Ramdath.

Person Responsible: Coaches, Teachers, Principal

Resource: Science Boot Camp, 5th Grade Science Lab (hands-on Science) and Science Fusion

Timeline: 2016-2017 School Year

Social Studies (Civics/EOC)

Deficiency #1: On the Common Assessment for the **Civics EOC**, only 24% of our current 7th grade students were proficient on the related skills and competencies which make up the instructional content, skills and competencies. This is an extreme deficit and our learning community's goal is to make certain that at least 65% of our 7th graders are proficient and adequately prepared to take the **Civics EOC** in **March of 2017**.

Plan:

7th Grade Only

- Uninterrupted **Civics** Block for all 7th grade students.
- 7th grade Civics teacher will receive professional development in the rigors as well as the test specifications on Civics/EOC Examination.
- Civics ELO to be implemented during extended day program for 7th grade students
- Ongoing Assessment of Civics EOC Competencies (Pre, Mid and just prior to the assessment.
- Civics Word Wall (interactive-student made) will be implemented in 7th grade Civics Classroom.
- Students will participate in a Social Studies Fair in February 2017.
- Progress Monitoring by administrative team with value-added feedback to build teacher capacity and to further “target” and prioritize instruction.

Person Responsible: Coaches, Teachers, Principal

Resource: My World History- Pearson Civics (6th grade) in Practice-Holt McDougal (7th Grade)

Timeline: 2016-2017 School Year

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:

Utilizing our charter application to assess our learning community's progress, we have found that the following entities have not been implemented with fidelity, however appropriate augmentations and modifications will be made during the 2016-2017 school year to ensure implementation with fidelity:

1. **Not Implemented:** The use of narrative report cards to provide parents with qualitative data and information tied to student performance.
Reason for Non-Implementation: (Staff and Leadership Team not trained in the use of the narrative report card)
2. **Not Implemented:** Create a more robust Fitness and Wellness Program.
Reason for Non-Implementation: Certified Physical Education Teacher hired, but did not implement program in accordance to charter with fidelity)
3. **Not Implemented:** Create a more robust Performing Arts Program.
Reason for Non-Implementation: (Music Teacher left during the last quarter of the school year)
4. **Not Implemented:** The addition of the “Visible Thinking Framework” to increase rigor and to facilitate college readiness in preparation for college and career readiness as well as critical thinking skills.
Reason for Non-Implementation: (Staff was not trained in the “Visible Thinking Framework” during the 2015-2016 school year)

5. **Not Implemented:** Create a more robust Foreign Language Program.
Reason for Non-Implementation (Could not keep certified staff willing to teach on a part-time basis)

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 action plan for addressing the deficiencies are as follows:

1. The use of narrative report cards to provide parents with value-added qualitative data and information tied to student performance. (Leadership Team)

Action Plan (K-2)

- Training was provided to the leadership team by Praxi-School (electronic gradebook provider) on the effective use of the “Narrative Report Card as well as the academic benefits of the practice of record.
- A test run of the narrative report card will be conducted prior to report card day to insure success on the disbursement of report cards.
- Teacher training on both the purpose and the creation of the narrative report card has been integrated into our current PLC schedule to sustain proficiency in the implementation process and to foster buy in amongst all stakeholders.

Action Plan (3-5)

- Training was provided to the leadership team by Praxi-School (electronic gradebook provider) on the effective use of the “Narrative Report Card as well as the academic benefits of the practice of record.
- A test run of the narrative report card will be conducted prior to report card day to insure success on the disbursement of report cards.
- Teacher training on both the purpose and the creation of the narrative report card has been integrated into our current PLC schedule to sustain proficiency in the implementation process and to foster buy in amongst all stakeholders.

Action Plan (K-7)

- Training was provided to the leadership team by Praxi-School (electronic gradebook provider) on the effective use of the “Narrative Report Card as well as the academic benefits of the practice of record.
- A test run of the narrative report card will be conducted prior to report card day to insure success on the disbursement of report cards.
- Teacher training on both the purpose and the creation of the narrative report card has been integrated into our current PLC schedule to sustain proficiency in the implementation process and to foster buy in amongst all stakeholders.

2. Create a more robust Fitness and Wellness Program. (Leadership Team)

Action Plan (K-2)

- A certified Physical Educator will be hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned to the Next Generation Standards in Physical Education, grades K-7.
- Program effectiveness will be monitored by leadership team and appropriate adjustments will be made.

Action Plan (3-5)

- A certified Physical Educator will be hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned to the Next Generation Standards in Physical Education, grades K-7.
- Program effectiveness will be monitored by leadership team and appropriate adjustments will be made.

Action Plan (6-7)

- A certified Physical Educator will be hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned to the Next Generation Standards in Physical Education, grades K-7.
- Program effectiveness will be monitored by leadership team and appropriate adjustments will be made.

3. Create a more robust Performing Arts Program (Leadership Team)

Action Plan (K-2)

- A certified Art and Music Educator will be hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned with the Next Generation Standards for Art and Music, grades K-7.
- Program effectiveness will be monitored by leadership team.

Action Plan (3-5)

- A certified Art and Music Educator will be hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned with the Next Generation Standards for Art and Music, grades K-7.
- Program effectiveness will be monitored by leadership team.

Action Plan (6-7)

- A certified Art and Music Educator will be hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned with the Next Generation Standards for Art and Music, grades K-7.
- Program effectiveness will be monitored by leadership team.

4. The addition of the “Visible Thinking Framework” to increase rigor and to facilitate college, career and life readiness. (Leadership Team)

Action Plan (K-2)

- Training for the “Visible Thinking Framework” began during preplanning and will continue to be sustained and supported through follow-up PLCs during the 2016-2017 school year.
- Teachers will be expected to utilize the “Visible Thinking Framework” across all content-areas and the implementation of the framework will be monitored weekly and appropriate feedback will be provided via classroom observation feedback and debriefing on a weekly basis.
- The Framework of record is designed to assist in deepening understanding across the content-area and to assist students in critical thinking and in developing other 21st century competencies.

Action Plan (3-5)

- Training for the “Visible Thinking Framework” began during preplanning and will continue to be sustained and supported through follow-up PLCs during the 2016-2017 school year.
- Teachers will be expected to utilize the “Visible Thinking Framework” across all content-areas and the implementation of the framework will be monitored weekly and appropriate feedback will be provided via classroom observation feedback and debriefing on a weekly basis.
- The Framework of record is designed to assist in deepening understanding across the content-area and to assist students in critical thinking and in developing other 21st century competencies.

Action Plan (6-7)

- Training for the “Visible Thinking Framework” began during preplanning and will continue to be sustained and supported through follow-up PLCs during the 2016-2017 school year.
- Teachers will be expected to utilize the “Visible Thinking Framework” across all content-areas and the implementation of the framework will be monitored weekly and appropriate feedback will be provided via classroom observation feedback and debriefing on a weekly basis.

- The Framework of record is designed to assist in deepening understanding across the content-area and to assist students in critical thinking and in developing other 21st century competencies.

5. Create a more robust Foreign Language Program. (Leadership Team)

Action Plan (K-2)

- A certified Spanish Teacher will hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned with the Next Generation Standards in Spanish, grades K-7.
- Program effectiveness will be monitored by leadership team.

Action Plan (3-5)

- A certified Spanish Teacher will hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned with the Next Generation Standards in Spanish, grades K-7.
- Program effectiveness will be monitored by leadership team.

Action Plan (6-7)

- A certified Spanish Teacher will hired for the 2016-2017 school year.
- The academic standards and expectations will be aligned with the Next Generation Standards in Spanish, grades K-7.
- Program effectiveness will be monitored by leadership team.

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:

Being that our program is an extended day program, many of the barriers have been mitigated or totally eliminated. Our greatest barrier in the past was a lack of leadership and now that a committed Principal and leadership team has been put in place, many of the presenting barriers have been effectively dealt with and the expectation is that this improvement will increase student achievement. In addition to the major barrier of lack of (sustained) leadership during the entire first semester of the 2015-2016 school year, other barriers that negatively impacted student performance were as follows: teacher turnover, lack of instructional leadership and poor teacher/student moral.

*The actions taken during the current school year to appropriately focus teaching and learning in alignment to FSA Standards as well as college, career and life competencies are as follows:

Action Plan (K-2):

- Data driven decision making.
- Leadership training and development targeted to our learning community needs.
- Targeted PLCs based on needs assessment to build teacher capacity.
- The purposeful development of “**positive school culture**” to effectively deal with teacher moral.
- Faculty Development and Training on targeted deficiencies and school-based needs.
- Commitment to research-based teaching and learning implemented with fidelity across all content-areas to maximize student achievement.

Action Plan (3-5):

- Data driven decision making.
- Leadership training and development targeted to our learning community needs.

- Targeted PLCs based on needs assessment to build teacher capacity.
- The purposeful development of “**positive school culture**” to effectively deal with teacher moral.
- Faculty Development and Training on targeted deficiencies and school-based needs.
- Commitment to research-based teaching and learning implemented with fidelity across all content-areas to maximize student achievement.

Action Plan (6-7):

- Data driven decision making.
- Leadership training and development targeted to our learning community needs.
- Targeted PLCs based on needs assessment to build teacher capacity.
- The purposeful development of “**positive school culture**” to effectively deal with teacher moral.
- Faculty Development and Training on targeted deficiencies and school-based needs.
- Commitment to research-based teaching and learning implemented with fidelity across all content-areas to maximize student achievement.

9. Student Achievement Outcomes

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

On or before June 15, 2017 at least 35% of student learners in attendance at least 85% of the time will be able to demonstrate proficiency in all documented subject areas of the FSA Assessment which include: Math, Reading/Language Arts (ELA), Science (grade 5) and Social Studies (grade 7-EOC).

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: <i>Based on the analysis of the parent involvement data, identify and define an area in need of improvement.</i> In the review and analysis of our current Parent Involvement data, it has become necessary to increase parent involvement activities and related interventions which will positively impact the teaching and learning experience as well as student achievement from the current level of involvement which is 15% to 50%.					
2015-2016 Current Level of Parent Involvement: <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i> 15% Total number: 85			2016-2017 Expected Level of Parent Involvement: <i>Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]</i> 50% Total number: 350		
Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
1. Family Fun Day *Note: Each of the activities of record will be advertised via school website, email blast, text message blast,	Family Fun Day a learning community summer event to motivate students and parents alike for the upcoming school year by sharing behavioral and academic expectations as well as extracurricular activities to be implemented at Paramount Charter School during the 2016-2017 School Year. We had	August 23, 2016 (Implemented)	Sign-In Forms and parent appraisal protocols were used to assess effectiveness and parent satisfaction.	Dr. Corey A. Montgomery/ Principal Ms. Roberts/Coordinator for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison.	\$750.00/ Charter School Governing Board/General Fund

<p>posted in the school's general areas and copies of the advertisements will be translated in Spanish and French Creole and sent home with students.</p>	<p>staff members who were fluent in both Spanish and French Creole to facilitate Second Language Parents in maximizing participation and in accessing information and overall understanding during the activity of record of the learning community's expectations and to apprise them of the related services available to meet individual student needs: academically, socially, athletically and behaviorally, to include, but not limited to the FSA Standards and grade level expectations.</p>				
<p>2. Open House/Family Night/Title One Parent Meeting</p>	<p>The goal of open house/family night was to provide an opportunity to cast the vision of the learning community to all stakeholders, share academic/behavioral expectations, share learning community's present level of performance as well as the anticipated action steps to move the learning community to the next level as well as the parent(s) and student(s) responsibilities in this process. We had staff members who were fluent</p>	<p>September 22, 2016. (Implemented)</p>	<p>Sign-In Forms and Parent Appraisal Protocols.</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Roberts/Coordinator for Special Programs Ms. Williams/Curriculum Facilitator abs Title One Liaison.</p>	<p>\$500.00/Charter School General Fund</p>

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	in both Spanish and French Creole to facilitate Second Language Parents in maximizing participation and overall understanding in the event of record,				
3. “Literacy All Around Us”/Parent Training	This is our learning community’s opportunity to make a home-school connection and assist parents building reading and writing competencies at home and within our learning community. Our Leadership Team will be responsible for the parent development training of record. We have staff members who are fluent in both Spanish and French Creole to facilitate Second Language Parents in maximizing participation and overall understanding to access important facts on how to build literacy outside of the school doors.	November 2016 and February 2017	Sign-In Forms, Parent Appraisal Protocols and Benchmark Assessment.	Dr. Corey A. Montgomery/ Principal Ms. Roberts/Coordinator of Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison.	\$500.00/Anticipated Budget-Title One Funds.
4. Curriculum Night	The Curriculum Night Program will be held November (2016) to expose parents to Content-Area Curriculum and to elicit their assistance in providing enrichment and extended activities at home to assist in the teaching and learning process. We have staff	November 2016	Sign-In Forms, Parent Appraisal Protocols and Benchmark Assessment.	Dr. Corey A. Montgomery/ Principal Ms. Roberts/ Coordinator of Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison.	\$500.00/Anticipated Budget-Title One Funds.

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	<p>members who are fluent in both Spanish and French Creole to facilitate Second Language Parents in maximizing participation and overall understanding. The theme will be “Celebrating and Appreciating Diversity Among US” and the refreshments for the night of record will be deserts reflecting the learning community’s demographics in terms of race and/ethnicity. A breakout session will also be planned and implemented to provide concrete information on related services and programs for SWD, ELLs as well as our Gifted Student Population.</p>				
Parent Involvement Board	<p>Parent Involvement Board: to be placed in front office and on school website to rally parent support and to keep parents apprised of the many and varied activities available for parent information, training and growth. Some of the district supported organizations of record for fostering parent participation include, but are not limited to: ESE Parent Advisory, ESE</p>	<p>Throughout the 2016-2017 school year.</p>	<p>Sign-In Forms, Parent Appraisal Protocols</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs</p>	<p>N/A</p>

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	Parent Workshops, Parent Advisory, ESE Parent Workshops, and FDLRs.				
Academic Showcase Planning	A series of workshops will be planned to positively engage parents in the support of their children. The activities that will be planned in alignment with this parent involvement initiative are as follows: Honor Roll Assemblies (each grading quarter), Athletic Competitions (both intramural and with other charter schools), Academic Competitions (Spelling Bee) and Family Nights, to promote and celebrate the importance of continuous parent support and affirmation in their child's academic success.	Throughout the 2016-2017 school year.	Sign-In Forms, Parent Appraisal Protocols	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs.	Title One Funding/Parental Involvement
Parent Teacher Organization (PTO)	The organization of record will be initiated as a forum to rally both parent support and involvement to include ESE and ELL student learners.	January 2017- Duration of School Year.	Sign-In Forms Parent Surveys PTO Organizational Protocols	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison Parent Participants Ms. Roberts/Coordinator of Special Programs.	PTO Dues/Fundraisers
ESOL/ESE Informational Parent Night	The ESE/ESOL Parent Night will be initiated to provide the parents of these	January	Sign-In Forms Parent Surveys PTO	Dr. Corey A. Montgomery/ Principal	General Fund

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	special needs populations the opportunity to find out as much information as possible about the needs and nature of their child and to be introduced to the faculty and staff members who will be responsible for managing their related services.		Reevaluation Meetings	Ms. Arnise Lewis/Consult for Special Programs Ms. Roberts/Coordinator of Special Programs	
Science Fair Night	The science fair will be an opportunity for students to show mastery of the Scientific Process through a variety of scientific topics and an opportunity to publish their work and share with the learning community at large. The showcase will also provide an opportunity for Paramount Charter School to share their scientific abilities and knowledge with our parent stakeholders.	January 2017	Sign-Forms	Dr. Corey A. Montgomery/Principal Mrs. Ramdath/Science Teacher/Middle School Division	General Fund

English Language Learners (ELLs) Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly

identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

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	2	10%	1	5%	1	5%	3	16%	5	26%	1	5%
Speaking	3	16%	2	10%	2	10%	1	5%	1	5%	4	21%
Reading	3	16%	2	10%	3	16%	1	5%	4	21%	0	0%
Writing	4	21%	1	8%	5	26%	3	16%	0	0%	0	0%
Oral Language	3	16%	0	0%	3	16%	1	5%	6	32%	0	0%
Literacy	3	16%	3	16%	4	21%	3	16%	0	0%	0	0%
Comprehension	2	10%	2	10%	5	26%	1	5%	3	16%	1	5%
Overall Score	3	16%	1	5 %	4	21%	4	21%	0	0%	0	%

Goal: On or before June 5, 2017 at least **65%** of our ELL Student Learners will make **learning gains** across all assessed content areas as evidenced by the 2016-2017 administration results of the FSA Assessment and **increase at least (1) level in all domains of the WIDA-AMS (ACCESS 2.0).**

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Target Group	Goal Domain (Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring
Lesson Study Process- to assist teachers in the effective implementation of “Comprehensible Inputs” and research-based instruction for ELL student learners. The process will be facilitated and monitored by our leadership team who all have strong backgrounds in ELL Instruction and pedagogy and who will facilitate teachers in the process of providing concrete/effective instruction for	Students: All ELL language acquisition levels Teacher: All Classroom Teachers	Listening, Speaking, Reading, Oral Language, Literacy, Comprehension and Writing.	August 22, 2016- June 5, 2017.	During School Hours and related training to be implemented during PLCs	Portfolios and Teacher Observations (Charter School Consortium)	Dr. Montgomery/ Principal Ms. Arnise Lewis Consult for Special Programs Ms. Roberts Coordinators of Special Programs

ELL students in the development of language acquisition as well as the FSA Standards at grade level expectation.						
Demonstration Classroom: Model Classroom will be provided for observation of effective ELL Instruction to assist teachers in making the necessary leap from theory to practice. The demonstration classroom will be operated by Ms. Davis (Master Teacher/5 th Grade Teacher) who is also ESOL endorsed and very accomplished is ESOL Instruction and pedagogy. The demonstration days will be implemented on Tuesdays and Thursdays and all teachers within the learning community will be scheduled to assist in building campus wide capacity in the effective instruction of ELL student learners.	Teacher: All Classroom Teachers	Listening, Speaking, Reading, Oral Language, Literacy, Comprehension and Writing.	August 22, 2016- June 5, 2017.	During School Hours and related training to be implemented during PLCs and on designated days for the implementation of the demonstration classroom.	Portfolios and Teacher Observations (Charter School Consortium)	Dr. Montgomery/ Principal Ms. Arnise Lewis Consult for Special Programs and leadership team. Ms. Roberts/Coordinator of Special Programs
Effective ELL Instruction (PLC): to be added to the Professional Learning Community Schedule on a continuous basis to build teacher capacity on the implementation of effective ELL instruction and pedagogy. The related competencies will be taught by our in-house expert (Ms. Davis) in collaboration with the leadership team. The instructional focus will be targeted to building critical content at grade level expectation and in developing language acquisition skills simultaneously. The districts accommodation menu for effective ELL instruction will be utilized to guide this process.	All ELL language acquisition levels	Listening, Speaking, Reading, Oral Language, Literacy, Comprehension and Writing.	August 22, 2016- June 5, 2017.	After School Hours and related training to be implemented through PLCs	Portfolios and Teacher Observations (Charter School Consortium)	Dr. Montgomery/ Principal Ms. Arnise Lewis Consult for Special Programs Ms. Roberts/Coordinator of Special Programs
ELL Consultation-Push-In/Pull-Outs: to be conducted with fidelity by Ms. Lewis to	All ELL language	Listening, Speaking,	August 22,	During the academic day.	Administrative Monitoring of	Dr. Montgomery/ Principal

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develop pertinent “access skills” and to provide individualized instruction and language development in a small group setting as well as one on one and consultation services to be provided to the classroom teacher to make certain that the needs of ELL student learner(s) are being met. The targeted students will be pulled utilizing BASIS to readily identify ELL students who will benefit from targeted instruction adjusted to their individualized needs.	acquisition levels Pull Out: Once Weekly Push In: Once Weekly	Reading, Oral Language, Literacy, Comprehension and Writing.	2016-June 5, 2017.		Academic Program and Schedule.	Ms. Arnise Lewis Consult for Special Programs Ms. Roberts/Coordinator of Special Programs
Extended Day Program for ELL Student Learners: the extended day program will be utilized to provide additional (targeted) remediation for ELL Student Learners. Some of the programming that will be utilized to facilitate student achievement and language acquisition development are as follows: Test Prep USA, I-Station and FSA Workshops designed to target deficient skill areas and will be implemented once weekly during the extended day schedule to meet the prescriptive needs of ELL student learners.	All ELL language acquisition levels included in implementation plan.	Listening, Speaking, Reading, Oral Language, Literacy, Comprehension and Writing.	August 22, 2016-June 5, 2017.	During Extended Day Program.	Remediation Program Data Review and Classroom Observation and Monitoring	Dr. Montgomery/Principal Ms. Arnise Lewis Consult for Special Programs and leadership team. Ms. Roberts Coordinator of Special Programs
Heritage Language Dictionaries -the use of the dictionaries are very important as they assist ELL student learners in improving overall language acquisition and in unlocking pertinent vocabulary and content across all content-areas.	All ELL learners and language acquisition levels.	Listening, Speaking, Reading, Oral Language, Literacy, Comprehension and Writing.	August 22, 2016-June 2, 2017	During both academic day and the extended day program.	Classroom Observation for compliance	Dr. Montgomery/Principal Ms. Arnise Lewis Consult for Special Programs and leadership team. Ms. Roberts/Coordinator of Special Programs

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ESOL Instructional Matrix (Tier I) -the matrix is very vital as it is a list provided by the district of research-based best practices designed to improve language acquisition and to assist in providing “comprehensible inputs” across all content-areas.	All ELL learners and language acquisition levels.	Listening, Speaking, Reading, Oral Language, Literacy, Comprehension and Writing.	August 22, 2016- June 2, 2017	During both the academic day and the extended day program.	Teacher Observation Lesson Plan Review	Dr. Montgomery/ Principal Ms. Arnise Lewis Consult Of Special Programs and leadership team. Ms. Roberts/Coordinator of Special Programs
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Exceptional Student Education (ESE) Action Plan

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

Exceptional Student Education (SWD) Reading Goal: On or before June 5, 2017 at least 45% of my exceptional student learners will read at or above grade level expectation and at least 75% of the aggregate student population will experience learning gains and evidenced by the FSA Assessment administered during the 2016-2017 school year.			
Include data for Proficient students with disabilities (SWD) for Reading (i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA): At current 8% of my SWD read at or above grade level expectation as evidenced by the FASA assessment taken during the 2015-2016 FSA Assessment.		Include data for Non-proficient students with disabilities (SWD) for Reading (i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA): At current 92% of my SWD are not currently reading proficiently at grade level expectation.	
2016 Current Level of Performance 8% Proficiency	2017 Expected Level of Performance 45% Proficiency	2016 Current Level of Performance 92% non-proficient in Reading.	2017 Expected Level of Performance 45% Proficiency

<p>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years: On or before June 5, 2017 at least 45% of my exceptional student learners will read at or above grade level expectation and at least 75% of our exceptional student population will experience learning gains as evidenced by the FSA Assessment administered during the 2016-2017 school year.</p>						
<p>Baseline Data 2013-14 N/A</p>	<p>2014-15 N/A</p>	<p>2015-16 8%</p>	<p>2016-17 45%</p>	<p>2017-18 50%</p>	<p>2018-19 55%</p>	<p>2019-20 65%</p>
<p>Strategies and Activities to increase SWD Achievement in Reading (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</p>	<p>Start-End Date</p>	<p>Select Applicable Option (i.e. Before, During, After School Hours)</p>	<p>Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Amount/Funding Source</p>	
<p>Push-Ins/Pull Outs for Exceptional Student Learners (Reading): Students will be pulled out of classes on a weekly basis to focus on their specialized skills which are extrapolated from their IEPs (PLOP) which stands for present level of performance. Tutorial assistance and support at grade level expectation on both the reading and writing continuum are also provided during the pull-out schedule of record. The student(s) of record will be logged in each time they are actively involved in pull-out services, to assist in appropriately documenting the Tier III interventions as RTI best practice and compliance measures. The push-in model is also implemented with fidelity to embrace normalization as much as possible and to give exceptional student learners the opportunity to be exposed to grade level expectations as well as their non-disabled peers as much as possible without interruption. FSA student data is also utilized to target deficiencies and to align tutorial and remediation efforts in strong alignment with FSA standards as well as college and career readiness competencies. Each and every teacher of record will be given an IEP as well as explicit instruction and explanation as to how to meet the many and varied needs of ESE Students paired with a strategy menu and ongoing professional development and PLCs.</p>	<p>2016-2017 School Year</p>	<p>During the School Day/Frequency: Twice a Week (1-hour)</p>	<p>Teacher Feedback and ESE Progress Report Review/EasyI EP.</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs</p>	<p>Instructional Funding</p>	

PLC's For Effective ESE Instruction- (Reading/Writing-Literacy): In the close review, examination and analysis of our needs assessment data from the 2015-2015 school year the following areas were readily identified as important focal areas and/or domains for meeting the many and varied needs of our exceptional student education student body. The target PLC areas for the 2016-2017 school year are as follows: ESE Accommodations (Literacy-Reading and Writing Connection), The Nature and Needs of the ESE Student, Behavioral Strategies for Exceptional Student Learners and Understanding the IEP Process. The focal areas of record will be implemented through our weekly PLCs throughout the 2016-2017 school year to build individual and collective teacher capacity in an effort to meet the academic needs of the exceptional student learner as they relate both directly and indirectly to literacy (Reading, Writing and Critical Thinking).	2016-2017 School Year	During Learning Community PLCs which are implemented every Thursday and during Early Release and Teacher Planning Days.	PLCs and Participant Appraisal Form.	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	Instructional Funding
Lesson Study Process: The lesson study process will be utilized to assist in the critical analysis and improvement of the teaching and learning process to make certain that all instructional efforts are in alignment with FSA standards in literacy and that research-based strategies and pedagogy are being utilized to teach the Reading and Writing processes with both precision and accuracy and to make certain the academic goals and objectives are related to the FSA Standard(s) of record and that the related competencies and/or skills are being taught with fidelity.	2016-2017 School Year	During the School Day and debriefing during PLCs.	Teacher Observation, Lesson Plan Review and the implementation of the Lesson Plan Process.	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	Professional Development Funding.
Literacy Workshops/Extended Day Program: The Literacy development workshops are directly aligned to FSA Standards and Exceptional Students are included in the workshop rotations with their non-disabled peers. Our Administrator of Special Programs Ms. Lewis is not the content-area expert however her expertise and knowledge-base is utilized for scaffolding and providing appropriate accommodations to assist the exceptional	Literacy Workshops (November 2016 to March 2017), Extended Day Program	During the School Day and during the Extended Day Program	Teacher Observation and Review and Analysis of Remediation Program usage and	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison.	Instructional Program/Title One Funding

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students or records in accessing the curriculum at grade level expectation and to remediate deficit skills areas. Additionally, the students spend (3) days in the lab (one hour) each session to utilize I-Station and the Test Prep USA programs to develop “access skills” and FSA Standards in preparation for the upcoming 2016-2017 administration of the FSA Assessment.	(2016-2017 School Year		assessment data.	Ms. Roberts/Coordinator of Special Programs	
RTI/MTSS (Literacy) The Response to Intervention Process is operated in concert with the district’s RTI Framework which is to implement with fidelity a researched-based core academic program which meets the needs of all student learners. As evidenced by the research, when this model is implemented with fidelity at least 85% of the academic needs of all student learners are met. In the subject areas of Reading and Language Arts we currently utilize the state adopted texts and the instructional foci is at grade level expectation. For the anticipated 15% who will fall in the Tier II and III categories specialized text are utilized to remediate pertinent “access skills”, to assist the student(s) of record in their journey(s) toward proficiency at grade level expectation. For grades K-5 the instructional material is as follows: Journey’s (At-Grade Level Expectation) .and the Journey’s Tool Kit (for Tier II and III student learners). The following curriculum is utilized in our Middle School Division for literacy instruction, remediation and enrichment: Connections (ELA), Inside (level 1 and 2) and Foundations for Disfluent Students. The curriculum of record is utilized with fidelity and the following progress monitoring tools are utilized to monitor and to assess student progress and/or achievement and to make necessary augmentations and/or modifications of the curriculum: FAIR, I-Station, Running Records, Student Portfolios and teacher initiated formative assessment. Success or Non-success will be documented accordingly and utilized to gauge	*Daily-Lesson Implementation *Progress Monitoring-Beginning, Midyear and at the end of the School Year.	Daily Instruction AP1, AP2, 1AP3-Progress Monitoring	Teacher Observation Analysis of Assignment Data	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	Instructional Program/Title One Funding

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the Response to Intervention process in addition to other archives which are utilized to inform the RTI process.					
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Exceptional Student Education (SWD) Math Goal: On or before June 5, 2017 at least 45% of my SWDs will be able to demonstrate proficiency on the Math Subsection of the FSA Assessment administered during the 2016-2017 FSA Administration and at least 85% will experience learning gains.

Include data for Proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA): At current only 17% of my SWDs are proficient in the subject-area of Mathematics.	Include data for Non-proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA): At current 83% on my aggregate student population of SWDs are non-proficient in the subject-area of Mathematics.
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2016 Current Level of Performance 17%	2017 Expected Level of Performance 45%/Proficiency	2016 Current Level of Performance 17%	2017 Expected Level of Performance 45%/Proficiency
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math performance target for SWD for the following years: **Exceptional Student Education (SWD) Math Goal: On or before June 5, 2017 at least 45% of my SWDs will be proficient in the subject area of Mathematics and least 75% of the aggregate student population will experience learning gains as evidenced by the 2016-2017 administration of the FSA Assessment.**

Baseline Data 2013-14 N/A	Baseline Data 2013 N/A	2015-16 17% Proficiency	2016-17 45%	2017-18 50%	2018-19 60%	2019-20 65%
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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
Push-Ins/Pull Outs for Exceptional Student Learners (Mathematics): Students will be pulled out of classes on a weekly basis to focus on their specialized skills which are extrapolated from their IEPs (PLOP) which stands for present level of performance. Tutorial assistance and support at grade level expectation in the subject area of Mathematics is also provided during the pull-out schedule of record. The student(s) of record will be logged in each time they are actively involved in pull-out services on EASY IEP, to assist in appropriately documenting the Tier III interventions as a viable RTI	2016-2017 School Year	During the School Day/Frequency: Twice a Week (1-hour)	Teacher Feedback and ESE Progress Reports and the review and analysis of the remediation program usage and progress	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	Instructional Funding and Title One Programming.

best practice and compliance measure. The push-in model is also implemented with fidelity to embrace normalization as much as possible and to give exceptional student learners the opportunity to be exposed to grade level expectations as well as their non-disabled peers as much as possible without interruption. FSA student data is also utilized to target deficiencies and to align tutorial and remediation efforts in strong alignment with FSA standards as well as college and career readiness and related competencies. The material that will be utilized during pull-out and push in sessions will be the assigned text of record, which is “Go Math”, and other supplemental material in alignment with the student’s PLOP which will be utilized to address access skills necessary to work with proficiency and accuracy “at grade level-expectation”. Each and every teacher of record will be given an IEP as well as explicit instruction and explanation as to how to meet the many and varied needs of ESE students paired with a strategy menu targeted to the subject area of Mathematics and ongoing professional development and PLCs.			monitoring data.		
PLC’s For Effective ESE Instruction-(Mathematics): In the close review, examination and analysis of our needs assessment data from the 2015-2015 school year the following areas were readily identified as important focal areas and/or domains for meeting the many and varied needs of our exceptional student education student body. The target PLC areas for the 2016-2017 school year are as follows: ESE Accommodations (Mathematics), The Nature and Needs of the ESE Student, Behavioral Strategies for Exceptional Student Learners and Understanding the IEP Process. The focal areas of record will be implemented through our weekly PLCs throughout the 2016-2017 school year to build individual and collective teacher capacity in an effort to meet the academic needs of the exceptional student	2016-2017 School Year	During Learning Community PLCs (Thursday) and on Early Release Days and Teacher Planning.	PLCs and Participant Appraisal Form.	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	Instructional Funding and Professional Development Funding.

<p>leaner as they relate both directly and indirectly to the subject-area of Mathematics. The district's accommodation matrix will be utilized to provide information, insights and explicit information on Math related accommodations and best practices for Exceptional Students.</p>					
<p>Lesson Study Process: The lesson study process will be utilized to assist in the critical analysis and improvement of the teaching and learning process to make certain that all instructional efforts are in alignment with FSA standards in Mathematics and that research-based strategies and pedagogy are being utilized to teach the Mathematical processes with both precision and accuracy and to make certain the academic goals and objectives are related to the FSA Standard(s) of record and that the related competencies and/or skills are being taught with fidelity, with the utilization of appropriate Math related accommodations and best practices.</p>	<p>2016-2017 School Year</p>	<p>During the School Day and debriefing during PLCs.</p>	<p>Teacher Observation and Lesson Plan Review and the implementation of the Lesson Plan process with fidelity.</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs</p>	<p>Instructional Funding and Professional Development Funding.</p>
<p>Mathematical Workshops/Extended Day Program: The Math workshops are directly aligned to FSA Standards and Exceptional Students are included in the workshop rotations with their non-disabled peers to target deficit skill areas and to provide and comprehensive assessment of the instructional focus and related competencies. Our Administrator of Special Programs Ms. Lewis is not the content-area expert however her expertise and knowledge-base is utilized for scaffolding and providing appropriate accommodations to assist the exceptional student learners of record in accessing the curriculum at grade level expectation. Additionally, the students spend (3) days in the lab at one hour each session to utilize I-Station and the Common Assessment to develop "access skills" and FSA Standards in preparation for the upcoming 2016-2017 administration of the FSA Assessment utilizing computer based programming in alignment with the FSA Assessment.</p>	<p>November 2016 until March 2017</p>	<p>During the School Day and During the Extended Day Program.</p>	<p>Teacher Observation, Progress Monitoring and the review of remediation program usage and monitoring reports.</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs</p>	<p>Instructional Funding and Professional Development Funding.</p>

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Specialized Instruction targeted at PLOP- is very important as this process closes the gap between the student's present level of performance and grade level expectations.	August 22, 2016-June 5, 2017	During Academic Program/Pull -Outs	Observation and Progress Monitoring (Ongoing)	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	N/A
The Implementation of Accommodations and/or Modifications as indicated on student(s) IEPs: teachers will be given an IEP at Glance and in-serviced on the accommodations necessary for the student of record to be successful at Grade Level Expectation.	August 22, 2016-June 5, 2017	During Academic Program/Pull -Outs	Observation and Progress Monitoring (Ongoing)	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	N/A

Literacy Action Plan

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

Literacy Goal: On or before June 5, 2017 at least 35% or more of student learners will be able to demonstrate proficiency on ELA Standards as evidenced by the 2016-2017 administration of the FSA Assessment.

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

Include data for Proficient students (i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA): At current only 22% of Paramount Charter School’s learning community can read at or above grade level expectation		Include data for Non-proficient students (i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA): At current 78% of Paramount Charter School’s learning community are not proficient in the subject-area of Reading.				
2016 Current Level of Performance 22% Proficiency	2017 Expected Level of Performance 35% Proficiency	2016 Current Level of Performance 78% Non-Proficient	2017 Expected Level of Performance 35% Proficiency			
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:						
Baseline Data 2013-14 N/A	2014-15 N/A	2015-16 22%	2016-17 35%	2017-18 45%	2018-19 55%	2019-20 65%
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	
Grades: K-7 Reading and Writing Across the Content Area: In our collective review of the research on the topic of “Literacy” it has been made clear to us that students need a variety of opportunities to read and write across a variety of content areas to develop proficiency in literacy and to build appropriate knowledge-base in order to develop the level of reading and writing skills and competencies necessary for authentic college and career readiness and this is the premise and basis of our (K-7) grade writing plan (Literacy). Our Literacy Team is in the process of creating a Reading and Writing program across all content areas to include electives, which will begin November 2016. Additionally, we will implement a program in concert with our literacy program to highlight: academic vocabulary, reading strategies, critical thinking and initiatives to facilitate our student learners in developing a love for literacy and to assist student in not only understanding, but	November 2016-Duration of School Year	Related events will be during and after school.	Student Surveys and Teacher Feedback.	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	\$500/Title One Budget	

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<p>appreciating the Reading and Writing Connection.</p> <p>Each and every teacher of record will be given an IEP as well as explicit instruction and explanation as to how to meet the many and varied needs of ESE Students paired with a strategy menu to facilitate content area writing and to assist in determining the appropriate access point(s) on the FSA continuum for literacy, to include ELL student learners.</p>					
<p>Grades 3-5</p> <p>Literacy Workshops/Extended Day Program: The Literacy development workshops are directly aligned to FSA Standards and Exceptional Students are included in the workshop rotations with their non-disabled peers. Our Administrator of Special Programs Ms. Lewis is not the content-area expert however her expertise and knowledge-base is utilized for scaffolding and providing appropriate accommodations to assist the exceptional student(s) of records in accessing the curriculum at grade level expectation. Additionally, the students spend (3) days in the lab at one hour each session to utilize I-Station and the Test Prep USA programs to develop “access skills” and FSA Standards in preparation for the upcoming 2016-2017 administration of the FSA Assessment. The Tier I, II and III text will also be utilized individually and in DI setting to target assessed skill deficits, to include ELL student learners.</p> <p>Grades 6-7</p> <p>Literacy Workshops/Extended Day Program: The Literacy development workshops are directly aligned to FSA Standards and Exceptional Students are included in the workshop rotations with their non-disabled peers. Our Administrator of Special Programs Ms. Lewis is not the content-area expert however her expertise and knowledge-base is utilized for scaffolding and providing appropriate accommodations to assist the exceptional student(s) of records in accessing the curriculum at grade level expectation. Additionally, the students spend</p>	<p>October 2016-March 2017</p>	<p>During School and Saturday Workshops.</p>	<p>Benchmark Assessments, Common Assessments and Student Work Samples.</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs</p>	<p>\$500.00/ Title One Budget</p>

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<p>(3) days in the lab at one hour each session to utilize I-Station and the Test Prep USA programs to develop “access skills” and FSA Standards in preparation for the upcoming 2016-2017 administration of the FSA Assessment. The Tier I, II and III text will also be utilized individually and in DI setting to target assessed skill deficits, to include ELL student learners.</p>					
<p>Lesson Study Process: The lesson study process will be utilized to assist in the critical analysis and improvement of the teaching and learning processes to make certain that all instructional efforts are in alignment with FSA standards in literacy and to make certain that research-based strategies and pedagogy are being utilized to teach the Reading and Writing processes with both precision and accuracy and to make certain the academic goals and objectives are related to the FSA Standard(s) of record as well as the related competencies and/or skills are being taught with fidelity. The goal of implementing the process of record is to assist instructional staff as well as the leadership team in developing an eye for what rigorous authentic teaching and learning looks like in alignment with FSA standards and other 21st century competencies related to Literacy and necessary for college, career and life readiness and to assist the learning community both individually and collectively in developing student proficiencies and competencies at or above grade level expectation. As evidenced by the research, the greatest impact as it relates to student achievement is effective classroom instruction, so fidelity in this process is vital. The initial training was conducted during pre-planning, however supporting PLCs will be conducted on an ongoing basis during our Thursday PLCs and Early Release Days as well as Teacher Planning Days. The competencies taught within the teaching module for the lesson study process include the following instructional topics: will be There is a specialized protocol created to give teacher appropriate</p>	<p>2016-2017 School Year</p>	<p>During the School Day and Debriefing will be take place after schools and during PLCs.</p>	<p>Classroom Observations and Walkthroughs</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs</p>	<p>N/A</p>

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feedback in terms of modifications and/or augmentations to be made to provide positive feedback to celebrate the effective delivery of instruction to ultimately increase and/or enhance best practice, which ultimately leads to increased student achievement.					
<p>Grades: K-2</p> <p>Push-Ins/Pull Outs for Exceptional Student Learners (Reading): Students will be pulled out of classes on a weekly basis to focus on their specialized skills which are extrapolated from their IEPs (PLOP) which stands for present level of performance. Tutorial assistance and support at grade level expectation on both the reading and writing continuum are also provided during the pull-out schedule of record. The student(s) of record will be logged in each time they are actively involved in pull-out services, to assist in appropriately documenting the Tier III interventions as RTI best practice and compliance measures. The push-in model is also implemented with fidelity to embrace normalization as much as possible and to give exceptional student learners the opportunity to be exposed to grade level expectations as well as their non-disabled peers as much as possible without interruption. FSA student data is also utilized to target deficiencies and to align tutorial and remediation efforts in strong alignment with FSA standards and college and career readiness competencies. The material which will also be utilized during pull-out and push in sessions will be the assigned text of record, which is “Journeys”, “Journey’s Tool Kit”-Remediation, “Collections”, “Inside” (Level 1 and 2), and “Foundations” –Disfluent Students and other supplemental material in alignment with the student’s PLOP will be utilized to address access skills necessary to work with proficiency and accuracy “at grade level-expectation” in both Reading and Language Arts, to include ELL student Learners.</p> <p>Grades: 3-5</p>	2016-2017 School Year	During the School Day and during the extended day program.	Classroom Observations and Walkthroughs	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	\$15,000.00 Curriculum/Text-Book Purchase

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<p>Push-Ins/Pull Outs for Exceptional Student Learners (Reading): Students will be pulled out of classes on a weekly basis to focus on their specialized skills which are extrapolated from their IEPs (PLOP) which stands for present level of performance. Tutorial assistance and support at grade level expectation on both the reading and writing continuum are also provided during the pull-out schedule of record. The student(s) of record will be logged in each time they are actively involved in pull-out services, to assist in appropriately documenting the Tier III interventions as RTI best practice and compliance measures. The push-in model is also implemented with fidelity to embrace normalization as much as possible and to give exceptional student learners the opportunity to be exposed to grade level expectations as well as their non-disabled peers as much as possible without interruption. FSA student data is also utilized to target deficiencies and to align tutorial and remediation efforts in strong alignment with FSA standards and college and career readiness competencies. The material which will also be utilized during pull-out and push in sessions will be the assigned text of record, which is “Journeys”, “Journey’s Tool Kit”-Remediation, “Collections”, “Inside” (Level 1 and 2), and “Foundations” –Disfluent Students and other supplemental material in alignment with the student’s PLOP will be utilized to address access skills necessary to work with proficiency and accuracy “at grade level-expectation” in both Reading and Language Arts, to include ELL student Learners.</p> <p>Grades: 6-7</p> <p>Push-Ins/Pull Outs for Exceptional Student Learners (Reading): Students will be pulled out of classes on a weekly basis to focus on their specialized skills which are extrapolated from their IEPs (PLOP) which stands for present level of performance. Tutorial assistance and support at grade level expectation on both the reading</p>					
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<p>and writing continuum are also provided during the pull-out schedule of record. The student(s) of record will be logged in each time they are actively involved in pull-out services, to assist in appropriately documenting the Tier III interventions as RTI best practice and compliance measures. The push-in model is also implemented with fidelity to embrace normalization as much as possible and to give exceptional student learners the opportunity to be exposed to grade level expectations as well as their non-disabled peers as much as possible without interruption. FSA student data is also utilized to target deficiencies and to align tutorial and remediation efforts in strong alignment with FSA standards and college and career readiness competencies. The material which will also be utilized during pull-out and push in sessions will be the assigned text of record, which is “Journeys”, “Journey’s Tool Kit”-Remediation, “Collections”, “Inside” (Level 1 and 2), and “Foundations” –Disfluent Students and other supplemental material in alignment with the student’s PLOP will be utilized to address access skills necessary to work with proficiency and accuracy “at grade level-expectation” in both Reading and Language Arts, to include ELL student Learners.</p>					
<p>Reading Intervention/300L Plan: Elementary School Division: Grades: K-5 Core Reading Program: (Whole Group) Journey’s Hartcourt Common Core 2014, Novel Ties, Complex Text (variety) and the implementation of a literacy rich academic program across the content-area in conjunction with the CRISS Framework to develop actively reading strategies and strategic reading competencies. CIRP: Journeys Hartcourt Reading Tool Kit-to be implemented with fidelity. (DI Grouping and Small Group Instruction)</p>	2016-2017 School Year	During School Day and (1) Additional Hour which is already planned in Master Schedule.	Classroom Observations and Walkthroughs	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	Instructional Funds

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<p>SIRP: Foundations-to be implemented with fidelity. (DI Grouping and One on One).</p> <p>Middle School Division:</p> <p><u>Core Reading Program:</u> (Whole Group) National Geographic Learning, Novel Ties, Complex Text (variety) and the implementation of a literacy rich academic program across the content-area in conjunction with the CRISS Framework.</p> <p><u>CIRP:</u> Inside: National Geographic Learning-to be implemented with fidelity (DI Grouping and Small Group Instruction)</p> <p><u>SIRP:</u> Fundamentals (Inside)-National Geography -to be implemented with fidelity. (DI Grouping and One on One). As the Tier levels increase in the continuum from (1-3) the curriculum interventions become more prescriptive in nature.</p> <p><u>Assessment Menu used to progress monitor and support our learning community's commitment to implementing the RTI process with fidelity:</u></p> <ul style="list-style-type: none"> • FAIR (3X) Annually (Grades 3-7) • FLKRS (Kindergarten/Screenner) • 3rd Grade FSA Portfolio-Literacy • Benchmarks (K-7) • I-Station (K-7) • National Geographic (IRI) (6-7) • Journeys (ToolKit) Hartcourt (IRI) • Fundamentals-National Geography (SIRP) 					
<p>Grades: K-7</p> <p>Social Studies Program: A Comprehensive Social Studies Program is being implemented from K-7th grade in concert and alignment to Next Generation Standards in Social Studies. From grades (K-7) a period of (1) hour has been allocated on the Master Schedule for students to gain access in the competencies and skills associated with prescribed curriculum for grade (K-7) in concert</p>	2016-2017 School Year	Daily During Social Studies Instructional Block.	Classroom Observations and Walkthroughs	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison.	Instructional Fund Allocation

<p>with Florida’s Next Generation Standards. The curricular focus is “Florida History and Geography” within the Elementary School Division (grades K-5). World History/Cultures is the instructional focus for 6th grade, while our 7th grade instructional focus is Civics and the students of record are in constant preparation for the EOC in Civics, which will be administered during the 2016-2017 FSA assessment administration. Additionally, a strong integration of the writing process in concert with ELA standards have been integrated into the instructional focus within our Social Studies Program, causing students to have to utilize claims, counterclaims and to seek out appropriate text-based evidences and justifications in their answer choices and in crafting extended responses in the content-area of Social Studies. There is also a strong writing component integrated into our Social Studies Program, to give students the opportunity to learn how to synthesize information within the writing process, to elaborate and to develop the essential skills of a good writer while developing knowledge-base of the world in which our student learners live as well as the democratic process and in terms of “Text to Self and World”, how it the content relates to them as well as their global community, to include ELL student learners.</p>				Ms. Roberts/Coordinator of Special Programs	
<p>Grades K-2 The Utilization of Leveled Libraries –Tiered libraries allow students to read independently at their assessed independent reading level. This is a vital task for building competencies as students need sustained time to read independently in order to become proficient readers, to include ELL student learners.</p> <p>Grades 3-5 The Utilization of Leveled Libraries –Tiered libraries allow students to read independently at their assessed independent reading level. This is a vital task for building competencies as students need sustained time to</p>	2016-2017 School Year	Daily Implementation	Classroom Observation	Dr. Corey A. Montgomery/ Principal Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	N/A

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<p>read independently in order to become proficient readers, to include ELL student learners.</p> <p>Grades 6-7</p> <p>The Utilization of Leveled Libraries –Tiered libraries allow students to read independently at their assessed independent reading level. This is a vital task for building competencies as students need sustained time to read independently in order to become proficient readers, to include ELL student learners.</p>					
<p>Grades K-2</p> <p>Print Rich Learning Environments (Mandatory)-as evidenced by the research, print rich learning environments positively impact the teaching and learning process.</p> <p>Grades 3-5</p> <p>Print Rich Learning Environments (Mandatory)-as evidenced by the research, print rich learning environments positively impact the teaching and learning process.</p> <p>Grades 6-7</p> <p>Print Rich Learning Environments (Mandatory)-as evidenced by the research, print rich learning environments positively impact the teaching and learning process.</p>	<p>2016-2017 School Year</p>	<p>To be changed monthly</p>	<p>Classroom Observation</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs</p>	<p>N/A</p>
<p>The Development of a Literacy Leadership Team- The development of a Literacy Leadership Team is vital as we need both a forum and individuals to keep our learning community appropriately focused on the Reading and Writing across all content-areas.</p>	<p>2016-2017 School Year</p>	<p>Will Meet (2) times Monthly</p>	<p>Meeting Sign-In/Reflection Sheets</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs</p>	<p>N/A</p>
<p>Monitoring with Fidelity: the monitoring across all content-areas is vital to make certain that we inspect, what we expect as it relates to Literacy Development and Proficiency.</p>	<p>2016-2017 School Year</p>	<p>Monitoring to be Conducted on a Daily Basis</p>	<p>Monitoring Logs</p>	<p>Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs</p>	<p>N/A</p>

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				Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	
Grades: K-2 Daily Writing Instruction- Formal Writing instruction will be integrated into the ELA Instructional Block to make certain that students are developing this very important literacy skill, to include ELL student learners. Grades: 3-5 Daily Writing Instruction- Formal Writing instruction will be integrated into the ELA Instructional Block to make certain that students are developing this very important literacy skill, to include ELL student learners. Grades: 6-7 Daily Writing Instruction- Formal Writing instruction will be integrated into the ELA Instructional Block to make certain that students are developing this very important literacy skill, to include ELL student learners.	2016-2017 School Year	Daily/During ELA Instruction	Lesson Plans Classroom Observations	Dr. Corey A. Montgomery/ Principal Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	N/A
Grades: K-2 The Active Reading Process: students will be taught to employ the active reading process to assist in building overall comprehension and strategic reading skills, to include ELL student learners. Grades: 3-5 The Active Reading Process: students will be taught to employ the active reading process to assist in building overall comprehension and strategic reading skills, to include ELL student learners. Grades: 6-7 The Active Reading Process: students will be taught to employ the active reading process to assist in building overall comprehension and strategic reading skills, to include ELL student learners.	2016-2017 School Year	To be integrated daily	Lesson Plans Classroom Observations	Dr. Corey A. Montgomery/ Principal Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	N/A

<p>Grades: K-2 Horizontal and Vertical Teaming: to create a forum to share literacy practices at multiple grade levels and/or same subject, to increase academic alignment within the learning community.</p> <p>Grades: 3-5 Horizontal and Vertical Teaming: to create a forum to share literacy practices at multiple grade levels and/or same subject, to increase academic alignment within the learning community.</p> <p>Grades: 5-7 Horizontal and Vertical Teaming: to create a forum to share literacy practices at multiple grade levels and/or same subject, to increase academic alignment within the learning community.</p>	Quarterly 2016-2017 School Year	Quarterly Implementati on	Team Planning Protocol	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	N/A
<p>Grades: 3-5 FAIR: AP1, AP2 and AP3: to be administered during three instructional cycles during the year to measure student reading progress, to include ELL student learners.</p> <p>Grades: 6-7 FAIR: AP1, AP2 and AP3: to be administered during three instructional cycles during the year to measure student reading progress, to include ELL student learners.</p>	2016-2017 School Year 3(x) a year	3(x) a year, during AP1, AP2 and AP3	Program Data Review	Dr. Corey A. Montgomery/ Principal Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	N/A
<p>Grades: K-2 I-Station: is a computer-based program utilized to assess reading proficiency and the program of record develops a prescriptive academic regiment to develop skill deficits, to include ELL student learners. (Research-Based Program).</p> <p>Grades: 3-5 I-Station: is a computer-based program utilized to assess reading proficiency and the program of record develops a prescriptive academic regiment to develop skill deficits, to include ELL student learners. (Research-Based Program).</p>	2016-2017 School Year 2(x) weekly	2(x) weekly, during extended day program	Program Data Review	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult for Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	N/A

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Grades: 6-7 I-Station: is a computer-based program utilized to assess reading proficiency and the program of record develops a prescriptive academic regiment to develop skill deficits, to include ELL student learners. (Research-Based Program).					
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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?).

STEM/Math/Science Goal(s): On or before June 5, 2017 at least 50% of our student learners will be able to demonstrate proficiency in the Subject Areas of Mathematics and Science as evidenced by the 2016-2017 administration of the FSA Assessment (Math) and the Next Generation Standards (Science).					
Include data to identify and define areas in need of improvement: (i.e., FSA, End of Course Examination): <i>It is vital that our Core-Curriculum Program and related interventions are focused on all of the academic standards at grade level expectation. At current only 19% of Paramount Charter School students are proficient in Math, while only 10% are proficient in Science and the instructional focus will be on all FSA competencies and skills.</i>					
Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Person or Position Responsible for Monitoring	Amount/Funding Source
Math Immersion: Math Immersion will be implemented as an innovative workshop module which will target deficit benchmark areas at the end of each instructional cycle , by providing additional Math instruction for targeted struggling learners. Proficient students will be readily identified for enrichment to insure maintenance and increase current math proficiency levels. Additionally, the curriculum will be strategically spiraled, so that a command of all of the instructional focus areas can be remediated thoroughly in addition to the core curriculum Math Program. Math competitions as well as Math Projects will be incorporated in the Mathematics Immersion Program to	2016-2017 School Year	During School Day	Common Assessment and Benchmarks	Dr. Montgomery and Content Area Leaders	N/A

crystalize the instructional focus and related competencies. The instructional focus will transition to targeted instruction instead of whole group as was the model implemented during the 2015-2016 school year and deemed as not effective.(ELO)/ Extended Day Program					
Science Immersion: Science Immersion will be implemented as an innovative workshop module which will target deficient benchmark areas at the end of each instructional cycle. Additionally the curriculum will be strategically spiraled, so that a command of all of the instructional focus areas can be remediated thoroughly in addition to the core curriculum Science Program. Science projects as well as science labs which will be incorporated in the Science Immersion Program to crystalize the instructional focus and related competencies. The target student learners will be 5 th grade students as well as 7 th grade students in preparation for the 2016-2017 administration of the Next Generation Standards in Science. Our Subject expert, Ms. Ramdath will run and coordinate the Science Immersion initiative for both 5 th and 7 th grade student learners. The “Science Fusion” curriculum will be utilized for the implementation of both the core curriculum program as well as related interventions (ELO) /Extended Day Program, to include ELL student learners.	Monthly during 2016-2017 School Year.	During School Day.	Common Assessment and Benchmarks	Dr. Montgomery and Content Area Leaders	Instructional Funding
Coordination of Interdisciplinary Units Between Science and Math: The coordination of interdisciplinary between Math and Science subject-area experts to assist students in discovering the connection between the two disciplines which is a very obvious goal of the STEM Science initiative, which will also deepen understanding of students on both Math and Science related competencies. The content-area experts from the Middle School Division will be utilized to integrate all core curriculum areas including ELA and Social Students and this initiative will also extend to our (K-7) Writing Initiative (Plan), to include ELL student learners.	November 2016 and January 2017.	During School Day	Common Assessment and Benchmarks	Dr. Montgomery and Content Area Leaders	Instructional Funding

Science/Math ELL Pullout-Pull-Out for A1's and A2's to remediate both Math and Science deficiencies at grade level expectation as indicated on the Math and Science Benchmark Assessments (FSA) given each week at the end of each instructional cycle. Appropriate ELL accommodations will be employed to create “comprehensible inputs” in the subject-areas of Math and Science to increase subject-area proficiency, while improving language acquisition and development. The pull-out will be scheduled for a (60) minute block weekly to meet the academic and language development needs of Second Language Learners.		November 2016-January 2017	During School Day, (60)Minute Block (One a week)	Common Assessment and Benchmarks and ELL Accommodations Checklist	Dr. Montgomery and Content Area Leaders	Instructional Funding
Science Goal (s): On or before June 5, 2016 Paramount Charter School will be at 50% proficiency in content area of Science as evidenced by the 2015-2016 administration of the Next Generation Standards Subject Area Assessment in Science.						
Include data for Proficient students (i.e., FSA, End Of Course Examinations): At current Paramount Charter School in 10% proficient in the subject-area of Science and 19% proficient in the subject-area of Mathematics.			Include data for Non-proficient students (i.e. FSA, End of Course Examinations):			
2016 Current Level of Performance 10% Science/19% Mathematics	2017 Expected Level of Performance 50% Proficiency in both Math and Science	2016 Current Level of Performance 90% Science/ 81% Math Non-Proficient		2017 Expected Level of Performance 50% Proficiency in both Math and Science		
Include data for Proficient students (i.e., FSA, End Of Course Examinations): As evidenced by the 2015-2016 Administration of the FSA Assessment only 19% of Paramount Charter School's student are proficient in the Subject-Area of Math and 32% of the aggregate student population made learning gains.			Include data for Non-proficient students (i.e. FSA, End of Course Examinations): As evidenced by the 2015-2016 Administration of the FSA Assessment 81% of Paramount Charter School's student were non-proficient in the Subject-Area of Math and 32% of the aggregate student population made learning gains.			
2016 Current Level of Performance 19% Proficiency	2017 Expected Level of Performance 50%	2016 Current Level of Performance 81%/Non-Proficient		2017 Expected Level of Performance 50%		
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math and science performance target for the following years:						
Baseline Data 2013-14 N/A	2014-15 N/A	2015-16 10%	2016-17 50%	2017-18 55%	2018-19 60%	2019-20 65%

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Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Select Appropriate Subject Area (i.e. Mathematics-Algebra, Science – Chemistry)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/ Funding Source
Math Immersion: Math Immersion will be implemented as an innovative workshop module which will target deficient benchmark areas. Additionally the curriculum will be strategically spiraled, so that a command of all of the instructional focus areas can be remediated thoroughly in addition to the core curriculum Math Program. Math competitions as well as Math Projects will be incorporated in the Mathematics Immersion Program to crystalize the instructional focus and related competencies and to provide options for proficient student students, to include ELL student learners. (After School)	Math and Science	October 2016-June 5, 2016.	During and After School.	Benchmark Assessment, Common Assessment and Classroom Observations and Walkthroughs.	Dr. Montgomery and Leadership Team	\$10, 000.00 Text Book Funding.
Science Immersion: Science Immersion will be implemented as an innovative workshop module which will target deficient benchmark areas. Additionally the curriculum will be strategically spiraled, so that a command of all of the instructional focus areas can be remediated thoroughly in addition to the core curriculum Science Program. Science projects as well as science labs will be incorporated in the Science Immersion Program to crystalize the instructional focus and related competencies to also provide enrichment opportunities for proficient students. The “Science Fusion” program will be the curriculum utilized for program implementation, to include ELL student learners. (After School)	Math	Monthly during the 2016-2017 school year.	During and during the extended day program.	Benchmark Assessment, Common Assessment and Classroom Observations and Walkthroughs.	Dr. Corey A. Montgomery/ Principal Williams/Curriculum Facilitator and Title One Liaison. Ms. Roberts/Coordinator of Special Programs	\$10, 000.00 Text Book Funding.

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Science Lab Days -will be organized to make certain that students are able make the leap from theory to practice in the discipline to Science, to include ELL student learners.	Science	Once a Week	During the Extended day Program	Rubrics Exhibits	Leadership Team and Science Teacher from Middle School Division	General Fund
Benchmark Assessments -The assessment of record will be utilized to assess student progress after the completion of each 10 day instructional cycle to assess proficiency in both Science and Math to include ELL student learners.	Math/Science	Once Weekly	During Math and Science Instruction	Team Review of Assessment and Analysis of related data.	Leadership Team/Math and Science Teacher from Middle School Division	General Fund
I-Station (Math/Science) -Will be utilized to build academic competencies in alignment to the FSA Assessment in the subject- area of Mathematics, to include ELL student learners.	Math/Science	2(x) weekly	During Math and Science Instruction and during extended day program.	Team Review of Assessment and Analysis of related data.	Leadership Team and Math and Science Content Leaders	Title One Funds
Math/Science-Vocabulary Standards: students will receive vocabulary instruction in both Math and Science to assist students in unlocking specialized terms and content in both Math and Science to assist in content-area proficiency, to include ELL student learners.	Math/Science	Daily Integration	To be integrated into the regular Math and Science Program	Lesson Plans Teacher Observation	Leadership Team and Math and Science Content Leaders	N/A
Extended Math Block -The extended block will be targeted instruction on deficient skills areas as evidenced by the Mathematics Benchmark Assessment, to include ELL student learners.	Math	Once Weekly	Added to Extended Day Block/Math	Teacher Observation	Leadership Team and Math Content Leader	N/A
Extended Science Block - The extended block will be targeted instruction on deficient skills areas as evidenced by the Science Benchmark Assessment, to include ELL student learners.	Science	Once Weekly	Added to Extended Day Block/Science	Teacher Observation	Leadership Team and Science Leader	N/A

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Science/Math ELL Pullout -Pull-Out for A1's and A2's to remediate both Math and Science deficiencies at grade level expectation as indicated on the Math and Science Benchmark Assessments (FSA) given each week at the end of each instructional cycle. Appropriate ELL accommodations will be employed to create “comprehensible inputs” in the subject-areas of Math and Science to increase subject-area proficiency, while improving language acquisition and development. The pull-out will be scheduled for a (60) minute block weekly to meet the academic and language development needs of Second Language Learners.	Math/Science	Once Weekly (60) minute block		Teacher Observation	Leadership Team and Science/Math Leader and ELL Coordinator	General Fund
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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
Margate Middle STEM Magnet (Shadowing Partnership): Build a shadowing partnership with the school of record as their current level of proficiency in the subject area of Science is (44%). The instructional benefits of the intervention of record will give the content-area science teachers within our learning community the opportunity to make the leap from theory to practice and to observe best practices in Science instruction as well as labs and other hands-on activities to build student and teacher capacity in the subject-area of science simultaneously.	Grade s: 5 and 7.	STEM Magnet Administrator from Margate Middle School (Mr. Daniels)	Grades 3-6 and the Science and Math Teacher from the Middle School Division.	Rotations to begin November 2016.	Dr. Corey A. Montgomery/ Principal Ms. Arnise Lewis/Consult of Special Programs Ms. Williams/Curriculum Facilitator	Programmatic Review of Science and Math Class and Classroom Observation.	2000.00/Class Coverage for off campus visitations and the payment of substitute teachers.
STEM Program Overview (Orientation): An orientation will be arranged to assist teachers in	K-5 Initiative	Leadership Team in collaboration	K-5 Instructional Staff	To begin integration into PLCs on or before December 2016.	Dr. Montgomery/ Principal	PLC Sign and	Professional Development Fund.

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conceptualizing the STEM Framework to assist teachers in authentically integrating the STEM Concept into their daily teaching and learning routines. The “Visible Thinking Framework” will be integrated into this initiative of record.	Science/Math	with Ms. Ramdath our Middle Grade Science Instructor.	members and Leadership Team		Ms. Roberts/Coordinator of Special Programs and Middle School Science Instructor	Appraisal Protocol	
RTI/MTSS (Mathematics and Science)/PLC Our current Math and Science core curriculum program also embraces the RTI process as the curriculum is state approved research-based material which is taught at grade level expectation and taught with fidelity on a daily basis. The current Math curriculum is “Go Math” and the Science Curriculum of record is “Science Fusion” The RTI concept of teaching research-based curriculum at grade level expectation with fidelity is embraced along with the understanding that if all tenets of effective instruction are followed that at least 85% of the students in attendance will benefit from the teaching and learning process and that those students who meet the criteria for Tier II and Tier III will be provided the curriculum of record with appropriate accommodations as the intention of the teacher of record should be to teach at grade level expectation and to provide access to all student learners who are an active part of the learning community of record. Throughout the continuum of					Dr. Corey A. Montgomery/Principal Ms. Arnise Lewis/Consult of Special Programs Ms. Williams/Curriculum Facilitator and Title One Liaison.	Data Review and Analysis and PLC Sign-In.	Professional Development Fund.

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the implementation process the related task and assignments will be utilized to document students at appropriate Tiers and to assist in creating prescriptive interventions to the needs and nature of the individual student learner, particularly those who are Tier II and Tier III students. The PLC will focus on accessing both Math and Science competencies aligned to FSA and Next Generation Standards for all students at each of the levels of intervention from Tier (1-3).							
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Master Schedule 2016-2017

Support structure created to facilitate the many and varied interventions implemented to increase student achievement within our learning community.

Paramount Charter School

Master Schedule

2016-2017 School Year

Lunch A: 11:30-12:00PM (Grades K-3)

Lunch B: 12:00-12:30PM (Grades 4-5)

Lunch C: 12:30-1:00PM (Grades 6-7)

Dr. Corey A. Montgomery/Principal

Ms. Arnise Lewis/Administrator of Special Programs

Master Schedule Notes:

*FSA Content-Area Push-Ins/Pull-Outs will be scheduled in accordance to the implementation time on the Master Schedule of the subject-area of record. The target groups until after the 2016-2017 administration of the FSA will be grades (3-7). Push-Ins as well as Push-Outs will be coordinated by the leadership team and will be led by our content-area experts.

Science/Ms. Ramdath, Math/Lewis-Pinquire and Literacy/Williams-Montgomery. When an elective wheel is compromised, the Push-In/Pull-Out Schedule will take priority. I will be getting with my content-area specialist today to begin crafting a pull-out/push-in schedule-11/7/2017.

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K/Corado RM-115	Reading/ELA 8-9 50100410 <u>Reading Intervention 9-10AM 50210200</u>	Math 10-11:30 50120200	Lunch 11:30-12:00	Science 12:00- 1:30Pm 50000100	Social Studies 1:30- 3:00PM 50210200	300L/Reading Intervention Block 3:00-4:00PM XXXX
K/ Harris RM-116	Reading/ELA 8-9 50100410 <u>Reading Intervention 9-10AM 50210200</u>	Math 10-11:30 50120200	Lunch 11:30-12:00	Science 12:00- 1:30PM 50200100	Social Studies 1:30- 3:00PM 50210200	300L Reading Intervention Block 3:00-4:00PM XXXX
1/Oliver RM-110	Reading/ELA 8/9 50100420 <u>Reading Intervention 9-10AM 50210300</u>	Math 10-11:30 50120300	Lunch 11:30-12:00	Science 12:00- 1:30PM 50200200	Social Studies 1:30- 3:00PM 50210300	300L Reading Intervention Block 3:00-4:00PM XXXX
1/Thomas RM-109	Reading/ELA 8-9 50100420 <u>Reading Intervention 9-10AM 50210300</u>	Math 10-11:30 50120300	Lunch 11:30-12:00	Science 12:00- 1:30PM 50200200	Social Studies 1:30- 3:00PM 50210300	300L Reading Intervention Block 3:00-4:00PM XXXX
2/Marriot- Harris RM-106	Reading/ELA 8-9 50100430 <u>Reading Intervention 9-10AM</u>	Math 10-11:30 50120400	Lunch 11:30-12:00 Lunch 11:30-12:00	Science 12:00- 1:30PM 50200300	Social Studies 1:30- 3:00PM 50210400	300L Reading Intervention Block 3:00-4:00PM XXXX
2/3 Combo Edwards/TBA RM-105	Reading/ELA 8-10 50100430 5010044 <u>Reading Intervention</u>	Math 10-11:30 50120500 50120400	Lunch 11:30-12:00	Science 12:00- 1:30PM 50200300 50200400	Social Studies 1:30- 3:00PM 5021040 50210500	300L Reading Intervention Block 3:00-4:00PM XXXX

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	9-10AM 50210500					
3/Pitt RM-104	Reading/ELA 8-9 5010044L 5010044R Reading Intervention 9-10PM 50210500	Math 10-11:30 50120500	Lunch 11:30-12:00	Science 12:00- 1:30PM 50200400	Social Studies 1:30- 3:00PM 50210500	300L Reading Intervention Block 3:00-4:00PM XXXX
4/ Fagan 102	Reading/ELA 8-9 5010045L 5010045R Reading Intervention 9-10PM 50210600	Math 10-12PM 50120600	Lunch 12:00-12:30	Science 12:30- 2:00PM 50200500	Social Studies 2:00- 3:00PM 50210600	300L Reading Intervention Block 3:00-4:00PM XXXX
4/5 Smart RM-100	Reading/ELA 8-10 5010046L 5010046R Reading Intervention 9-10PM 50210700	Math 10-12PM 50120700 50120600	Lunch 12:00-12:30	Science 12:30- 2:00PM 50200500 50200600	Social Studies 2:00- 3:00PM 50210600 50210700	300L Reading Intervention Block 3:00-4:00PM XXXX
5 Davis RM-101	Reading/ELA 8-10 5010046L 5010046R Reading Intervention 9-10 PM 50210700	Math 10-12PM 50120700	Lunch 12:00-12:30	Science 12:30- 2:00PM 50200600	Social Studies 2:00- 3:00PM 50210700	300L Reading Intervention Block 3:00-4:00PM XXXX

Middle School Division

6/A SL-Students RM-123	ELA Mr. Sainvil 8:00-8:45 10000000L	Social Studies Mr. Lewis 10:00-11:30	Math Mr. Pinquire 11:30-12:30 12050100	Lunch 12:30-1:00	Science Ms. Ramdath 1:00-3:00 20020400	Critical Thinking/St udy Hall 3:00-4:00
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Reading/EL A Mr. Sainvil	<u>Reading</u> Mr. Sainvil 8:45-10:00 100001000R	2104000				Science Ms. Ramdath 17001000 Science (NGS) Rotations Preparation
6/B RM-121 Mr. Lewis	Social Studies Mr. Lewis 8:00-10:00 21040000	ELA Mr. Sainvil 10:00-10:45 <u>10010100</u> <u>Reading</u> Mr. Sainvil 10:45-11:30 100000000R	Science Ms. Ramdath 11:30-12:30 20020400	Lunch 12:30-1:00	Math Mr. Pinquire 1:00-3:00 12050100	Critical Thinking/St udy Hall 3:00-4:00 Mr. Pinquire 17001000 Math (FSA) Rotations Preparation
7/A RM-124 Mr. Pinquire	Math Mr. Pinquire 8:00-10:00	Science Ms. Ramdath 10:00-11:00 <u>(30)Minute Break</u> <u>*Pull-Outs</u>	ELA Mr. Sainvil 11:00-12:15 <u>10010100</u> <u>Reading</u> Mr. Sainvil 12:15-12:30 100000000R	Lunch 12:30-1:00	Social Studies Mr. Lewis 1:00-3:00 21060100	Critical Thinking/St udy Hall TBA 3:00-4:00 Lewis 170010000 Civics EOC- Rotations Preparation
7/B RM/125 Science	Science Ms. Ramdath 8:00-10:00	Math Mr. Pinquire 10:00-11:30	Social Studies Mr. Lewis	Lunch 12:30-1:00	<u>Reading</u> Mr. Sainvil 1:00-1:45	Reading Intervention/ Disfluent-

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Ms. Ramdath			11:30-12:30 21060200		100001000R ELA Mr. Sainvil 1:45-3:00 10000000L	Student Learners 100001000R Mr. Sainvil 3:00-4:00PM (Grade 6 and 7)
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Electives/Unified Arts-Experiential Wheel

Technology Mr. Washington TBA (30)	Art Ms. Derivel RM-112 (30)	Technology Mr. Washington RM-113 (30)	Foreign Language Mr. Washington Rosetta Stone/Lab RM-119 (30)	Enrichment/Fitness Physical Education Coach Wilson Hip-Hop RM-119 (45)
Harris-K/8-8:30	Harris-K/8-8:30	Harris-K/8-8:30	Harris-K/8-8:30	Experiential Wheel: Hip Hop, Sports Fitness and Music
Corado-K/8:30-9:00	Corado-K/8:30-9:00	Corado-K/8:30-9:00	Corado-K/8:30-9:00	K-3/1:30-2:00PM
Thomas-1/9:00-9:30	Thomas-1/9:00-9:30	Thomas-1/9:00-9:30	Thomas-1/9:00-9:30	4-5/2:00-2:45PM
Oliver-1/9:30-10:00	Oliver-1/9:30-10:00	Oliver-1/9:30-10:00	Oliver-1/9:30-10:00	6-7/2:45-3:30PM
Marriott-2/10:00-10:30	Marriott-2/10:00-10:30	Marriott-2/10:00-10:30	Marriott-2/10:00-10:30	*Physical Education Schedule to be ran prior to the implementation of Enrichment Schedule
Pitt-3/10:30-11:00	Pitt-3/10:30-11:00	Pitt-3/10:30-11:00	Pitt-3/10:30-11:00	
Smart-4/11:00-11:30	Smart-4/11:00-11:30	Smart-4/11:00-11:30	Smart-4/11:00-11:30	
Davis-5/11:30-12:00	Davis-5/11:30-12:00	Davis-5/11:30-12:00	Davis-5/11:30-12:00	
6A-6/12:00-12:30	6A-6/12:00-12:30	6A-6/12:00-12:30	6A-6/12:00-12:30	
12:30-1:00 Lunch Duty	12:30-1:00 Lunch Duty	12:30-1:00 Lunch Duty	12:30-1:00 Lunch Duty	

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6B-6/1:00-1:30	6B-6/1:00-1:30	6B-6/1:00-1:30	6B-6/1:00-1:30	
7A-7/1:30-2:00	7A-7/1:30-2:00	7A-7/1:30-2:00	7A-7/1:30-2:00	
7B-7/2:00-2:30	7B-7/2:00-2:30	7B-7/2:00-2:30	7B-7/2:00-2:30	
Open/2:30-3:00	Open/2:30-3:00	Open/2:30-3:00	Open/2:30-3:00	
Planning Dismissal	Planning Dismissal	Planning Dismissal	Planning Dismissal	Planning Dismissal