# School Improvement Plan (SIP)

# **CHARTER SCHOOL VERSION**

## **Proposed for 2016-2017**

A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

School Name: South Broward Montessori Charter School

**School Location Number: 5717** 

## 2016-2017 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

#### **School Information**

Complete School Name:	District: Broward
South Broward Montessori Charter School	
School Location Number: 5717	
Principal: Elaine Padron	District Superintendent: Robert Runcie
Governing Board Member(s): Luis Parra, Margo Luque, Vanessa Havel	Date of School Board Charter Approval:

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

The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

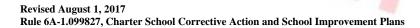
Florida Standards Assessment Portal

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

## **Administrators**

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



Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Elaine Padron	Bachelor's Degree in Business/Professional Management  Master's Degree in Teaching and Learning  Education Specialist's Degree in Leadership	2 1/2	15	1991-2006: Head of School - Private Schools School Grade: N/A  Countryside Montessori of Land O' Lakes School Grade: A  Island Village Montessori Charter School Grade: A  Coastal Empire Charter School Grade: B  Kids Community Charter School Grade: A
Curriculum Director	Amanda Adair (Fumero)	Bachelor's Degree in PreK-Primary Education  Florida Educator's Certificate: PreK-Primary Education  ESOL Endorsement (in process)	2 1/2	3	2000-2003 Virginia S. Young Elementary: School Grade: A  2005- 2015 Private Schools School Grade: N/A

## **Instructional Coaches**

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

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

Required components of the School Improvement Plan for Charter Schools:  1. Mission Statement Provide your school's mission statement:
"It is not a question of education, not a question of instructing the mind in old or new mathematics, or old and new physics. It is life, pulsating, demanding life that we give to the child. (Maria Montessori)
The South Broward Montessori Charter School (SBMCS) is designed as a child-centered, community-oriented elementary public school rooted in the scientific teachings of Dr. Maria Montessori. This academic program offers a uniquely prepared, individualized educational environment that emphasizes development of students who are self-disciplined, cooperative, responsible, creative thinkers of the community and the world. As a public school it is open to all children. The school will strive to instill a solid foundation in intellectual growth, humanitarianism, and as Montessori scholar, Jean Miller, states:
"The multi-age elementary classroom design aids the child in his own natural development which includes basic physical, emotional and cognitive skills necessary for functioning in his society and world and helps him gain an overview of the development of the universe, the solar system, the earth, life on earth, early man, civilizations and scientific classification. This knowledge is an aid to his own natural inner development."
The School's pedagogical philosophy is based on the premise that excellence in education requires:  An extraordinary commitment on the part of the family, school, and community members. The central focus of this compact is the belief that families are ultimately responsible for their child's growth and development.
□ Directors (teachers) who keenly observe, diagnose, and prescribe an individual education plan for each learner that is cooperatively developed and regularly evaluated by the director, parent, and child.
☐ A developmentally appropriate, experiential learning system that facilitates a sense of mastery and accomplishment.
The goals of the School are:  To facilitate a well-rounded, comprehensive curriculum that instills a sense of wonder about the universe and the child's place within that universe.  To implement an individualized child-centered curriculum that includes movement, manipulation and discovery within a multi-age classroom.  To extend the classroom out into the community, creating a web of exchange among community members, family, and teachers.
The South Broward Montessori Charter School will be a K to 5th grade school in year one offering students from the Broward County area a quality Montessori education and a nurturing environment to the economically and culturally diverse families from the area.

## 2. Academic Data

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

2013-2014

South Broward Montessori Charter School's first year of operation was the 2013-2014 school year. The school served grades K-2. The table below reflects FAIR data for this population of students. This is the only assessment data the current school administration could locate in the school records.

#### **FAIR: Assessment 3**

90% of the Kindergarten students showed probability of reading success, 85% or higher. 10% showed a PRS between 16%-84%. There were no students which scored below 16% PRS. 100% of the 1st grade students showed probability of reading success, 85% or higher. 50% of the second grade students showed probability of reading success, 85% or higher. 50% showed a PRS between 16%-84%. Overall, 87.5% of the school showed probability of reading success, greater than 85%.

Subgroup	Number Tested	Percent Tested	% by Probabil <mark>ity of Literacy Success</mark>		Success
				(PLS) Zone	
	4		Green Zone	Yellow Zone	Red Zone
		7	(> 85% PLS)	(1 <mark>6%-8</mark> 4% PLS)	(<16% PLS)
ALL Students	40	100	35	5	0
Kindergarten	31	100	28	3	0
Grade 1	5	100	5	0	0
Grade 2	4	100	2	2	0

### 2014-2015

For the 2014-2015 school year, SBMCS served grades K-3. The tables below reflect FSA and I-Ready data for all students. The FSA scores for the 2014-15 school year represent baseline data for the school; therefore, no learning gains could be calculated for these students.

**Grade 3 FSA Results: Spring 2015** 

#### **English Language Arts**

Eight third grade students participated in the test administration of the ELA Florida Standards Assessment. One student scored Level 3 or above and zero students scored Level 5. The majority (87.5%) of the students at this grade level scored Level 1 or 2 on this assessment. The following chart reflects this data according to the subgroups:

Subgroup	Number Tested	Percent Tested	Reading	Reading
	Reading	Reading	% Satisfactory	% High Performing
			Level 3 or above	Level 5
ALL Students	8	100	12.5%	0
American Indian	0	0	0	0
Asian	0	0	0	0
Black/African	2	100	50%	0
American			The same and	
Hispanic	1	100	0	0

English Language Learners (ELL)	4	100	0	0
White	1	100	0	0

#### Math

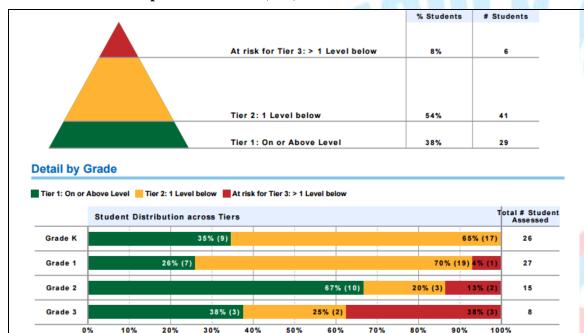
Eight third grade students participated in the test administration of the Math Florida Standards Assessment. Zero students scored Level 3 or above and zero students scored Level 5. All students at this grade level (100%) scored Level 1 or 2 on this assessment, with the majority (75%) scoring Level 1. The following chart reflects this data according to the subgroups:

Subgroup	Number Tested	Percent Tested	Math	Math
<u> </u>	Math	Math	% Satisfactory	% High Performing
			Level 3 or above	Level 5
ALL Students	8	100		
American Indian	0	0	0	0
Asian	0	0	0	0
Black/African	2	100	0	0
American				
Hispanic	1	100	0	0
English Language	4	100	0	0
Learners (ELL)				
White	1	100	0	0

A school grade was not issued to SBMCS following the Spring 2015 Administration of the FSA due to the fact that only eight 3rd graders tested and the school did not have any 4th or 5th graders enrolled.

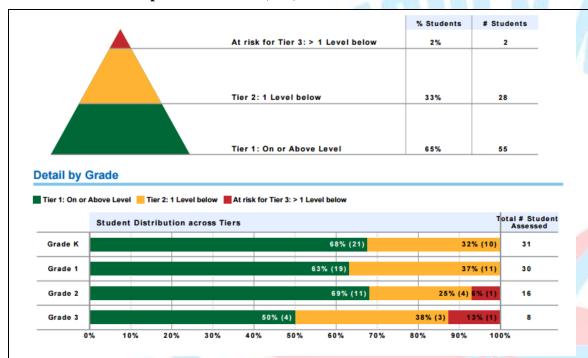
#### I-Ready READING: Test Window 8/15/14 – 12/31/14

Twenty six Kindergarten students participated in our school-wide I-Ready Diagnostic test. Nine students (35%) scored on or above grade level. Seventeen students (65%) scored one level below grade level. Twenty seven first grade students participated; seven (26%) scored on or above grade level. Nineteen (70%) scored one level below grade level. One (4%) students scored more than one grade level below. Fifteen second grade students participated; ten (67%) scored on or above grade level. Three (20%) students scored one level below grade level. Two (13%) students scored more than one grade level below grade level. Three (38%) scored on or above grade level. Two (25%) scored one level below grade level. Three (38%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



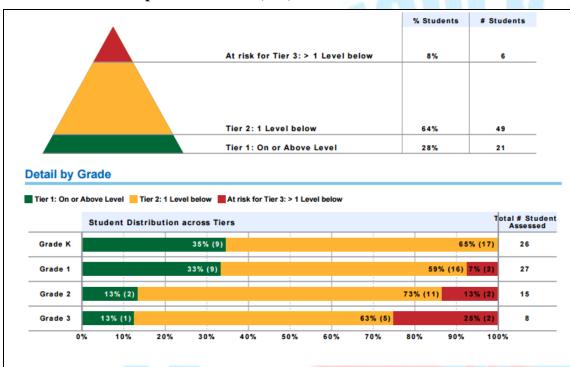
## I-Ready READING: Test Window 4/1/15 – 6/19/15

Thirty one Kindergarten students participated in our school-wide I-Ready Diagnostic test. Twenty one students (68%) scored on or above grade level. Ten students (32%) scored one level below grade level. Thirty first grade students participated; nineteen (63%) scored on or above grade level. Eleven (37%) scored one level below grade level. Sixteen second grade students participated; eleven (69%) scored on or above grade level. Four (25%) students scored one level below grade level. One (6%) students scored more than one grade level below. Eight third grade students participated; four (50%) scored on or above grade level. Three (38%) scored one level below grade level. One (13%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



### I-Ready MATH: Test Window 8/15/14 – 12/31/14

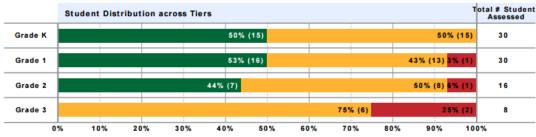
Twenty six Kindergarten students participated in our school-wide I-Ready Diagnostic test. Nine students (35%) scored on or above grade level. Seventeen students (65%) scored one level below grade level. Twenty seven first grade students participated; nine (33%) scored on or above grade level. Sixteen (59%) scored one level below grade level. Two (7%) students scored more than one grade level below. Fifteen second grade students participated; two (13%) scored on or above grade level. Eleven (73%) students scored one level below grade level. Two (13%) students scored more than one grade level below. Eight third grade students participated; one (13%) scored on or above grade level. Five (63%) scored one level below grade level. Two (25%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



#### **I-Ready MATH: Test Window 4/1/15 – 6/19/15**

Thirty Kindergarten students participated in our school-wide I-Ready Diagnostic test. Fifteen students (50%) scored on or above grade level. Fifteen students (50%) scored one level below grade level. Thirty first grade students participated; Sixteen (53%) scored on or above grade level. Thirteen (43%) scored one level below grade level. One (3%) students scored more than one grade level below. Sixteen second grade students participated; seven (44%) scored on or above grade level. Eight (50%) students scored one level below grade level. One (6%) students scored more than one grade level below. Eight third grade students participated; zero (0%) students scored on or above grade level. Six (75%) scored one level below grade level. Two (25%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:





#### 2015-2016

For the 2015-2016 school year, SBMCS served grades K-4. The tables below reflect FSA, I-Ready, and BSA data for all students. The FSA scores for the 2014-15 school year for 3<sup>rd</sup> grade students represent baseline data for this group. Due to the fact that only eight 4<sup>th</sup> grade students tested, no learning gains could be calculated for these students.

### **Grade 3 FSA Results: Spring 2016**

#### **English Language Arts**

Sixteen third grade students participated in the test administration of the ELA Florida Standards Assessment. Eight students (50%) scored Level 3 or higher and one student (6%) scored Level 5. The following chart reflects this data according to the subgroups:

Subgroup	Number Tested	Percent Tested	Reading %	Reading %
	Reading	Reading	Scoring	High Performing
		187 M	Satisfactory	Level 5
			Level 3 or above	
ALL Students	16	100	50	6
American Indian	0	0	0	0
Asian	0	0	0	0

Black/African	4	100	50	0
American				
Hispanic	5	100	40	0
White	3	100	66.6	33.3
English Language	3	100	33.3	0
Learners (ELL)			4	- 4
ESE	1	100	100	0

#### Math

Eight third grade students participated in the test administration of the Math Florida Standards Assessment. Seven students (43.75%) scored Level 3 or higher and zero students (0%) scored Level 5. The following chart reflects this data according to the subgroups:

Subgroup	Number Tested	Percent Tested	Math %	Math %
	Math	Math	Scoring	High Performing
			Satisfactory	Level 5
			Level 3 or above	
ALL Students	16	100	43.75	0
American Indian	0	0	0	0
Asian	0	0	0	0
Black/African	4	100	50	0
American				
Hispanic	5	100	40	0
White	3	100	66.6	0
English Language	3	100	1	33.3
Learners (ELL)				
ESE	1	100	0	0

## **Grade 4 FSA Results: Spring 2016**

#### **English Language Arts**

Eight fourth grade students participated in the test administration of the ELA Florida Standards Assessment. Zero students (0%) scored Level 3 or higher and zero students (0%) scored Level 5. The following chart reflects this data according to the subgroups:

Subgroup	Number Tested	Percent Tested	Reading %	Reading %
	Reading	Reading	Scoring	High Performing
		M / M	Satisfactory	Level 5
			Level 3 or above	
ALL Students	8	100	0	0
American Indian	0	0	0	0
Asian	0	0	0	0

Black/African	3	100	0	0
American				
Hispanic	1	100	0	0
English Language	3	100	0	0
Learners (ELL)	N N	· Marie	A-	4.07
White	1	100	0	0

#### Math

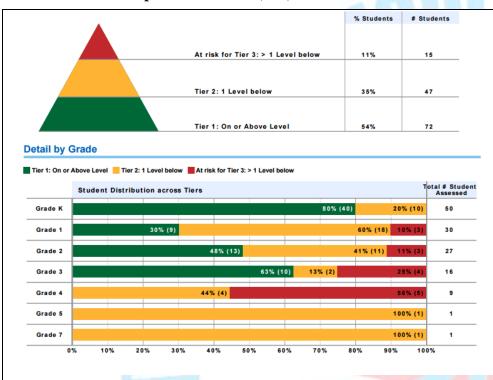
Eight fourth grade students participated in the test administration of the Math Florida Standards Assessment. One student (12.5%) scored Level 3 or higher and zero students (0%) scored Level 5. The following chart reflects this data according to the subgroups:

Subgroup	Number Tested	Percent Tested	Math %	Math %
	Math	Math	Scoring	High Performing
	Page		Satisfactory	Level 5
			Level 3 or above	
ALL Students	8	100	12.5	0
American Indian	0	0	0	0
Asian	0	0	0	0
Black/African	3	100	0	0
American				
Hispanic	1	100	0	0
White	1	100	0	0
English Language	3	100	33.3	0
Learners (ELL)			7 18 1	

Because SBMCS only had eight 4<sup>th</sup> grade students take the Spring 2016 Admin<mark>istration of the FSA, these students' scores were not calculated into the school grade. In addition, there were no documented learning gains due to the low number of students.</mark>

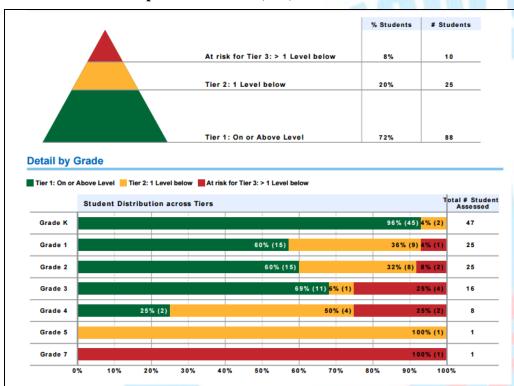
#### I-Ready READING: Test Window 8/15/15 – 12/31/15

Fifty Kindergarten students participated in our school-wide I-Ready Diagnostic test. Forty students (80%) scored on or above grade level. Thirty first grade students participated; nine (30%) scored on or above grade level. Eighteen (60%) scored one level below grade level. Three (10%) students scored more than one grade level below. Twenty seven second grade students participated; thirteen (48%) scored on or above grade level. Eleven (41%) students scored one level below grade level. Three (11%) students scored more than one grade level below. Sixteen third grade students participated; ten (63%) scored on or above grade level. Two (13%) scored one level below grade level. Four (25%) students scored more than one grade level below. Nine fourth grade students participated; zero (0%) scored on or above grade level. Four (44%) scored one level below grade level. Five (56%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



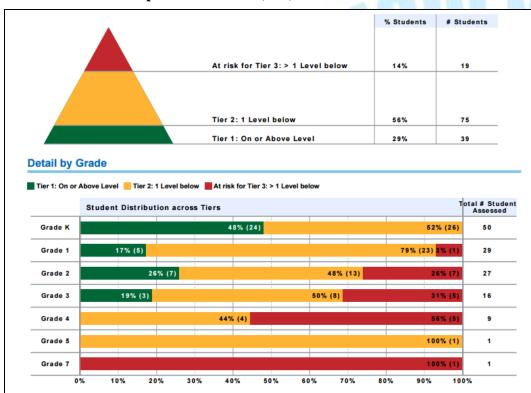
## I-Ready READING: Test Window 2/1/16 – 6/18/16

Forty seven Kindergarten students participated in our school-wide I-Ready Diagnostic test. Forty five students (96%) scored on or above grade level. Two students (4%) scored one level below grade level. Twenty five first grade students participated; fifteen (60%) scored on or above grade level. Nine (36%) scored one level below grade level. One (4%) students scored more than one grade level below. Twenty five second grade students participated; fifteen (60%) scored on or above grade level. Eight (32%) students scored one level below grade level. Two (8%) students scored more than one grade level below. Sixteen third grade students participated; eleven (69%) scored on or above grade level. One (6%) scored one level below grade level. Four (25%) students scored more than one grade level below. Eight fourth grade students participated; two (25%) scored on or above grade level. Four (50%) scored one level below grade level. Two (25%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



#### I-Ready MATH: Test Window 8/15/15 – 12/31/15

Fifty Kindergarten students participated in our school-wide I-Ready Diagnostic test. Twenty four students (48%) scored on or above grade level. Twenty six students (52%) scored one level below grade level. Twenty nine first grade students participated; five (17%) scored on or above grade level. Twenty three (79%) scored one level below grade level. One (3%) students scored more than one grade level below. Twenty seven second grade students participated; seven (26%) scored on or above grade level. Thirteen (48%) students scored one level below grade level. Seven (26%) students scored more than one grade level below grade level. Eight (50%) scored one level below grade level. Five (31%) students scored more than one grade level below. Nine fourth grade students participated; zero (0%) scored on or above grade level. Four (44%) scored one level below grade level. Five (56%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:

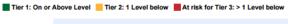


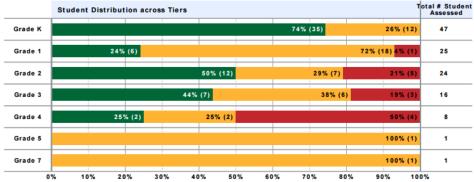
#### I-Ready MATH: Test Window 2/1/16 – 6/18/16

Forty seven Kindergarten students participated in our school-wide I-Ready Diagnostic test. Thirty five students (74%) scored on or above grade level. Twelve students (26%) scored one level below grade level. Zero (0%) scored more than one grade level below. Twenty five first grade students participated; six (24%) scored on or above grade level. Eighteen (72%) scored one level below grade level. One (4%) students scored more than one grade level below. Twenty four second grade students participated; twelve (50%) scored on or above grade level. Seven (29%) students scored one level below grade level. Five (21%) students scored more than one grade level below. Sixteen third grade students participated; seven (44%) scored on or above grade level. Six students (38%) scored one level below grade level. Three (19%) students scored more than one grade level below. Eight fourth grade students participated; two (25%) scored on or above grade level. Two (25%) scored one level below grade level. Four (50%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



#### **Detail by Grade**





## **Grade 3: BSA Reading**

Subgroup	Number Tested	Percent Tested	Reading	Reading	Reading
	Reading	Reading	% Scoring	% Scoring	% Scoring
	4 12		Satisfactory	Proficient	Mastery
			49% or higher	65% or higher	80% or higher
ALL Students	16	100	25	25	0
American Indian	0	0	0	0	0
Asian	0	0	0	0	0
Black/African	4	100	0	25	0
American		30			
Hispanic	5	100	40	20	0
White	3	100	33.3	66.6	
English Language	3	100	33.3	0	0
Learners (ELL)	1-14				
ESE	1	100	0	0	0

## **Grade 3: BSA Math**

Subgroup	Number Tested	Percent Tested	Math	Math	Math
	Math	Math	% Scoring	% Scoring	% Scoring
		The second second	Satisfactory	Proficient	Mastery
			49% or higher	65% or higher	80% or higher
ALL Students	16	100	25	18.75	
American Indian	0	0	0	0	0
Asian	0	0	0	0	0
Black/African	4	100	50	0	0
American					
Hispanic	5	100	20	20	0
White	3	100	33.3	33.3	
English Language	3	100	0	33.3	0
Learners (ELL)					
ESE	1	100	0	0	0

## **Grade 4: BSA Reading**

Subgroup	Number Tested	Percent Tested	Reading	Reading	Reading
	Reading	Reading	% Scoring	% Scoring	% Scoring
			Satisfactory	Proficient	Mastery
			49% or higher	65% or higher	80% or higher
ALL Students	8	100	12.5	0	0
American Indian	0	0	0	0	0
Asian	0	0	0	0	0
Black/African	3	100	33.3	0	0
American		- //			/L
Hispanic	1	100	0	0	0
White	1	100	0	0	0
English Language	3	100	0	0	0
Learners (ELL)	6/10				

#### **Grade 4: BSA Math**

Subgroup	Number Tested	Percent Tested	Math	Math	Math
	Math	Math	% Scoring	% Scoring	% Scoring
		111 111 111 111	Satisfactory	Proficient	Mastery
			49% or higher	65% or higher	80% or higher
ALL Students	8	100	0	0	0
American Indian	0	0	0	0	0
Asian	0	0	0	0	0

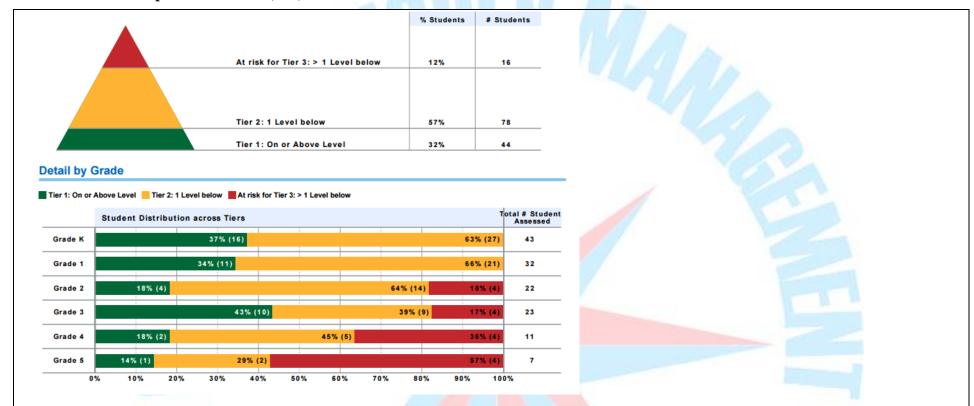
Black/African	3	100	0	0	0
American					
Hispanic	1	100	0	0	0
White	1	100	0	0	
English Language Learners (ELL)	3	100	0	0	0

#### 2016-2017

For the current 2016-2017 school year, SBMCS is serving grades K-5. The tables below reflect I-Ready data for all students for Testing Window 1 (8/15/16 – 12/2/16) and Testing Window 2 (12/5/16 – 1/12/17). No additional students have been tested since 1/12/17.

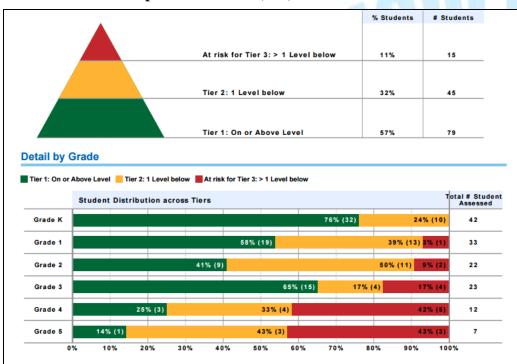
#### I-Ready READING: Test Window 8/15/16 – 12/2/16

Forty three Kindergarten students participated in our school-wide I-Ready Diagnostic test. Sixteen students (37%) scored on or above grade level. Twenty seven students (63%) scored one level below grade level. Thirty two first grade students participated; Eleven (34%) scored on or above grade level. Twenty one (66%) scored one level below grade level. Twenty two second grade students participated; Four (18%) scored on or above grade level. Four (64%) students scored one level below grade level. Four (18%) students scored more than one grade level below. Twenty three third grade students participated; ten (43%) scored on or above grade level. Nine (39%) scored one level below grade level. Four (17%) students scored more than one grade level below. Eleven fourth grade students participated; Two (18%) scored on or above grade level. Four (36%) students scored more than one grade level below. Seven fifth grade students participated; One (14%) scored on or above grade level. Two (29%) scored one level below grade level. Four (57%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



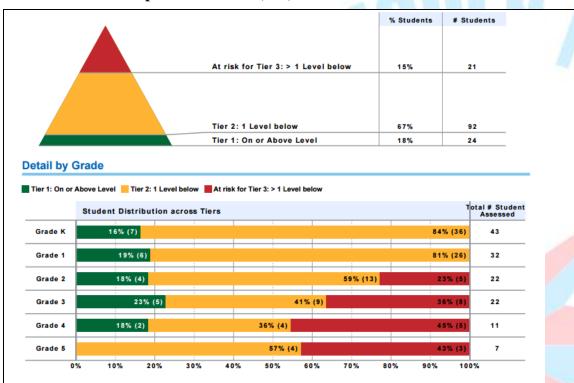
#### **I-Ready READING: Test Window 12/5/16 – 1/12/17**

Forty two Kindergarten students participated in our school-wide I-Ready Diagnostic test. Thirty two students (76%) scored on or above grade level. Ten students (24%) scored one level below grade level. Thirty three first grade students participated; Nineteen (58%) scored on or above grade level. Thirteen (39%) scored one level below grade level. One (3%) scored more than one grade level below. Twenty two second grade students participated; Nine (41%) scored on or above grade level. Eleven (50%) students scored one level below grade level. Two (9%) students scored more than one grade level below. Twenty three third grade students participated; fifteen (65%) scored on or above grade level. Four (17%) scored one level below grade level. Four (17%) students scored more than one grade level below. Twelve fourth grade students participated; Three (25%) scored on or above grade level. Four (33%) scored one level below grade level. Five (42%) students scored more than one grade level below. Seven fifth grade students participated; One (14%) scored on or above grade level. Three (43%) scored one level below grade level below. The following chart reflects this data according to grade level subgroups:



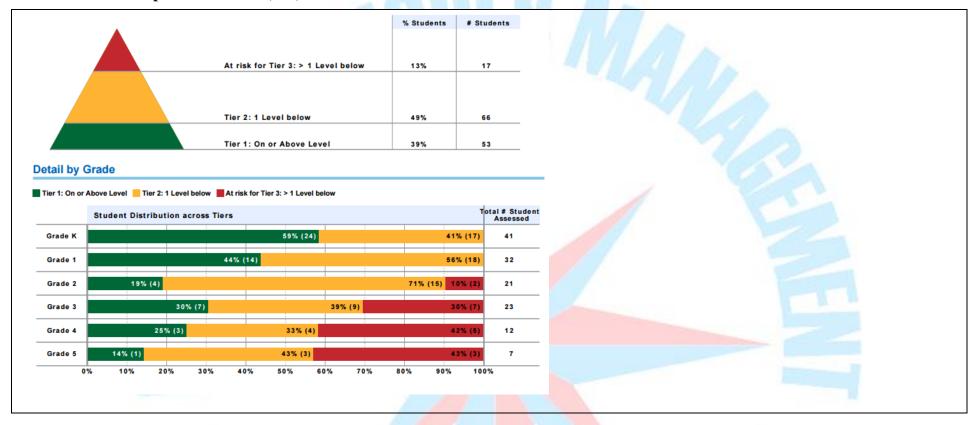
#### I-Ready MATH: Test Window 8/15/16 – 12/2/16

Forty three Kindergarten students participated in our school-wide I-Ready Diagnostic test. Seven students (16%) scored on or above grade level. Thirty six students (84%) scored one level below grade level. Thirty two first grade students participated; Six (19%) scored on or above grade level. Twenty six (81%) scored one level below grade level. Twenty two second grade students participated; Four (18%) scored on or above grade level. Thirteen (59%) students scored one level below grade level. Five (23%) students scored on or above grade level. Nine (41%) scored one level below grade level. Eight (36%) students scored more than one grade level below. Eleven fourth grade students participated; Two (18%) scored on or above grade level. Four (36%) scored one level below grade level. Five (45%) students scored more than one grade level below grade level. Four (57%) scored one level below grade level. Three (43%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



#### I-Ready MATH: Test Window 12/5/16 – 1/12/17

Forty one Kindergarten students participated in our school-wide I-Ready Diagnostic test. Twenty four students (59%) scored on or above grade level. Seventeen students (41%) scored one level below grade level. Thirty two first grade students participated; Fourteen (44%) scored on or above grade level. Eighteen (56%) scored one level below grade level. Twenty one second grade students participated; Four (19%) scored on or above grade level. Fifteen (71%) students scored one level below grade level. Two (10%) students scored more than one grade level below. Twenty three third grade students participated; Seven (30%) scored on or above grade level. Nine (39%) scored one level below grade level. Seven (30%) students scored more than one grade level below. Twelve fourth grade students participated; Three (25%) scored on or above grade level. Four (33%) scored one level below grade level. Five (42%) students scored more than one grade level below. Seven fifth grade students participated; One (14%) scored on or above grade level. Three (43%) scored one level below grade level. Three (43%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:



#### 3. Student Achievement Objectives

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

The following student achievement objectives were stated in the charter application. Items have been adjusted to reflect the current state tests, progress monitoring program, and standards being utilized.

- 1. It is the school's goal that all students will achieve at least one year's academic growth within a calendar school year in all core subjects. The school will utilize a monitoring process device, a plan of action for remediation, and will include a parent involvement component, and bi-weekly assessments/homework packets. The Broward County Public School's Interim assessments will also be used to assess students' progress. Students who are assessed on bi-weekly benchmarks must achieve 80% or higher or they will receive remediation in the deficient skill(s). All core subjects will be implemented with the same fidelity and intensity. Writing across the curriculum will be implemented. Teacher made quizzes, student portfolios, chapter tests, and the District's interim assessment will be used to determine that all students have made at least a year's gain in all core subjects.
- 2. Given school-wide emphasis and instruction for mastery of the Florida Standards:

- All students tested will achieve a minimum of 5% learning gains from the previous academic year in reading, mathematics, science and writing as evidenced by the performance data on the current year's administration of the FSA (in the areas that are measured and pertinent to the individual student).
- At least 80% of students in grades three through five will score a level 3 or above as documented by the scores on the Reading component of the Spring administration of the FSA.
- At least 80% of students in grades three through five will score a level 3 or above as documented by scores on the Mathematics component of the Spring administration of the FSA.
- At least 75% of fifth grade students will score a level 3 or above as documented by the scores on the Science component of the Spring administration of the FSA.
- At least 50% of the lowest quartile of students in grades 3rd through 5th will make learning gains in reading and mathematics as evidenced by demonstrating improvement in one or more achievement levels; or by maintaining FSA achievement levels of 3, 4, or 5.
- At least 80% of students in grades Kindergarten through second will be on or above grade level according to the end of the year I-Ready Diagnostic Test.
- At least 80% of students in grades one and two will score at or above the 51 percentile as documented by the scores on the District's End of the Year Reading Assessment.
- Students in all courses (including those with benchmarks tested on the FSA) will have a minimum of one year's progress as indicated by the Florida Standards.

#### 4. Student Performance Data Analysis

Provide a <u>detailed</u> analysis of the student performance data including academic performance by <u>each subgroup</u>:

#### Analysis of 2013-2014 FCAT 2.0 Results

In the opening year, 2013-2014, the school served grades K-2; therefore, baseline data for student performance on the FCAT 2.0 is not available.

## Analysis of 2013-2014 FAIR Data: Assessment 3

90% of the Kindergarten students showed probability of reading success, 85% or higher. 10% showed a PRS between 16%-84%. There were no students which scored below 16% PRS. 100% of the 1st grade students showed probability of reading success, 85% or higher. 50% of the second grade students showed probability of reading success, 85% or higher. 50% showed a PRS between 16%-84%. Overall, 87.5% of the school showed Proficiency in Reading Success (>85%) on the third assessment of the FAIR.

As for other assessments, the only data the current School Administration Team could locate for that school year was FAIR for K-2.

## **Analysis of 2014-2015 FSA Results**

\*\*The FSA scores for the 2014-15 school year represent baseline data for the school; therefore, no learning gains could be calculated for these students.

**ELA:** Eight third grade students participated in the 2015 test administration of the ELA Florida Standards Assessment. This represents 100% of the students eligible for testing in the school. One student (12.5%) scored Level 3 or above and zero students (0%) scored Level 5. The majority (87.5%) of the students at this grade level scored Level 1 or 2 on this assessment.

Math: Eight third grade students participated in the 2015 test administration of the Math Florida Standards Assessment. This represents 100% of the students eligible for testing in the school. Zero students (0%) scored Level 3 or above and zero students (0%) scored Level 5. All students at this grade level (100%) scored Level 1 or 2 on this assessment.

### **Analysis of 2014-2015 I-Ready Diagnostic Testing**

**I-Ready: Reading:** 76 students participated in the I-Ready Diagnostic test at the beginning of the year (administration between September and December 2014). 38% scored on or above grade level (Tier 1), 54% scored one year below grade level (Tier 2), and 8% scored more than one year below grade level (Tier 3). 85 students participated in the I-Ready Diagnostic test at the end of the year (administration between April and June 2015). 65% scored on or above grade level (Tier 1), 33% scored one year below grade level (Tier 2), and 2% scored more than one year below grade level (Tier 3). This data shows we were able to significantly increase the number of students on or above grade level by the end of the year.

Note: One student included in the data was a prospective student for the following school year and was administered the diagnostic test at the Kindergarten level to assess her reading skills. She was not enrolled as a SBMCS student at the time of testing.

I-Ready: Math: 76 students participated in the I-Ready Diagnostic test at the beginning of the year (administration between September and December 2014). 28% scored on or above grade level (Tier 1), 64% scored one year below grade level (Tier 2), and 8% scored more than one year below grade level (Tier 3). 84 students participated in the I-Ready Diagnostic test at the end of the year (administration between April and June 2015). 45% scored on or above grade level (Tier 1), 50% scored one year below grade level (Tier 2), and 5% scored more than one year below grade level (Tier 3). This data shows we were able to increase the number of students on or above grade level by the end of the year and reduce the number of students needing Tier 2 and 3 instruction.

Overall: The student performance data indicates that, in general, baseline students' scores (at the beginning of the year) are lower in Math than they are in Reading. In addition, the percent increase in student performance within each Tier in also greater in Reading than it is in Math.

## Analysis of 2015-2016 FSA Results

\*\* The FSA scores for the 2014-15 school year for 3<sup>rd</sup> grade students represent baseline data for this group. Due to the fact that only eight 4<sup>th</sup> grade students tested, no learning gains could be calculated for these students.

**ELA:** Twenty four students participated in the 2016 test administration of the ELA Florida Standards Assessment. This represents 100% of the students eligible for testing in the school. Eight students (33%) scored Level 3 or higher and one student (4%) scored Level 5. 33% of ELLs and 100% of ESE students scored Level 3 or higher.

**Math:** Twenty four students participated in the 2016 test administration of the Math Florida Standards Assessment. This represents 100% of the students eligible for testing in the school. Eight students (33%) scored Level 3 or higher and zero student (0%) scored Level 5. 33% of ELLs and 0% of ESE students scored Level 3 or higher.

### Analysis of 2015-2016 I-Ready Diagnostic Testing

**I-Ready: Reading:** 134 students participated in the I-Ready Diagnostic test at the beginning of the year (administration between September and December 2015). 54% scored on or above grade level (Tier 1), 35% scored one year below grade level (Tier 2), and 11% scored more than one year below grade level (Tier 3). 123 students participated in the I-Ready Diagnostic test at the end of the year (administration between February and June 2016). 72% scored on or above grade level (Tier 1), 20% scored one year below grade level (Tier 2), and 8% scored more than one year below grade level (Tier 3). This data shows we were able to significantly increase the number of students on or above grade level by the end of the year, moderately reduce the number of students needing strategic Tier 2 intervention and slightly decrease the number of students needing intensive Tier 3 intervention.

**I-Ready: Math:** 133 students participated in the I-Ready Diagnostic test at the beginning of the year (administration between September and December 2015). 29% scored on or above grade level (Tier 1), 56% scored one year below grade level (Tier 2), and 14% scored more than one year below grade level (Tier 3). 122 students participated in the I-Ready Diagnostic test at the end of the year (administration between February and June 2016). 51% scored on or above grade level (Tier 1), 39% scored one year below grade level (Tier 2), and 11% scored more than one year below grade level (Tier 3). This data shows we were able to significantly increase the number of students on or above grade level by the end of the year, moderately reduce the number of students needing strategic Tier 2 intervention and slightly decrease the number of students needing intensive Tier 3 intervention.

Overall: The student performance data indicates that, in general, baseline students' scores (at the beginning of the year) are lower in Math than they are in Reading; however, the percent increase in student performance within the Tiers in Math is similar to that in Reading.

### Analysis of 2015-2016 BSA (Broward Standards Assessment) Testing

**Reading:** ELA: Twenty four students participated in the 2016 test administration of the BSA ELA. This represents 100% of the students in grades 3 and 4 eligible for testing in the school. Students in Grade 1 and 2 were not administered this assessment. Five students (21%) scored at the Satisfactory level, four students (16.6%) scored at the Proficient level, and zero students (0%) scored at the Mastery level.

Math: Twenty four students participated in the 2016 test administration of the BSA Math. This represents 100% of the students in grades 3 and 4 eligible for testing in the school. Students in Grade 1 and 2 were not administered this assessment. Four students (16.6%) scored at the Satisfactory level, three students (12.5%) scored at the Proficient level, and zero students (0%) scored at the Mastery level.

## **Analysis of 2016-2017 I-Ready Diagnostic Testing**

**I-Ready: Reading:** 138 students participated in the I-Ready Diagnostic test at the beginning of the year (administration between September and December 2016 depending on their enrollment date). 32% scored on or above grade level (Tier 1), 57% scored one year below grade level (Tier 2), and 12% scored more than one year below grade level (Tier 3). 139 students participated in the I-Ready Diagnostic test mid-year (administration in December 2016 and January 2017). 57% scored on or above grade level (Tier 1), 32% scored one year below grade level (Tier 2), and 11% scored more than one year below grade level

(Tier 3). This data shows that our students are progressing as the percentage of students in Tier 1 is increasing and the percentage of students in Tier 2 is decreasing. The percentage of students in Tier 3 has decreased slightly, but when reviewing the individual student details, the current Tier 3 students are mostly ELLs or students who are going to be referred for evaluation. The majority of the students in Tier 3 remained the same from Testing Window 1 to Testing Window 2. However, there was a fluctuation in Grade 3, where students who were on the border either moved up or down between Tier 2 and Tier 3. This indicates that our Tier 3 intensive instruction in Grade 3 is being effective; however, we need to strengthen our Tier 2 instruction and/or provide additional frequency/duration of intervention.

**I-Ready: Math:** 137 students participated in the I-Ready Diagnostic test at the beginning of the year (administration between September and December 2016 depending on their enrollment date). 18% scored on or above grade level (Tier 1), 67% scored one year below grade level (Tier 2), and 15% scored more than one year below grade level (Tier 3). 136 students participated in the I-Ready Diagnostic test at the end of the year (administration in December 2016 and January 2017). 39% scored on or above grade level (Tier 1), 49% scored one year below grade level (Tier 2), and 13% scored more than one year below grade level (Tier 3). This data shows that our students are progressing as the percentage of students in Tier 1 is increasing and the percentage of students in Tier 2 is decreasing. The percentage of students in Tier 3 has decreased slightly, but when reviewing the individual student details, many of the previous Tier 2 students have fallen into Tier 3 and many Tier 3 students have moved up into Tier 2. This indicates that our Tier 3 intensive instruction is being effective; however, we need to strengthen our Tier 2 instruction and/or provide additional frequency/duration of intervention.

## 5. Student Performance Deficiency Plan

Provide a <u>detailed</u> plan for addressing each identified <u>deficiency</u> in student performance, including specific actions, person responsible, resources needed and timeline:

D - 6' - '	A stier Dies	D(-)	D	Ti
Deficiency	Action Plan	Person(s)	Resources	Timeline
		Responsible	Needed	
Learning Gains	2013-2014: No administration of the FCAT 2.0 due to	Principal, Curriculum	N/A	2016-2017
Deficiency	no Grade 3 students enrolled.	Director		
			Al-	
<b>Actual:</b> 0% of students	2014-2015: Grade 3 administration of FSA Reading and		199	
showed learning gains.	Math to 8 students; baseline data – cannot calculate			
	learning gains.			
<b>Charter Application</b>		1	4	
<b>Objective:</b> 100% of	2015-2016: Grade 3 administration of FSA Reading and	A		
students tested in grades	Math to 16 students; baseline data – cannot calculate	7		
3-5 in Reading Math,	learning gains. Grade 4 administration of FSA Reading,	/		
and Science will achieve	Math, and Writing to eight students; not enough students			
minimum of 5% learning	to calculate learning gains.		A CONTRACT OF THE PARTY OF THE	
gains.		4	a land of	
	2016-2017: First year in which learning gains can be		M Man	
School Goal: 100% of	measured.			
the students in Grades 4				
and 5 will achieve a			1	
minimum of 5% learning		HEAD HEAD WAY		

			T	
gains on FSA tests.				
Learning gains cannot			AB)	
be calculated for Grade				
3, as this is grade level	CA HANDE	~ W III A		
provides baseline data	The state of the s			
for that group.				
Grade 3-5 Deficiency-	Based on a balanced literacy approach, SBMCS will	Principal, Curriculum	Montessori Materials	2016-2017
Reading	utilize the Montessori Language curriculum, Journeys,	Director		
	Small group guided reading, Literature studies, District		Journeys Textbooks	*BAS/Small group guided
<b>Actual:</b> 37.5% of	reading portfolios (Grade 3 ONLY), Grade-level specific		7	reading (2017-2018)
students in grades 3 and	reading passages, and the SRA Reading Laboratory.		Journeys Reader's	
4 received a score of	Literacy instruction occurs throughout the school day		Notebooks	I-Ready Standards
Level 3 or higher on	across all subjects during both the morning and			Mastery practice (2017-
FSA Reading in Spring	afternoon work periods. Teachers deliver literacy		*BAS/Leveled	2018)
2016. Due to the low	instruction in whole group, small group and one-on-one		Readers	
number (8) of Grade 4	formats. Small group formats are heterogeneous and/or			
students, their scores	homogeneous depending on the teacher's objective.		Literature books	
were not calculated into	Students work independently with the Montessori	1 7 7		
the school grade. (No	Language lessons, reading passages, and SRA program.		District Reading	
grade 5 students were	The SRA Reading program challenges students with		Portfolios (Grade 3)	
enrolled in the school.)	complex text and enhances comprehension, vocabulary,			
	fluency, word analysis, and study skills. Additionally, it		SRA Laboratory Kit	
Charter Application	increases students' knowledge base using a variety of	The second secon		
Objective: 80% of	fiction and nonfiction selections at their own reading		Word Wisdom books	
students in grades 3-5	levels. Independent instruction is based on the student's		Spelling Connections	
will score a level 3 or	individual level as determined by teacher		books	_
above on the FCAT 2.0	observation/interaction and/or performance data.			
(replaced with FSA).	**BAS/Small Group Guided Reading with leveled		Computers	
(replaced with FSA).	readers will be added to the core curriculum for the		1	
School Goal: 50% of	2017-2018 school year to allow time for purchase of		I-Ready program	
students in grades 3-5	program materials and professional development of		7. 0	
will receive a score of	teachers.		Smart Board	
		1	4	
Level 3 or higher on	Vocabulary Enrichment: Word Wisdom (Zaner-	/		
FSA Reading in Spring 2017.	Bloser) vocabulary in context program will be utilized to	1		
2017.	increase students' understanding of the English language			
	through context clues, Latin/Greek roots, and reference			
	skills. The program increase reading fluency and		A CARLON	
	comprehension, and strengthens reading and writing		1 100 100	
	across subject areas. This program aligns to Common		[0] [0] [0]	
	Core State Standards for Vocabulary Acquisition.			

	Spelling Program: Spelling Connections (Zaner-Bloser) program will be utilized to provide students with daily comprehensive spelling practice by connecting spelling to thinking, phonics/vocabulary, reading, and writing. Teachers will provide differentiated instruction within this program and additional spelling support to ELLs which includes audio conversations.	O M		
	I-Ready: Tier 2 and Tier 3 students will complete 30 minutes of online I-Ready Reading assignments per week at school.			
	All students will complete one hour of online I-Ready Reading assignments per week at home.			
	Teachers will utilize the Instructional Grouping Profiles Report from I-Ready to provide differentiated instruction to students by identifying skill deficiencies and targeting these concepts to close the gap.			
	Students will complete assignments for Standards Mastery as offered by I-Ready beginning in August 2017.			
Grade 3-5 Deficiency	The core program for Math used at SBMCS will be an	Principal, Curriculum	Montessori Math	2016-2017
Math	integration of curriculum using Houghton Mifflin	Director	materials	35.4.4504
A structe 220/ of students	Harcourt's Go Math and Montessori's scope and		Go Math books	Singapore Math (2017-
<b>Actual:</b> 33% of students in grades 3 and 4	sequence curriculum chart. Concepts will be introduced with the use of concrete, didactic materials. Teachers		GO Main books	2018)
received a score of Level	will utilize the Mid-Chapter checkpoints and End of the		Computers	I-Ready Standards
3 or higher on FSA Math	Unit benchmark assessments in Go Math to assess		r	Mastery practice (2017-
in Spring 2016. Due to	students' progress and proficiency.		I-Ready program	2018)
the low number of Grade	Circum Made and and advantage 211 has		Course Dougla	
4 students, their scores were not calculated into	Singapore Math concepts and strategies will be incorporated into the Core Math curriculum beginning in	/	Smart Board	
the school grade. (No	August 2017.			
grade 5 students were				
enrolled in the school.)	and the same of th		and the same of th	
chroned in the school.)	SBMCS will hire a Master Math instructor for grades 3-			
,	SBMCS will hire a Master Math instructor for grades 3-5.	1		
Charter Application	5.		11/2/2	
,			11/2	

above on the FCAT 2.0 (replaced with FSA).  School Goal: 40% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Math in Spring 2017.	All students will complete one hour of online I-Ready Reading assignments per week at home.  Teachers will utilize the Instructional Grouping Profiles Report from I-Ready to provide differentiated instruction to students by identifying skill deficiencies and targeting these concepts to close the gap.  Students will complete assignments for Standards Mastery as offered by I-Ready beginning in August 2017.	9 1/1/		
4-	2017.			
Grade 4 and 5	The Top Score Writing program is the core writing	Principal, Curriculum	Top Score Writing	2016-2017
Deficiency - Writing	instruction for the 2016-2017 school year and provides	Director Director	Program	2010-2017
	the foundation and reinforcement of essay writing in all			
Actual: Out of eight	genres. Students will learn the use of text-based			
students in Grade 4,	evidence and other techniques to support their ideas in			1000
three students (37.5%)	their writing. Teachers will also infuse other writing	No. of the second		
earned 5 of the 10	lessons/activities into the curriculum such as teaching			
possible points on the	how to write book reports, simple reports, and research			
FSA Writing in Spring	reports. In addition, writing is included across the			200
2016. Due to the low	curriculum and is integrated into all other subjects.			
number of Grade 4				
students, their scores	The core writing program that will be utilized beginning			
were not calculated into	August 2017 will be eWriteSteps. It is a standards			
the school grade. (No	based writing program with grammar lessons. It		III.	
grade 5 students were enrolled in the school.)	incorporates best practices of the 6 Traits of Writing,		Alle	
enrolled in the school.)	Writer's Workshop, Multiple Intelligences, and Bloom's		100	
Charter Application	Taxonomy. Lessons will be taught according to the			
Objective: 90% of	program's pacing guide utilizing the daily lesson plans,			
students in Grade 4 will	visual aids, demonstration videos, student videos, and		AT S	
score a level 4 or above	technology. Captivators, daily instructional videos, will	1		
on the FCAT 2.0	be added to the subscription for grades 3-5.			
(replaced with FSA).				
(replaced with FSA).			A COLUMN TO THE	
School Goal: 40% of			The same of the	
students in grades 4 and			M 11 20	
5 will earn 7 (or more) of				
the 10 possible points on				

the FSA Writing in	40.00			
Spring 2017.				
Grade 5 Deficiency -	Science Fusion: The core program for Grade 5 Science	Principal, Curriculum	Science Fusion	2016-2017
Science	used at SBMCS will be Houghton Mifflin Harcourt's	Director		
	Science Fusion and concrete materials/visuals. Teachers	- 40	Leveled Science	Leveled Science
Actual: No Grade 5	will implement this curriculum by teaching the specific		Readers	Readers:
students were enrolled in	units within the Science Fusion book which will be re-			2017-2018
SBMCS during the 2016	sequenced to align with the Montessori scope and		Smart Board	2017 2010
administration of FSA	sequence (provided by the Curriculum Director).		Smart Board	
Science.	Teachers will utilize hands on materials/visuals and will		7.0	9
	provide inquiry-based learning opportunities. Teachers			
Charter Application	will encourage higher order thinking through the use of			
<b>Objective:</b> 75% of	the Depth of Knowledge framework. All Florida Science			
students in Grade 5 will	Standards are taught with the Science Fusion program.			
score a Level 3 or above				
on the FCAT 2.0	Leveled Science Readers will be added to the classroom			
(replaced with FSA).	libraries for the 2017-2018 school year.			
( 1	notaties for the 2017 2010 sendor year.			
School Goal: 25% of	Studies Weekly Science grade 3: The core program for			
students in Grade 5 will	Science used at SBMCS beginning August 2017 will be	100		90
receive a score of Level	an integration of curriculum using Studies Weekly			
3 or higher on FSA	Science and Montessori's Cosmic Education scope and			
Science in Spring 2017.	sequence curriculum chart and concrete materials.			
This will be baseline	Teachers will implement this curriculum using the			
data for SBMCS.	Montessori scope which presents information to students			
	in a sequential manner from the Beginning of Time (Big			-
	Bang) to present day. Teachers introduce/teach specific			
	lessons from Studies Weekly. Teachers will utilize hands		and the same of th	
	on materials/visuals and will provide inquiry-based		16	
	learning opportunities. Teachers will encourage higher		4	
	order thinking through the use of the Depth of			
	Knowledge framework. All Florida Science Standards			
	are taught with the integration of both curriculums.			
	are taught with the integration of both earliestands.	/		
	Studies Weekly Science grades 4-5: The core program			
	for Science used at SBMCS beginning August 2017 will			>
	be Studies Weekly Science and concrete	N.		
	materials/visuals. Teachers will implement this			
	curriculum by teaching the specific lessons. Teachers	1	el lile In	
	will utilize hands on materials/visuals and will provide		All Marie	
	inquiry-based learning opportunities. Teachers will			
	encourage higher order thinking through the use of the		1 10	
	Depth of Knowledge framework. All Florida Science			

	Standards are taught with the Studies Weekly Science		CACTO CONTRACTOR	
	program.			
	TO HARD	~ W B A		
Grades K-5:		Principal	Support personnel to	2016-2017: current
MTSS/RtI Process			assist classroom	process
	All students (K-5) will be screened four times a year	1	teachers in providing	
Actual: The MTSS/RtI	using the I-Ready Diagnostic Test to identify struggling		pull-out/push-in	2017-2018: additional
Process was not	learners who need additional support in Reading and		supplemental	personnel
implemented with	Math. Students identified as being "at risk" through I-		instruction.	
fidelity.	Ready and/or results of formative or summative		The state of the s	
aa	assessments will receive supplemental instruction during			
School Goal: The	the school day in the regular education classroom using			
MTSS/RtI process will	interventions and strategies depending on which Tier is			
be implemented with	appropriate for the student after monitoring. The			
fidelity to provide	Principal will oversee and monitor the RtI process and			
students with	weekly implementation. She will ensure the teachers are	7 / /	1	1
supplemental instruction	providing the appropriate, research-based interventions			
to bridge the learning	and documenting them appropriately. Teachers will	1887		M 20
gaps.	group students with similar deficiencies and/or work			
	with them individually to provide the interventions.			
	Teachers will provide students in Tier 2, strategic			
	interventions 3x per week for 30 minutes. They will			
	provide students in Tier 3, intensive intervention 5x per			
	week for 30 minutes. If a student in Tier 3 does not show			100
	appropriate progress after 6-8 weeks, it is at the			
	discretion of the committee to refer for further	3		
	evaluation.		In In	
K-2: I-Ready Reading	In addition to receiving quality core and supplemental	Principal, Curriculum	I-Ready Program	2016-2017: assignments
Data	reading instruction, Tier 2 and Tier 3 students will	Director, Teachers		completed at home
	complete 30 minutes of online I-Ready Reading			
Actual: 77% of the	assignments per week at school.	1	1	2017-2018: addition of
students in grades K-2		/		the 30 minute in-class
scored on or above grade	All students will complete one hour of online I-Ready	100		assignments
level in Reading as	Reading assignments per week at home.			6
indicted by the I-Ready				
Diagnostic Test			A CARLON	
administered at the end			1 100 100	
of the year.			[0] [1] [2]	
Charten Application			19 10	
Charter Application		The last live		
<b>Objective:</b> 80% of the		THE RESERVE TO THE		
tudents in grades K-2			100	

will score on or above grade level on the I-Ready Diagnostic Test ad ministered at the end of the year. (changed from FAIR)  School Goal: The goal will remain the same (80%) as outlined in the charter application.		9 1/4		
K-2: I-Ready Math Data  Actual: 55% of the students in grades K-2 scored on or above grade level in Math as indicted by the I-Ready Diagnostic Test administered at the end of the year.	In addition to receiving quality core and supplemental reading instruction, Tier 2 and Tier 3 students will complete 30 minutes of online I-Ready Reading assignments per week at school.  All students will complete one hour of online I-Ready Reading assignments per week at home.	Principal, Curriculum Director, Teachers	I-Ready Program	2016-2017: assignments completed at home 2017-2018: addition of the 30 minute in-class assignments
Charter Application Objective: There is no math goal for students in this age group included in the charter application.  School Goal: 70% of the students in grades K-2 will score on or above grade level in Math as indicted by the I-Ready Diagnostic Test administered at the end of the year.				

## 6. Approved Educational Program

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

Programs Not Implemented	Rationale			
The following curriculum programs, which are referenced in the charter	Rationale for lack of implementation:			
application, have not implemented:	That of the of implementation			
application, nave not impremented.	Reading programs were replaced with Montessori Language curriculum, I-			
Reading Programs	Ready Reading assignments, SRA Laboratory, Primary Phonics, Journeys,			
SuccessMaker	and Journeys Reader's Notebook.			
Soar to Success				
• Early Success	Writing Program was replaced with WriteShop Book A and B, Ready			
• FAIR K-5	Write, and Top Score.			
Elements of Reading, Vocabulary				
Rigby Newcomer Kits	Math program was replaced with Montessori Math curriculum, I-Reading			
D 11 DI	Math assignments, and Go Math.			
<ul><li>Reading Plus</li><li>Guided Leveled Readers</li></ul>				
*** 1 **** 1	Science program was replaced with Montessori's Cosmic Education and			
	Science Fusion.			
Voyager Passport Reading				
Wilson Foundations	Social Studies program was replaced with Montessori's Cosmic Education			
• Intensive Reading + Language!	and Houghton Mifflin Harcourt.			
Measuring Up				
• FCAT Coach	Technology programs have not been replaced to date.			
Scholastic Reading Inventory				
	Character Education Program was replaced with Montessori's Peace			
Writing Program	Education Curriculum.			
Writer's Workshop				
MAD	Progress Monitoring (2014-present) was replaced with I-Ready Diagnostic			
Math Program	Testing/Growth Monitoring.			
• V-Math	The Fill Council December 1 and 1 and 1 and 1			
Success Maker	The ELL Support Programs were not replaced to date.			
Science Program	Assessments were replaced with student composition books (work			
Scott Foresman Science	samples), class writing prompts, End of the year Grade 1 and 2 Reading			
	and Math Assessment (2014-2015), Teacher-made tests, and End of the			
Social Studies Program	unit assessments.			
Core Knowledge Curriculum for Social Studies				

#### **Technology Programs**

- FCAT Explorer
- Voyager Learning Ticket to Read
- Riverdeep
- SuccessMaker
- Accelerated Reader
- Safari Montage
- Scott Foresman Science

### **Character Education Program**

Character First

#### **Progress Monitoring**

• FAIR K-5

#### **ELL Support Materials**

- English Language Learners Kit
- Language Support Leveled Readers Kit

#### Assessments

- Portfolios
- School-wide prompts
- SAT 10
- Interim Assessments
- Bi-weekly Benchmark Assessments
- CRRP Assessments
- Math Journals

## **Technology Plan**

As outlined in the charter application the following technology plan has not been implemented:

- SuccessMaker (30 minutes per day)
- Scott Foresman Science
- Ratio of students to computers

SuccessMaker was replaced with I-Ready assignments. Students complete one hour per week in Reading and one hour per week in Math as part of mandatory homework assignments.

Scott Foresman Science was replaced with Science Fusion, but the technology component of the curriculum has not been implemented with fidelity. We will make this change in the 2017-2018 school year.

Currently the school has a total of 20 computers for use by students.

<ul> <li>Art, Music, P.E. Programs</li> <li>Art and Music will be provided by the classroom teachers.         Teachers are trained to teach music, art, and physical education as part of their certification.     </li> </ul>	We currently have a certified art teacher, who provides pull-out Art instruction according to the Florida Standards.  The Art teacher is integrating music into her classes, through performance art.  Currently, we have a P.E. Teacher, who provides pull-out P.E. instruction according to the Florida Standards. He is attending the district-sponsored Sparks Training.
Foreign Language  • Foreign language instruction will be provided in Spanish and French due to the expectation of large populations of these students.	Spanish is being incorporated into the daily classroom instruction by the bilingual classroom teachers.  French is not being provided at this time due to budgetary constraints.
<ul> <li>The Reading Coach/Coordinator, in conjunction with the Literacy Leadership Team, will design workshops to address the needs of classroom instruction. The Reading Coordinator will meet with the literacy committee and grade levels/departments to review these results and share best practices.</li> <li>The literacy team will also provide classroom support and on-site teacher professional development in utilizing reading intervention programs. In addition to providing classroom support seminars, the school will participate in a series of instructional workshops to actively engage students:         <ul> <li>Differentiated Instruction (3 suggested sessions)</li> <li>Content-Area Classroom Libraries (1 suggested session)</li> <li>Vocabulary Strategies/Word Walls (1 suggested session)</li> <li>Reciprocal Teaching (3 suggested sessions)</li> </ul> </li> </ul>	SBMCS does not have a Reading Coach/Coordinator due to budgetary constraints.  The Curriculum Director provides professional development workshops in all curriculum areas, including Reading and Literacy.
<ul> <li>The Literacy Leadership Team</li> <li>The school will establish a Literacy Leadership Team to collaboratively oversee the implementation of the CRRP, and monitor the use of instructional materials related to reading</li> </ul>	The Literacy Team is composed of the Principal, Curriculum Director and Administrative Services Coordinator and due to time constraints, the aforementioned items cannot be implemented with fidelity.

instruction, data analysis, professional development, and technology.	-0 M/A	
Reading Coordinators  • Reading Coordinators will analyze progress-monitoring data on a quarterly basis. As student data are collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching). A Coach Log will be updated regularly and reviewed by the principal, to ensure the Reading Coordinator is supporting teachers through classroom modeling and coaching.	SBMCS does not have Reading Coaches/Coordinators due to budgetary constraints.	
<ul> <li>MTSS Process/RtI</li> <li>This process has not been implemented with fidelity.</li> </ul>	Limited RtI training for teachers and lack of support staff contributed to this process not being implemented with fidelity.	
<ul> <li>Interventions</li> <li>The charter school will implement a variety of interventions to support the goal of meeting students' academic needs and increasing student achievement. These programs will include, but are not limited to, dedicated instructional time, use of technology, Learning Academies, small group pull-out instruction for reading and math, and an after school Tutoring and Academic Enrichment Program.</li> </ul>	All interventions to meet students' needs and increase student achievement are delivered during the school day in the regular education classroom.	
Test Preparation     Test preparation will be integrated in the daily curriculum.     Teachers will identify test item specifications as listed on the Florida Department of Education's website and will utilize resources such as FCAT Test Best, FCAT Coach, and Measuring Up. Practice tests will be given periodically to prepare students to perform their best on standardized tests and reduce test anxiety.	In a concerted effort to preserve the Montessori Methodology, test preparation is not integrated into the daily curriculum; however, students are taught test taking strategies and engage in practice tests when appropriate, so as to disrupt the daily routine as little as possible.	

## 7. Addressing Identified Deficiencies

Provide a <u>detailed</u> plan for addressing each identified <u>deficiency</u> noted in part 6, including specific actions, person responsible, resources needed, and timeline:

Deficiency Identified in Section 6	Plan	Person(s) Responsible	Resources Needed	Professional Development	Timeline	Evaluation
Various Reading programs not implemented.	SBMCS will add Word Wisdom (3- 5), Spelling Connection (1-5) and Guided Level Readers (K-5) to the curriculum for the 2017-2018 school year.	Principal, Curriculum Director, Teachers	Purchase of Word Wisdom, Spelling Connection, Guided Level Readers, BAS	Teachers will receive training in these curriculums.	August 2017- ongoing	Practice tests and Assessments included with the programs.
Core Knowledge Curriculum for Social Studies not implemented.	SBMCS will continue to use Montessori's Cosmic Education curriculum and will add Studies Weekly for the 2017-2018 school year.	Principal, Curriculum Director, Teachers	Purchase of Studies Weekly curriculum	Teachers will receive training on how to incorporate Studies Weekly into their Montessori classroom curriculum.	August 2017- ongoing	Studies Weekly Assessments
Technology plan not implemented.	SBMCS will add 30 minutes of Reading and 30 minutes of Math I- Ready assignments for Tier 2 and Tier 3 students to the weekly curriculum during school hours.  SBMCS will utilize the digital resources available for Spelling Connections, Handwriting, Studies Weekly Science, and	Principal, Curriculum Director, Teachers	Purchase of Spelling Connection, Handwriting, Science Fusion, and Studies Weekly curriculum programs.	Teachers will receive training on each of these curriculums and their implementation in the classroom.	August 2017- ongoing	Weekly/Unit Assessments

	Studies Weekly Social Studies curriculum programs.  SBMCS will purchase 10 additional computers for student use. *8 computers were recently purchased.	SELL		MA		
The MTSS/RtI	All students (K-5)	Principal	N/A	Teachers will	August 2016-	Weekly Binder
Process was not	will be screened			receive ongoing	ongoing	checks, Teacher
implemented with fidelity.	four times a year using the I-Ready			training, delivered by the Curriculum		completion of the documentation
nucity.	Diagnostic Test to			Director, to further	10000	forms
	identify struggling			develop their		TOTHIS
	learners who need			understanding of		
	additional support			this process and its		
	in Reading and			implementation in		
	Math. Students			the classroom.		
	identified as being					
	"at risk" through I-					
	Ready and/or	//				
	results of formative				///	
	or summative					
	assessments will					
	receive					75
	supplemental				A COLOR	
	instruction during					
	the school day in					
	the regular					
	education		17		JELLI FOR	
	classroom using	9700			100	
	interventions and	MADE	T.		11 12	
	strategies		1000			
	depending on			1 187 1	A	
	which Tier is			THE REAL PROPERTY.		

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

appropriate for the	
student after	
monitoring. The	
Principal will	
oversee and	
monitor the RtI	
process and weekly	Contract of the Contract of th
implementation.	
She will ensure the	
teachers are	
providing the	
appropriate,	
research-based	
interventions and	
documenting them	
appropriately.	
Teachers will group	
students with	at the second
similar deficiencies	
and/or work with	
them individually	
to provide the	
interventions.	
Teachers will	
provide students in	
Tier 2, strategic	III
interventions 3x per	
week for 30	
minutes. They will	
provide students in	
Tier 3, intensive	
intervention 5x per	
week for 30	
minutes. If a	
student in Tier 3	
does not show	
appropriate	
progress after 6-8	
weeks, it is at the	

	discretion of the					
	committee to refer					
	for further					
	evaluation.	MOMBI		T W M ASSAULT		
Professional	Although the	Principal,	N/A	Professional	August 2015 –	
Development not	specific workshops	Curriculum Director		Development will	ongoing	
fully implemented	mentioned in the		//	continue to be		
according to the	charter application			provided by the		
charter application.	have not been		A IIA	Curriculum Director.	0/47/40	
	delivered, teachers		/	SBMCS will add	2017-2018	
	did attend a full			professional	2017-2018	
	week of training in			development on the	Bran B	
	August 2015 and			various curriculum	· Daniel in	
	August 2016 on			programs being		
	each curriculum			utilized throughout		
	area. They have			the school, delivered		
	also attended	. /		by Certified Trainers.		
	workshops					
	throughout each					
	school year on					
	topics such as					
	CPALMs,					
	MTSS/RtI Process,					
	Teaching Students					
	with Disabilities,	//				
	Interpreting I-				Zin .	
	Ready Reports and				Alternative Control of the Control o	
	Using Student Data				4	
	to Drive	A STATE OF THE PARTY OF THE PAR				
	Instruction,					
	Montessori Records				A Comment	
			197			
	Express, and					
	Lesson Planning.					

### 8. Barriers to Student Success

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

Barriers	Specific Action	Person Responsible	Resources Needed	Timeline
7 out of 12 teachers are Montessori trained and certified.	SBMCS will continue to recruit Montessori certified teachers for all levels and/or will send teachers to Montessori training.	Principal	Funding	2016 - ongoing
Of the 7 trained Montessori teachers, 5 have less than 3 years' experience as a Montessori teacher.	The Curriculum Director will continue to provide curriculum support and/or professional development in Montessori philosophy, principles, and curriculum areas.	Principal, Curriculum Director	Funding	2016 - ongoing
10 out of 11 teachers are inexperienced in the Charter/Public sector having less than 3 years.	SBMCS will continue to encourage their attendance of district provided professional development.	Principal, Curriculum Director	My Learning Plan	2016 - ongoing
Teachers have not received training by a Certified Trainer on the various curriculum programs being utilized in the school (Journeys, Go Math, Science Fusion).	Training on these curriculum programs will be conducted in phases due to budgetary constraints.	Principal, Curriculum Director	Funding	2017 - ongoing
Only some teachers have attended training on English Language Learners (WIDA, ELLevation, ESOL Endorsement)	SBMCS will continue sending staff to ESOL classes and trainings.	Principal, Curriculum Director, ESOL Coordinator	My Learning Plan	2016 - ongoing
Only 1 of the 11 teachers on staff has begun the Reading Endorsement training.	SBMCS will continue sending staff to Reading Endorsement classes.	Principal, Curriculum Director	My Learning Plan	2016 - ongoing
SBMCS does not currently have any instructional coaches on staff (Reading, Math, MTSS, etc.)	The Principal will discuss the addition of Instructional Coaches to the staff with Governing Board.	Principal, SBMCS Governing Board	Funding	2016 - ongoing
SBMCS has a lack of technological resources available for student use.	SBMCS will purchase an additional 10 computers for student use.  *8 computers were recently purchased.  SBMCS will purchase digital resources for the curriculum programs being utilized in the school.	Principal, SBMCS Governing Board	Funding	2017 - ongoing
SBMCS has a transient population of students which move in and out of the school	SBMCS will continue to educate parents on the importance of parental involvement and consistency in their child's education to promote retention in our school.	Principal	Parent Education	2016 - ongoing

frequently and demonstrate low academic achievement.				
SBMCS has a low retention rate of students. Of the current student body only 8% of the students have been enrolled since the 2013-14 school year (Y1) and only 14% of the students have been enrolled since the 2014-15 school year (Y2). The total retention rate from last year, 2015-16 school year (Y3) is 43% (this includes all previously enrolled students).	SBMCS will host Parent Education Workshops and/or individual parent/teacher conferences which will educate the parents on the importance of consistency in their child's education/school.	Principal	Parent Education	2016 - ongoing
SBMCS has many families from foreign countries which travel back and forth causing excessive student absences and interruption of learning/instruction.	SBMCS will educate the parents on the academic performance deficiencies that are caused by lack of attendance.	Principal	Parent Education	2016 - ongoing
SBMCS does not currently offer after school tutoring services to its students due to budgetary constraints.	As part of their contract, teachers will be required to give one hour per week of their time for after school tutoring services.	Principal	Teachers	2017 - ongoing
SBMCS does not currently have funding for Support Staff to provide push-in and/or pull-out support to the classroom teachers.	The Principal will discuss with Governing Board the addition of Support Staff to the SBMCS team.	Principal, SBMCS Governing Board	Funding	2017 - ongoing

#### 9. Student Achievement Outcomes

Provide a description of <u>specific</u> student achievement outcomes to be achieved:

- 1. SBMCS will improve at least one letter grade as evidenced by the State.
- 2. 70% of the Kindergarten students will be on or above grade level in Reading and Math by the end of the year as indicated by the I-Ready Diagnostic Assessment.
- 3. 50% of the students in grades 1-2 will receive a satisfactory score on the End of the Year Broward Standards Assessment.
- 4. 50% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Reading in Spring 2017.
- 5. 40% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Math in Spring 2017.

#### **Parent Involvement Action Plan**

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

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

There are mandatory requirements/assignments that students must complete for homework. Parents are not doing their due diligence in this parental responsibility which is reflected in the low percentage of homework completion by students.

By June 2017, 40% of the students (school-wide) will be completing I-Ready homework assignments consistently as measured by the I-Ready Program and documented on the Student Response to Instruction School Report.

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

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

**23 % (27)** Total number: **119** 

40% (56) Total number: 142

Activity	Strategies and Activities to	Start – End	Evaluation Tool	Person or Position Responsible	Amount/Funding Source
	increase student Achievement (explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)	Date	(questionnaires, sign-in forms, evaluation of meeting, etc.)	for Coordinating/Monitoring	
<b>Parent Orientation</b>	Parents are invited to	Yearly in	Parent Sign-in	Principal, Curriculum	N/A
Night	attend a mandatory	August	Form, Parent	Director, Office Manager	
	meeting which outlines		Questionnaire		
	the policies and				
	procedures of SBMCS as		W		
	it pertains to parents and		T.	- III III .	
	students. Information is	THE THE			
	communicated in English	75 //			
	and Spanish. The				

	T				T
	meeting is concluded				
	with a Q&A session for	AP-40 AT 10			
	parents. Parents are				
	given the Annual Parent	O III -	A	" R.O" III AIII A	
	Contract and informed of		<b>A</b>		
	the deadline for returning		///		
	to school. Parents are				
	informed that they can				
	view the Parent				
	Handbook on the				
	school's website (copies				
	also available in the				
	Front Office).				
Back to School	Parents are invited to	Yearly in	Parent Sign-in	Principal, Curriculum	N/A
Night	attend Back to School	September	Form, Parent	Director, Office Manager	
o a	Night. Teachers share	-	Questionnaire		
	classroom specific				
	information regarding				
	policies, procedures,				
	routine, and homework.				
	Information is				
	communicated in English	-/-			-
	and Spanish by bilingual	/ /			
	teacher(s). The meeting				III
	is concluded with a Q&A				
1	session for parents.				
Mandatory	Teachers schedule two	Fall 2016/	Conference	Principal, Curriculum	N/A
Parent-Teacher	conferences per year with	Spring 2017	Documentation	Director, Teachers	
Conferences	each family to discuss the		100		
	students' academic,				
	social, emotional and				
	behavioral successes and		17		
	challenges within the				
	classroom. Teachers will	11/19		- EB III -	
	share assessment data	75 /			
	including, but not limited				

	to, Journeys Benchmark Assessments, Go Math Assessments, and I- Ready performance.			MARA	
Parent Education Day(s)	Parents are invited to attend a variety of Parent Education opportunities. Topics include: Montessori Education (related to school and home), I-Ready, etc. Presentations are made by the Principal, Curriculum Director, and Teachers.	2016-2017 school year TBD	Parent Sign-in Form, Parent Survey	Principal, Curriculum Director, Teachers	N/A
PTO Meetings	Parents and teachers attend monthly meetings to discuss fundraising opportunities for the school and/or other ways the parents can support the school and its efforts.	August 2016 – ongoing (monthly)	Parent Sign-in Form, Parent Survey	Principal, PTO Liaison, PTO President	N/A
Harvest Feast	Parents are invited to attend our Annual Harvest Feast, a community gathering of feasting, dancing, and a student artwork display.	Yearly in November	Observation	Principal, Fine Arts Coordinator, Office Manager, Committee Members	SBMCS rents tables and chairs. Cost: \$200  Parents donate paper products, food, drinks, and decorations.
Family Night	As a culminating event to our Annual Fall book fair, parents are invited to participate in Family Night which included the purchase books for their children at the book fair to encourage reading and	December 2016	Parent Survey	Principal, Fine Arts Coordinator, Office Manager, Book Fair Committee Members, Teachers	N/A

	literacy in the home, and a door prize basket (containing books).		ULO ,	MAR	
Annual Spring Show	Parents are invited to the Annual Spring Show, an exhibition of the students' participation in the Performing Arts. Students will showcase their hard work, preparation and talents in this one night show. Singing, dancing, speaking, drama, and puppetry are some of the acts included in the performance.	May	Verbal feedback from parents	Principal and Fine Arts Director	Venue Cost:TBD
ESOL Parents	Parents of ELLs are invited to all school-wide parent functions, including but not limited to, Parent Orientation Night, Back to School Night, PTO Meetings, Literacy Night, Harvest Feast, and the Spring Show.  All invitations and announcements are translated and provided in Spanish to support the large population of Spanish speaking families at our school.	Ongoing	Verbal feedback from parents	Principal and ESOL Coordinator	N/A

	Items on the PTO agenda					
	are communicated in	ANTENNA DE LA				
	English and Spanish	THE PERSON NAMED IN				
	during the PTO Meetings.	OMP			•	
SWD & Gifted	The ESE and Support	Ongoing	Verbal feedback	Principal		N/A
Parents	Services website will be		from parents			7
	shared with the parents of					
	SWD & Gifted students			4		
	which contains valuable			The state of the s		
	information regarding the			7		
	Parent Advisory Board	The same of the sa				
	meetings and other					
4	available resources. The	1				
	school will inform					
	parents of the ESE parent			7		
	workshops available					
	through the District.					

## **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 ACC	Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.											
	Enteri	ng (1)	Emerg	ging (2)	Develop	ing (3)	Expand	ling (4)	Brid	ging (5)	Rea	ching (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	3	6%	8	17%	3	6%	11	23%	10	21%	18	38%
Speaking	8	17%	12	25%	3	6%	4	8%	11	23%	9	19%
Reading	6	13%	6	13%	7	15%	10	21%	15	31%	3	6%
Writing	7	15%	18	38%	20	42%	2	4%	0	0%	0	0%
Oral Language	6	13%	8	17%	8	17%	2	4%	8	17%	15	31%

Literacy	6	13%	10	21%	25	52%	6	13%	0	0%	0	0%
Comprehension	5	10%	3	6%	10	21%	8	17%	9	19%	12	25%
Overall Score	4	8%	8	17%	20	42%	12	25%	2	4%	0	0%

#### Goals:

By June 2017, 50% of ELLs will increase their overall proficiency score by one level.

By June 2017, 40% of ELL students will increase their score in the Writing domain by one level and 50% of the students in Level 3 will move to Level 4.

By June 2017, 60% of ELL students will increase their score in the Literacy domain by one level and 60% of the students in Level 3 will move to Level 4 and 50% of the students in Level 4 will move to Level 5.

Strategies and Activities to increase Student	Target	Goal	Start-	Select Applicable	Evaluation	Person or Position
Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Group	<b>Domain</b> (Listening and Speaking, Reading, Oral	End Date	Option (i.e. Before, During, After School Hours)	Tool (i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative	Responsible for Monitoring
		Language, Literacy, Comprehension, Writing)			assessments, etc.)	
<b>ESOL Program:</b> ELL students are	All ELLs	All	August 2016-	During School	Formative	Principal,
mainstreamed attending all core		Domains	June 2017	Hours	Assessments,	Curriculum
instruction across all subject areas.					ACCESS 2.0	Director, ESOL
Teachers provide differentiated			7			Coordinator
instruction in small groups		7				
(heterogeneous and homogenous) and						-
one-on-one. Visuals, hands-on materials,		C. S. S.				
and kinesthetic learning opportunities					III	
comprise our program thereby facilitating	//				A STATE OF THE PARTY OF THE PAR	
acquisition of the English language.	1					7
		111				
Classrooms provide a literacy rich			August 2017-			
environment by utilize labeling of the			June 2018:			
environment (in multi-languages,			multilingual			
including but not limited to,			print and			
English/Spanish/French); Vocabulary	1		audio books		12/1	
word banks (multilingual with picture	07/19		1	-	The same of the sa	
aids); the availability of multilingual print				THE STATE OF		
books; and multilingual audio books.	9 105 1	1 100		7 P. M		
	11/11/	/ / / / / /		IN MIN P		

•				All I	T	, ,
After receiving training on WIDA and			2017-2018			
ELLevation, classroom teachers will		WAY TO THE R	school year	W 157 A		
differentiate instruction by using the data						
from the ACCESS Student Reports and	- 10 10 10 is		A			
the student information available in			A	400	7 4	
ELLevation. In addition, they will use			AN.			
and implement strategies provided in						
ELLevation to group students according						
to their language proficiency to assist the					YOU	
students in acquiring the English				2		
language and understanding content.					A STATE OF THE PARTY OF THE PAR	
		_				
Teachers will use research-based	1					
strategies provided by I-Ready to teach,						
reinforce and remediate skills for ELLs.			1/	7		
			100	7		
The core writing program used at						
SBMCS beginning August 2017 will be						
eWriteSteps. It is a standards based						
writing program with grammar lessons. It						
incorporates best practices of the 6 traits		7				
of writing, Writer's Workshop, Multiple						
Intelligences, and Bloom's Taxonomy.		C. Carlotte				
Lessons will be taught according to the					III.	
program's pacing guide utilizing the daily						
lesson plans. The program contains	1					7
resources which will be utilized for ELLs		111				3
such as visual aids, videos, graphic						
organizers, and technology.						
Parent Involvement: Parents of ELLs	All ELLs	All	August 2016-	During School,	Bilingual Parent	Principal, PTO
are invited to all school-wide parent		Domains	ongoing	After School	Surveys	Teacher Liaison
functions, including but not limited to,			8			
Parent Orientation Night, Back to School	9/19/1		1		The state of the s	
Night, PTO Meetings, Literacy Night,	7/1/1/10	-				
Harvest Feast, and the Spring Show.	S ATE	1 170		7 182 19		
~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	47/19 /			IN MIN P		
L					l	

All invitations and announcements are translated and provided in Spanish to support the large population of Spanish	CH	UU	January 2017 – ongoing	MA	<u> </u>	
speaking families at our school.	A DE		A	" 4 THE		
Items on the PTO agenda are communicated in English and Spanish	0		August 2016-	~/		
during the PTO Meetings.			ongoing			
On staff translators (bilingual staff) are			August 2016-			
available for parent -teacher conferences.			ongoing			
The ESOL Coordinator will host a Parent			August 2017-			
Workshop the resources available from			June 2018			
the Bilingual/ESOL Department at				7		
Broward Schools (website, contact						100
number). Information will be communicated in English and Spanish.						
Bilingual Dictionaries: Each ELL	All ELLs	All	August 2016-	During School	Observation	Principal, ESOL
student will receive an appropriate	All LLLS	Domains	ongoing	During School	Obsci vation	Coordinator
English-heritage language dictionary for		Domains	ongoing			Coordinator
use in the classroom. Students receive		. / . / . /				-
instruction in how to utilize the dictionary						
and will be encouraged by teachers to use					///	
them in their everyday work and during						
assessments.						7
Bilingual Language Support Staff:	All ELLs	All	August 2016-	During School,	Student/Parent	Principal, ESOL
Support from bilingual staff will be		Domains	ongoing	After School	Surveys	Coordinator
available for translation assistance during						
conferences and meetings, written/verbal				57.50		
school communication, and in-class					The same	
student support. Currently, the school	100		W	A V		
offers bilingual language support in	Y MY MA		1			
Spanish, as required by the large		The same		A 6 10 E		
population of Spanish speaking ELLs in		1- 1718		W Will by		
the school.	47 17 1	7: 100		IN MIN		

<b>Day</b> 1 <b>D</b> 1 <b>D</b> 2						- · · ·
<b>Bilingual Teachers:</b> 75% of the	All ELLs	All	August 2016-	During School	Observation	Principal, ESOL
classroom teachers are bilingual and/or		Domains	June 2017		2	Coordinator
multilingual, with 66% of them speaking						
Spanish. These teachers utilize	- 10 10 10 I		A	" WAS A		
scaffolding techniques to support their	-49 (0.9)		<b>A</b>	400		
ELLs as they acquire the English			//A		1.45.0	
language.						
<b>ESOL Trained Teachers:</b> All teachers	All ELLs	All	August 2016-	During School,	Professional	Principal,
in our school are working towards ESOL		Domains	ongoing	After School	Development	Curriculum
Endorsement. ESOL classes for					Chart, Attendance	Director, ESOL
endorsement and professional					confirmation/	Coordinator
development are posted and/or shared					Completion,	<b>3</b>
with the teachers as they become	. 10				1	mil.
available.					2	
u · uiiusisi		100	1 /			
The ESOL Coordinator will ensure			2017-2018		A CONTRACTOR OF THE PERSON OF	
teachers attend the ELL Committee			school year			
meetings for ESOL students, will provide			sensor year			
teachers with the WIDA student reports,						
and will monitor their use of ELLevation.			7			10
The Curriculum Director will monitor						
their use and implementation of						
ELLevation strategies in the lesson plans.						
ELLevation strategies in the lesson plans.					Attendance sheets	
T 1 '11 '4 1 1' 4 ' 4 ' '			2016 an asin a		for PD	
Teachers will attend district trainings on			2016-ongoing		IOT PD	
WIDA. The ESOL Coordinator and						/
Curriculum Director will offer						
professional development workshops for						
the following: WIDA Overview,						
ACCESS 2.0 and Interpreting Student				22.5		
Reports, and ELLevation.			117		1000	
	197			4	Lesson Plans,	
In alignment with the principles and	JAJAA.		2016-ongoing		Administrative	
philosophy of Montessori, teachers will		The second			Observations	
employ the use of hands-on materials,		1- 1718		W FEET IN		
visuals, and kinesthetic opportunities to	4 1 1					

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

				All I		
facilitate the learning of ELLs. They will plan and implement ESOL strategies (as learned in their classes and/or from ELLevation) and will provide ESOL accommodations to their students. They will utilize the ACCESS 2.0 data for their ELLs to target specific student needs and work towards improving language proficiency by targeting the lowest performance domains.						
In addition, SBMCS will hire a			2017-2018			
designated ESOL Coach which will			school year			
provide guidance/support to the			Stroot your		9	
classroom teachers in using and			1 /	1		
implementing strategies and he/she will			1/1/			
provide small group/one-on-one						
instruction to our Entering, Emerging,						
and Developing ELL students as						
identified by the ACCESS test. The						
student groupings and duration of		7 1				
targeted interventions will be determined						
once the needs are identified by the						
assessment.	ALLEY	A 11	D 1	D : 01 1	C. 1	D: : 1 EGOI
Supplemental ELL Materials: SBMCS	All ELLs	All	December 2017	During School	Student	Principal, ESOL
will utilize its Title III fund allocation to		Domains	2017		performance	Coordinator
purchase additional Supplemental Instructional Materials and/or provide	100					
after school services for its ELLs. How						
the funds are utilized will be determined						
based on the students' needs and once the						
funds are available for disbursement.	7/200		N/		12/2	
RtI Tier 2 and 3: All students (K-5)	All ELLs	Reading	2016 -	During School	I-Ready Progress	Principal,
will be screened four times a year using	THI EDES	and Math	ongoing	Daring School	Monitoring,	Curriculum
the I-Ready Diagnostic Test to identify		uno muni	ongoing	1 100 11	Weekly/Biweekly	Director, Teachers
struggling learners who need additional	4/19/1			IN WALL	Formative	
	- W /			The same of the same of	Assessments	

support in Reading and Math. Students identified as being "at risk" through I-Ready and/or results of formative or summative assessments will receive supplemental instruction during the school day in the regular education classroom using interventions and strategies depending on which Tier is	SELL			MA		
appropriate for the student after						
monitoring. The Principal will oversee						
and monitor the RtI process and weekly implementation. She will ensure the						
teachers are providing the appropriate,						
research-based interventions and					2	
documenting them appropriately.			1/	7		
Teachers will group students with similar						
deficiencies and/or work with them						
individually to provide the interventions.						
Teachers will provide students in Tier 2,						
strategic interventions 3x per week for 30						
minutes. They will provide students in		7 1				
Tier 3, intensive intervention 5x per week						
for 30 minutes. If a student in Tier 3 does						
not show appropriate progress after 6-8	- /					
weeks, it is at the discretion of the					4	
committee to refer for further evaluation.	A 11 TO 7	<b>5</b> 11	361177	D : 01 1	District Total	D :
Broward Standards Assessment for Reading: All students in grades 1-5 will	All ELLs	Reading	Mid-Year	During School	District's Interim	Principal,
participate in the BSA.			(Ja <mark>nua</mark> ry)		Assessment Tests	Curriculum
paracipate in the Born			End of the		which measure	Director, Administrative
			Year (May)		students' mastery of the	Services
			(wiay)		benchmarks.	Coordinator
	900		1		ochemiarks.	Coordinator

**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?).

staff utilize to support the literacy achievement of all student	s?).	A	THE AREA				
<b>Exceptional Student Education (SWD) Reading Goal:</b>		1	W/W				
By June 2017, 50% of the ESE students will score Level 3 or high	er on the ESA ELA						
By Julie 2017, 30% of the ESE students will score Level 3 of high	el oli tile FSA ELA.						
Include data for Proficient students with disabilities (SWD) for Readi DAR, FAIR, BAT/BAS/BAFS/BSA):	ng (i.e., FSA Reading,	Include data for Non FAIR, BAT/BAS/BAFS/B	-proficient students w	ith disabilities (SWD	) for Reading (i.e.	FSA Reading, DAR,	
			non-proficient stu	idents.			
On the 2016 Spring administration of the FSA Reading, one	ESE student						
scored Level 3 or higher.							
*This data is representative of the one ESE student enrolled in o	ur p <mark>rogram.</mark>						
2016 Current Level of Performance 2017 Expected Level of F	Performance	2016 Current Level of	of Performance	2017 Expect	ed Level of Perfor	mance	
100% of ESE students scored Level 3 or 50% of the ESE student	50% of the ESE students in Grade 3-5 will		scored Level 1 or 2 o	on the 50% of the	ESE students in (	Frada 2 5 will	
			0% of ESE students scored Level 1 or 2 on the FSA ELA in 2016.  50% of the ESE students in Grade 3-5 will score Level 1 or 2 on the 2017 administration				
*Data represents one student administration of the FSA ELA.		*Data represents or	ne student	of the FSA		, administration	
Based on ambitious but achievable Annual Measurable Object	ives (AMOs), i <mark>den</mark> tify	y <mark>reading perfor</mark> man	ice target for SWD f	for the following ye	ears:		
Baseline Data 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
There were no ESE students enrolled in the school.							
	There were no	100% of the	50% of the ESE	55% of the ESE	60% of the	65% of the	
	ESE students	ESE students	students will score	students will	ESE students	ESE students	
	enrolled in the	(one student)	Level 3 or higher on the FSA ELA.	score Level 3 or	will score Level 3 or	will score Level 3 or	
	school.	scored Level 3 or	on the FSA ELA.	higher on the FSA ELA.	higher on the	higher on the	
		higher.		FSA ELA.	FSA ELA.	FSA ELA.	
		107			I SA LLA.	I SA LLA.	
Strategies and Activities to increase SWD Achievement in Reading	Start-	Select Applicable	Evaluation	Person or		Amount/	
(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	End Date	Option (i.e. Before, During,	Tool (i.e. Chapter Tests, BAS,	Respons		Funding	
		After School Hours)	Portfolios, teacher-	Monit	oring	Source	
			developed performance tasks, other formative				
	/ No. 1000 -		assessments, etc.)	4			
K-2 Core Reading Curriculum: Based on a balanced	August 2016-	During School	Biweekly	Principal, Curr	iculum	Additional	
literacy approach, SBMCS will utilize the Montessori	ongoing		Benchmark	Director		funding	

	culum, Journeys, Small group guided reading,		Assessments, I-		needed to
	s program, Waseca Reading program and		Ready Progress		purchase
	alouds. Literacy instruction occurs throughout		Monitoring	e <sup>1</sup>	BAS, and
	during both the morning and afternoon work				Leveled
	ers deliver literacy instruction in whole group,		V HATE		Readers.
	d one-on-one formats. Small group formats	A.	~ T		Trouders.
	ous and/or homogeneous depending on the				All other
	tive. Students work independently with				
	es, Waseca Reading, and Montessori Language				programs
	ndent instruction is based on the student's				are already
	as determined by teacher				funded.
observation/inte	eraction and/or performance data.			The same of the sa	
	ing Curriculum: Based on a balanced literacy				
	ICS will utilize the Montessori Language		<b>/</b>	The second second	
	rneys, Small group guided reading, Literature				
	t reading portfolios (Grade 3 ONLY), Grade-				
	eading passages, and the SRA Reading	15		1	
	eracy instruction occurs throughout the school	8			
	the morning and afternoon work periods.				
	er literacy instruction in whole group, small				
	on-one formats. Small group formats are				
	and/or homogeneous depending on the				
	tive. Students work independently with the				
	iguage lessons, reading passages, and SRA				
	RA Reading program challenges students with			//	
	nd enhances comprehension, vocabulary,				
	analysis, and study skills. Additionally, it				
	nts' knowledge base using a variety of fiction	7			
	selections at their own reading levels.				
	struction is based on the student's individual	107			
	ined by teacher observation/interaction and/or	19			
performance da					
	Group Guided Reading will be added to the				
	m for the 2017-2018 school year to allow	1			

time for purchase of program materials and professional

development of teachers.

Vocabulary Enrichment Grades 3-5: Word Wisdom (Zaner-Bloser) vocabulary in context program will be utilized to increase students' understanding of the English language through context clues, Latin/Greek roots, and reference skills. The program increase reading fluency and comprehension, and strengthens reading and writing across subject areas. This program aligns to Common Core State Standards for Vocabulary Acquisition.

### **Spelling Program (Grades 1-5):**

The K-12 Reader Spelling Program is currently being utilized. Students are introduced to the words at the beginning of the week, complete various activities to reinforce retention and memorization of the words including the Reading Comprehension Worksheets provided, and complete an assessment at the end of the week.

The Spelling Connections (Zaner-Bloser) program will be utilized beginning August 2017. This program will provide students with daily comprehensive spelling practice by connecting spelling to thinking, phonics/vocabulary, reading, and writing. Teachers will provide differentiated instruction within this program and additional spelling support to ELLs which includes audio conversations.

Handwriting (Grade K-5): The current cursive handwriting program being utilized is DLTK's Kidzone Cursive Writing Program. Students learn to form and connect letters according to the programs specified sequence (Rockin' Round letters, Climb n' Slide letters, etc.) and progress through it at their own pace.

The Handwriting Program (Zaner-Bloser) will be utilized beginning August 2017. This program provides

handwriting practice and support to students in both print and cursive through the use of a workbook. Core Writing Curriculum (K-5): The current Core Writing program for grades K-2 is the WriteShop program. This program teaches step-by-step lessons which will introduce students to the building blocks of the writing process. Teachers are employing hands-on activities to teach the concepts of the writing process at the beginning level. The current Core writing program for grade 3 is Ready Writing (I-Ready). This writing program teaches students to become confident, competent writers and thinkers. Students use their Student Instruction Book to complete assignments and produce their writing samples. The current Core Writing program for Grades 4 and 5 is the Top Score Writing program. This program provides the foundation and reinforcement of essay writing in all genres. Students will learn the use of text-based evidence and other techniques to support their ideas in their writing. Teachers will also infuse other writing lessons/activities into the curriculum such as teaching how to write book reports, simple reports, and research reports. The core writing program that will be utilized for all grades (K-5) beginning August 2017 will be eWriteSteps. It is a standards based writing program with grammar lessons. It incorporates best practices of the 6 Traits of Writing, Writer's Workshop, Multiple Intelligences, and Bloom's Taxonomy. Lessons will be taught according to the program's pacing guide utilizing

the daily lesson plans, visual aids, demonstration videos,

	III AND AND			
August 2016 –	During School	Principal,	Implementation of the IEP	SBMCS
	Ü			funds the
	A.			cost of the
		,		SPED
	IN.	100011015		Contractor
/				Contractor
		100		
August 2016 –	During School	Principal.	Implementation of the IEP	N/A
			•	
8 8	1 / /			
	1/1/1/	,		
	18			
7 18	1			
/ /			-	
			III.	
A	7			
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		- TI 10		
100		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
ATTA IN				
	August 2016 – ongoing  August 2016 – ongoing	ongoing  August 2016 – During School	ongoing  SPED Contractor, Teachers  August 2016 – During School Principal,	ongoing  SPED Contractor, Teachers  With fidelity  August 2016 – During School SPED Ongoing  Principal, SPED SPED Contractor, With fidelity  With fidelity

students including outlines of material, study guides, and copies of notes from overheads and boards.		0/	MA.		
Assistive devices will be provided, as needed, including recorders, computers, and calculators.					
Tests and quizzes will be divided into short manageable sections and breaks provided, as needed. Consistent with					
IEP provisions, assessments may be administered orally and oral responses may be accepted.			100		
RtI Tier 2 and 3: All students (K-5) will be screened four times a year using the I-Ready Diagnostic Test to	2016 - ongoing	During School	Principal, Curriculum	I-Ready Progress Monitoring,	N/A
identify struggling learners who need additional support	ongoing		Director,	Weekly/Biweekly Formative	
in Reading and Math. Students identified as being "at risk" through I-Ready and/or results of formative or			Teachers	Assessments	
summative assessments will receive supplemental instruction during the school day in the regular					
education classroom using interventions and strategies depending on which Tier is appropriate for the student					
after monitoring. The Principal will oversee and monitor the RtI process and weekly implementation. She will					
ensure the teachers are providing the appropriate,					
research-based interventions and documenting them appropriately. Teachers will group students with similar				1	
deficiencies and/or work with them individually to provide the interventions. Teachers will provide					
students in Tier 2, strategic interventions 3x per week for 30 minutes. They will provide students in Tier 3,		7			
intensive intervention 5x per week for 30 minutes. If a student in Tier 3 does not show appropriate progress	N.				
after 6-8 weeks, it is at the discretion of the committee to					
refer for further evaluation.			APT		
Broward Standards Assessment for Reading: All	Mid-Year	During School	District's	Principal, Curriculum	SBMCS
students in grades 1-5 will participate in the BSA.	(January)	-mA	Interim Assessment	Director, Administrative Services Coordinator	funds the cost of the
			Tests which		test

End of the Year (May)	measure students'
100-01	mastery of the benchmarks.

Ī	Exceptional Student Education	(CIVID) Moth	Cools
ı	- Exceptional Student Education	(Swij) wath	(TOAL:

By June 2017, 50% of the ESE students will score Level 3 or higher on the FSA Math.

Include data for Proficient students with di BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):	sabilities (SWD) for Math (i.e., FSA Math,	Include data for Non-proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):				
2016 Current Level of Performance	2017 Expected Level of Performance	2016 Current Level of Performance	2017 Expected Level of Performance			
0% of ESE students scored Level 3 or higher on the FSA Math in 2016.  *Data represents one student	50% of the ESE students Grade 3-5 will score Level 3 or higher on the 2017 administration of the FSA Math.	100% of ESE students scored Level 1 or 2 on the FSA Math in 2016.  *Data represents one student	50% of the ESE students Grade 3-5 will score Level 1 or 2 on the 2017 administration of the FSA Math.			

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

Baseline Data 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
There were no ESE students enrolled in the school.	/ /					
	There were no	100% of the	50% of the ESE	55% of the ESE	60% of the	65% of the
	ESE students	ESE students	students will score	students will	ESE students	ESE students
	enrolled in the	(one student)	Level 3 or higher	score Level 3 or	will score	will score
	school.	scored Level 3 or	on the FSA Math.	higher on the	Level 3 or	Level 3 or
		higher on the		FSA Math.	higher on the	higher on the
		FSA Math.		4	FSA Math.	FSA Math.
				11		

Strategies and Activities to increase SWD Achievement in Math	Start-	Select Applicable	Evaluation	Person or Position	Amount/
(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	End Date	Option	Tool	Responsible for	Funding
		(i.e. Before, During,	(i.e. Chapter Tests, BAS,	Monitoring	Source
		After School Hours)	Portfolios, teacher-		
			developed performance		
	0		tasks, other formative assessments, etc.)		
	1 2046	D .		D: : 1 G : 1	C 1/1
Core Math Curriculum: The core program for Math	<b>August 2016 -</b>	During	Student Work	Principal, Curriculum	Go Math
used at SBMCS will be an integration of curriculum	ongoing	School	Samples,	Director	workbooks
using Houghton Mifflin Harcourt's Go Math and			Teacher-made		will be

Revised August 1, 2017

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

Montessori's scope and sequence curriculum chart. Concepts will be introduced with the use of concrete, didactic materials.  Singapore Math concepts and strategies will be incorporated into the Core Math curriculum beginning in August 2017.		.0 / <sub>1</sub>	quizzes, Mid- Chapter Checkpoint (Go Math), End of the Unit Test (Go Math)		funded by SBMCS. (Already funded in annual budget)
Contractor for SPED Specialist: This person provides the SPED services required in student's IEP's.  Instructional Strategies for Special Education Children used by teachers are research-based instructional strategies and materials to meet the needs of students with disabilities consistent with IEP's and recommendations are provided by the Special Education Contractor.	August 2016 – ongoing	During School	Principal, SPED Contractor, Teachers	Implementation of the IEP with fidelity	SBMCS funds the cost of the SPED Contractor
ESE Accommodations: Teachers use a multi-model approach that includes visual, auditory, kinesthetic, and tactile modes of learning. The classroom environment is adjusted, where possible, to reduce distractions.  Teachers appropriately modify activities/assignments without depriving children of the full benefits of a free and appropriate public education.  Teachers schedule shorter work periods with breaks, provide additional time to complete assignments and homework, and teachers modify expectations to simplify long tasks into shorter tasks that can be completed in single work sessions.  Management strategies used include alerting children ahead of time of transitions.	August 2016 – ongoing	During School	Principal, SPED Contractor, Teachers	Implementation of the IEP with fidelity	N/A

2010 2017 Stanou 200 (S11)	110011001	110101			
Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.		0/6	AA.		
Visual directions and cues, as well as models of final products, are used. Teachers provide scaffolding for students including outlines of material, study guides, and copies of notes from overheads and boards.					
Assistive devices will be provided, as needed, including recorders, computers, and calculators.					
Tests and quizzes will be divided into short manageable sections and breaks provided, as needed. Consistent with IEP provisions, assessments may be administered orally and oral responses may be accepted.					
<b>RtI Tier 2 and 3:</b> All students (K-5) will be screened four times a year using the I-Ready Diagnostic Test to	2016 - ongoing	During School	Principal, Curriculum	I-Ready Progress Monitoring,	N/A
identify struggling learners who need additional support in Reading and Math. Students identified as being "at			Director, Teachers	Weekly/Biweekly Formative Assessments	
risk" through I-Ready and/or results of formative or summative assessments will receive supplemental	7.4				
instruction during the school day in the regular education classroom using interventions and strategies				le le	
depending on which Tier is appropriate for the student					
after monitoring. The Principal will oversee and monitor the RtI process and weekly implementation. She will		7			
ensure the teachers are providing the appropriate, research-based interventions and documenting them	\	1			
appropriately. Teachers will group students with similar deficiencies and/or work with them individually to	A A	7			
provide the interventions. Teachers will provide students in Tier 2, strategic interventions 3x per week			4		
for 30 minutes. They will provide students in Tier 3,	-				
intensive intervention 5x per week for 30 minutes. If a student in Tier 3 does not show appropriate progress		100	Marie Ba		

after 6-8 weeks, it is at the discretion of the committee to			
refer for further evaluation.			

### **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: In grades K-2, 8 administered in May 2017.	2% of the students w	ill be on or al	bove gr <mark>ade l</mark> evel ac	ecording to the I-	Ready end of t	he year Diagn	ostic test
In grades 3-5, 40% of the stude	nts will score Level 3	or ab <mark>ove</mark> on t	the Sp <mark>ring 2</mark> 017 ad	lmi <mark>nistra</mark> tion of tl	ne FSA ELA.	=	
Include data for Proficient students (i.	e., FSA Reading, FAIR, BAT/B.	AS/BAFS/BSA):	Include data for Nor	n-proficient students	i.e. FSA Reading, FA	AIR, BAT/BAS/BAFS	S/BSA):
2016 Current Level of Performance 77% of students in grades K-2 are on or above grade level according to I- Ready.  According to Spring FSA ELA assessment, 33% of our 3 <sup>rd</sup> and 4 <sup>th</sup> grade students scored Level 3 or above.  2017 Expected Level of Performan 82% of students in grades K-2 will on or above grade level according Ready.  According to Spring FSA ELA assessment, 40% of our 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 grade students will score Level 3 or above.			2016 Current Level of Performance 23% of students in grades K-2 are below grade level according to I-Ready.  According to Spring FSA ELA assessment, 67% of our 3 <sup>rd</sup> and 4 <sup>th</sup> grade students scored Level 1 or 2.  2017 Expected Level of Performance 18% of students in grades K-2 are below grade level according to I-Ready.  According to Spring FSA ELA assess 60% of our 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grade student score Level 1 or 2.			K-2 are below Ready.  LA assessment,	
Based on ambitious but achievable	Annual Measurable O	bjectives (AM	Os), identify <mark>read</mark> ing	g performance targ	et for the follow	ing years:	7
Baseline Data 2013-14 No data available – SBMCS did not have a	ny students in grades 3-5	2014-15 Grade 3 ELA 25% proficier (baseline) SBMCS did n have 4 <sup>th</sup> & 5 <sup>th</sup> grade.	ent ELA: 33% proficient ot SBMCS did not	2016-17 Grades 3-5 ELA: 40% proficient	2017-18 Grades 3-5 ELA: 45% proficient	2018-19 Grades 3-5 ELA: 60% proficient	2019-20 Grades 3-5 ELA: 70% proficient

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, Durin, After School Hour.		Person or Position Responsib le for Monitorin	Amount/ Funding Source
K-2 Core Reading Curriculum: Based on a	Aug 2016-	During	Montessori Language:	Principa	Additional
balanced literacy approach, SBMCS will utilize	June 2017	School	Student Work Samples,	1,	funding
the Montessori Language curriculum, Journeys,		Hours	Teacher-made performance	Curricul	needed to
Small Group Guided Reading, Primary Phonics,	BAS and		tasks	um	purchase BAS,
Waseca Reading program and Literature read-	Small Group			Director	and Leveled
alouds. Literacy instruction occurs throughout the	Guided		Journeys: Reader's		Readers.
school day during both the morning and afternoon	Reading will	/	Notebook, Benchmark		
work periods. Teachers deliver literacy instruction	be added for		Assessments (grade level	1	All other
in whole group, small group and one-on-one	the 2017-18		specific)		programs are
formats. Small group formats are heterogeneous	school year.	M.			already
and/or homogeneous depending on the teacher's	. / . /		Small Group Guided		funded.
objective. Students work independently with			Reading: BAS		M m
Primary Phonics, Waseca Reading, and					
Montessori Language lessons. Independent			Primary Phonics: Student		
instruction is based on the student's individual			Workbooks/		-
level as determined by teacher			Comprehension		
observation/interaction and/or performance data.			Assessments		
3-5 Core Reading Curriculum: Based on a			Waseca Reading: Teacher-	Dr.	
balanced literacy approach, SBMCS will utilize	1		made performance tasks,	1	
the Montessori Language curriculum, Journeys,	1	1	Observation	1	
Small group guided reading, Literature studies,				1	
District reading portfolios (Grade 3 ONLY),			Literature Read-		
Grade-level specific reading passages, and the			alouds/Studies: Portfolios,		
SRA Reading Laboratory. Literacy instruction			Teacher-made performance	2/	
occurs throughout the school day during both the			tasks, Quizzes, Summative		
morning and afternoon work periods. Teachers			assessments	W. A.	
deliver literacy instruction in whole group, small	Towns or the second	17		100	
group and one-on-one formats. Small group	100	1	Grade-Level Reading		
formats are heterogeneous and/or homogeneous	A I	The same of	Passages: Formative		
depending on the teacher's objective. Students	9 11 1	Y AY III	assessments		
work independently with the Montessori	7 11 1				

					٦
Language lessons, reading passages, and SRA			SRA Reading Laboratory:		
program. The SRA Reading program challenges			Formative assessments		
students with complex text and enhances					
comprehension, vocabulary, fluency, word	9 10 20	A	THE RESERVE AND ASSESSMENT OF THE PARTY OF T		
analysis, and study skills. Additionally, it					
increases students' knowledge base using a variety		///			
of fiction and nonfiction selections at their own					
reading levels. Independent instruction is based on					
the student's individual level as determined by					
teacher observation/interaction and/or					
performance data.	The second second				
**BAS/Small Group Guided Reading will be		//			
added to the core curriculum for the 2017-2018				-	
school year to allow time for purchase of					
program materials and professional					
development of teachers.					
Vocabulary Enrichment Grades 3-5: Word	Aug 2017-	During	Practice Tests (included in Student	Principal,	Teacher
Wisdom (Zaner-Bloser) vocabulary in context	June 2018	School Hours	Edition), Assessments (Teacher	Curriculum	Edition
program will be utilized to increase students'	<b>valie</b> 2010	Sensor Hours	Edition)	Director,	funded by
understanding of the English language through			Zanion	Teachers	SBMCS.
context clues, Latin/Greek roots, and reference				Touchers	\$59.99/
skills. The program increase reading fluency and				-	grade level
comprehension, and strengthens reading and		7 1			grade level
writing across subject areas. This program aligns					Student
to Common Core State Standards for Vocabulary	1				Edition
Acquisition.	1				funded by
Acquisition.					parents as
					parents as
					Student
				V	Supply Fee.
					\$14.99/
					'
C. II. D. (C. L. 17)	<b>A</b> .	D :	E A G H	D: : 1	student
Spelling Program (Grades 1-5):	August	During	Formative Assessment: Spelling	Principal,	Teacher
The K-12 Reader Spelling Program is currently	2016-June	School Hours	Bee	Curriculum	Edition,
being utilized. Students are introduced to the	2017		Summative Assessment:	Director,	Teacher
words at the beginning of the week, complete	1 11 1		Standardized Tests (Teacher Edition)	Teachers	Resources

various activities to reinforce retention and memorization of the words including the Reading Comprehension Worksheets provided, and complete an assessment at the end of the week.  The Spelling Connections (Zaner-Bloser) program will be utilized beginning August 2017. This program will provide students with daily comprehensive spelling practice by connecting spelling to thinking, phonics/vocabulary, reading, and writing. Teachers will provide differentiated instruction within this program and additional spelling support to ELLs which includes audio conversations.	Aug 2017- June 2018	After School (homework): Online Spelling Games			Package, Digital Resources, Online Games, and Support Materials funded by SBMCS.  Student Edition funded by parents as part of the Student Supply Fee. \$20.99/ student
Handwriting (Grade K-5): The current cursive handwriting program being utilized is DLTK's Kidzone Cursive Writing Program. Students learn	Aug 2016- June 2017	During School Hours	Practice Masters, Workbook	Principal, Curriculum Director,	Teacher Edition, Practice
to form and connect letters according to the		After School		Teachers	Masters, and
programs specified sequence (Rockin' Round		(homework): Additional			Digital Resources
letters, Climb n' Slide letters, etc.) and progress through it at their own pace.	1	handwriting			funded by
		practice			SBMCS.
The Handwriting Program (Zaner-Bloser) will be	Aug 2017-	sheets/		-1	G. 1
utilized beginning August 2017. This program provides handwriting practice and support to	June 2018	activities		7	Student Edition
students in both print and cursive through the use					funded by
of a workbook.		V			parents as
	100				part of the Student
	W 1 1				Student Supply Fee.
	7 11 1				\$11.49/

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

		M 2			student
I-Ready Reading Assignments: Tier 2 and Tier 3 students will complete 30 minutes of online I-	2017-2018	During School Hours	Monitor student completion/progress with I-Ready Reports	Teacher, Principal,	I-Ready Program will
Ready Reading assignments per week at school.				Curriculum Director	be funded by SBMCS.
All students will complete one hour of online I-	August	After School			(Already
Ready Reading assignments per week at home.	2016-	Hours:(afterc			funded in
	ongoing	are and/or			annual
		homework)			budget)
<b>Broward Standards Assessment for Reading:</b>	Mid-Year	During	District's Interim Assessment Tests	Principal,	SBMCS
All students in grades 1-5 will participate in the	(January)	School	which measure students' mastery of	Curriculum	funds the
BSA.			the benchmarks.	Director,	cost of the
	End of the	Marie Marie		Administrative	test
	Year (May)			Services	
				Coordinator	
Core Writing Curriculum (K-5): The current	Aug 2016-	During	Pretest, Interest Inventory, Individual	Principal,	Funded by
Core Writing program for grades K-2 is the	June 2017	School Hours	Student Performance	Curriculum	SBMCS.
WriteShop program. This program teaches step-				Director,	
by-step lessons which will introduce students to				Teachers	Cost:
the building blocks of the writing process.					\$529/lower
Teachers are employing hands-on activities to		7			Classroom
teach the concepts of the writing process at the					(K-2)
beginning level.	1				Φ. (10)
		\			\$640/upper
The current Core writing program for grade 3 is					Classroom
Ready Writing (I-Ready). This writing program					(3-5)
teaches students to become confident, competent					
writers and thinkers. Students use their Student					
Instruction Book to complete assignments and					
produce their writing samples.		17			
The current Core Writing masses for Credes 4		17			
The current Core Writing program for Grades 4 and 5 is the Top Score Writing program. This	100	1	- 43 11 11-		
	A I	Ph. see			
program provides the foundation and	7 11 1				
reinforcement of essay writing in all genres.	1 11 11		T THE TAX TO SEE		

Students will learn the use of text-based evid	ence				
and other techniques to support their ideas in					
writing. Teachers will also infuse other writing					
lessons/activities into the curriculum such as	ig .				
teaching how to write book reports, simple	100	A			
reports, and research reports.		//			
reports, and research reports.		4			
The core writing program that will be utilized	l for   Aug 2017-				
all grades (K-5) beginning August 2017 will		/			
eWriteSteps. It is a standards based writing					
program with grammar lessons. It incorporat	es				
best practices of the 6 Traits of Writing, Writ	er's	//			
Workshop, Multiple Intelligences, and Bloor	ı's				
Taxonomy. Lessons will be taught according	; to				
the program's pacing guide utilizing the dail					
lesson plans, visual aids, demonstration vide					
student videos, and technology. Captivators,	daily				
instructional videos, will be added to the					
subscription for grades 3-5.					
<b>Social Studies Core Curriculum (grades</b>	August	During	Formative Assessments:	Principal,	Studies
<b>Kinder-grade 2):</b> The core program for Soci					
		School Hours	Observation, Student Work Samples	Curriculum	Weekly
Studies used at SBMCS is an integration of	al 2016- ongoing	School Hours	-	Curriculum Director,	(grades 2-5)
Studies used at SBMCS is an integration of curriculum using the Florida Standards and		School Hours	Paper-based and Computer-based	Curriculum	(grades 2-5) will be
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and		School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the	ongoing	School Hours	Paper-based and Computer-based	Curriculum Director,	(grades 2-5) will be funded by SBMCS.
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will impleme	ongoing	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum using the Montessori scope were sentenced.	ongoing ent chich	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by SBMCS.
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum using the Montessori scope was presents information to students in a sequent	ongoing ent chich al	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by SBMCS.
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum using the Montessori scope was presents information to students in a sequent manner from the Beginning of Time (Big Ba	ongoing ent chich al ng)	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by SBMCS.
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum using the Montessori scope was presents information to students in a sequent manner from the Beginning of Time (Big Batto present day. Lessons are introduced with the standards and sequents are introduced with the sequents are inte	ongoing ent chich al ng)	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by SBMCS.
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum using the Montessori scope was presents information to students in a sequent manner from the Beginning of Time (Big Ba	ongoing ent chich al ng)	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by SBMCS.
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum using the Montessori scope was presents information to students in a sequent manner from the Beginning of Time (Big Batto present day. Lessons are introduced with the use of visuals and manipulatives.	ongoing ent chich al ng) ne	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by SBMCS.
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum using the Montessori scope was presents information to students in a sequent manner from the Beginning of Time (Big Batto present day. Lessons are introduced with the use of visuals and manipulatives.  Social Studies Core Curriculum (grade 3-4)	ongoing ent chich al ng) ne	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by SBMCS.
Studies used at SBMCS is an integration of curriculum using the Florida Standards and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum using the Montessori scope was presents information to students in a sequent manner from the Beginning of Time (Big Batto present day. Lessons are introduced with the use of visuals and manipulatives.	ongoing  ent thich al ng) ne	School Hours	Paper-based and Computer-based Assessments (provided with the	Curriculum Director,	(grades 2-5) will be funded by SBMCS.

Harcourt and Harcourt Brace textbooks. Teachers utilize Montessori principles to teach these lessons.		UĻ	0	MAR		
Social Studies Core Curriculum (grades K-3):	August	A				
The core program for Social Studies used at	2017-	///				
SBMCS will be an integration of curriculum	ongoing	40				
using Studies Weekly, Florida standards, and						
Montessori's Cosmic Education scope and		/	1			
sequence curriculum chart (provided by the						
Curriculum Director). Teachers will implement			١			
this curriculum following the Montessori scope						
which presents information to students in a	. 1		Α			
sequential manner from the Beginning of Time		M.	1			
(Big Bang) to present day. Lessons are introduced						
with the use of visuals and manipulatives. The			1,7		M W	
Studies Weekly program will engage students in						
content aligned with the Florida standards.		33/2				
Social Studies Core Curriculum (grades 4-5):	August				10	
The core program for Social Studies used at	2017-					
SBMCS will be an integration of curriculum	ongoing					
using Studies Weekly and Florida standards.	ongoing	2	No.			
Teachers will implement this curriculum using		\	7	11		
the Montessori philosophy which presents			7			
information to students in a sequential manner		\	7			
and utilizes visuals/manipulatives. The Studies			f			
Weekly program will engage students in content					-3	
aligned with the Florida standards.		N V			7	
**Studies Weekly Social Studies will be added		T T				
to the curriculum for the 2017-2018 school		W				
year.						

<u>-</u>					1
RtI Tier 2 and 3: All students (K-5) will be	August 2016	During	I-Ready Progress Monitoring,	Principal,	I-Ready
screened four times a year using the I-Ready	- ongoing	School	Weekly/Biweekly Formative	Curriculum	already
Diagnostic Test to identify struggling learners			Assessments	Director,	funded in
who need additional support in Reading and	VIII P	A.		Teachers	SBMCS
Math. Students identified as being "at risk"	9	<b>A</b>			budget.
through I-Ready and/or results of formative or		///			
summative assessments will receive supplemental			Curriculum Resources: Primary	,	Primary
instruction during the school day in the regular			Phonics (K-1), Journeys Tier 2 and 3		Phonics
education classroom using interventions and		/ III / 1	Intervention materials (2-5)		already
strategies depending on which Tier is appropriate					funded in
for the student after monitoring. The Principal					SBMCS
will oversee and monitor the RtI process and		//			budget.
weekly implementation. She will ensure the				-	Journey's
teachers are providing the appropriate, research-					Write-in
based interventions and documenting them					Readers for
appropriately. Teachers will group students with					Intervention:
similar deficiencies and/or work with them					\$3.45/
individually to provide the interventions.					Student
Teachers will provide students in Tier 2, strategic					
interventions 3x per week for 30 minutes. They					
will provide students in Tier 3, intensive					
intervention 5x per week for 30 minutes. If a	-/-			-	
student in Tier 3 does not show appropriate	/				
progress after 6-8 weeks, it is at the discretion of					
the committee to refer for further evaluation.					
ESOL Program: ELL students are mainstreamed	Aug 2016-	During School	Formative Assessments, ACCESS	Principal,	N/A
attending all core instruction across all subject	June 2017	Hours	2.0	Curriculum	
areas. Teachers provide differentiated instruction				Director,	
in small groups (heterogeneous and homogenous)		100		ESOL	
and one-on-one. Visuals, hands-on materials, and				Coordinator	
kinesthetic learning opportunities comprise our					
program thereby facilitating acquisition of the		17			
English language.		1			
	4				
Classrooms provide a literacy rich environment by	Aug 2017-	TIME			
utilize labeling of the environment (in multi-	June 2018:				

languages, including but not limited to,	multilingual				
English/Spanish/French); Vocabulary word banks	print and				
(multilingual with picture aids); the availability of	audio books				
multilingual print books; and multilingual audio	10 10 00	A	THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS		
books.		A			
		///			
After receiving training on WIDA and	2017-2018			,	
ELLevation, classroom teachers will differentiate	school year				
instruction by using the data from the ACCESS		/			
Student Reports and the student information					
available in ELLevation. In addition, they will use					
and implement strategies provided in ELLevation					
to group students according to their language					
proficiency to assist the students in acquiring the					
1 0				Section 1	
English language and understanding content.	. /				
TD 1 211 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				N P	
Teachers will use research-based strategies					
provided by I-Ready to teach, reinforce and					
remediate skills for ELLs.					
	100				
1	-/				
a standards based writing program with grammar					
lessons. It incorporates best practices of the 6					
traits of writing, Writer's Workshop, Multiple					
Intelligences, and Bloom's Taxonomy. Lessons					
will be taught according to the program's pacing					
				3	
program contains resources which will be utilized				7	
1 0		1			
	August 2016-	During	Observation	Principal,	Cost funded
	ongoing	School		ESOL	
	119				
•	25 / /	TIM III			
traits of writing, Writer's Workshop, Multiple Intelligences, and Bloom's Taxonomy. Lessons will be taught according to the program's pacing guide utilizing the daily lesson plans. The	_	During School	Observation	Principal, ESOL Coordinator	Cost funded by SBMCS.

and will be encouraged by teachers to use them in					
their everyday work and during assessments.					
Bilingual Language Support Staff: Support from bilingual staff will be available for translation assistance during conferences and meetings, written/verbal school communication, and in-class student support. Currently, the school offers bilingual language support in Spanish, as required by the large population of Spanish	August 2016- ongoing	During School, After School	Student/Parent Surveys	Principal, ESOL Coordinator	Cost of salaries for Classroom Teachers.
speaking ELLs in the school.			2	- 10	
<b>Bilingual Teachers:</b> 75% of the classroom teachers are bilingual and/or multilingual, with 66% of them speaking Spanish. These teachers utilize scaffolding techniques to support their ELLs as they acquire the English language.	Aug 2016- June 2017	During School	Observation	Principal, ESOL Coordinator	N/A
<b>ESOL Trained Teachers:</b> All teachers in our	August	During	Professional Development Chart,	Principal,	Cost of Staff
school are working towards ESOL Endorsement. ESOL classes for endorsement and professional development are posted and/or shared with the teachers as they become available.	2016- ongoing	School, After School	Attendance confirmation/ Completion,	Curriculum Director, ESOL Coordinator	
The ESOL Coordinator will ensure teachers attend the ELL Committee meetings for ESOL students, will provide teachers with the WIDA student reports, and will monitor their use of ELLevation. The Curriculum Director will monitor their use and implementation of ELLevation strategies in the lesson plans.	2017-2018 school year				
Teachers will attend district trainings on WIDA. The ESOL Coordinator and Curriculum Director will offer professional development workshops for the following: WIDA Overview, ACCESS 2.0 and Interpreting Student Reports, and ELLevation.	2016- ongoing		Attendance sheets for PD		

		m 100 100 100 A			
In alignment with the principles and philosophy of Montessori, teachers will employ the use of hands-on materials, visuals, and kinesthetic	2016-		Lesson Plans, Administrative Observations		
opportunities to facilitate the learning of ELLs. They will plan and implement ESOL strategies (as	ongoing	A			
learned in their classes and/or from ELLevation) and will provide ESOL accommodations to their				3	
students. They will utilize the ACCESS 2.0 data for their ELLs to target specific student needs and					
work towards improving language proficiency by targeting the lowest performance domains.				1	
In addition, SBMCS will hire a designated ESOL Coach which will provide guidance to the	2017-2018				
classroom teachers in using and implementing strategies and he/she will provide small	school year				
group/one-on-one instruction to our Entering, Emerging, and Developing ELL students as					
identified by the ACCESS test. The student groupings and duration of targeted interventions				-	
will be determined once the needs are identified					
by the assessment.	A 4 2016	D :	I 1 ( C1 ( 1 ( IED	D: 1	NT/A
<b>ESE Accommodations:</b> Teachers use a multimodel approach that includes visual, auditory,	August 2016  – ongoing	During School	Implementation of the student's IEP with fidelity.	Principal, SPED	N/A
kinesthetic, and tactile modes of learning. The				Contractor,	
classroom environment is adjusted, where possible, to reduce distractions.	A STATE OF THE PARTY OF THE PAR			Teachers	
Teachers appropriately modify	Same				
activities/assignments without depriving children		100		7	
of the full benefits of a free and appropriate public education.					
Cuication.		W			
Teachers schedule shorter work periods with	De				
breaks, provide additional time to complete assignments and homework, and teachers modify	1				
expectations to simplify long tasks into shorter	7 // /				

tasks that can be completed in single work sessions.		
Management strategies used include alerting children ahead of time of transitions.		
Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.  Visual directions and cues, as well as models of final products, are used. Teachers provide		
scaffolding for students including outlines of material, study guides, and copies of notes from overheads and boards.		
Assistive devices will be provided, as needed, including recorders, computers, and calculators.		
Tests and quizzes will be divided into short manageable sections and breaks provided, as needed. Consistent with IEP provisions, assessments may be administered orally and oral responses may be accepted.		

#### 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): SBMCS does not have a STEM curriculum. See specific Science and Math goals/data.

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

SBMCS did not take the Spring 2016 FSA Science because there were no 5th grade students.

Strategies and Activities to increase Student Achievement	Start-	Select	Evaluation Tool	Person or Position	Amount/
(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	End Date	Applicable	(i.e. Chapter Tests, BAS, Portfolios, teacher-	Responsible for	Funding Source
		Option	developed performance tasks, other formative assessments, etc.)	Monitoring	
		(i.e. Before, During, After School Hours)			
Science Fusion K-3: The core program for Science used at	Aug 2016-	During	Formative Assessments	Principal and	Studies Weekly
SBMCS is an integration of curriculum using Houghton	June 2017	School	(Observation and	Curriculum	Science will be
Mifflin Harcourt's Science Fusion and Montessori's	1	Hours	Quizzes)	Director	funded by SBMCS,
Cosmic Education scope and sequence curriculum chart	- //			The second	replacing Science
and concrete materials. Teachers will implement this			Summative Assessment		Fusion.
curriculum using the Montessori scope which presents			(Unit Benchmark Tests:		(Already funded in
information to students in a sequential manner from the			administered at the		annual budget)
Beginning of Time (Big Bang) to present day. Teachers			conclusion of each unit)		
introduce/teach specific units from the Science Fusion				I II II	Leveled Science
book, which align to the topics on the Montessori					Readers 2017-2018
curriculum chart (provided by the Curriculum Director).					school year.
Teachers will utilize hands on materials/visuals and will	100	7			
provide inquiry-based learning opportunities. Teachers					
will encourage higher order thinking through the use of the	1				
Depth of Knowledge framework. All Florida Science					
Standards are taught with the integration of both				Part Control	
curriculums.				1	
	The state of the s			4	
Science Fusion grades 4-5: The core program for Science					
used at SBMCS is Houghton Mifflin Harcourt's Science	N.				
Fusion and concrete materials/visuals. Teachers will					
implement this curriculum by teaching the specific units				1	
within the Science Fusion book. Teachers will utilize hands					
on materials/visuals and will provide inquiry-based		W			
learning opportunities. Teachers will encourage higher		Y		The state of the s	
order thinking through the use of the Depth of Knowledge		11	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	-	
framework. All Florida Science Standards are taught with	The little of		I WE MILE		
the Science Fusion program.	/ / // //		II II II II		
- III II		The second second second	LATER THE PARTY NAMED IN		

Leveled Science Readers will be added to the classroom libraries for the 2017-2018 school year.	MU	La	MA		
Studies Weekly Science K-3: The core program for Science used at SBMCS will be an integration of curriculum using Studies Weekly Science and Montessori's Cosmic Education scope and sequence curriculum chart and concrete materials. Teachers will implement this curriculum using the Montessori scope which presents information to students in a sequential manner from the Beginning of Time (Big Bang) to present day. Teachers introduce/teach specific lessons from Studies Weekly. Teachers will utilize hands on materials/visuals and will provide inquiry-based learning opportunities. Teachers will encourage higher order thinking through the use of the Depth of Knowledge framework. All Florida Science Standards are taught with the integration of both curriculums.	2017-2018 school year				
Studies Weekly grades 4-5: The core program for Science used at SBMCS will be Studies Weekly Science and concrete materials/visuals. Teachers will implement this curriculum by teaching the specific lessons. Teachers will utilize hands on materials/visuals and will provide inquiry-based learning opportunities. Teachers will encourage higher order thinking through the use of the Depth of Knowledge framework. All Florida Science Standards are taught with the Studies Weekly Science program.					
<b>ESOL Program:</b> ELL students are mainstreamed attending all core instruction across all subject areas. Teachers provide differentiated instruction in small groups (heterogeneous and homogenous) and one-on-one. Visuals, hands-on materials, and kinesthetic learning opportunities	All Domains	August 2016-June 2017	During School Hours	Assessments, ACCESS 2.0	Principal, Curriculum Director, ESOL Coordinator

comprise our program thereby facilitating acquisition of the English language.		Lo	Mar		
Classrooms provide a literacy rich environment by utilize labeling of the environment (in multi-languages, including but not limited to, English/Spanish/French); Vocabulary word banks (multilingual with picture aids); the availability of multilingual print books; and multilingual audio books.  After receiving training on WIDA and ELLevation, classroom teachers will differentiate instruction by using the data from the ACCESS Student Reports and the student information available in ELLevation. In addition, they will use and implement strategies provided in ELLevation to group students according to their language proficiency to assist the students in acquiring the English language and understanding content.		August 2017-June 2018: multilingual print and audio books			
		school year			
Teachers will use research-based strategies provided by I-Ready to teach, reinforce and remediate skills for ELLs.	-//				
The core writing program used at SBMCS beginning August 2017 will be eWriteSteps. It is a standards based writing program with grammar lessons. It incorporates best practices of the 6 traits of writing, Writer's Workshop, Multiple Intelligences, and Bloom's Taxonomy. Lessons will be taught according to the program's pacing guide utilizing the daily lesson plans. The program contains resources which will be utilized for ELLs such as visual aids, videos, graphic organizers, and technology.					
<b>Bilingual Dictionaries:</b> Each ELL student will receive an appropriate English-heritage language dictionary for use in	All Domains	August 2016-	During School	Observation	Principal, ESOL Coordinator
the classroom. Students receive instruction in how to		ongoing			
utilize the dictionary and will be encouraged by teachers to use them in their everyday work and during assessments.	r m	-m1	18811		

Bilingual Language Support Staff: Support from	All	August	During School, After	Student/Parent	Principal, ESOL
bilingual staff will be available for translation assistance	Domains	2016-	School	Surveys	Coordinator
during conferences and meetings, written/verbal school		ongoing		-	
communication, and in-class student support. Currently, the	3	A			
school offers bilingual language support in Spanish, as		Λ			
required by the large population of Spanish speaking ELLs		//A			
in the school.					
<b>Bilingual Teachers:</b> 75% of the classroom teachers are	All	August	During School	Observation	Principal, ESOL
bilingual and/or multilingual, with 66% of them speaking	Domains	2016-June			Coordinator
Spanish. These teachers utilize scaffolding techniques to	10	2017			
support their ELLs as they acquire the English language.	/				
<b>ESOL Trained Teachers:</b> All teachers in our school are	All	August	During School, After	Professional	Principal,
working towards ESOL Endorsement. ESOL classes for	Domains	2016-	School	Development	Curriculum
endorsement and professional development are posted		ongoing		Chart,	Director, ESOL
and/or shared with the teachers as they become available.		1/1/	7	Attendance	Coordinator
		1//		confirmation/	
The ESOL Coordinator will ensure teachers attend the ELL				Completion,	
Committee meetings for ESOL students, will provide					
teachers with the WIDA student reports, and will monitor		2017-2018			
their use of ELLevation. The Curriculum Director will		school year			
monitor their use and implementation of ELLevation	7 18				
strategies in the lesson plans.					
Teachers will attend district trainings on WIDA. The ESOL				1	
Coordinator and Curriculum Director will offer					
professional development workshops for the following:	\ \ \	2016-			
WIDA Overview, ACCESS 2.0 and Interpreting Student	1 1	ongoing			
Reports, and ELLevation.					
				Attendance	
In alignment with the principles and philosophy of				sheets for PD	
Montessori, teachers will employ the use of hands-on				100	
materials, visuals, and kinesthetic opportunities to facilitate					
the learning of ELLs. They will plan and implement ESOL					
strategies (as learned in their classes and/or from	The same		1 10 10 10 10		
ELLevation) and will provide ESOL accommodations to	1 17101				
their students. They will utilize the ACCESS 2.0 data for					

their ELLs to target specific student needs and work towards improving language proficiency by targeting the lowest performance domains.	UU	2016- ongoing	MARA	Lesson Plans, Administrative Observations	
In addition, SBMCS will hire a designated ESOL Coach which will provide guidance to the classroom teachers in using and implementing strategies and he/she will provide small group/one-on-one instruction to our Entering, Emerging, and Developing ELL students as identified by the ACCESS test. The student groupings and duration of targeted interventions will be determined once the needs are identified by the assessment.		2017-2018 school year			
ESE Accommodations: Teachers use a multi-model approach that includes visual, auditory, kinesthetic, and tactile modes of learning. The classroom environment is adjusted, where possible, to reduce distractions.  Teachers appropriately modify activities/assignments	All Subjects	2016 - ongoing	During School	Implementation of the student's IEP with fidelity.	Principal, SPED Contractor, Teachers
without depriving children of the full benefits of a free and appropriate public education.					
Teachers schedule shorter work periods with breaks, provide additional time to complete assignments and homework, and teachers modify expectations to simplify long tasks into shorter tasks that can be completed in single work sessions.					
Management strategies used include alerting children ahead of time of transitions.					
Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.		V			
Visual directions and cues, as well as models of final products, are used. Teachers provide scaffolding for	TIM	rm I	1 13 11 20		

students including outlines of material, study guides, and copies of notes from overheads and boards.	UU	<b>LO</b> 1	MAR		
Assistive devices will be provided, as needed, including recorders, computers, and calculators.					
Tests and quizzes will be divided into short manageable		4 N			
sections and breaks provided, as needed. Consistent with		III N			
IEP provisions, assessments may be administered orally			Y		
and oral responses may be accepted.	1.0				
RtI Tier 2 and 3: All students (K-5) will be screened four	All	2016 -	During School	I-Ready	Principal,
times a year using the I-Ready Diagnostic Test to identify	Subjects	ongoing		Progress	Curriculum
struggling learners who need additional support in Reading				Monitoring,	Director, Teachers
and Math. Students identified as being "at risk" through I-				Weekly/Biweekl	
Ready and/or results of formative or summative	100		<i>y</i> -	y Formative	
assessments will receive supplemental instruction during				Assessments	
the school day in the regular education classroom using					
interventions and strategies depending on which Tier is					
appropriate for the student after monitoring. The Principal	-	7			
will oversee and monitor the RtI process and weekly					
implementation. She will ensure the teachers are providing	1				
the appropriate, research-based interventions and					
documenting them appropriately. Teachers will group					
students with similar deficiencies and/or work with them				//	
individually to provide the interventions. Teachers will				4	
provide students in Tier 2, strategic interventions 3x per					
week for 30 minutes. They will provide students in Tier 3,	1.4				
intensive intervention 5x per week for 30 minutes. If a					
student in Tier 3 does not show appropriate progress after		107		11	
6-8 weeks, it is at the discretion of the committee to refer					
for further evaluation.					

Science Goal (s): By the end of the 2016-2017 school year, 70% of the students in grades K-4 will score 80% or higher on each of the Unit Benchmark tests in the grade level specific Science Fusion book.

The 2016-2017 school year, 50% of the students in Grade 5 will score Level 3 or higher on the Spring administration of the FSA Science.

	all						
Include data for Proficient students (i.e., FSA, End	l Of Course Examinations):		Include data for Non-proficient students (i.e. FSA, End of Course Examinations):				
No data available – SBMCS did not take the Spr 5 <sup>th</sup> grade students.			grade students.	SBMCS did not take the S	pring 2016 FSA	A Science becau	se there were no 5 <sup>th</sup>
2016 Current Level of Performance SBMCS did not take the Spring 2016 FSA Science because there were no 5 <sup>th</sup> grade students.	2017 Expected Level of Perform 50% of grade 5 students will see or higher on the Spring 2017 FS	ore Level 3	2016 Current Level of Performance SBMCS did not take the Spring 2016 FSA 5			2017 Expected Level of Performance 50% of grade 5 students will score Level 1 or 2 on the Spring 2017 FSA Science.	
Mathematics Goal(s): In grades K-2, 75 in May 2017.  In grades 3-5, 40% of the students will state of the students will state of the students will state of the students.					d of the year	r Diagnostic	test administered
Include data for Proficient students (i.e., FSA, End	l Of Course Examinations):	N/A	Incl <mark>ude dat</mark> a for N	on-proficient students (i.e.	. FSA, End of Cou	urse Examinations)	):
2016 Current Level of Performance 55% of students in grades K-2 are on or above grade level according to I-Ready.	2017 Expected Level of Perform 75% of students in grades K-2 a grade level according to I-Read	are on or above y.	level according to I-Ready. level according to I-Ready.				es K-2 are below grade ly.
According to Spring FSA Math assessment, 33% of our 3 <sup>rd</sup> and 4 <sup>th</sup> grade students scored Level 3 or above.	According to Spring FSA Math 40% of our 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade score Level 3 or above.	e students will	67% of our 3rd and Level 1 or 2.	ng FSA Math assessment, d 4 <sup>th</sup> grade students scored	1 60% of o score Lev	ur 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup>	Math assessment, th grade students will
Based on ambitious but achievable Annual	Measurable Objectives (AMC	os), identify m	a <mark>th an</mark> d science pe	rformance target for the	e follo <mark>wi</mark> ng yo	ears:	
Baseline Data 2013-14 No data available – SBMCS did not have any students	2014-15 Grade 3 Math: 0% proficient (baseline)	2015-16 Grade 3 and 4 Math: 33% proficient	2016-17 Grades 3-5 Math: 40% proficient	2017-18 Grades 3-5 Math: 45% proficient	2018-19 Grades 3-5 Math: 60% proficient	2019-20 Grades 3-5 Math: 70% proficient	
	Pho-	Grade 5 Science: SBMCS did not have 5 <sup>th</sup> grade.	Grade 5 Science: SBMCS did not have 5 <sup>th</sup> grade.	Grade 5 Science: 30% proficient (baseline)	Grade 5 Science: 35% proficient	Grade 5 Science: 40% proficient	Grade 5 Science: 45% proficient

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
Core Math Curriculum grades K-5: The core program for Math used at SBMCS will be an integration of curriculum using Houghton Mifflin Harcourt's Go Math and Montessori's scope and sequence curriculum chart. Concepts will be introduced with the use of concrete, didactic materials.  Singapore Math concepts and strategies will be incorporated into the Core Math curriculum beginning in August 2017.	Math	August 2016 - ongoing	During School Hours	Student Work Samples, Teacher-made quizzes, Mid- Chapter Checkpoint (Go Math), End of the Unit Test (Go Math)	Principal, Curriculum Director	Go Math workbooks will be funded by SBMCS. (Already funded in annual budget)
I-Ready Math Assignments: Tier 2 and Tier 3 students will complete 30 minutes of online I-Ready Reading assignments per week at school.  All students will complete one hour of online I-Ready Reading assignments per week at home.	Math	August 2016-ongoing	During School Hours  After School Hours:(after care and/or homework)	Monitor student completion/ progress with I- Ready Reports	Teacher, Principal, Curriculum Director	I-Ready Program will be funded by SBMCS. (Already funded in annual budget)
RtI Tier 2 and 3: All students (K-5) will be screened four times a year using the I-Ready Diagnostic Test to identify struggling learners who need additional support in Reading and Math. Students identified as being "at risk" through I-Ready and/or results of formative or summative assessments will receive supplemental instruction during the school day in the regular education classroom using interventions and strategies depending on	Math	August 2016 - ongoing	During School	I-Ready Progress Monitoring, Weekly/Biweekl y Formative Assessments	Principal, Curriculum Director, Teachers	N/A

rr rr ii aa	which Tier is appropriate for the student after monitoring. The Principal will oversee and monitor the RtI process and weekly mplementation. She will ensure the teachers are providing the appropriate, research-based nterventions and documenting them appropriately. Teachers will group students with similar deficiencies and/or work with hem individually to provide the interventions. Teachers will provide students in Tier 2, strategic interventions 3x per week for 30 minutes. They will provide students in Tier 3, ntensive intervention 5x per week for 30 minutes. If a student in Tier 3 does not show appropriate progress after 6-8 weeks, it is at the discretion of the committee to refer for			9/			
_	FOOL Programs FLL and house	ESOL	All Damaina	A 1	D	E-marking	Duin aim al
r 2 ( ( c k	ESOL Program: ELL students are mainstreamed attending all core instruction across all subject areas. Teachers provide differentiated instruction in small groups theterogeneous and homogenous) and one-one. Visuals, hands-on materials, and kinesthetic learning opportunities comprise our program thereby facilitating acquisition of the English language.	ESOL	All Domains	August 2016-June 2017	During School Hours	Formative Assessments, ACCESS 2.0	Principal, Curriculum Director, ESOL Coordinator
e r v	Classrooms provide a literacy rich environment by utilize labeling of the environment (in multi-languages, including but not limited to, English/Spanish/French); Wocabulary word banks (multilingual with picture aids); the availability of multilingual print books; and multilingual audio books.	287		August 2017-June 2018: multilingual print and audio books	RI		

<u>-</u>						
After receiving training on WIDA and						
ELLevation, classroom teachers will			2017-2018			
differentiate instruction by using the data from	V IN AN A		school year			
the ACCESS Student Reports and the student		A.				
information available in ELLevation. In	A COLOR	_ A		A B DES		
addition, they will use and implement	39	//A				
strategies provided in ELLevation to group						
students according to their language						
proficiency to assist the students in acquiring		//	9			
the English language and understanding	V					
content.			N		The same of the sa	
		//				
Teachers will use research-based strategies						
provided by I-Ready to teach, reinforce and						
remediate skills for ELLs.						
Terriculate Skills for ELLS.						
The core writing program used at SBMCS			19		1 1	
beginning August 2017 will be eWriteSteps. It						
is a standards based writing program with						
grammar lessons. It incorporates best practices						
of the 6 traits of writing, Writer's Workshop,						
Multiple Intelligences, and Bloom's						
Taxonomy. Lessons will be taught according						
to the program's pacing guide utilizing the					la la	
					Alexander of the same of the s	
daily lesson plans. The program contains	1	\( \)			4	
resources which will be utilized for ELLs such			1			
as visual aids, videos, graphic organizers, and			1			
technology.	Egol	411 D		D : 01 1	01	D: 1 1 E001
Bilingual Dictionaries: Each ELL student will	ESOL	All Domains	August	During School	Observation	Principal, ESOL
receive an appropriate English-heritage			2016-			Coordinator
language dictionary for use in the classroom.			ongoing			
Students receive instruction in how to utilize	170			ALC: UNIVERSE	100	
the dictionary and will be encouraged by	WAR -				0	
teachers to use them in their everyday work	THE THE	F Bloom				
and during assessments.	1413 M		And the	The second	_	

Bilingual Language Support Staff: Support from bilingual staff will be available for translation assistance during conferences and meetings, written/verbal school communication, and in-class student support. Currently, the school offers bilingual language support in Spanish, as required by the large population of Spanish speaking ELLs in the school.	ESOL	All Domains	August 2016- ongoing	During School, After School	Student/Parent Surveys	Principal, ESOL Coordinator
Bilingual Teachers: 75% of the classroom teachers are bilingual and/or multilingual, with 66% of them speaking Spanish. These teachers utilize scaffolding techniques to support their ELLs as they acquire the English language.	ESOL	All Dom <mark>ain</mark> s	August 2016-June 2017	During School	Observation	Principal, ESOL Coordinator
ESOL Trained Teachers: All teachers in our school are working towards ESOL Endorsement. ESOL classes for endorsement and professional development are posted and/or shared with the teachers as they become available.	ESOL	All Domains	August 2016- ongoing	During School, After School	Professional Development Chart, Attendance confirmation/ Completion,	Principal, Curriculum Director, ESOL Coordinator
The ESOL Coordinator will ensure teachers attend the ELL Committee meetings for ESOL students, will provide teachers with the WIDA student reports, and will monitor their use of ELLevation. The Curriculum Director will monitor their use and implementation of ELLevation strategies in the lesson plans.	A STATE OF THE PARTY OF THE PAR		2017-2018 school year			
Teachers will attend district trainings on WIDA. The ESOL Coordinator and Curriculum Director will offer professional development workshops for the following: WIDA Overview, ACCESS 2.0 and Interpreting Student Reports, and ELLevation.	287	ne	2016- ongoing	RI	Attendance sheets for PD	

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In alignment with the principles and			2016-		Lesson Plans,	
philosophy of Montessori, teachers will			ongoing	811 / 1	Administrative	
employ the use of hands-on materials, visuals,	V. M. A.				Observations	
and kinesthetic opportunities to facilitate the	M OM D.	1		AND AND AND A		
learning of ELLs. They will plan and		A		THE PERSON		
implement ESOL strategies (as learned in their	200					
classes and/or from ELLevation) and will						
provide ESOL accommodations to their						
students. They will utilize the ACCESS 2.0		/	1	· ·		
data for their ELLs to target specific student						
needs and work towards improving language			N.			
proficiency by targeting the lowest		//				
performance domains.						
performance domains.				7		
In addition, SBMCS will hire a designated			2017-2018			
ESOL Coach which will provide guidance to			school year			
the classroom teachers in using and			school year		1 "	
implementing strategies and he/she will						
provide small group/one-on-one instruction to						
our Entering, Emerging, and Developing ELL						
students as identified by the ACCESS test.						
The student groupings and duration of targeted						
interventions will be determined once the						
needs are identified by the assessment.			1		In .	
ESE Accommodations: Teachers use a multi-	All Subjects	2016 -	During	Implementation	Principal, SPED	N/A
model approach that includes visual, auditory,	All Subjects	ongoing	School	of the student's	Contractor,	IN/A
kinesthetic, and tactile modes of learning. The		ongoing	School	IEP with fidelity.	Teachers	
classroom environment is adjusted, where	A. S.		1	iller with fidelity.	1 eachers	
possible, to reduce distractions.		100	/			
Teachers appropriately modify						
activities/assignments without depriving		N.				
children of the full benefits of a free and		- 10				
appropriate public education.	100			100	Jan 1	
appropriate public education.	THE PARTY	1			<b>V</b>	
Teachers schedule shorter work periods with		Maria mari		Mr. M.		
breaks, provide additional time to complete	MM M			11 11 100		
oreaks, provide additional time to complete	~ [ ] · [ ]		1 3 3 4 1 1 1 2 7 7	The second second		

assignments and homework, and teachers modify expectations to simplify long tasks into shorter tasks that can be completed in single work sessions.	SHIDUL	O MAA	
Management strategies used include alerting children ahead of time of transitions.			
Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.			
Visual directions and cues, as well as models of final products, are used. Teachers provide scaffolding for students including outlines of material, study guides, and copies of notes from overheads and boards.			
Assistive devices will be provided, as needed, including recorders, computers, and calculators.			
Tests and quizzes will be divided into short manageable sections and breaks provided, as needed. Consistent with IEP provisions, assessments may be administered orally and oral responses may be accepted.			

STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity  Please note that each Strategy does not require a professional development or PLC activity.								
Professional Development Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and /or PLC Leader	PD Partici <mark>p</mark> ant	D 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  Funding S				
Cosmic Education Workshop	K-3	Amanda Adair	Teachers	Summer 2017		Lesson Plans, Classroom	Already funded in	

		SHI	UL	MA	Principal, Curriculum Director	Observations, End of Training	Curriculum Director's salary
Singapore Math Training	K-5	Terrilynn Latour	Principal,	Summer 2017	Principal,	Assessment End of	Cost TBD
			Curriculum	~	Curriculum	Training	
			Directo <mark>r,</mark>		Director	Assessment,	
			Teache <mark>rs</mark>			Lesson Plans	

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

