

## 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 (SIP) - CHARTER SCHOOL VERSION

### 2016-2017 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

##### School Information

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

##### 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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	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	<u>2000-2003</u> Virginia S. Young Elementary: School Grade: A  <u>2005- 2015</u> 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)



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

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

**2013-2014**

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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 Probability of Literacy Success (PLS) Zone		
			Green Zone (> 85% PLS)	Yellow Zone (16%-84% PLS)	Red Zone (<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 Reading	Percent Tested Reading	Reading % Satisfactory Level 3 or above	Reading % High Performing Level 5
ALL Students	8	100	12.5%	0
American Indian	0	0	0	0
Asian	0	0	0	0
Black/African American	2	100	50%	0
Hispanic	1	100	0	0

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

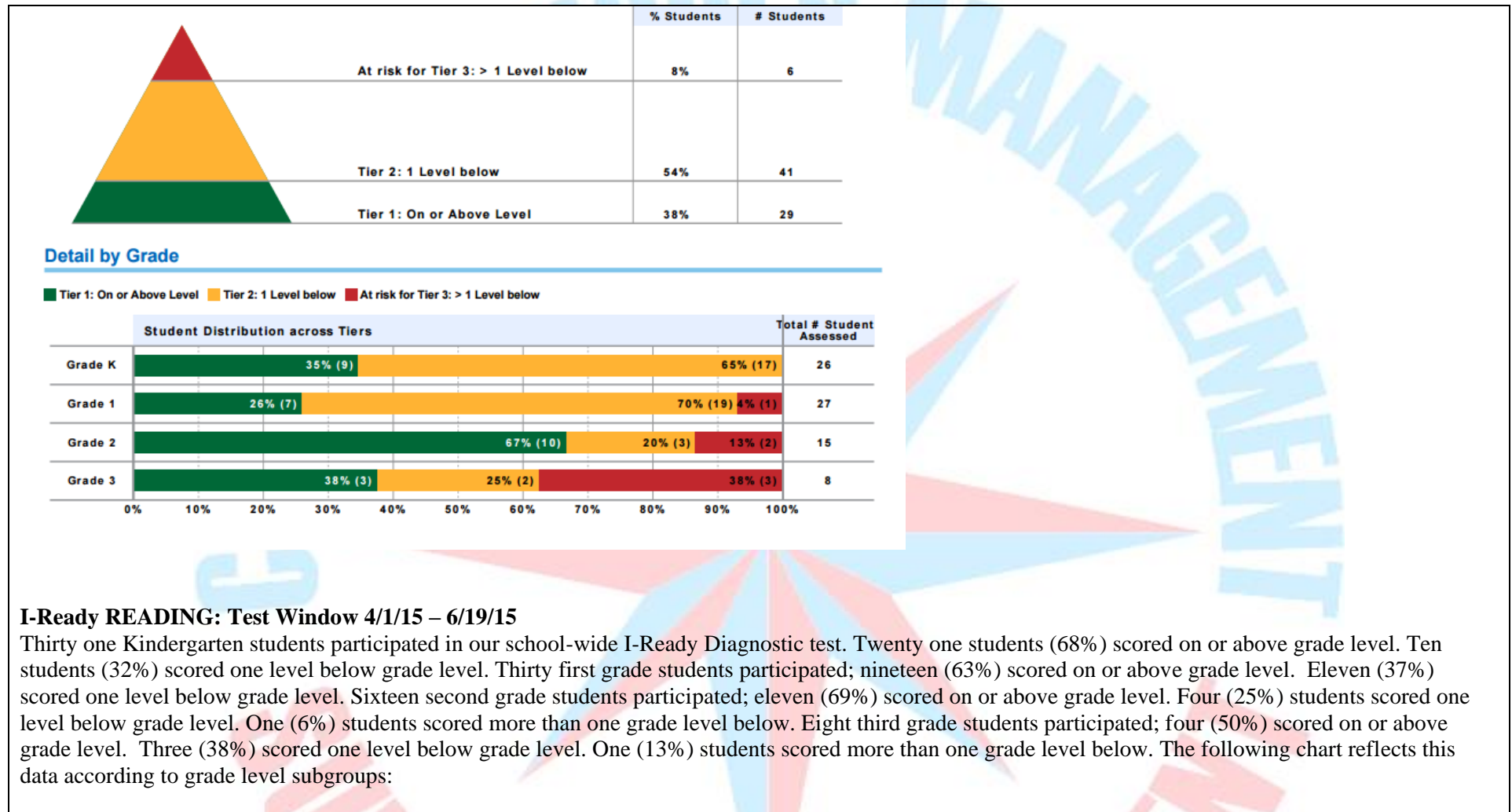
*A school grade was not issued to SBMCS following the Spring 2015 Administration of the FSA due to the fact that only eight 3rd graders tested and the school did not have any 4<sup>th</sup> or 5<sup>th</sup> graders enrolled.*

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

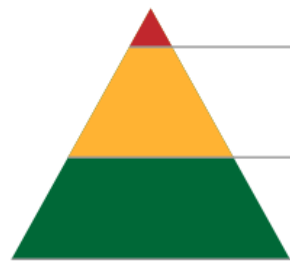
Twenty six Kindergarten students participated in our school-wide I-Ready Diagnostic test. Nine students (35%) scored on or above grade level. Seventeen students (65%) scored one level below grade level. Twenty seven first grade students participated; seven (26%) scored on or above grade level. Nineteen (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. Eight third grade students participated; 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:



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At risk for Tier 3: > 1 Level below

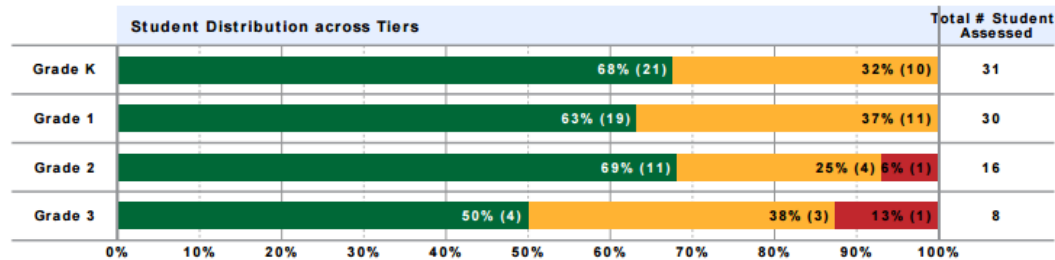
% Students	# Students
2%	2
33%	28
65%	55

Tier 2: 1 Level below

Tier 1: On or Above Level

### Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level below ■ At risk for Tier 3: > 1 Level below

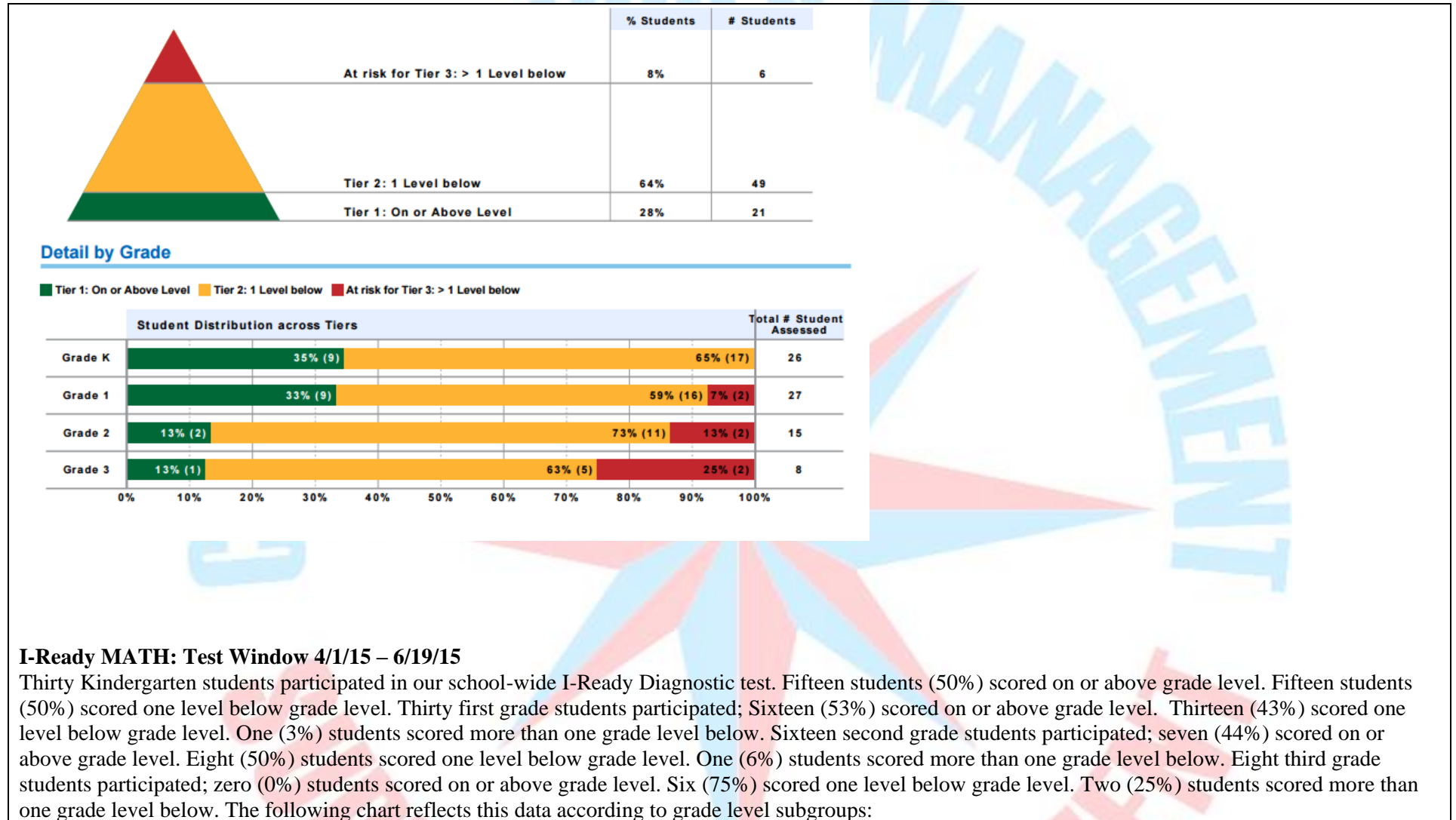


### I-Ready MATH: Test Window 8/15/14 – 12/31/14

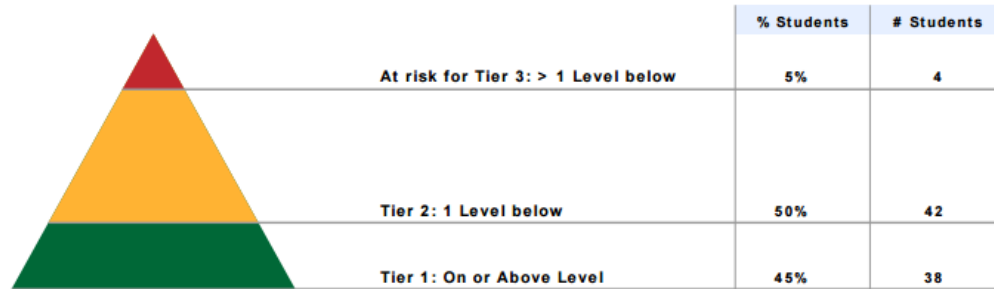
Twenty six Kindergarten students participated in our school-wide I-Ready Diagnostic test. Nine students (35%) scored on or above grade level. Seventeen students (65%) scored one level below grade level. Twenty seven first grade students participated; nine (33%) scored on or above grade level. Sixteen (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:



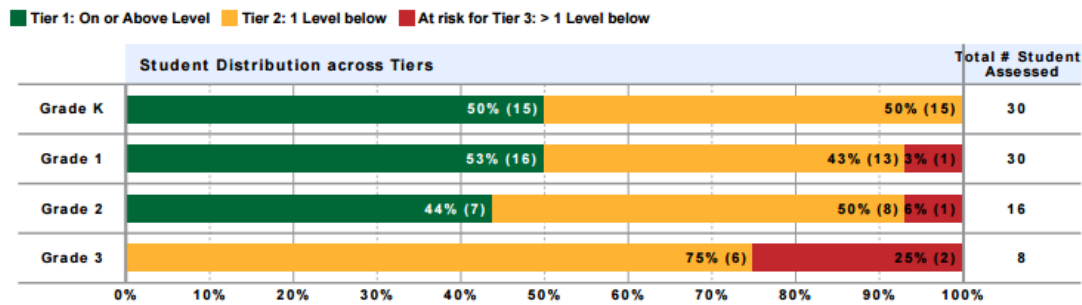
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### Detail by Grade



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

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Black/African American	4	100	50	0
Hispanic	5	100	40	0
White	3	100	66.6	33.3
English Language Learners (ELL)	3	100	33.3	0
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 Math	Percent Tested Math	Math % Scoring Satisfactory Level 3 or above	Math % High Performing Level 5
ALL Students	16	100	43.75	0
American Indian	0	0	0	0
Asian	0	0	0	0
Black/African American	4	100	50	0
Hispanic	5	100	40	0
White	3	100	66.6	0
English Language Learners (ELL)	3	100	1	33.3
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 Reading	Percent Tested Reading	Reading % Scoring Satisfactory Level 3 or above	Reading % High Performing Level 5
ALL Students	8	100	0	0
American Indian	0	0	0	0
Asian	0	0	0	0



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

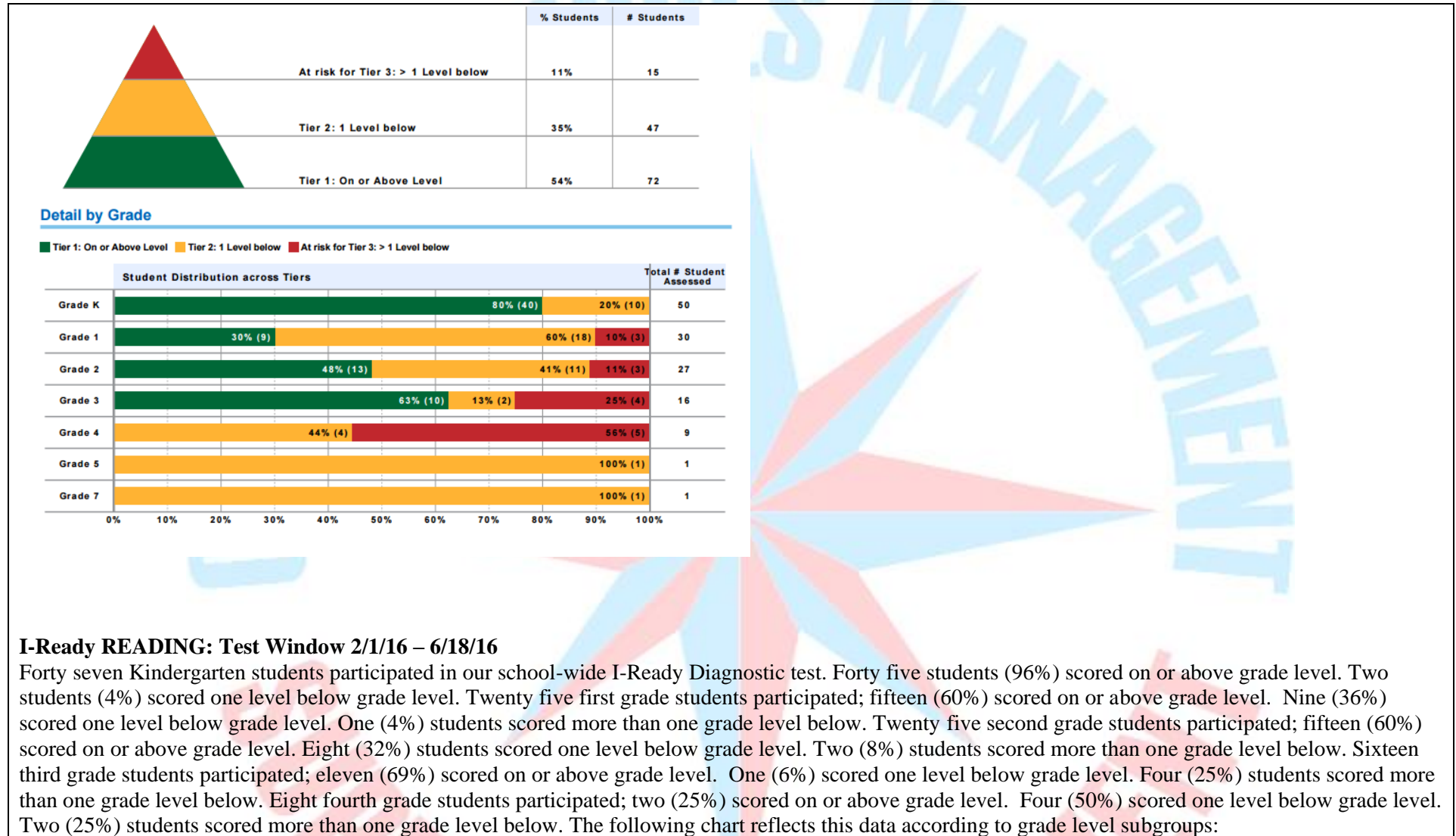
Subgroup	Number Tested Math	Percent Tested Math	Math % Scoring Satisfactory Level 3 or above	Math % High Performing Level 5
ALL Students	8	100	12.5	0
American Indian	0	0	0	0
Asian	0	0	0	0
Black/African American	3	100	0	0
Hispanic	1	100	0	0
White	1	100	0	0
English Language Learners (ELL)	3	100	33.3	0

*Because SBMCS only had eight 4<sup>th</sup> grade students take the Spring 2016 Administration 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.*

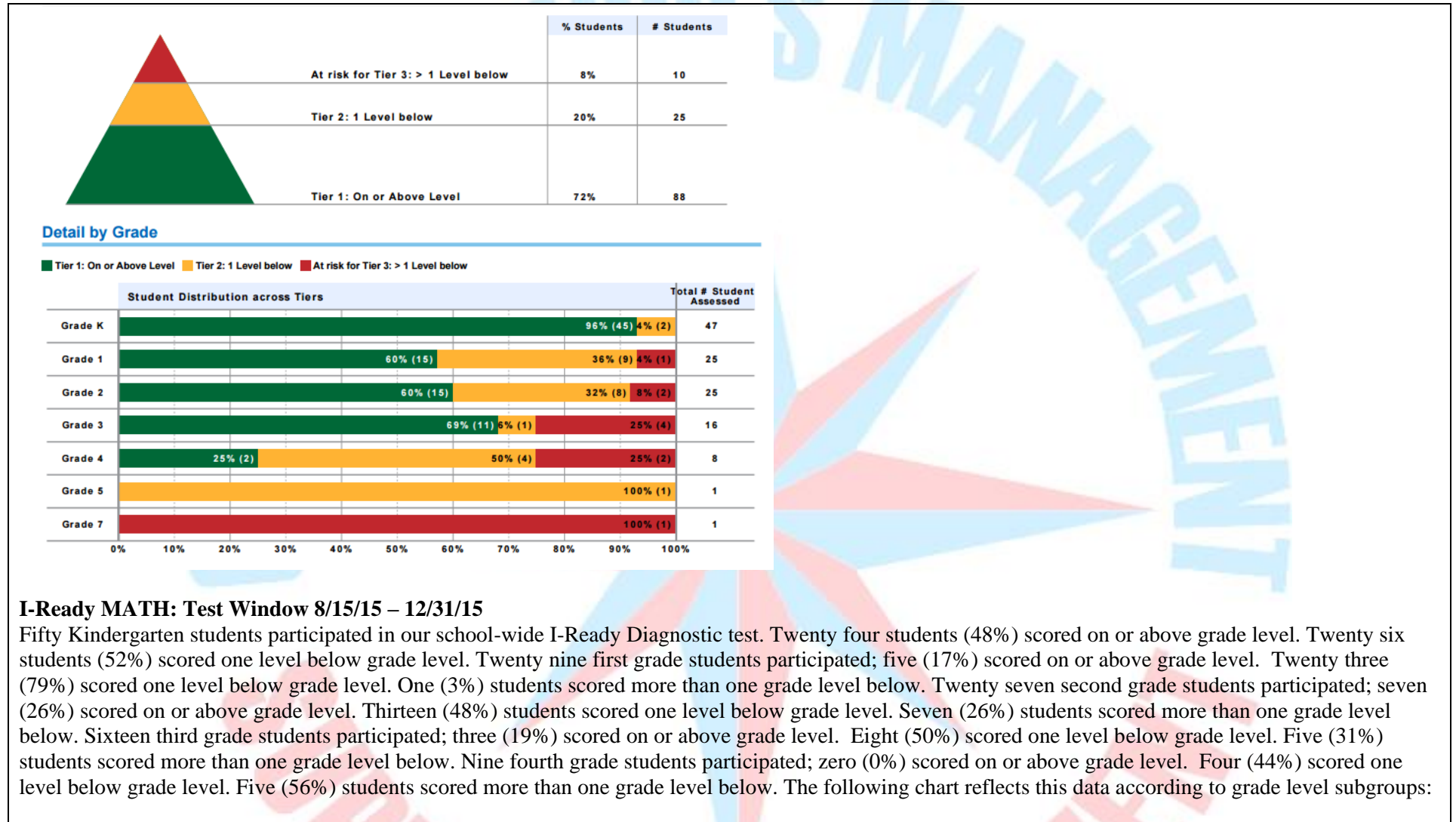
### I-Ready READING: Test Window 8/15/15 – 12/31/15

Fifty Kindergarten students participated in our school-wide I-Ready Diagnostic test. Forty students (80%) scored on or above grade level. Ten students (20%) scored one level below 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:

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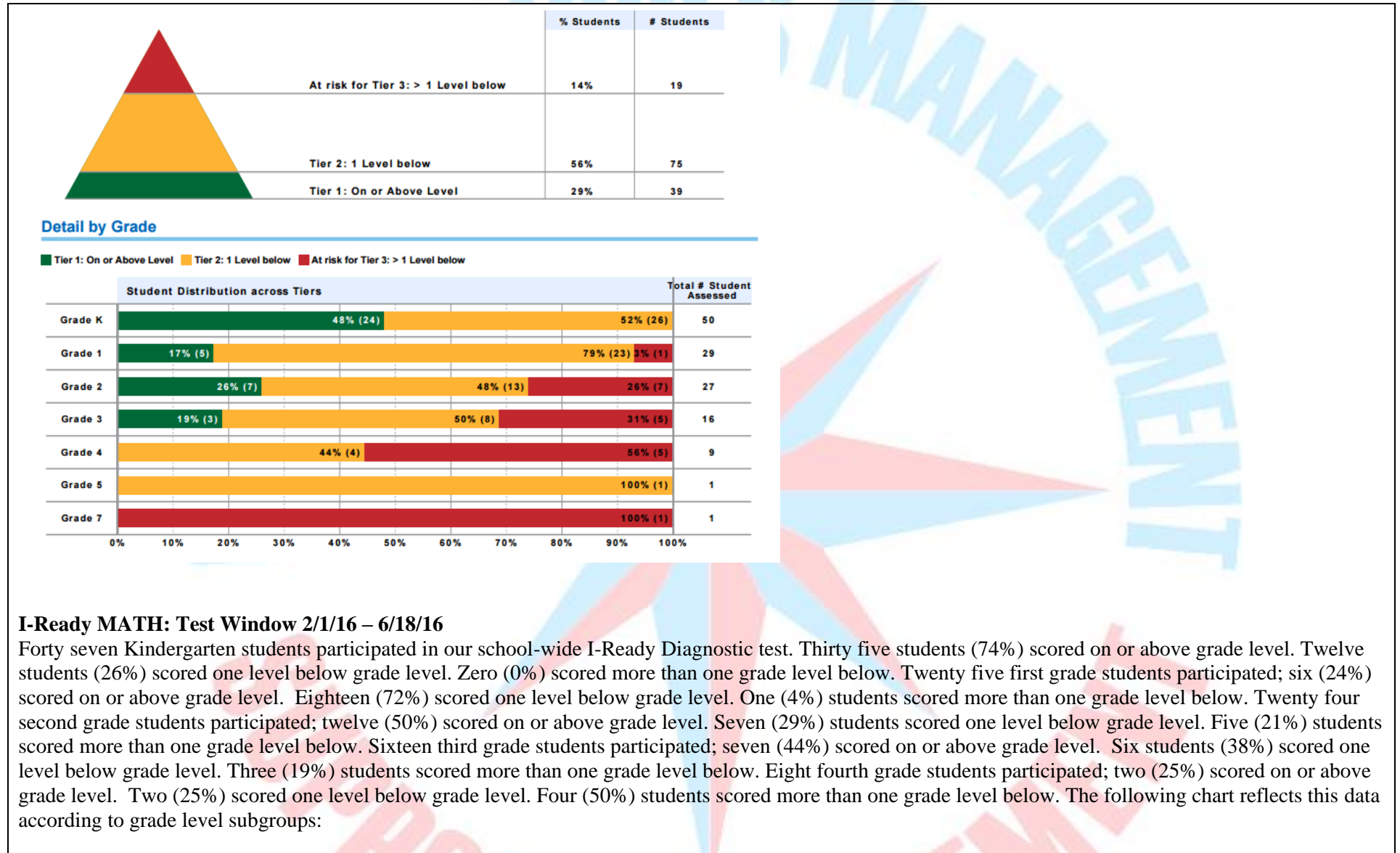


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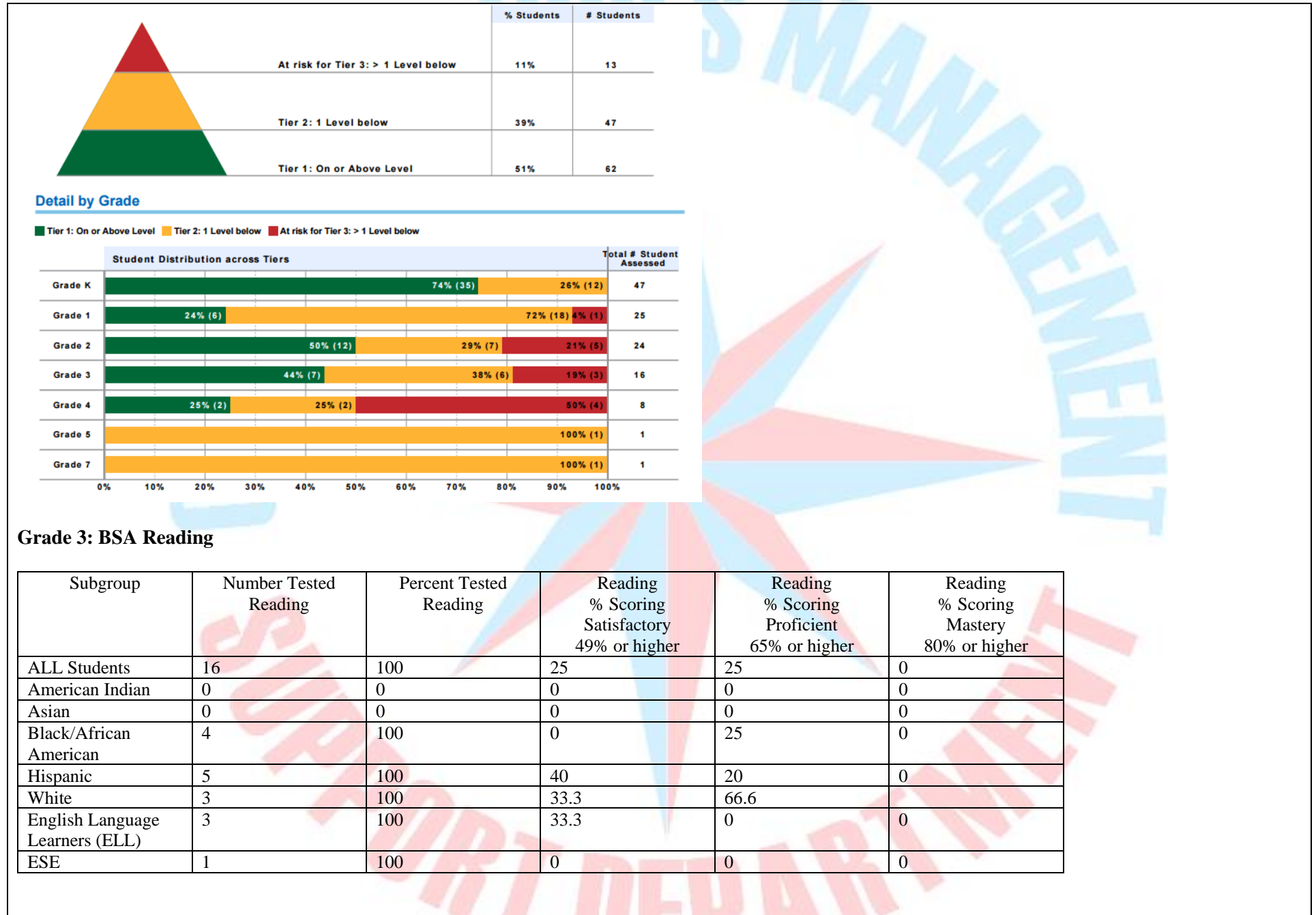




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### Grade 3: BSA Reading

Subgroup	Number Tested Reading	Percent Tested Reading	Reading % Scoring Satisfactory 49% or higher	Reading % Scoring Proficient 65% or higher	Reading % Scoring Mastery 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 American	4	100	0	25	0
Hispanic	5	100	40	20	0
White	3	100	33.3	66.6	0
English Language Learners (ELL)	3	100	33.3	0	0
ESE	1	100	0	0	0

Revised August 1, 2017

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

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### Grade 3: BSA Math

Subgroup	Number Tested Math	Percent Tested Math	Math % Scoring Satisfactory 49% or higher	Math % Scoring Proficient 65% or higher	Math % Scoring Mastery 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 American	4	100	50	0	0
Hispanic	5	100	20	20	0
White	3	100	33.3	33.3	
English Language Learners (ELL)	3	100	0	33.3	0
ESE	1	100	0	0	0

### Grade 4: BSA Reading

Subgroup	Number Tested Reading	Percent Tested Reading	Reading % Scoring Satisfactory 49% or higher	Reading % Scoring Proficient 65% or higher	Reading % Scoring Mastery 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 American	3	100	33.3	0	0
Hispanic	1	100	0	0	0
White	1	100	0	0	0
English Language Learners (ELL)	3	100	0	0	0

### Grade 4: BSA Math

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

Revised August 1, 2017

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



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

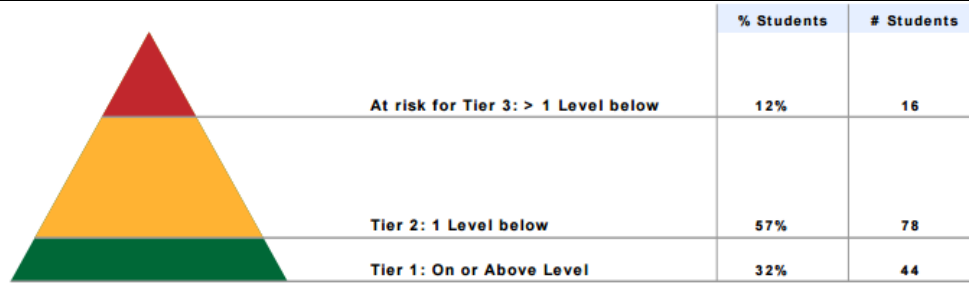
### 2016-2017

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.*

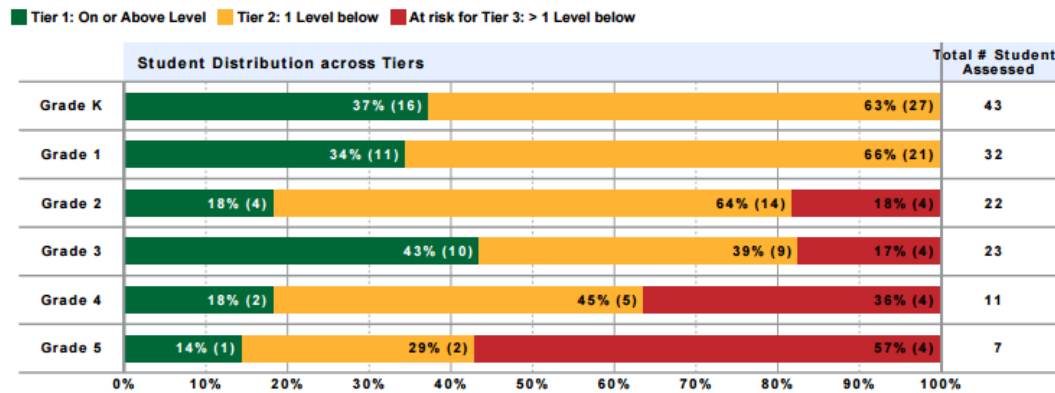
#### I-Ready READING: Test Window 8/15/16 – 12/2/16

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. Fourteen (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. Five (45%) scored one level below 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:

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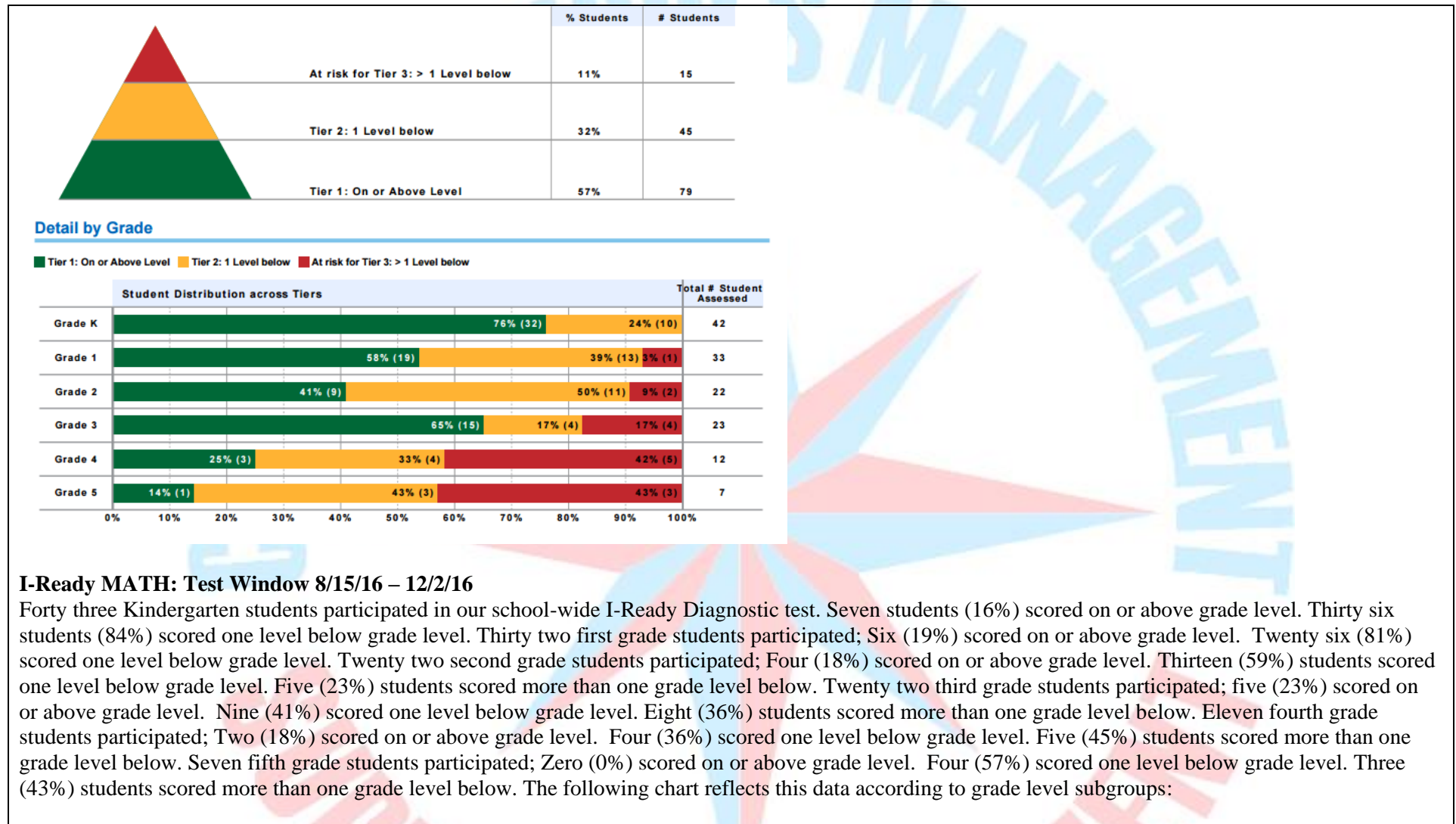
### Detail by Grade



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

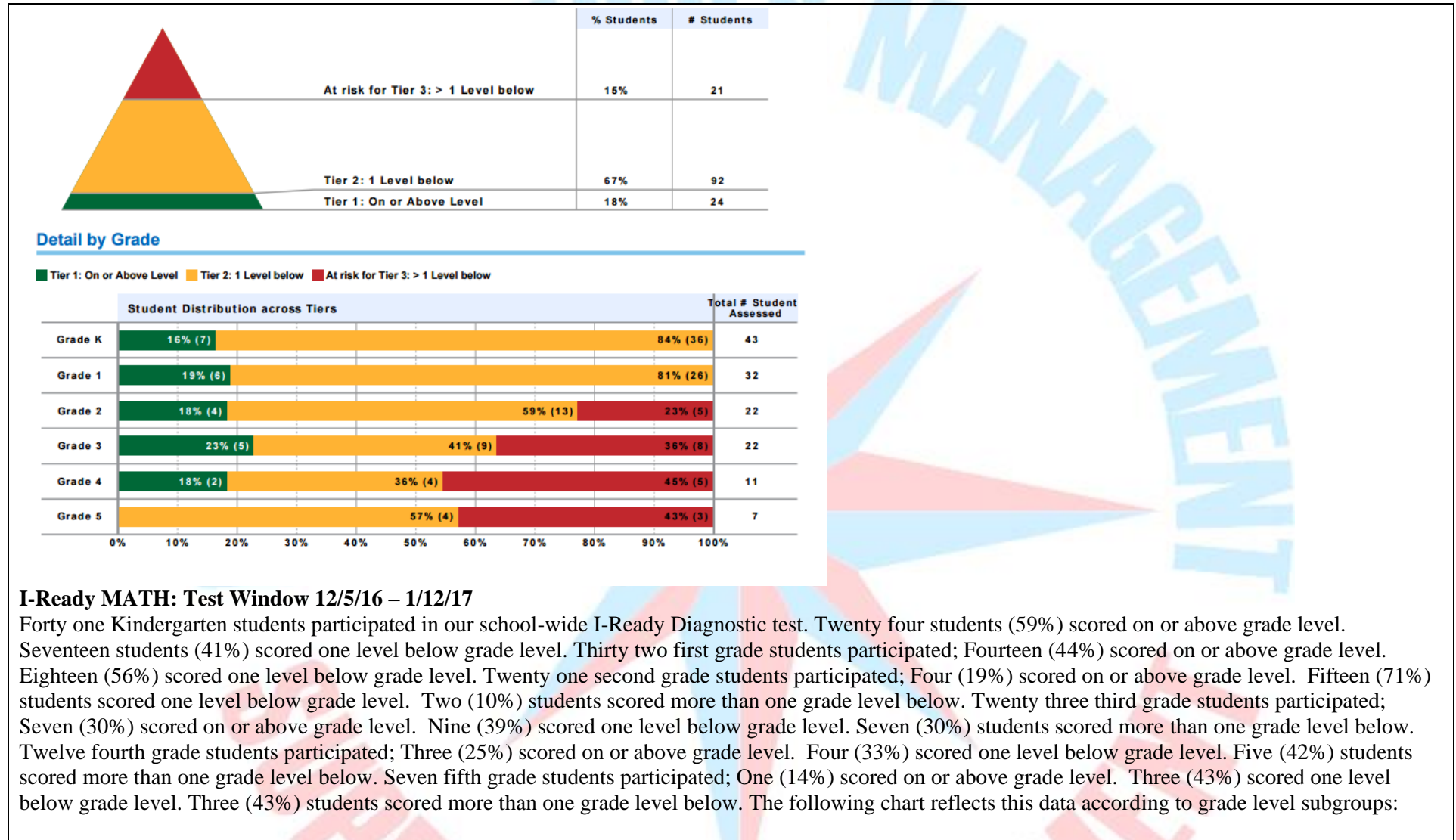
Forty two Kindergarten students participated in our school-wide I-Ready Diagnostic test. Thirty two students (76%) scored on or above grade level. Ten students (24%) scored one level below grade level. Thirty three first grade students participated; Nineteen (58%) scored on or above grade level. Thirteen (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. Three (43%) students scored more than one grade level below. The following chart reflects this data according to grade level subgroups:

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

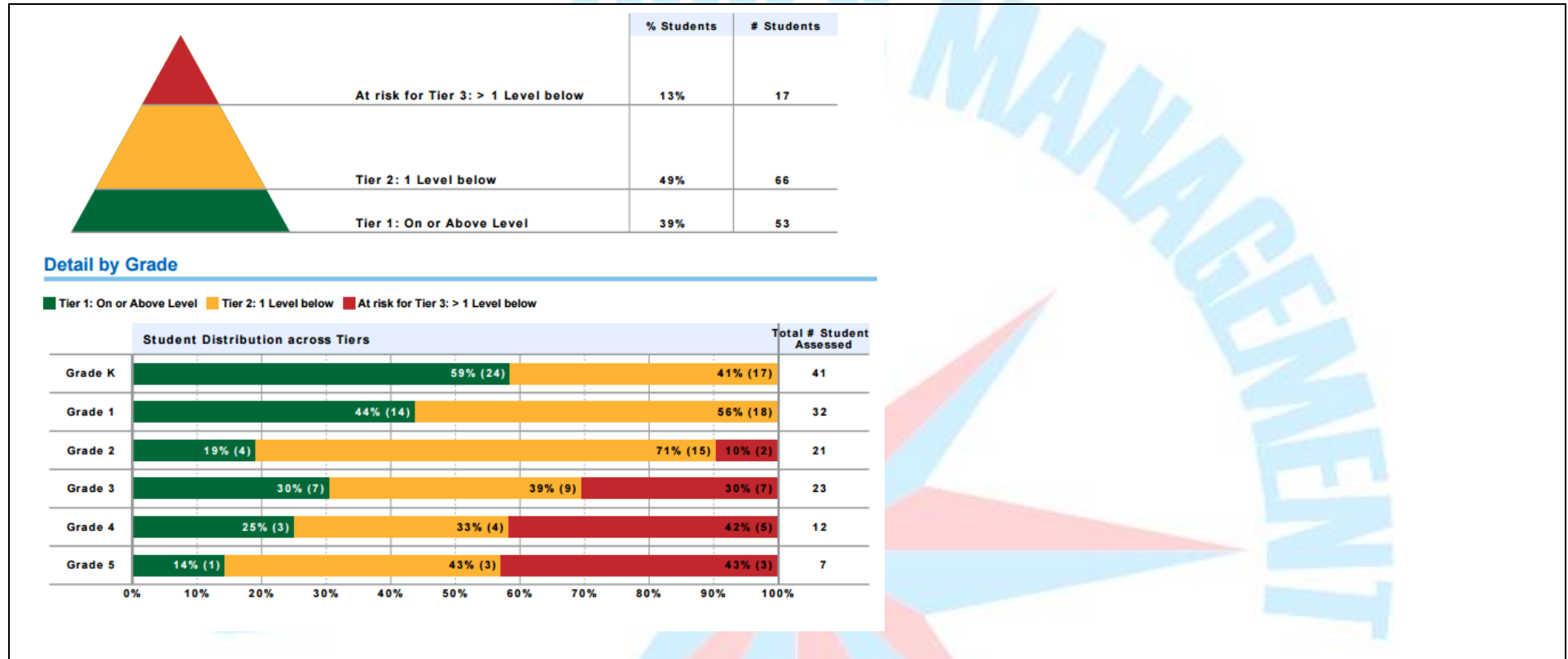




## 2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



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



### 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:

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

#### 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.***



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**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 is 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.



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**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

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(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 **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline:

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

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<p>gains on FSA tests. <i>Learning gains cannot be calculated for Grade 3, as this is grade level provides baseline data for that group.</i></p>				
<p><b>Grade 3-5 Deficiency-Reading</b></p> <p><b>Actual:</b> 37.5% of students in grades 3 and 4 received a score of Level 3 or higher on FSA Reading in Spring 2016. <i>Due to the low number (8) of Grade 4 students, their scores were not calculated into the school grade.</i> (No grade 5 students were enrolled in the school.)</p> <p><b>Charter Application Objective:</b> 80% of students in grades 3-5 will score a level 3 or above on the FCAT 2.0 (replaced with FSA).</p> <p><b>School Goal:</b> 50% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Reading in Spring 2017.</p>	<p>Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum, Journeys, Small group guided reading, Literature studies, District reading portfolios (Grade 3 ONLY), Grade-level specific reading passages, and the SRA Reading Laboratory. Literacy instruction occurs throughout the school day across all subjects during both the morning and afternoon work periods. Teachers deliver literacy instruction in whole group, small group and one-on-one formats. Small group formats are heterogeneous and/or homogeneous depending on the teacher's objective. Students work independently with the Montessori Language lessons, reading passages, and SRA program. The SRA Reading program challenges students with complex text and enhances comprehension, vocabulary, fluency, word 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. <i>**BAS/Small Group Guided Reading with leveled readers 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.</i></p> <p><b>Vocabulary Enrichment:</b> 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.</p>	<p>Principal, Curriculum Director</p>	<p>Montessori Materials</p> <p>Journeys Textbooks</p> <p>Journeys Reader's Notebooks</p> <p>*BAS/Leveled Readers</p> <p>Literature books</p> <p>District Reading Portfolios (Grade 3)</p> <p>SRA Laboratory Kit</p> <p>Word Wisdom books</p> <p>Spelling Connections books</p> <p>Computers</p> <p>I-Ready program</p> <p>Smart Board</p>	<p>2016-2017</p> <p>*BAS/Small group guided reading (2017-2018)</p> <p>I-Ready Standards Mastery practice (2017-2018)</p>

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	<p><b>Spelling Program:</b> 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.</p> <p><b>I-Ready:</b> Tier 2 and Tier 3 students will complete 30 minutes of online I-Ready Reading assignments per week at school.</p> <p>All students will complete one hour of online I-Ready Reading assignments per week at home.</p> <p>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.</p> <p>Students will complete assignments for Standards Mastery as offered by I-Ready beginning in August 2017.</p>				
<p><b>Grade 3-5 Deficiency Math</b></p> <p><b>Actual:</b> 33% of students in grades 3 and 4 received a score of Level 3 or higher on FSA Math in Spring 2016. <i>Due to the low number of Grade 4 students, their scores were not calculated into the school grade.</i> (No grade 5 students were enrolled in the school.)</p> <p><b>Charter Application Objective:</b> 80% of students in grades 3-5 will score a level 3 or</p>	<p>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. Teachers will utilize the Mid-Chapter checkpoints and End of the Unit benchmark assessments in Go Math to assess students' progress and proficiency.</p> <p>Singapore Math concepts and strategies will be incorporated into the Core Math curriculum beginning in August 2017.</p> <p>SBMCS will hire a Master Math instructor for grades 3-5.</p> <p><b>I-Ready:</b> Tier 2 and Tier 3 students will complete 30 minutes of online I-Ready Reading assignments per week at school.</p>	Principal, Curriculum Director	<p>Montessori Math materials</p> <p>Go Math books</p> <p>Computers</p> <p>I-Ready program</p> <p>Smart Board</p>	<p>2016-2017</p> <p>Singapore Math (2017-2018)</p> <p>I-Ready Standards Mastery practice (2017-2018)</p>	



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<p>above on the FCAT 2.0 (replaced with FSA).</p> <p><b>School Goal:</b> 40% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Math in Spring 2017.</p>	<p>All students will complete one hour of online I-Ready Reading assignments per week at home.</p> <p>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.</p> <p>Students will complete assignments for Standards Mastery as offered by I-Ready beginning in August 2017.</p>				
<p><b>Grade 4 and 5 Deficiency - Writing</b></p> <p><b>Actual:</b> Out of eight students in Grade 4, three students (37.5%) earned 5 of the 10 possible points on the FSA Writing in Spring 2016. <i>Due to the low number of Grade 4 students, their scores were not calculated into the school grade.</i> (No grade 5 students were enrolled in the school.)</p> <p><b>Charter Application Objective:</b> 90% of students in Grade 4 will score a level 4 or above on the FCAT 2.0 (replaced with FSA).</p> <p><b>School Goal:</b> 40% of students in grades 4 and 5 will earn 7 (or more) of the 10 possible points on</p>	<p>The Top Score Writing program is the core writing instruction for the 2016-2017 school year and 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. In addition, writing is included across the curriculum and is integrated into all other subjects.</p> <p>The core writing program that will be utilized 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, student videos, and technology. Captivators, daily instructional videos, will be added to the subscription for grades 3-5.</p>	Principal, Curriculum Director	Top Score Writing Program	2016-2017	

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the FSA Writing in Spring 2017.					
<p><b>Grade 5 Deficiency - Science</b></p> <p><b>Actual:</b> No Grade 5 students were enrolled in SBMCS during the 2016 administration of FSA Science.</p> <p><b>Charter Application Objective:</b> 75% of students in Grade 5 will score a Level 3 or above on the FCAT 2.0 (replaced with FSA).</p> <p><b>School Goal:</b> 25% of students in Grade 5 will receive a score of Level 3 or higher on FSA Science in Spring 2017. <i>This will be baseline data for SBMCS.</i></p>	<p><b>Science Fusion:</b> The core program for Grade 5 Science used at SBMCS will be Houghton Mifflin Harcourt's Science Fusion and concrete materials/visuals. Teachers will implement this curriculum by teaching the specific units within the Science Fusion book which will be re-sequenced to align with the Montessori scope and sequence (provided by the Curriculum Director). 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 Science Fusion program.</p> <p>Leveled Science Readers will be added to the classroom libraries for the 2017-2018 school year.</p> <p><b>Studies Weekly Science grade 3:</b> The core program for Science used at SBMCS beginning August 2017 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.</p> <p><b>Studies Weekly Science grades 4-5:</b> The core program for Science used at SBMCS beginning August 2017 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</p>	Principal, Curriculum Director	<p>Science Fusion</p> <p>Leveled Science Readers</p> <p>Smart Board</p>	<p>2016-2017</p> <p>Leveled Science Readers: 2017-2018</p>	

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	Standards are taught with the Studies Weekly Science program.			
<b>Grades K-5: MTSS/RtI Process</b>  <b>Actual:</b> The MTSS/RtI Process was not implemented with fidelity.  <b>School Goal:</b> The MTSS/RtI process will be implemented with fidelity to provide students with supplemental instruction to bridge the learning gaps.	<p>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 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 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 appropriate progress after 6-8 weeks, it is at the discretion of the committee to refer for further evaluation.</p>	Principal	Support personnel to assist classroom teachers in providing pull-out/push-in supplemental instruction.	2016-2017: current process  2017-2018: additional personnel
<b>K-2: I-Ready Reading Data</b>  <b>Actual:</b> 77% of the students in grades K-2 scored on or above grade level in Reading as indicated by the I-Ready Diagnostic Test administered at the end of the year.  <b>Charter Application Objective:</b> 80% of the students in grades K-2	<p>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.</p> <p>All students will complete one hour of online I-Ready Reading assignments per week at home.</p>	Principal, Curriculum Director, Teachers	I-Ready Program	2016-2017: assignments completed at home  2017-2018: addition of the 30 minute in-class assignments



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<p>will score on or above grade level on the I-Ready Diagnostic Test administered at the end of the year. <i>(changed from FAIR)</i></p> <p><b>School Goal:</b> The goal will remain the same (80%) as outlined in the charter application.</p>				
<p><b>K-2: I-Ready Math Data</b></p> <p><b>Actual:</b> 55% of the students in grades K-2 scored on or above grade level in Math as indicated by the I-Ready Diagnostic Test administered at the end of the year.</p> <p><b>Charter Application Objective:</b> There is no math goal for students in this age group included in the charter application.</p> <p><b>School Goal:</b> 70% of the students in grades K-2 will score on or above grade level in Math as indicated by the I-Ready Diagnostic Test administered at the end of the year.</p>	<p>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.</p> <p>All students will complete one hour of online I-Ready Reading assignments per week at home.</p>	<p>Principal, Curriculum Director, Teachers</p>	<p>I-Ready Program</p>	<p>2016-2017: assignments completed at home</p> <p>2017-2018: addition of the 30 minute in-class assignments</p>

### 6. Approved Educational Program

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

Programs Not Implemented	Rationale
<p>The following curriculum programs, which are referenced in the charter application, have not implemented:</p> <p><u>Reading Programs</u></p> <ul style="list-style-type: none"> <li>• SuccessMaker</li> <li>• Soar to Success</li> <li>• Early Success</li> <li>• FAIR K-5</li> <li>• Elements of Reading, Vocabulary</li> <li>• Rigby Newcomer Kits</li> <li>• Reading Plus</li> <li>• Guided Leveled Readers</li> <li>• Word Wisdom</li> <li>• Voyager Passport Reading</li> <li>• Wilson Foundations</li> <li>• Intensive Reading + Language!</li> <li>• Measuring Up</li> <li>• FCAT Coach</li> <li>• Scholastic Reading Inventory</li> </ul> <p><u>Writing Program</u></p> <ul style="list-style-type: none"> <li>• Writer's Workshop</li> </ul> <p><u>Math Program</u></p> <ul style="list-style-type: none"> <li>• V-Math</li> <li>• Success Maker</li> </ul> <p><u>Science Program</u></p> <ul style="list-style-type: none"> <li>• Scott Foresman Science</li> </ul> <p><u>Social Studies Program</u></p> <ul style="list-style-type: none"> <li>• Core Knowledge Curriculum for Social Studies</li> </ul>	<p>Rationale for lack of implementation:</p> <p>Reading programs were replaced with Montessori Language curriculum, I-Ready Reading assignments, SRA Laboratory, Primary Phonics, Journeys, and Journeys Reader's Notebook.</p> <p>Writing Program was replaced with WriteShop Book A and B, Ready Write, and Top Score.</p> <p>Math program was replaced with Montessori Math curriculum, I-Reading Math assignments, and Go Math.</p> <p>Science program was replaced with Montessori's Cosmic Education and Science Fusion.</p> <p>Social Studies program was replaced with Montessori's Cosmic Education and Houghton Mifflin Harcourt.</p> <p>Technology programs have not been replaced to date.</p> <p>Character Education Program was replaced with Montessori's Peace Education Curriculum.</p> <p>Progress Monitoring (2014-present) was replaced with I-Ready Diagnostic Testing/Growth Monitoring.</p> <p>The ELL Support Programs were not replaced to date.</p> <p>Assessments were replaced with student composition books (work 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 unit assessments.</p>

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<p><u>Technology Programs</u></p> <ul style="list-style-type: none"> <li>• FCAT Explorer</li> <li>• Voyager Learning Ticket to Read</li> <li>• Riverdeep</li> <li>• SuccessMaker</li> <li>• Accelerated Reader</li> <li>• Safari Montage</li> <li>• Scott Foresman Science</li> </ul> <p><u>Character Education Program</u></p> <ul style="list-style-type: none"> <li>• Character First</li> </ul> <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none"> <li>• FAIR K-5</li> </ul> <p><u>ELL Support Materials</u></p> <ul style="list-style-type: none"> <li>• English Language Learners Kit</li> <li>• Language Support Leveled Readers Kit</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• School-wide prompts</li> <li>• SAT 10</li> <li>• Interim Assessments</li> <li>• Bi-weekly Benchmark Assessments</li> <li>• CRRP Assessments</li> <li>• Math Journals</li> </ul>	
<p><b>Technology Plan</b></p> <p>As outlined in the charter application the following technology plan has not been implemented:</p> <ul style="list-style-type: none"> <li>• SuccessMaker (30 minutes per day)</li> <li>• Scott Foresman Science</li> <li>• Ratio of students to computers</li> </ul>	<p>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.</p> <p>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.</p> <p>Currently the school has a total of 20 computers for use by students.</p>

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<p><b>Art, Music, P.E. Programs</b></p> <ul style="list-style-type: none"> <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>	<p>We currently have a certified art teacher, who provides pull-out Art instruction according to the Florida Standards.</p> <p>The Art teacher is integrating music into her classes, through performance art.</p> <p>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.</p>
<p><b>Foreign Language</b></p> <ul style="list-style-type: none"> <li>Foreign language instruction will be provided in Spanish and French due to the expectation of large populations of these students.</li> </ul>	<p>Spanish is being incorporated into the daily classroom instruction by the bilingual classroom teachers.</p> <p>French is not being provided at this time due to budgetary constraints.</p>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <li><input type="checkbox"/> Differentiated Instruction (3 suggested sessions)</li> <li><input type="checkbox"/> Content-Area Classroom Libraries (1 suggested session)</li> <li><input type="checkbox"/> Vocabulary Strategies/Word Walls (1 suggested session)</li> <li><input type="checkbox"/> Reciprocal Teaching (3 suggested sessions)</li> </ul> </li> </ul>	<p>SBMCS does not have a Reading Coach/Coordinator due to budgetary constraints.</p> <p>The Curriculum Director provides professional development workshops in all curriculum areas, including Reading and Literacy.</p>
<p><b>The Literacy Leadership Team</b></p> <ul style="list-style-type: none"> <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>	<p>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.</p>



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instruction, data analysis, professional development, and technology.	
<b>Reading Coordinators</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	SBMCS does not have Reading Coaches/Coordinators due to budgetary constraints.
<b>MTSS Process/RtI</b> <ul style="list-style-type: none"> <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.
<b>Interventions</b> <ul style="list-style-type: none"> <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.
<b>Test Preparation</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	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 **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline:

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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

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	<p>Studies Weekly Social Studies curriculum programs.</p> <p>SBMCS will purchase 10 additional computers for student use.  <i>*8 computers were recently purchased.</i></p>					
<p>The MTSS/RtI Process was not implemented with fidelity.</p>	<p>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 which Tier is</p>	Principal	N/A	<p>Teachers will receive ongoing training, delivered by the Curriculum Director, to further develop their understanding of this process and its implementation in the classroom.</p>	August 2016-ongoing	<p>Weekly Binder checks, Teacher completion of the documentation forms</p>

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		<p>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 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 appropriate progress after 6-8 weeks, it is at the</p>						
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	discretion of the committee to refer for further evaluation.					
Professional Development not fully implemented according to the charter application.	Although the specific workshops mentioned in the charter application have not been delivered, teachers did attend a full week of training in August 2015 and August 2016 on each curriculum area. They have also attended workshops throughout each school year on topics such as CPALMs, MTSS/RtI Process, Teaching Students with Disabilities, Interpreting I-Ready Reports and Using Student Data to Drive Instruction, Montessori Records Express, and Lesson Planning.	Principal, Curriculum Director	N/A	Professional Development will continue to be provided by the Curriculum Director.  SBMCS will add professional development on the various curriculum programs being utilized throughout the school, delivered by Certified Trainers.	August 2015 – ongoing  2017-2018	

### 8. Barriers to Student Success

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

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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. <i>*8 computers were recently purchased.</i>  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

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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 specific student achievement outcomes to be achieved:

<ol style="list-style-type: none"> <li>SBMCS will improve at least one letter grade as evidenced by the State.</li> <li>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.</li> <li>50% of the students in grades 1-2 will receive a satisfactory score on the End of the Year Broward Standards Assessment.</li> <li>50% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Reading in Spring 2017.</li> <li>40% of students in grades 3-5 will receive a score of Level 3 or higher on FSA Math in Spring 2017.</li> </ol>
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### 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?).

<p><b>Parent Involvement Goal:</b> <i>Based on the analysis of the parent involvement data, identify and define an area in need of improvement.</i></p> <p>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.</p>					
<p><b>2015-2016 Current Level of Parent Involvement:</b> <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i></p> <p><u>23 % (27)</u>      <b>Total number: <u>119</u></b></p>			<p><b>2016-2017 Expected Level of Parent Involvement:</b> <i>Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]</i></p> <p><u>40% (56)</u>      <b>Total number: <u>142</u></b></p>		
Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
<b>Parent Orientation Night</b>	Parents are invited to attend a mandatory meeting which outlines the policies and procedures of SBMCS as it pertains to parents and students. Information is communicated in English and Spanish. The	Yearly in August	Parent Sign-in Form, Parent Questionnaire	Principal, Curriculum Director, Office Manager	N/A

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	meeting is concluded with a Q&A session for parents. Parents are given the Annual Parent Contract and informed of 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).				
<b>Back to School Night</b>	Parents are invited to attend Back to School Night. Teachers share classroom specific information regarding policies, procedures, routine, and homework. Information is communicated in English and Spanish by bilingual teacher(s). The meeting is concluded with a Q&A session for parents.	Yearly in September	Parent Sign-in Form, Parent Questionnaire	Principal, Curriculum Director, Office Manager	N/A
<b>Mandatory Parent-Teacher Conferences</b>	Teachers schedule two conferences per year with each family to discuss the students' academic, social, emotional and behavioral successes and challenges within the classroom. Teachers will share assessment data including, but not limited	Fall 2016/ Spring 2017	Conference Documentation	Principal, Curriculum Director, Teachers	N/A

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	to, Journeys Benchmark Assessments, Go Math Assessments, and I-Ready performance.				
<b>Parent Education Day(s)</b>	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
<b>PTO Meetings</b>	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
<b>Harvest Feast</b>	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.
<b>Family Night</b>	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



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	literacy in the home, and a door prize basket (containing books).				
<b>Annual Spring Show</b>	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
<b>ESOL Parents</b>	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

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	Items on the PTO agenda are communicated in English and Spanish during the PTO Meetings.				
<b>SWD &amp; Gifted Parents</b>	The ESE and Support Services website will be shared with the parents of SWD & Gifted students which contains valuable information regarding the Parent Advisory Board meetings and other available resources. The school will inform parents of the ESE parent workshops available through the District.	Ongoing	Verbal feedback from parents	Principal	N/A

### English Language Learners (ELLs) Action Plan

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

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

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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 Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Target Group	Goal Domain (Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring
<p><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 comprise our program thereby facilitating acquisition of the English language.</p> <p>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.</p>	All ELLs	All Domains	<p>August 2016-June 2017</p> <p>August 2017-June 2018: multilingual print and audio books</p>	During School Hours	Formative Assessments, ACCESS 2.0	Principal, Curriculum Director, ESOL Coordinator

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<p>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.</p> <p>Teachers will use research-based strategies provided by I-Ready to teach, reinforce and remediate skills for ELLs.</p> <p>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.</p>			2017-2018 school year			
<p><b>Parent Involvement:</b> 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.</p>	All ELLs	All Domains	August 2016-ongoing	During School, After School	Bilingual Parent Surveys	Principal, PTO Teacher Liaison

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<p>All invitations and announcements are translated and provided in Spanish to support the large population of Spanish speaking families at our school.</p> <p>Items on the PTO agenda are communicated in English and Spanish during the PTO Meetings.</p> <p>On staff translators (bilingual staff) are available for parent -teacher conferences.</p> <p>The ESOL Coordinator will host a Parent Workshop the resources available from the Bilingual/ESOL Department at Broward Schools (website, contact number). Information will be communicated in English and Spanish.</p>			<p>January 2017 – ongoing</p> <p>August 2016-ongoing</p> <p>August 2016-ongoing</p> <p>August 2017-June 2018</p>			
<p><b>Bilingual Dictionaries:</b> Each ELL student will receive an appropriate English-heritage language dictionary for 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.</p>	All ELLs	All Domains	August 2016-ongoing	During School	Observation	Principal, ESOL Coordinator
<p><b>Bilingual Language Support Staff:</b> 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.</p>	All ELLs	All Domains	August 2016-ongoing	During School, After School	Student/Parent Surveys	Principal, ESOL Coordinator

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<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.	All ELLs	All Domains	August 2016-June 2017	During School	Observation	Principal, ESOL Coordinator
<p><b>ESOL Trained Teachers:</b> 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.</p> <p>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.</p> <p>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.</p> <p>In alignment with the principles and philosophy of Montessori, teachers will employ the use of hands-on materials, visuals, and kinesthetic opportunities to</p>	All ELLs	All Domains	<p>August 2016-ongoing</p> <p>2017-2018 school year</p> <p>2016-ongoing</p> <p>2016-ongoing</p>	During School, After School	<p>Professional Development Chart, Attendance confirmation/ Completion,</p> <p>Attendance sheets for PD</p> <p>Lesson Plans, Administrative Observations</p>	Principal, Curriculum Director, ESOL Coordinator



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<p>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.</p> <p>In addition, SBMCS will hire a designated ESOL Coach which will provide guidance/support 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.</p>			2017-2018 school year			
<p><b>Supplemental ELL Materials:</b> SBMCS will utilize its Title III fund allocation to purchase additional Supplemental Instructional Materials and/or provide 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.</p>	All ELLs	All Domains	December 2017	During School	Student performance	Principal, ESOL Coordinator
<p><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 identify struggling learners who need additional</p>	All ELLs	Reading and Math	2016 - ongoing	During School	I-Ready Progress Monitoring, Weekly/Biweekly Formative Assessments	Principal, Curriculum Director, Teachers

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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 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 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 appropriate progress after 6-8 weeks, it is at the discretion of the committee to refer for further evaluation.						
<b>Broward Standards Assessment for Reading:</b> All students in grades 1-5 will participate in the BSA.	All ELLs	Reading	Mid-Year (January)  End of the Year (May)	During School	District’s Interim Assessment Tests which measure students’ mastery of the benchmarks.	Principal, Curriculum Director, Administrative Services Coordinator

### Exceptional Student Education (ESE) Action Plan

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

<b>Exceptional Student Education (SWD) Reading Goal:</b>						
By June 2017, 50% of the ESE students will score Level 3 or higher on the FSA ELA.						
<b>Include data for Proficient students with disabilities (SWD) for Reading</b> (i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):  On the 2016 Spring administration of the FSA Reading, one ESE student scored Level 3 or higher. <i>*This data is representative of the one ESE student enrolled in our program.</i>			<b>Include data for Non-proficient students with disabilities (SWD) for Reading</b> (i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):  There were zero non-proficient students.			
<b>2016 Current Level of Performance</b>  100% of ESE students scored Level 3 or higher on the FSA ELA in 2016. <i>*Data represents one student</i>	<b>2017 Expected Level of Performance</b>  50% of the ESE students in Grade 3-5 will score Level 3 or higher on the 2017 administration of the FSA ELA.		<b>2016 Current Level of Performance</b>  0% of ESE students scored Level 1 or 2 on the FSA ELA in 2016. <i>*Data represents one student</i>	<b>2017 Expected Level of Performance</b>  50% of the ESE students in Grade 3-5 will score Level 1 or 2 on the 2017 administration of the FSA ELA.		
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:</b>						
<b>Baseline Data 2013-14</b> There were no ESE students enrolled in the school.	<b>2014-15</b>  There were no ESE students enrolled in the school.	<b>2015-16</b>  100% of the ESE students ( <i>one student</i> ) scored Level 3 or higher.	<b>2016-17</b>  50% of the ESE students will score Level 3 or higher on the FSA ELA.	<b>2017-18</b>  55% of the ESE students will score Level 3 or higher on the FSA ELA.	<b>2018-19</b>  60% of the ESE students will score Level 3 or higher on the FSA ELA.	<b>2019-20</b>  65% of the ESE students will score Level 3 or higher on the FSA ELA.
<b>Strategies and Activities to increase SWD Achievement in Reading</b> (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	<b>Start-End Date</b>	<b>Select Applicable Option</b> (i.e. Before, During, After School Hours)	<b>Evaluation Tool</b> (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	<b>Person or Position Responsible for Monitoring</b>		<b>Amount/Funding Source</b>
<b>K-2 Core Reading Curriculum:</b> Based on a balanced literacy approach, SBMCS will utilize the Montessori	August 2016-ongoing	During School	Biweekly Benchmark	Principal, Curriculum Director		Additional funding

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<p>Language curriculum, Journeys, Small group guided reading, Primary Phonics program, Waseca Reading program and Literature read-alouds. Literacy instruction occurs throughout the school day during both the morning and afternoon work periods. Teachers deliver literacy instruction in whole group, small group and one-on-one formats. Small group formats are heterogeneous and/or homogeneous depending on the teacher's objective. Students work independently with Primary Phonics, Waseca Reading, and Montessori Language lessons. Independent instruction is based on the student's individual level as determined by teacher observation/interaction and/or performance data.</p> <p><b>3-5 Core Reading Curriculum:</b> Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum, Journeys, Small group guided reading, Literature studies, District reading portfolios (Grade 3 ONLY), Grade-level specific reading passages, and the SRA Reading Laboratory. Literacy instruction occurs throughout the school day during both the morning and afternoon work periods. Teachers deliver literacy instruction in whole group, small group and one-on-one formats. Small group formats are heterogeneous and/or homogeneous depending on the teacher's objective. Students work independently with the Montessori Language lessons, reading passages, and SRA program. The SRA Reading program challenges students with complex text and enhances comprehension, vocabulary, fluency, word 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.</p> <p><b>**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.</b></p>			<p>Assessments, I-Ready Progress Monitoring</p>		<p>needed to purchase BAS, and Leveled Readers.</p> <p>All other programs are already funded.</p>
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**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

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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,



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student videos, and technology. Captivators, daily instructional videos, will be added to the subscription for grades 3-5.					
<p><b>Contractor for SPED Specialist:</b> This person provides the SPED services required in student's IEP's.</p> <p>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.</p>	August 2016 – ongoing	During School	Principal, SPED Contractor, Teachers	Implementation of the IEP with fidelity	SBMCS funds the cost of the SPED Contractor
<p><b>ESE Accommodations:</b> 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.</p> <p>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.</p> <p>Management strategies used include alerting children ahead of time of transitions.</p> <p>Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.</p> <p>Visual directions and cues, as well as models of final products, are used. Teachers provide scaffolding for</p>	August 2016 – ongoing	During School	Principal, SPED Contractor, Teachers	Implementation of the IEP with fidelity	N/A

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<p>students including outlines of material, study guides, and copies of notes from overheads and boards.</p> <p>Assistive devices will be provided, as needed, including recorders, computers, and calculators.</p> <p>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.</p>					
<p><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 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 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 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 appropriate progress after 6-8 weeks, it is at the discretion of the committee to refer for further evaluation.</p>	2016 - ongoing	During School	Principal, Curriculum Director, Teachers	I-Ready Progress Monitoring, Weekly/Biweekly Formative Assessments	N/A
<p><b>Broward Standards Assessment for Reading:</b> All students in grades 1-5 will participate in the BSA.</p>	Mid-Year (January)	During School	District's Interim Assessment Tests which	Principal, Curriculum Director, Administrative Services Coordinator	SBMCS funds the cost of the test

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	End of the Year (May)	measure students' mastery of the benchmarks.	
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### Exceptional Student Education (SWD) Math Goal:

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

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

**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

0% of ESE students scored Level 3 or higher on the FSA Math in 2016.  
\*Data represents one student

#### 2017 Expected Level of Performance

50% of the ESE students Grade 3-5 will score Level 3 or higher on the 2017 administration of the FSA Math.

#### 2016 Current Level of Performance

100% of ESE students scored Level 1 or 2 on the FSA Math in 2016.  
\*Data represents one student

#### 2017 Expected Level of Performance

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

There were no ESE students enrolled in the school.

#### 2014-15

There were no ESE students enrolled in the school.

#### 2015-16

100% of the ESE students (*one student*) scored Level 3 or higher on the FSA Math.

#### 2016-17

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

#### 2017-18

55% of the ESE students will score Level 3 or higher on the FSA Math.

#### 2018-19

60% of the ESE students will score Level 3 or higher on the FSA Math.

#### 2019-20

65% of the ESE students will score Level 3 or higher on the FSA Math.

**Strategies and Activities to increase SWD Achievement in Math**  
(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)

**Start-End Date**

**Select Applicable Option**  
(i.e. Before, During, After School Hours)

**Evaluation Tool**  
(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)

**Person or Position Responsible for Monitoring**

**Amount/Funding Source**

**Core Math Curriculum:** The core program for Math used at SBMCS will be an integration of curriculum using Houghton Mifflin Harcourt's Go Math and

**August 2016 - ongoing**

**During School**

Student Work Samples, Teacher-made

Principal, Curriculum Director

Go Math workbooks will be

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<p>Montessori's scope and sequence curriculum chart. Concepts will be introduced with the use of concrete, didactic materials.</p> <p>Singapore Math concepts and strategies will be incorporated into the Core Math curriculum beginning in August 2017.</p>			quizzes, Mid-Chapter Checkpoint (Go Math), End of the Unit Test (Go Math)		funded by SBMCS. (Already funded in annual budget)
<p><b>Contractor for SPED Specialist:</b> This person provides the SPED services required in student's IEP's.</p> <p>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.</p>	August 2016 – ongoing	During School	Principal, SPED Contractor, Teachers	Implementation of the IEP with fidelity	SBMCS funds the cost of the SPED Contractor
<p><b>ESE Accommodations:</b> 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.</p> <p>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.</p> <p>Management strategies used include alerting children ahead of time of transitions.</p>	August 2016 – ongoing	During School	Principal, SPED Contractor, Teachers	Implementation of the IEP with fidelity	N/A

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<p>Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.</p> <p>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.</p> <p>Assistive devices will be provided, as needed, including recorders, computers, and calculators.</p> <p>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.</p>					
<p><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 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 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 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 appropriate progress</p>	2016 - ongoing	During School	Principal, Curriculum Director, Teachers	I-Ready Progress Monitoring, Weekly/Biweekly Formative Assessments	N/A

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after 6-8 weeks, it is at the discretion of the committee to refer for further evaluation.					
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### 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, 82% of the students will be on or above grade level according to the I-Ready end of the year Diagnostic test administered in May 2017.**

**In grades 3-5, 40% of the students will score Level 3 or above on the Spring 2017 administration of the FSA ELA.**

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

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

**2016 Current Level of Performance**  
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 Performance**  
82% of students in grades K-2 will be on or above grade level according to I-Ready.

According to Spring FSA ELA assessment, 40% of our 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> 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 assessment, 60% of our 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> grade students will score Level 1 or 2.

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

**Baseline Data 2013-14**

No data available – SBMCS did not have any students in grades 3-5

**2014-15**  
Grade 3 ELA:  
25% proficient  
(baseline)

SBMCS did not have 4<sup>th</sup> & 5<sup>th</sup> grade.

**2015-16**  
Grade 3 and 4  
ELA: 33%  
proficient

SBMCS did not have 5<sup>th</sup> grade.

**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



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Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/Funding Source
<p><b>K-2 Core Reading Curriculum:</b> Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum, Journeys, Small Group Guided Reading, Primary Phonics, Waseca Reading program and Literature read-alouds. Literacy instruction occurs throughout the school day during both the morning and afternoon work periods. Teachers deliver literacy instruction in whole group, small group and one-on-one formats. Small group formats are heterogeneous and/or homogeneous depending on the teacher's objective. Students work independently with Primary Phonics, Waseca Reading, and Montessori Language lessons. Independent instruction is based on the student's individual level as determined by teacher observation/interaction and/or performance data.</p> <p><b>3-5 Core Reading Curriculum:</b> Based on a balanced literacy approach, SBMCS will utilize the Montessori Language curriculum, Journeys, Small group guided reading, Literature studies, District reading portfolios (Grade 3 ONLY), Grade-level specific reading passages, and the SRA Reading Laboratory. Literacy instruction occurs throughout the school day during both the morning and afternoon work periods. Teachers deliver literacy instruction in whole group, small group and one-on-one formats. Small group formats are heterogeneous and/or homogeneous depending on the teacher's objective. Students work independently with the Montessori</p>	<p>Aug 2016- June 2017</p> <p>BAS and Small Group Guided Reading will be added for the 2017-18 school year.</p>	<p>During School Hours</p>	<p><b>Montessori Language:</b> Student Work Samples, Teacher-made performance tasks</p> <p><b>Journeys:</b> Reader's Notebook, Benchmark Assessments (grade level specific)</p> <p><b>Small Group Guided Reading:</b> BAS</p> <p><b>Primary Phonics:</b> Student Workbooks/ Comprehension Assessments</p> <p><b>Waseca Reading:</b> Teacher-made performance tasks, Observation</p> <p><b>Literature Read-alouds/Studies:</b> Portfolios, Teacher-made performance tasks, Quizzes, Summative assessments</p> <p><b>Grade-Level Reading Passages:</b> Formative assessments</p>	<p>Principal, Curriculum Director</p>	<p>Additional funding needed to purchase BAS, and Leveled Readers.</p> <p>All other programs are already funded.</p>

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Language lessons, reading passages, and SRA program. The SRA Reading program challenges students with complex text and enhances comprehension, vocabulary, fluency, word 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. <b>**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.</b>			<b>SRA Reading Laboratory:</b> Formative assessments		
<b>Vocabulary Enrichment Grades 3-5:</b> 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.	Aug 2017-June 2018	During School Hours	Practice Tests (included in Student Edition), Assessments (Teacher Edition)	Principal, Curriculum Director, Teachers	Teacher Edition funded by SBMCS. \$59.99/grade level  Student Edition funded by parents as part of the Student Supply Fee. \$14.99/student
<b>Spelling Program (Grades 1-5):</b> The K-12 Reader Spelling Program is currently being utilized. Students are introduced to the words at the beginning of the week, complete	August 2016-June 2017	During School Hours	<b>Formative Assessment:</b> Spelling Bee <b>Summative Assessment:</b> Standardized Tests (Teacher Edition)	Principal, Curriculum Director, Teachers	Teacher Edition, Teacher Resources

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<p>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.</p> <p>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.</p>	<p>Aug 2017- June 2018</p>	<p><b>After School (homework):</b> Online Spelling Games</p>		<p>Package, Digital Resources, Online Games, and Support Materials funded by SBMCS.</p> <p>Student Edition funded by parents as part of the Student Supply Fee. \$20.99/student</p>
<p><b>Handwriting (Grade K-5):</b> 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.</p> <p>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.</p>	<p>Aug 2016- June 2017</p> <p>Aug 2017- June 2018</p>	<p>During School Hours</p> <p><b>After School (homework):</b> Additional handwriting practice sheets/activities</p>	<p>Practice Masters, Workbook</p>	<p>Principal, Curriculum Director, Teachers</p> <p>Teacher Edition, Practice Masters, and Digital Resources funded by SBMCS.</p> <p>Student Edition funded by parents as part of the Student Supply Fee. \$11.49/</p>



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					student
<p><b>I-Ready Reading Assignments:</b> Tier 2 and Tier 3 students will complete 30 minutes of online I-Ready Reading assignments per week at school.</p> <p>All students will complete one hour of online I-Ready Reading assignments per week at home.</p>	<p>2017-2018</p> <p>August 2016-ongoing</p>	<p>During School Hours</p> <p>After School Hours:(aftercare and/or homework)</p>	<p>Monitor student completion/progress with I-Ready Reports</p>	<p>Teacher, Principal, Curriculum Director</p>	<p>I-Ready Program will be funded by SBMCS. (Already funded in annual budget)</p>
<p><b>Broward Standards Assessment for Reading:</b> All students in grades 1-5 will participate in the BSA.</p>	<p>Mid-Year (January)</p> <p>End of the Year (May)</p>	<p>During School</p>	<p>District's Interim Assessment Tests which measure students' mastery of the benchmarks.</p>	<p>Principal, Curriculum Director, Administrative Services Coordinator</p>	<p>SBMCS funds the cost of the test</p>
<p><b>Core Writing Curriculum (K-5):</b> 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.</p> <p>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.</p> <p>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.</p>	<p>Aug 2016-June 2017</p>	<p>During School Hours</p>	<p>Pretest, Interest Inventory, Individual Student Performance</p>	<p>Principal, Curriculum Director, Teachers</p>	<p>Funded by SBMCS.</p> <p>Cost: \$529/lower Classroom (K-2)</p> <p>\$640/upper Classroom (3-5)</p>

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<p>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.</p> <p>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, student videos, and technology. Captivators, daily instructional videos, will be added to the subscription for grades 3-5.</p>	Aug 2017-June 2018				
<p><b>Social Studies Core Curriculum (grades Kinder-grade 2):</b> The core program for Social 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 which presents information to students in a sequential manner from the Beginning of Time (Big Bang) to present day. Lessons are introduced with the use of visuals and manipulatives.</p> <p><b>Social Studies Core Curriculum (grade 3-5):</b> The core program for Social Studies used at SBMCS is an integration of curriculum using the Florida Standards and the Houghton Mifflin</p>	August 2016-ongoing	During School Hours	<p>Formative Assessments: Observation, Student Work Samples</p> <p>Paper-based and Computer-based Assessments (provided with the program)</p>	Principal, Curriculum Director, Teachers	<p>Studies Weekly (grades 2-5) will be funded by SBMCS. \$5.49/student</p>

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<p>Harcourt and Harcourt Brace textbooks. Teachers utilize Montessori principles to teach these lessons.</p> <p><b>Social Studies Core Curriculum (grades K-3):</b> The core program for Social Studies used at SBMCS will be an integration of curriculum using Studies Weekly, Florida standards, and Montessori's Cosmic Education scope and sequence curriculum chart (provided by the Curriculum Director). Teachers will implement this curriculum following the Montessori scope which presents information to students in a sequential manner from the Beginning of Time (Big Bang) to present day. Lessons are introduced with the use of visuals and manipulatives. The Studies Weekly program will engage students in content aligned with the Florida standards.</p> <p><b>Social Studies Core Curriculum (grades 4-5):</b> The core program for Social Studies used at SBMCS will be an integration of curriculum using Studies Weekly and Florida standards. Teachers will implement this curriculum using the Montessori philosophy which presents information to students in a sequential manner and utilizes visuals/manipulatives. The Studies Weekly program will engage students in content aligned with the Florida standards.</p> <p><b>**Studies Weekly Social Studies will be added to the curriculum for the 2017-2018 school year.</b></p>	<p>August 2017-ongoing</p> <p>August 2017-ongoing</p>				
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<p><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 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 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 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 appropriate progress after 6-8 weeks, it is at the discretion of the committee to refer for further evaluation.</p>	<p>August 2016 - ongoing</p>	<p>During School Hours</p>	<p>I-Ready Progress Monitoring, Weekly/Biweekly Formative Assessments</p> <p>Curriculum Resources: Primary Phonics (K-1), Journeys Tier 2 and 3 Intervention materials (2-5)</p>	<p>Principal, Curriculum Director, Teachers</p>	<p>I-Ready already funded in SBMCS budget.</p> <p>Primary Phonics already funded in SBMCS budget. Journey’s Write-in Readers for Intervention: \$3.45/ Student</p>
<p><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 comprise our program thereby facilitating acquisition of the English language.</p> <p>Classrooms provide a literacy rich environment by utilize labeling of the environment (in multi-</p>	<p>Aug 2016- June 2017</p> <p>Aug 2017- June 2018:</p>	<p>During School Hours</p>	<p>Formative Assessments, ACCESS 2.0</p>	<p>Principal, Curriculum Director, ESOL Coordinator</p>	<p>N/A</p>

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

<p>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.</p> <p>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.</p> <p>Teachers will use research-based strategies provided by I-Ready to teach, reinforce and remediate skills for ELLs.</p> <p>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.</p>	<p>multilingual print and audio books</p> <p>2017-2018 school year</p>				
<p><b>Bilingual Dictionaries:</b> Each ELL student will receive an appropriate English-heritage language dictionary for use in the classroom. Students receive instruction in how to utilize the dictionary</p>	<p>August 2016-ongoing</p>	<p>During School</p>	<p>Observation</p>	<p>Principal, ESOL Coordinator</p>	<p>Cost funded by SBMCS.</p>

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

and will be encouraged by teachers to use them in their everyday work and during assessments.					
<b>Bilingual Language Support Staff:</b> 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.	August 2016-ongoing	During School, After School	Student/Parent Surveys	Principal, ESOL Coordinator	Cost of salaries for Classroom Teachers.
<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
<p><b>ESOL Trained Teachers:</b> 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.</p> <p>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.</p> <p>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.</p>	<p>August 2016-ongoing</p> <p>2017-2018 school year</p> <p>2016-ongoing</p>	<p>During School, After School</p>	<p>Professional Development Chart, Attendance confirmation/ Completion,</p> <p>Attendance sheets for PD</p>	Principal, Curriculum Director, ESOL Coordinator	Cost of Staff



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

<p>In alignment with the principles and philosophy of Montessori, teachers will employ the use of hands-on 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 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.</p> <p>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.</p>	<p>2016-ongoing</p> <p>2017-2018 school year</p>		<p>Lesson Plans, Administrative Observations</p>		
<p><b>ESE Accommodations:</b> 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.</p> <p>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</p>	<p>August 2016 – ongoing</p>	<p>During School</p>	<p>Implementation of the student's IEP with fidelity.</p>	<p>Principal, SPED Contractor, Teachers</p>	<p>N/A</p>

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

<p>tasks that can be completed in single work sessions.</p> <p>Management strategies used include alerting children ahead of time of transitions.</p> <p>Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.</p> <p>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.</p> <p>Assistive devices will be provided, as needed, including recorders, computers, and calculators.</p> <p>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.</p>					
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### Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan\*

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

**STEM/Math/Science Goal(s):** SBMCS does not have a STEM curriculum. See specific Science and Math goals/data.

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

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 5<sup>th</sup> grade students.

Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/ Funding Source
<p><b>Science Fusion K-3:</b> The core program for Science used at SBMCS is an integration of curriculum using Houghton Mifflin Harcourt's Science Fusion 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 units from the Science Fusion book, which align to the topics on the Montessori curriculum chart (provided by the Curriculum Director). 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.</p> <p><b>Science Fusion grades 4-5:</b> The core program for Science used at SBMCS is Houghton Mifflin Harcourt's Science Fusion and concrete materials/visuals. Teachers will implement this curriculum by teaching the specific units within the Science Fusion book. 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 Science Fusion program.</p>	Aug 2016-June 2017	During School Hours	<p>Formative Assessments (Observation and Quizzes)</p> <p>Summative Assessment (Unit Benchmark Tests: administered at the conclusion of each unit)</p>	Principal and Curriculum Director	<p>Studies Weekly Science will be funded by SBMCS, replacing Science Fusion. (Already funded in annual budget)</p> <p>Leveled Science Readers 2017-2018 school year.</p>



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

<p>Leveled Science Readers will be added to the classroom libraries for the 2017-2018 school year.</p> <p><b>Studies Weekly Science K-3:</b> 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.</p> <p><b>Studies Weekly grades 4-5:</b> 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.</p>	2017-2018 school year				
<p><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</p>	All Domains	August 2016-June 2017	During School Hours	Formative Assessments, ACCESS 2.0	Principal, Curriculum Director, ESOL Coordinator

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

<p>comprise our program thereby facilitating acquisition of the English language.</p> <p>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.</p> <p>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.</p> <p>Teachers will use research-based strategies provided by I-Ready to teach, reinforce and remediate skills for ELLs.</p> <p>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.</p>		<p>August 2017-June 2018: multilingual print and audio books</p> <p>2017-2018 school year</p>			
<p><b>Bilingual Dictionaries:</b> Each ELL student will receive an appropriate English-heritage language dictionary for 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.</p>	<p>All Domains</p>	<p>August 2016-ongoing</p>	<p>During School</p>	<p>Observation</p>	<p>Principal, ESOL Coordinator</p>

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

<b>Bilingual Language Support Staff:</b> 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.	All Domains	August 2016-ongoing	During School, After School	Student/Parent Surveys	Principal, ESOL Coordinator
<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.	All Domains	August 2016-June 2017	During School	Observation	Principal, ESOL Coordinator
<p><b>ESOL Trained Teachers:</b> 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.</p> <p>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.</p> <p>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.</p> <p>In alignment with the principles and philosophy of Montessori, teachers will employ the use of hands-on 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 ELLevation) and will provide ESOL accommodations to their students. They will utilize the ACCESS 2.0 data for</p>	All Domains	<p>August 2016-ongoing</p> <p>2017-2018 school year</p> <p>2016-ongoing</p>	During School, After School	<p>Professional Development Chart, Attendance confirmation/Completion,</p> <p>Attendance sheets for PD</p>	Principal, Curriculum Director, ESOL Coordinator

Revised August 1, 2017

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



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

<p>their ELLs to target specific student needs and work towards improving language proficiency by targeting the lowest performance domains.</p> <p>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.</p>		<p>2016-ongoing</p> <p>2017-2018 school year</p>		<p>Lesson Plans, Administrative Observations</p>	
<p><b>ESE Accommodations:</b> 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.</p> <p>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.</p> <p>Management strategies used include alerting children ahead of time of transitions.</p> <p>Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.</p> <p>Visual directions and cues, as well as models of final products, are used. Teachers provide scaffolding for</p>	<p>All Subjects</p>	<p>2016 - ongoing</p>	<p>During School</p>	<p>Implementation of the student's IEP with fidelity.</p>	<p>Principal, SPED Contractor, Teachers</p>

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

<p>students including outlines of material, study guides, and copies of notes from overheads and boards.</p> <p>Assistive devices will be provided, as needed, including recorders, computers, and calculators.</p> <p>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.</p>					
<p><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 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 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 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 appropriate progress after 6-8 weeks, it is at the discretion of the committee to refer for further evaluation.</p>	All Subjects	2016 - ongoing	During School	I-Ready Progress Monitoring, Weekly/Biweekly Formative Assessments	Principal, Curriculum Director, Teachers
<p><b>Science Goal (s):</b> 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.</p> <p><b>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.</b></p>					

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

<b>Include data for Proficient students</b> (i.e., FSA, End Of Course Examinations):				<b>Include data for Non-proficient students</b> (i.e. FSA, End of Course Examinations):			
No data available – SBMCS did not take the Spring 2016 FSA Science because there were no 5 <sup>th</sup> grade students.				No data available – SBMCS did not take the Spring 2016 FSA Science because there were no 5 <sup>th</sup> grade students.			
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 Performance 50% of grade 5 students will score Level 3 or higher on the Spring 2017 FSA Science.		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 Performance 50% of grade 5 students will score Level 1 or 2 on the Spring 2017 FSA Science.	
<b>Mathematics Goal(s): In grades K-2, 75% of the students will be on or above grade level according to the I-Ready end of the year Diagnostic test administered in May 2017.</b>							
<b>In grades 3-5, 40% of the students will score Level 3 or above on the Spring 2017 administration of the FSA Math.</b>							
<b>Include data for Proficient students</b> (i.e., FSA, End Of Course Examinations):				<b>Include data for Non-proficient students</b> (i.e. FSA, End of Course Examinations):			
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 Performance 75% of students in grades K-2 are on or above grade level according to I-Ready.		2016 Current Level of Performance 45% of students in grades K-2 are below grade level according to I-Ready.		2017 Expected Level of Performance 25% of students in grades K-2 are below grade level according to I-Ready.	
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 assessment, 40% of our 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students will score Level 3 or above.		According to Spring FSA Math assessment, 67% of our 3 <sup>rd</sup> and 4 <sup>th</sup> grade students scored Level 1 or 2.		According to Spring FSA Math assessment, 60% of our 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students will score Level 1 or 2.	
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math and science performance target for the following years:</b>							
Baseline Data 2013-14 No data available – SBMCS did not have any students in grades 3-5		2014-15 Grade 3 Math: 0% proficient (baseline)  Grade 5 Science: SBMCS did not have 5 <sup>th</sup> grade.	2015-16 Grade 3 and 4 Math: 33% proficient  Grade 5 Science: SBMCS did not have 5 <sup>th</sup> grade.	2016-17 Grades 3-5 Math: 40% proficient  Grade 5 Science: 30% proficient (baseline)	2017-18 Grades 3-5 Math: 45% proficient  Grade 5 Science: 35% proficient	2018-19 Grades 3-5 Math: 60% proficient  Grade 5 Science: 40% proficient	2019-20 Grades 3-5 Math: 70% proficient  Grade 5 Science: 45% proficient



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

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
<p><b>Core Math Curriculum grades K-5:</b> 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.</p> <p>Singapore Math concepts and strategies will be incorporated into the Core Math curriculum beginning in August 2017.</p>	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)
<p><b>I-Ready Math Assignments:</b> Tier 2 and Tier 3 students will complete 30 minutes of online I-Ready Reading assignments per week at school.</p> <p>All students will complete one hour of online I-Ready Reading assignments per week at home.</p>	Math	2017-2018  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)
<p><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 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</p>	Math	August 2016 - ongoing	During School	I-Ready Progress Monitoring, Weekly/Biweekly Formative Assessments	Principal, Curriculum Director, Teachers	N/A

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

<p>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 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 appropriate progress after 6-8 weeks, it is at the discretion of the committee to refer for further evaluation.</p>						
<p><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 comprise our program thereby facilitating acquisition of the English language.</p> <p>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.</p>	ESOL	All Domains	<p>August 2016-June 2017</p> <p>August 2017-June 2018: multilingual print and audio books</p>	During School Hours	Formative Assessments, ACCESS 2.0	Principal, Curriculum Director, ESOL Coordinator

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

<p>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.</p> <p>Teachers will use research-based strategies provided by I-Ready to teach, reinforce and remediate skills for ELLs.</p> <p>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.</p>			2017-2018 school year			
<p><b>Bilingual Dictionaries:</b> Each ELL student will receive an appropriate English-heritage language dictionary for 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.</p>	ESOL	All Domains	August 2016-ongoing	During School	Observation	Principal, ESOL Coordinator



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

<b>Bilingual Language Support Staff:</b> 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
<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.	ESOL	All Domains	August 2016-June 2017	During School	Observation	Principal, ESOL Coordinator
<p><b>ESOL Trained Teachers:</b> 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.</p> <p>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.</p> <p>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.</p>	ESOL	All Domains	<p>August 2016-ongoing</p> <p>2017-2018 school year</p> <p>2016-ongoing</p>	During School, After School	<p>Professional Development Chart, Attendance confirmation/ Completion,</p> <p>Attendance sheets for PD</p>	Principal, Curriculum Director, ESOL Coordinator

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

<p>In alignment with the principles and philosophy of Montessori, teachers will employ the use of hands-on 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 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.</p> <p>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.</p>			<p>2016-ongoing</p> <p>2017-2018 school year</p>		Lesson Plans, Administrative Observations	
<p><b>ESE Accommodations:</b> 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.</p> <p>Teachers schedule shorter work periods with breaks, provide additional time to complete</p>	All Subjects	2016 - ongoing	During School	Implementation of the student's IEP with fidelity.	Principal, SPED Contractor, Teachers	N/A

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<p>assignments and homework, and teachers modify expectations to simplify long tasks into shorter tasks that can be completed in single work sessions.</p> <p>Management strategies used include alerting children ahead of time of transitions.</p> <p>Alternate assignments and modes of communication are used to allow students to demonstrate competence consistent with their disabilities.</p> <p>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.</p> <p>Assistive devices will be provided, as needed, including recorders, computers, and calculators.</p> <p>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.</p>						
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STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity							
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
Professional Development Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and /or PLC Leader	PD Participant	Target Dates (e.g.: Early Release) and Schedules (e.g.: Frequency of meetings)	Person or Position Responsible for Monitoring	Strategy for Follow-up/ Monitoring	Amount/ Funding Source
<b>Cosmic Education Workshop</b>	K-3	Amanda Adair	Teachers	Summer 2017		Lesson Plans, Classroom	Already funded in



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					Principal, Curriculum Director	Observations, End of Training Assessment	Curriculum Director's salary
<b>Singapore Math Training</b>	<b>K-5</b>	Terrilynn Latour	Principal, Curriculum Director, Teachers	Summer 2017	Principal, Curriculum Director	End of Training Assessment, Lesson Plans	Cost TBD

**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).