

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2017-2018

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: KIDZ CHOICE CHARTER SCHOOL School Location Number: 5409

Current Grades Served: K-5 Contract Grades Served: K-5 Year School Opened: 2007

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2017-2018 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: KIDZ CHOICE CHARTER SCHOOL School Location Number: 5409	District: Broward
Principal: Anely Arencibia	District Superintendent: Robert Runcie
Governing Board Member(s): Mariangel Caicoya, Chair; Victoria Lopez, Secretary; Alejandro Brandt, Treasurer	Date of School Board Charter Approval: May 22, 2007 Date of Most Recent School Board Charter Renewal: July 1, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

- [School Grades Trend Data](#)
- [Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)
- [Florida Standards Assessment Portal](#)
- [High School Feedback Report](#)
- [K-12 Comprehensive Research Based Reading Plan](#)
- [School Accountability Reports](#)

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Anely Arencibia	Elementary Education, BS Curriculum & Instruction, M.Ed. Certification: Elementary Education (1-6) Gifted Endorsement ESOL Endorsement	July 2017	First Year	Palm Springs Elementary School Performance Evaluation: Highly Effective: 2016-2017, 2015-2016; Effective: 2014-2015, 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006 School Grades: 2005-A, 2006-A, 2007-A, 2008-A, 2009-A, 2010-A, 2011-A, 2012-A, 2013-B, 2013-B, 2014-B, 2015-C, 2016- B, 2017-B

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Instructional Coaches: *Kidz Choice Charter School has a certified classroom teacher acting as literacy coach for the time being since we do not have an Instructional Coach at the moment. Ms. J. Luna-Verdes will attend Literacy meetings and conduct a standing meeting with the principal the day after the Literacy meeting to discuss and disseminate pertinent information to staff.*

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)
Reading	Jeannie Luna-Verdes	Bachelor of Arts, English Certification: Art (K-12) Elementary Education (K-6) English/L.A. (6-12) ESOL Endorsement	2	1	

Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

To prepare students for academic success by providing a rich educational curriculum and environment based on trust, tolerance, open communication, compassion, cooperation, responsibility and respect. To provide Diagnostic Testing, standard-based assessments, and periodic data chat opportunities to discuss and analyze student data to identify weaknesses. To infuse instructional programs with researched-based technology to equip students with the knowledge and skills needed for college and future careers.

2. Academic Data

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

Data shown below for parts 1 and 2 summary school data reflects 3 years of testing and progress monitoring data. **For grades 3-5**, data shown includes ELA Journeys Benchmark Assessments, Ready ELA Unit Assessments, and Go Math Benchmark Assessments for Progress Monitoring (Beginning, Middle, and End of Year), FSA ELA, FSA Math, and FCAT Science. **For grades K-2**, data shown includes Florida Kindergarten Readiness Screener (FLKRS), ELA Journeys Benchmark Assessments, Ready ELA Unit Assessments, and GO Math Benchmark Assessments for Progress Monitoring (Beginning, Middle, and End of Year). Data shown also includes grades K-5 ACCESS 2.0. FSA data is broken down by subgroup, proficiency, and levels achieved.

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Part 1: Grades 3-5

SUMMARY SCHOOL DATA

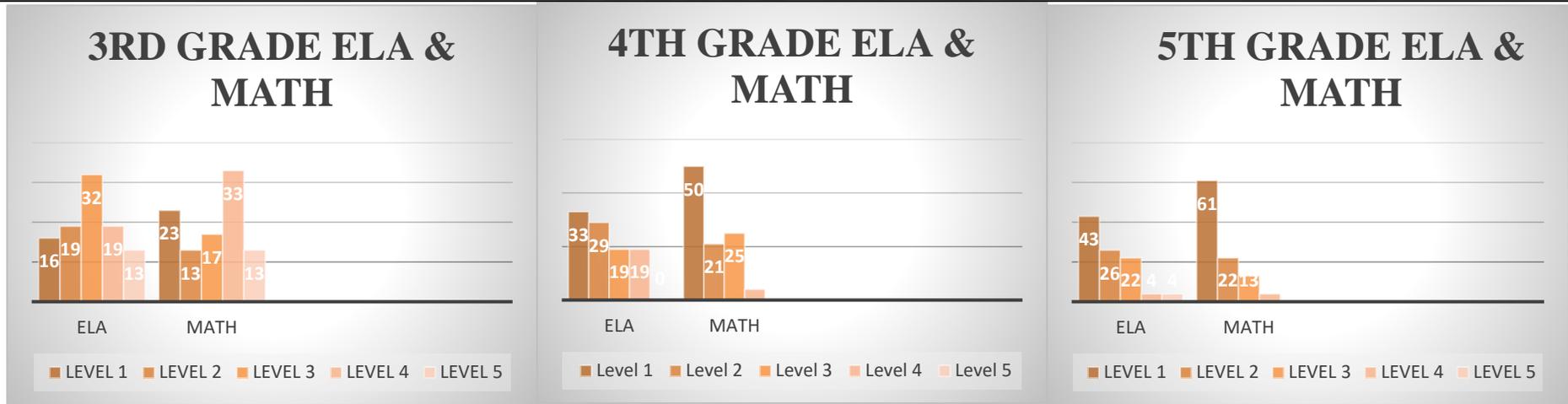
FSA ELA

Year	2014–15			2015–16			2016–17		
	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)
Grade Level									
03–Third	20	85.0%	25.0%	22	77.3%	31.8%	31	64.5%	32.3%
04–Fourth	13	61.5%	15.4%	25	36.0%	12.0%	21	38.1%	19.0%
05–Fifth	14	42.9%	21.4%	14	28.6%	7.1%	23	30.4%	8.7%

FSA MATH

Year	2014–15					2015–16					2016–17				
	# of Students	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	# of Students (Level 4 and Above)	% of Students (Level 4 and Above)	# of Students	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	# of Students (Level 4 and Above)	% of Students (Level 4 and Above)	# of Students	# of Students (Level 3 and Above)	% of Students (Level 3 and Above)	# of Students (Level 4 and Above)	% of Students (Level 4 and Above)
Grade Level															
03–Third	20	12	60.0%	**	15.0%	22	18	81.8%	13	59.1%	30	19	63.3%	14	46.7%
04–Fourth	13	**	53.8%	**	7.7%	26	18	69.2%	**	23.1%	24	**	29.2%	**	4.2%
05–Fifth	15	**	26.7%	**	13.3%	14	**	42.9%	**	7.1%	23	**	17.4%	**	4.3%

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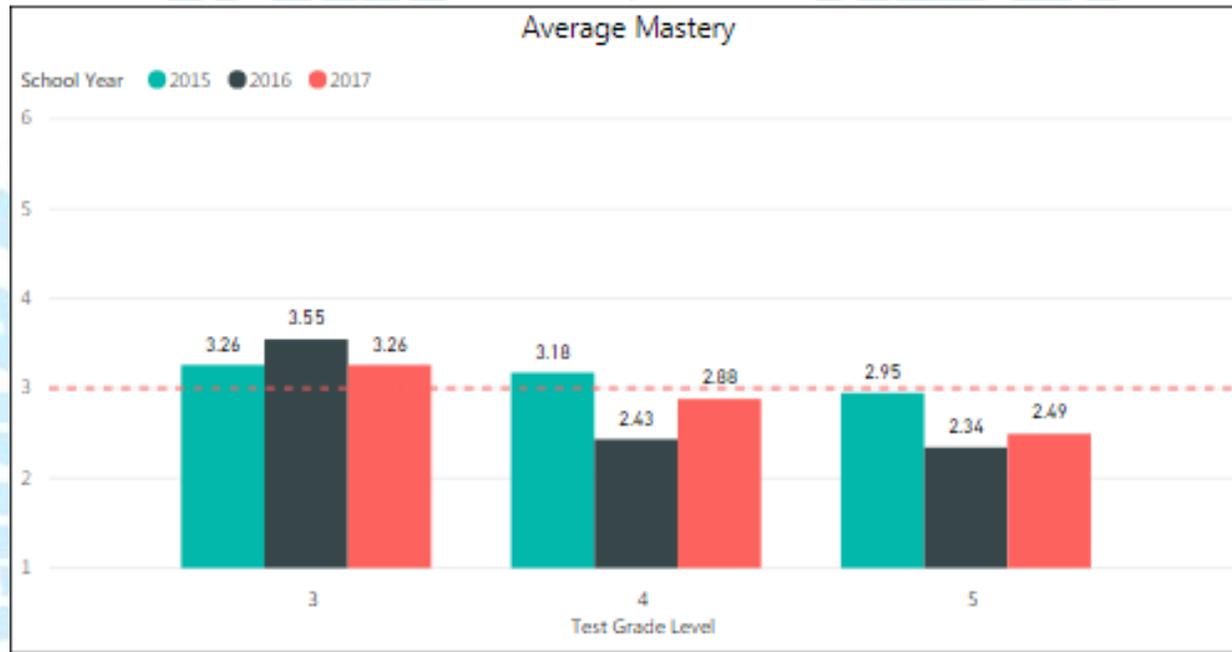
5TH GRADE FCAT SCIENCE

Year	2014–15				2015–16				2016–17				
	Mean Scale Score	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score	# of Students	% of Students (Level 3 and Above)	% of Students (Level 4 and Above)	Mean Scale Score
Grade Level 5	188	14	42.9%	7.1%	196	14	64.3%	7.1%	197	23	8.7%	8.7%	181

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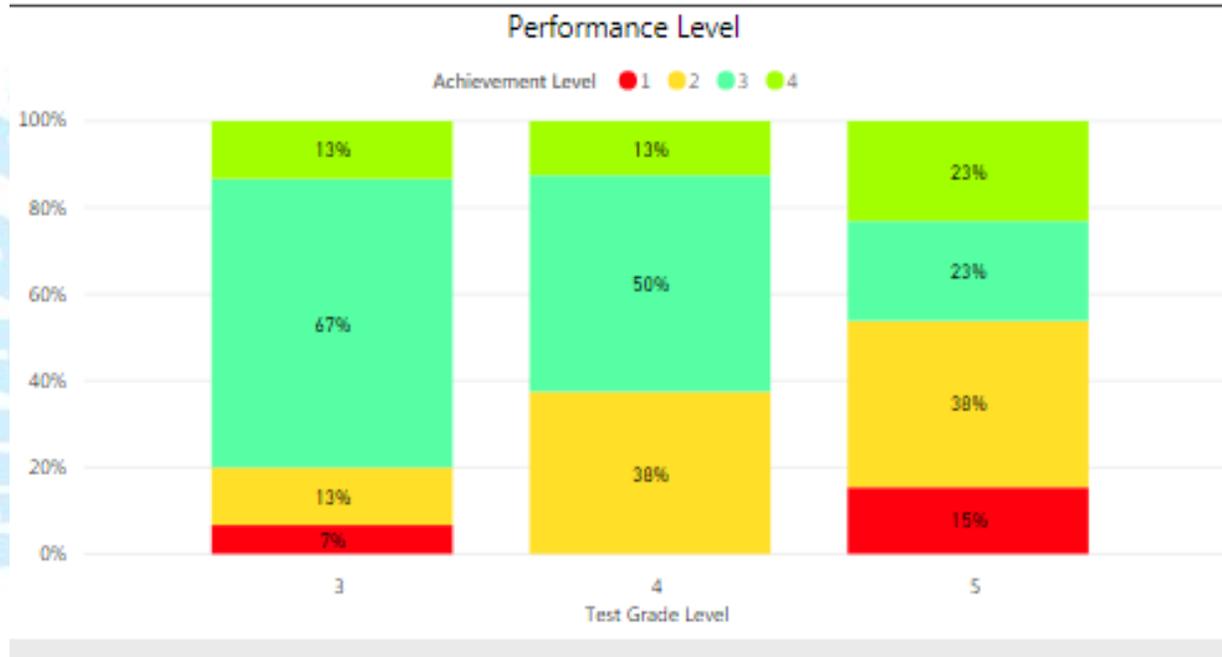
SUMMARY OF STUDENT PERFORMANCE (% of students level 3 or above)

Free & Reduced Lunch FSA ELA



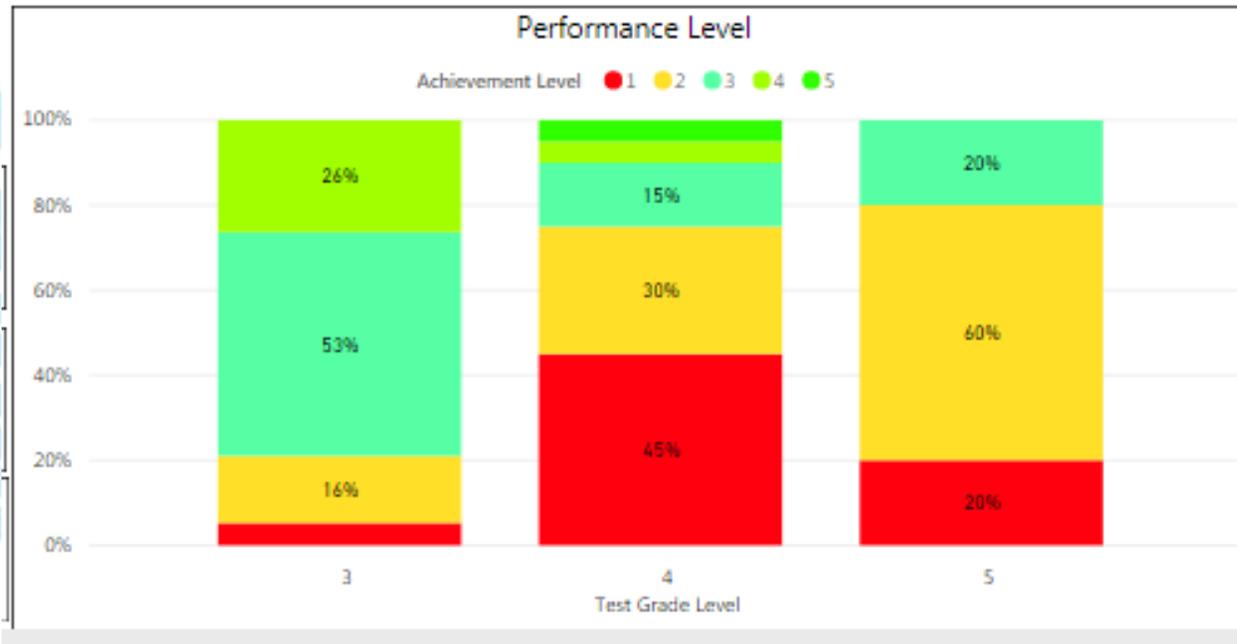
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2015 Free & Reduced Lunch FSA ELA



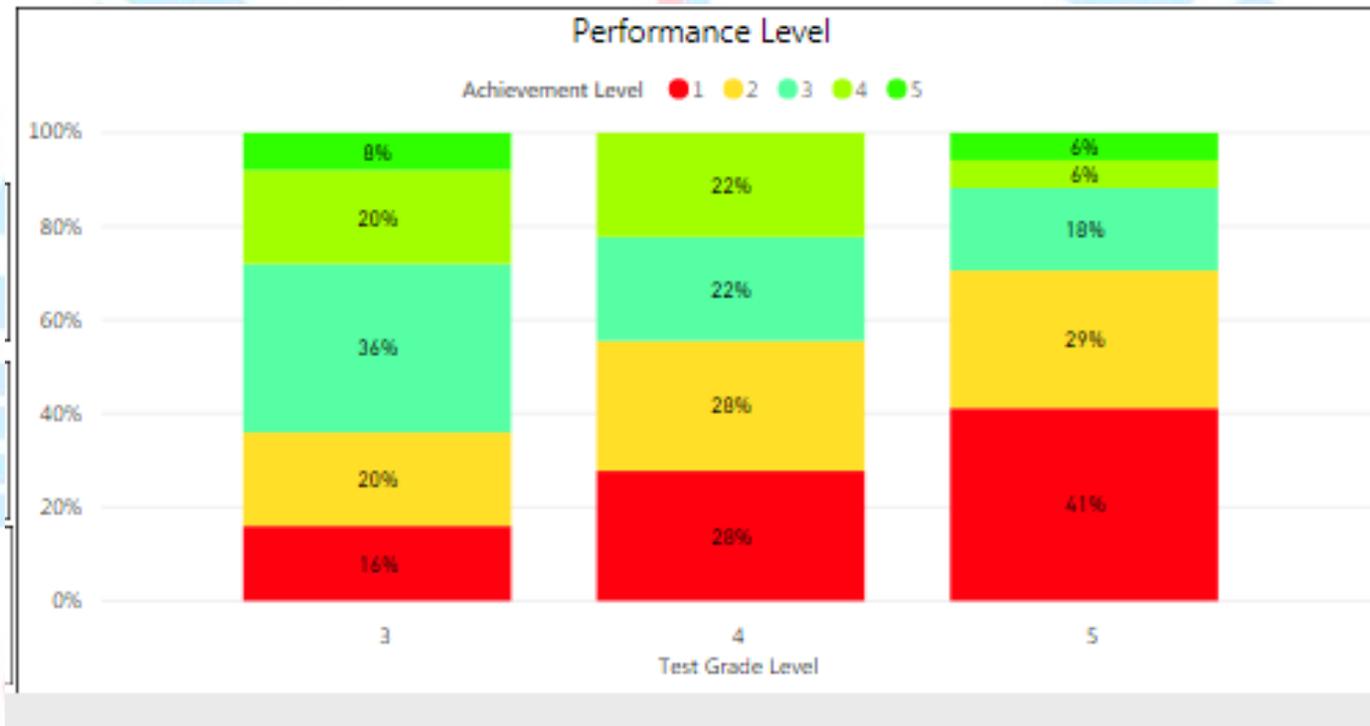
2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2016 Free & Reduced Lunch FSA ELA

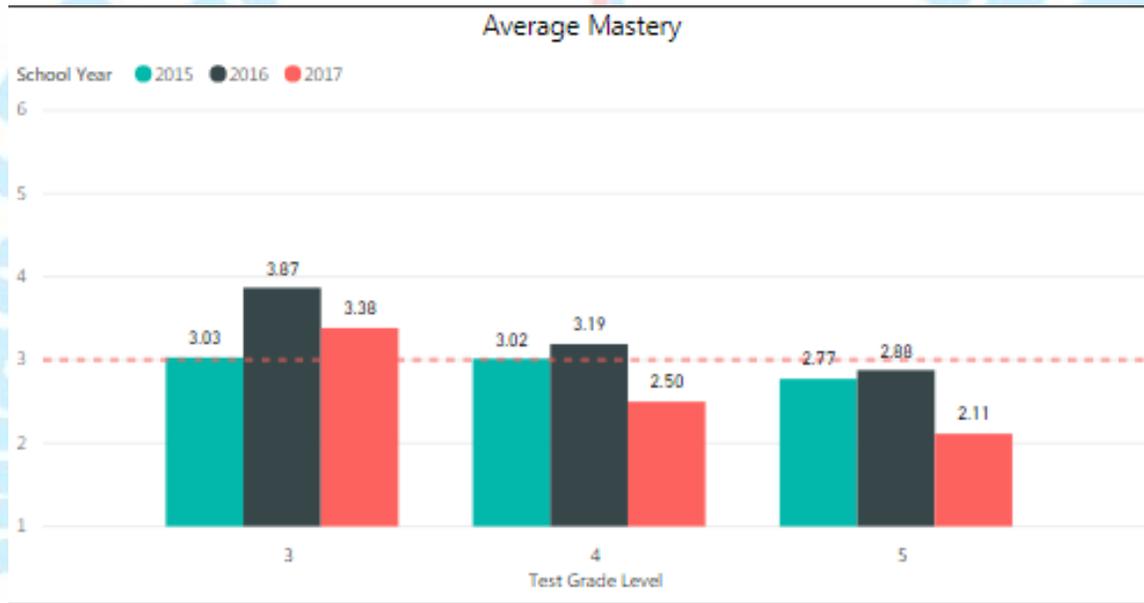


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2017 Free & Reduced Lunch FSA ELA

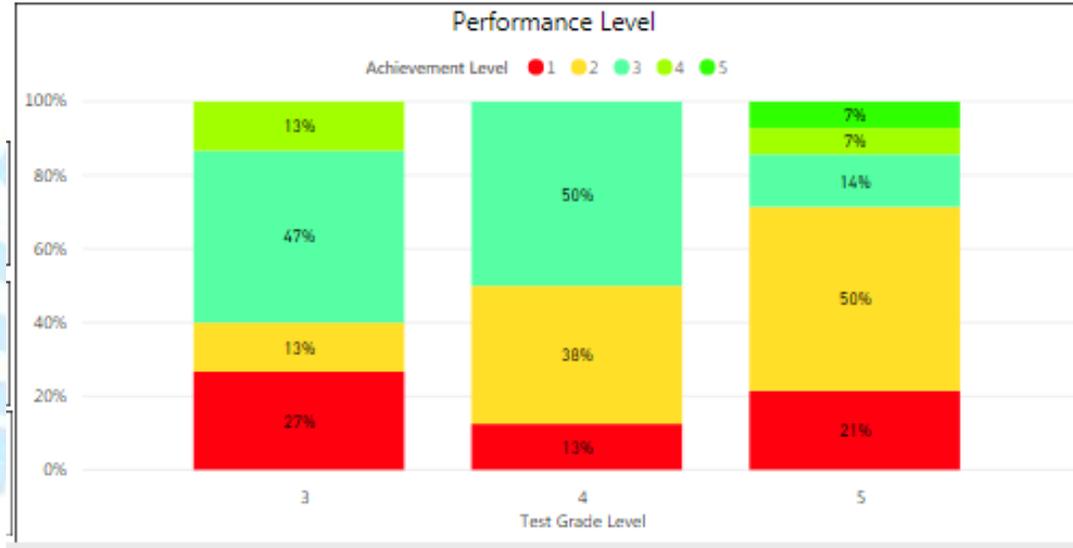


Free & Reduced Lunch FSA MATH

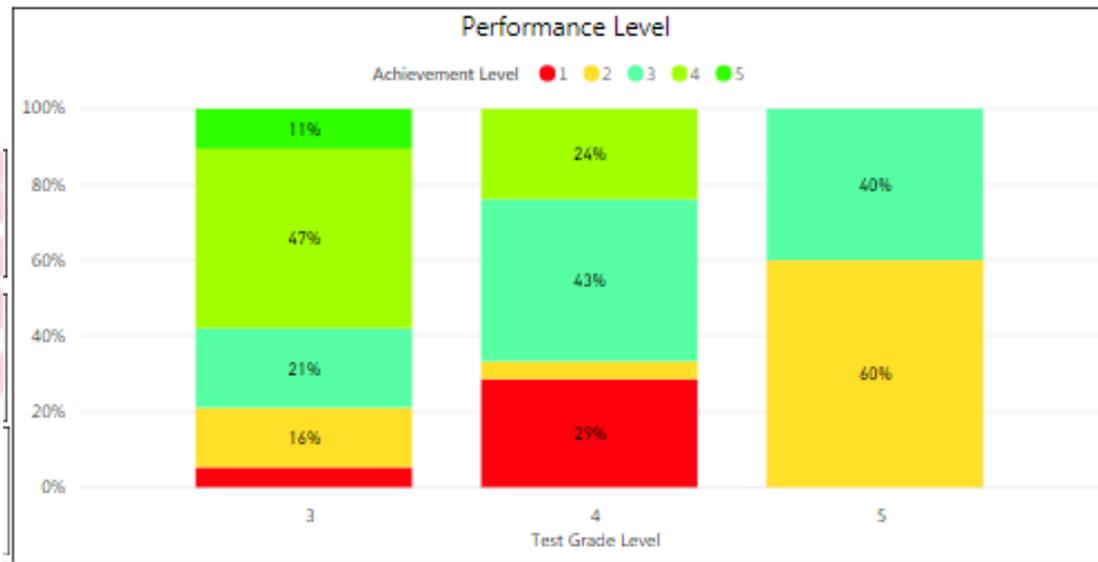


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2015 Free & Reduced Lunch FSA MATH

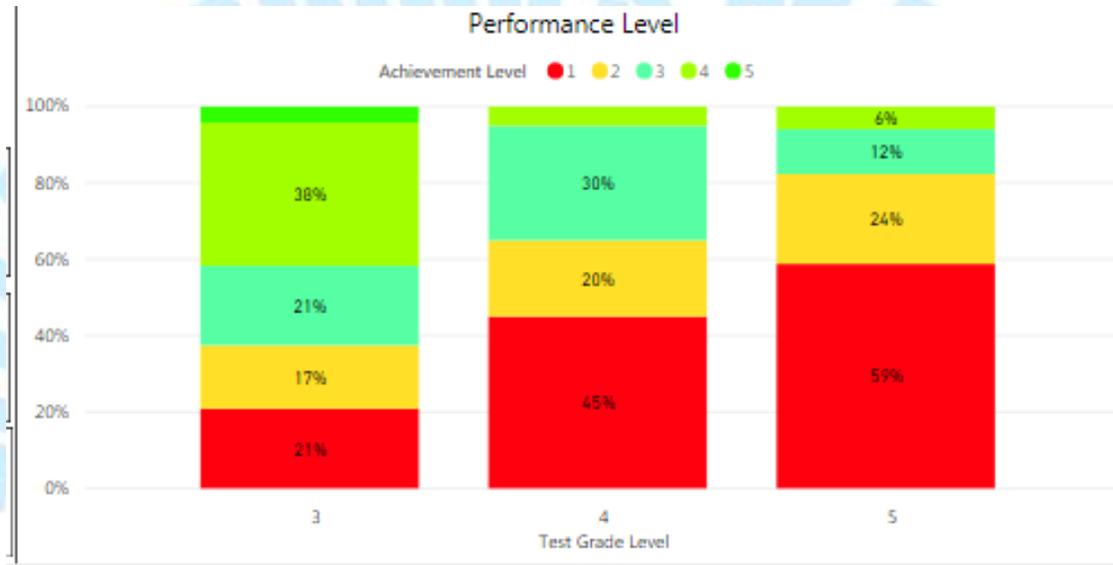


2016 Free & Reduced Lunch FSA MATH

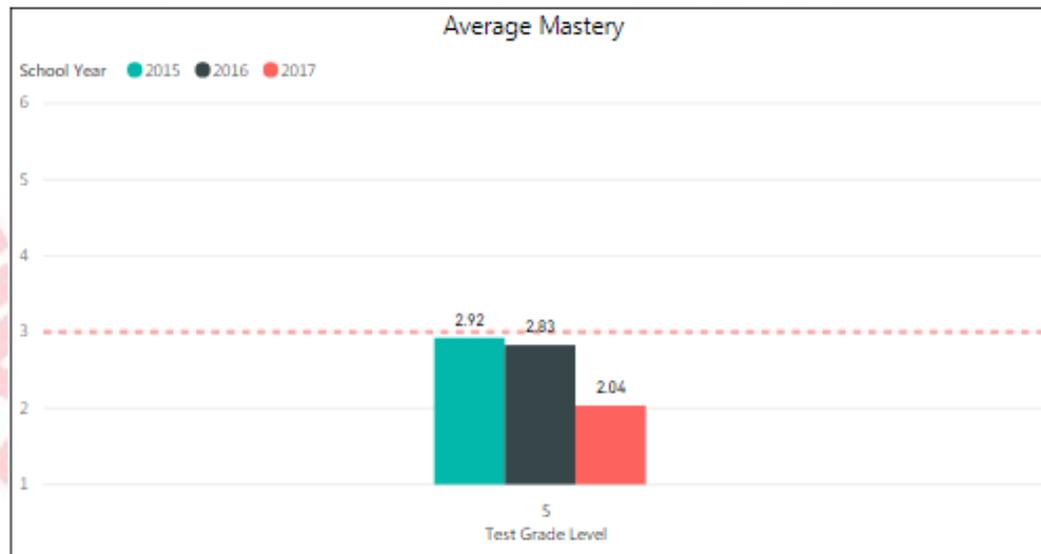


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2017 Free & Reduced Lunch FSA MATH

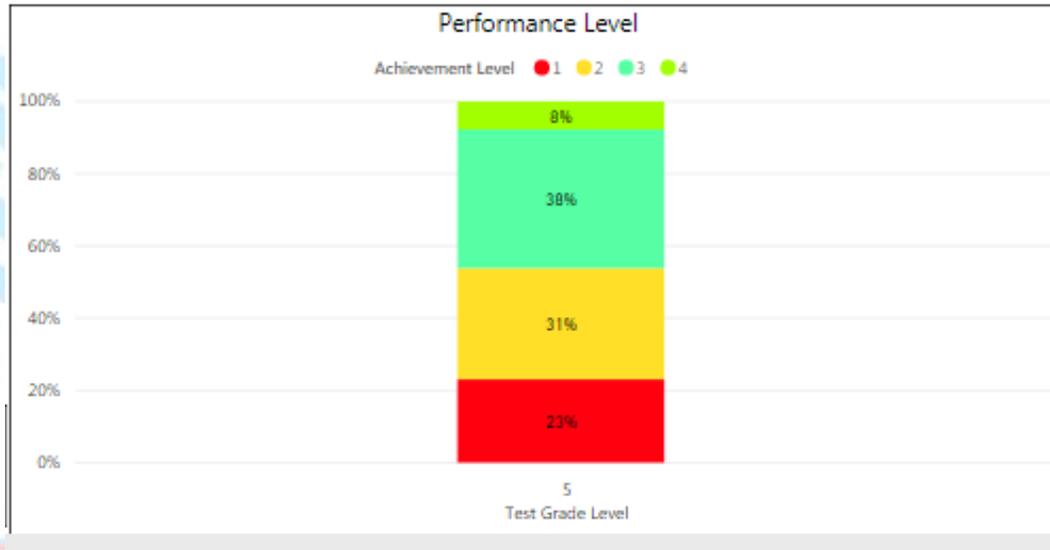


Free & Reduced Lunch FCAT SCIENCE

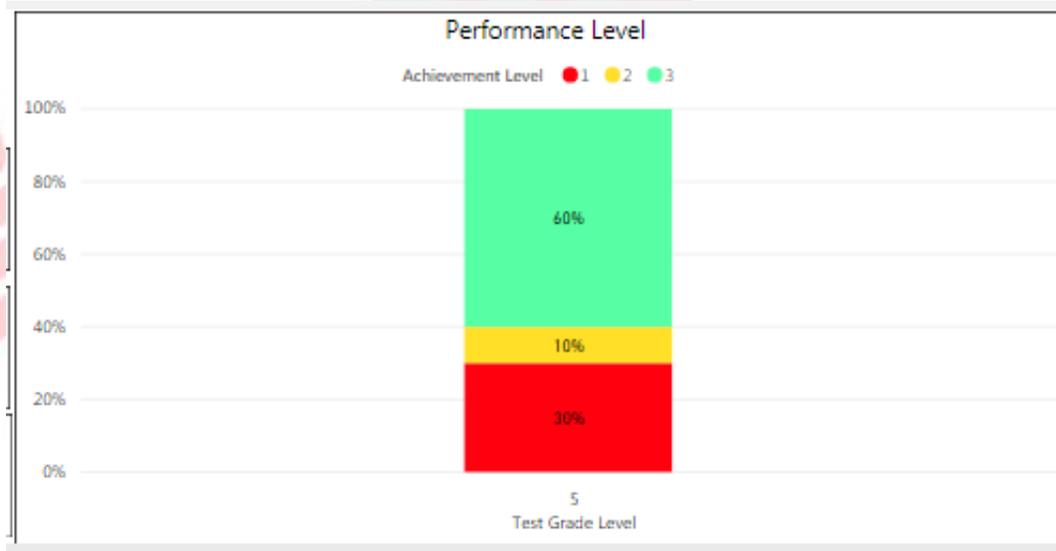


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2015 Free & Reduced Lunch FCAT SCIENCE

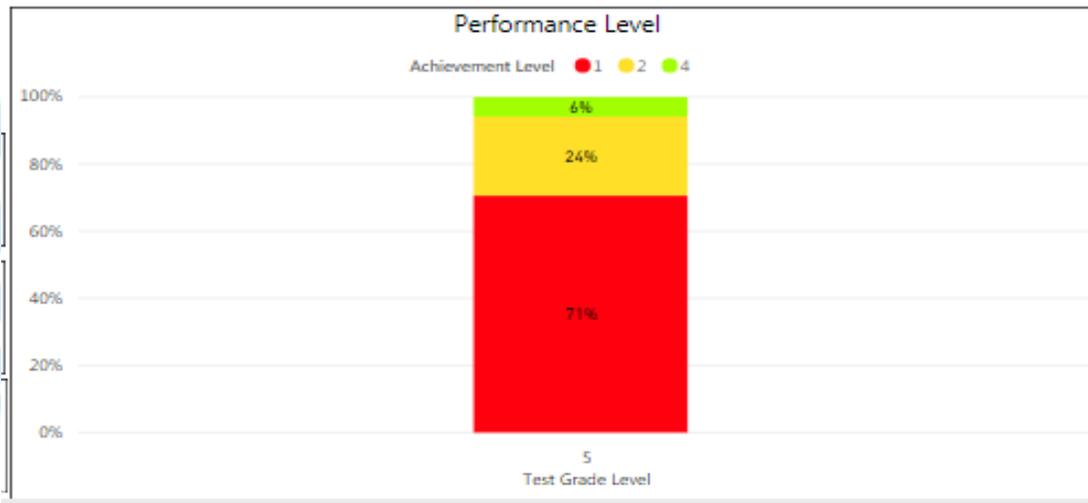


2016 Free & Reduced Lunch FCAT SCIENCE

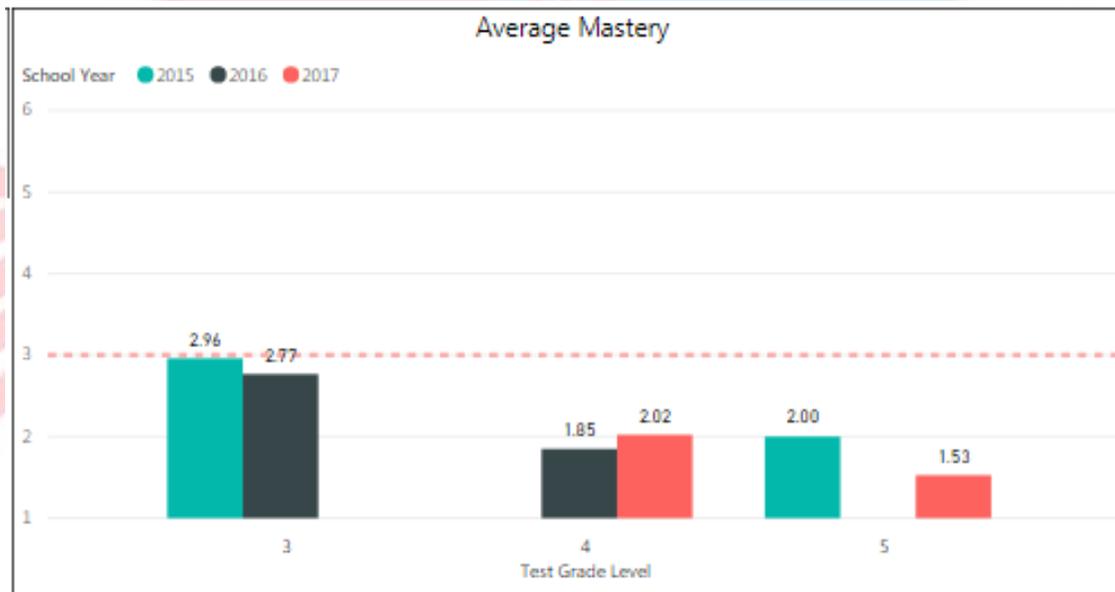


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2017 Free & Reduced Lunch FCAT SCIENCE

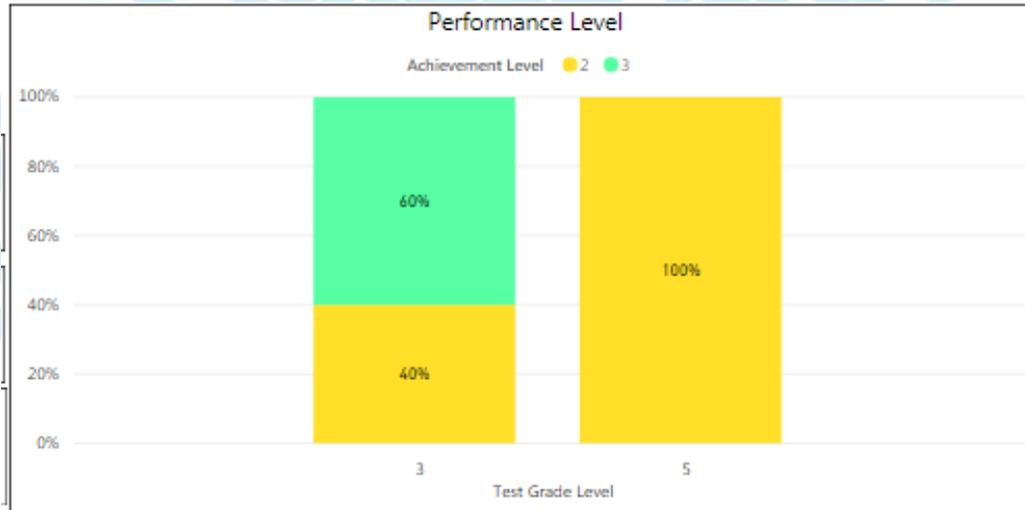


Students with Disabilities FSA ELA

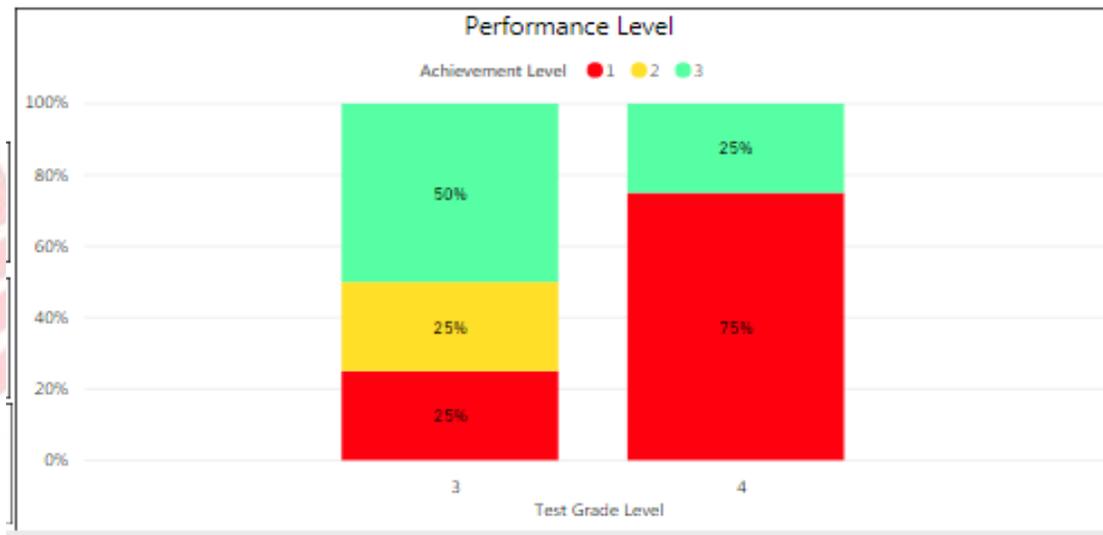


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2015 Students with Disabilities FSA ELA

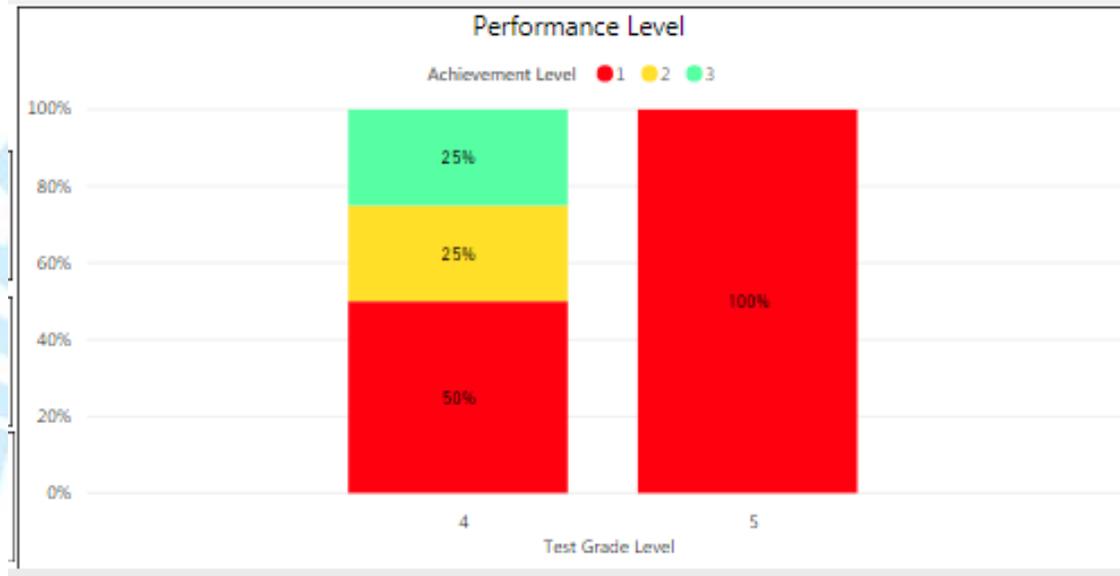


2016 Students with Disabilities FSA ELA

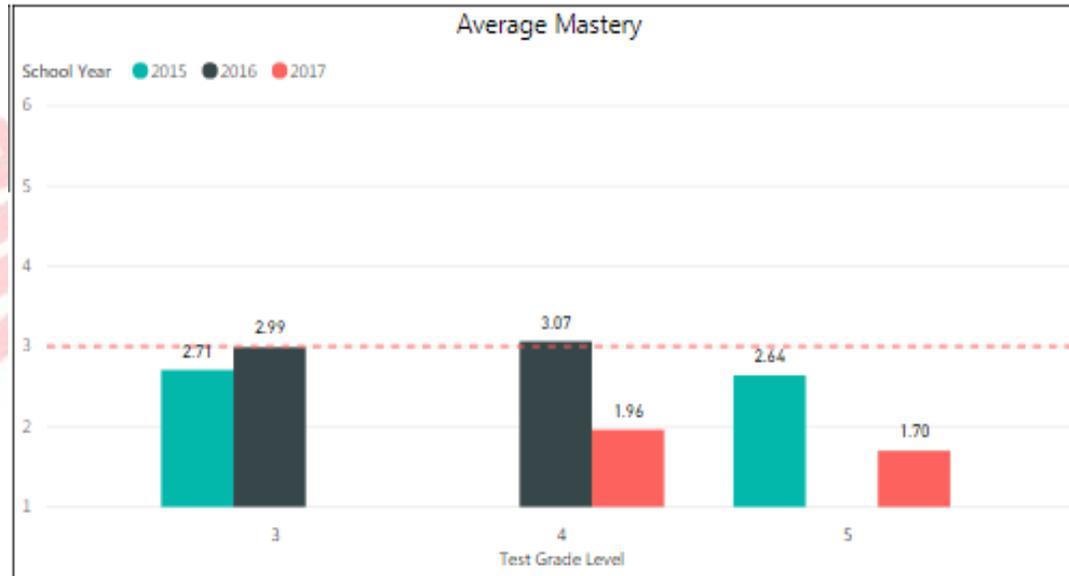


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2017 Students with Disabilities FSA ELA

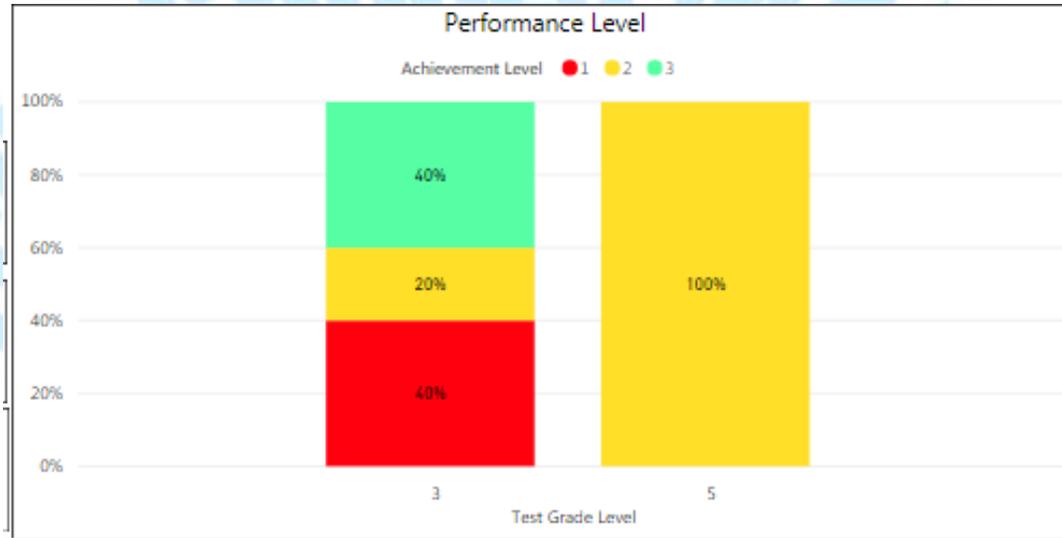


Students with Disabilities FSA MATH



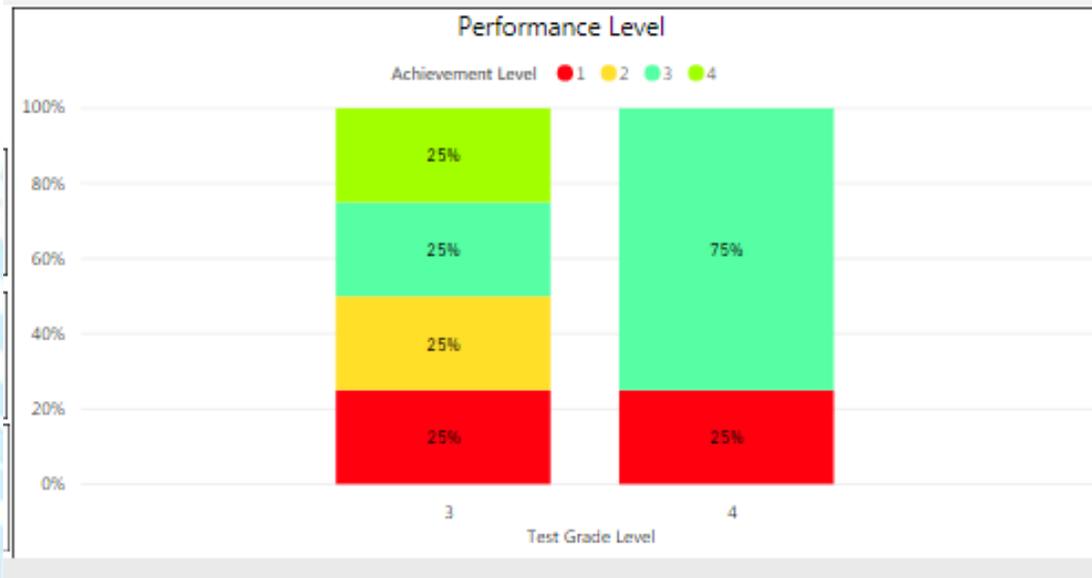
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2015 Students with Disabilities FSA MATH

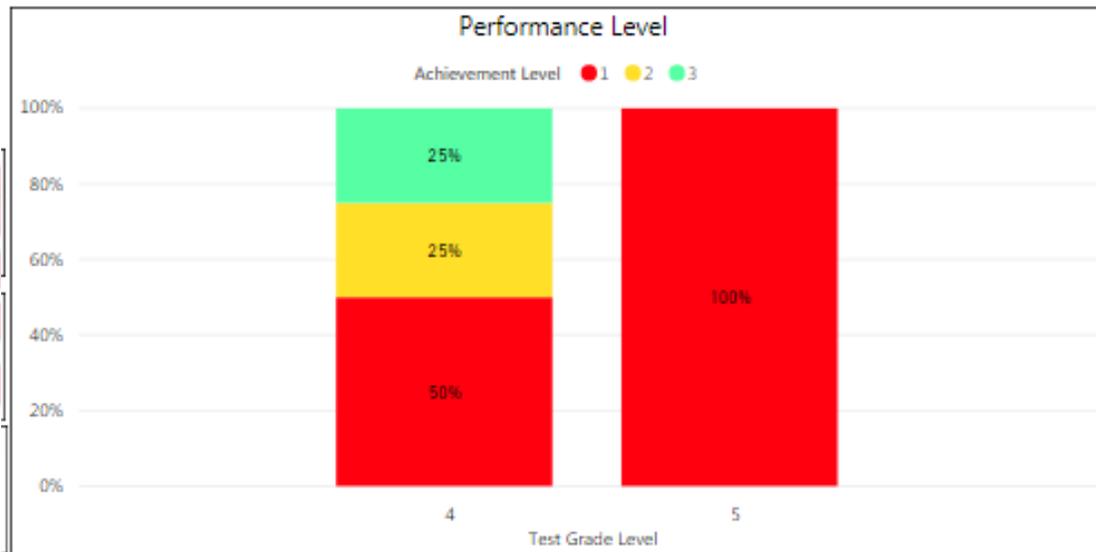


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2016 Students with Disabilities FSA MATH

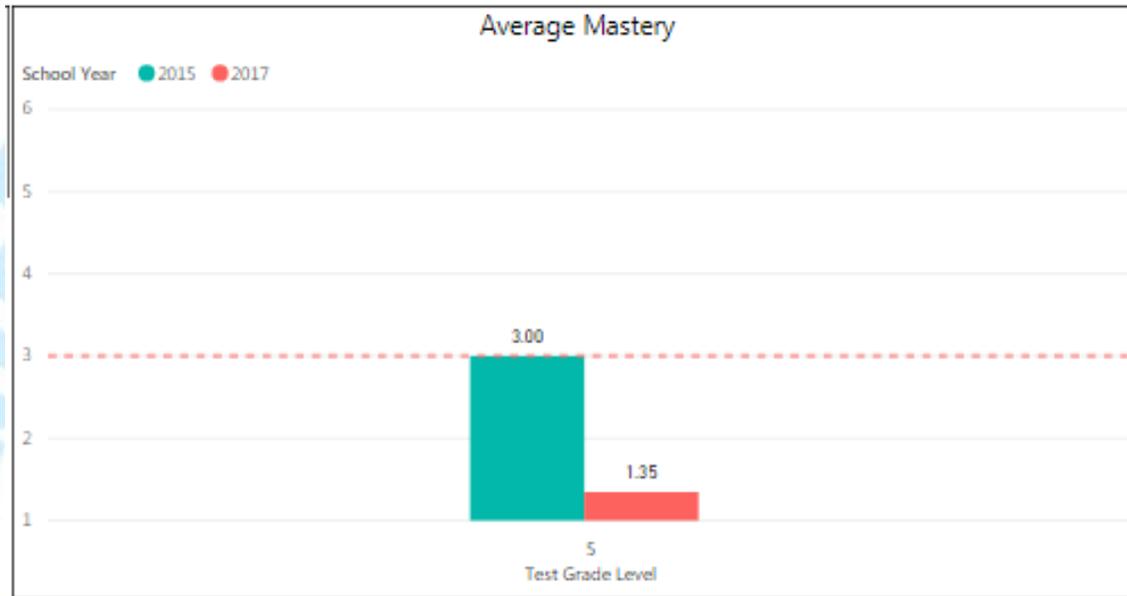


2017 Students with Disabilities FSA MATH

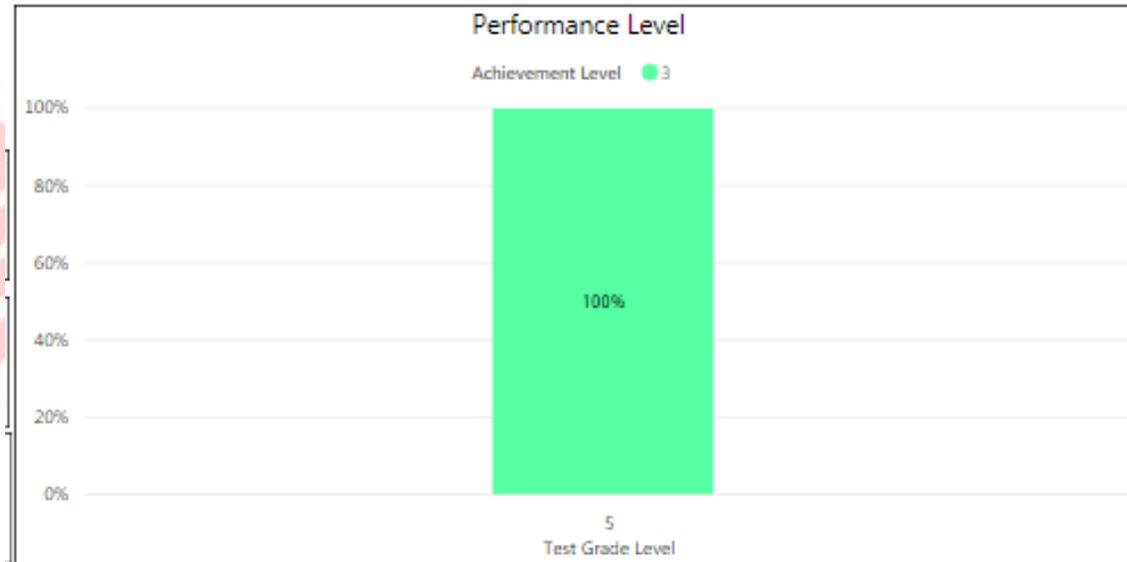


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Students with Disabilities FCAT SCIENCE

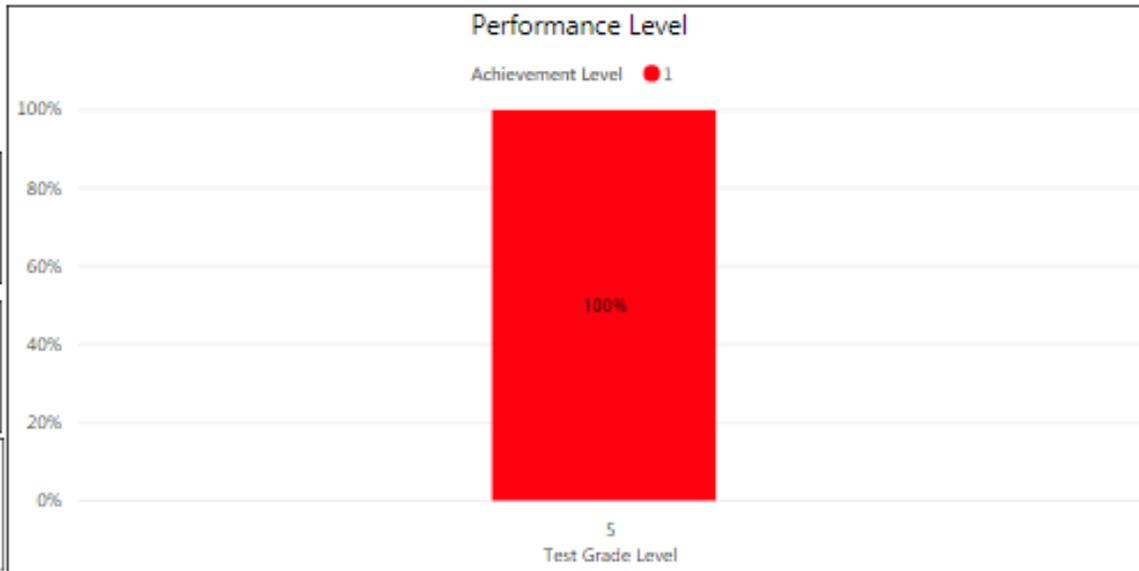


2015 Students with Disabilities FCAT SCIENCE

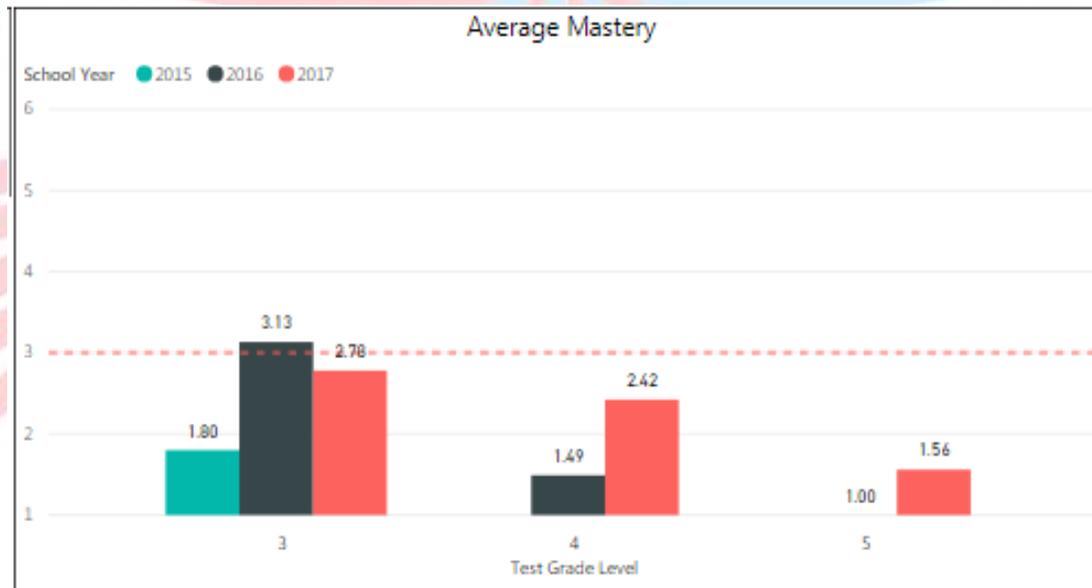


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2017 Students with Disabilities FCAT SCIENCE

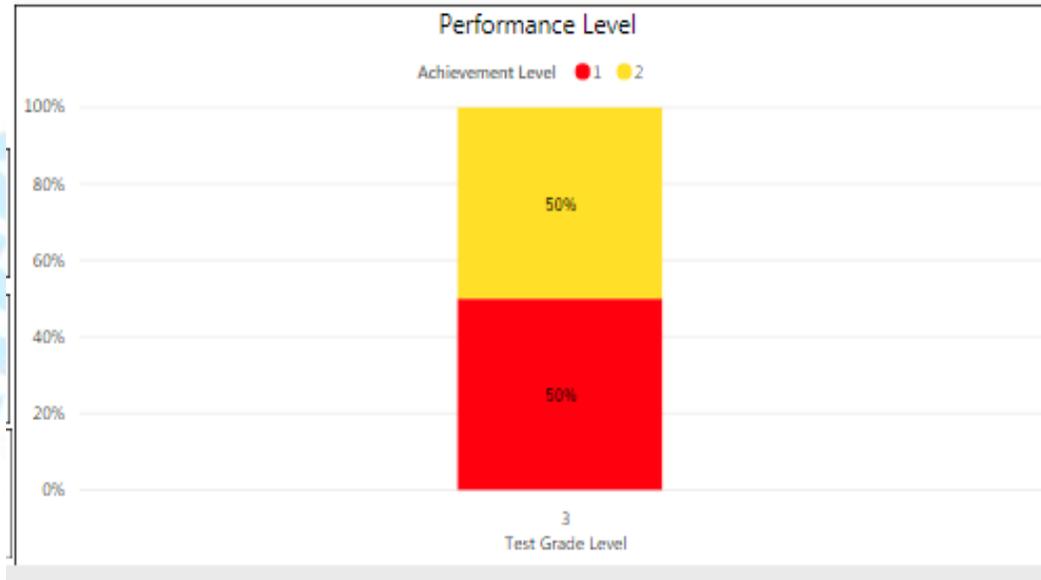


English Language Learners (ELL) FSA ELA

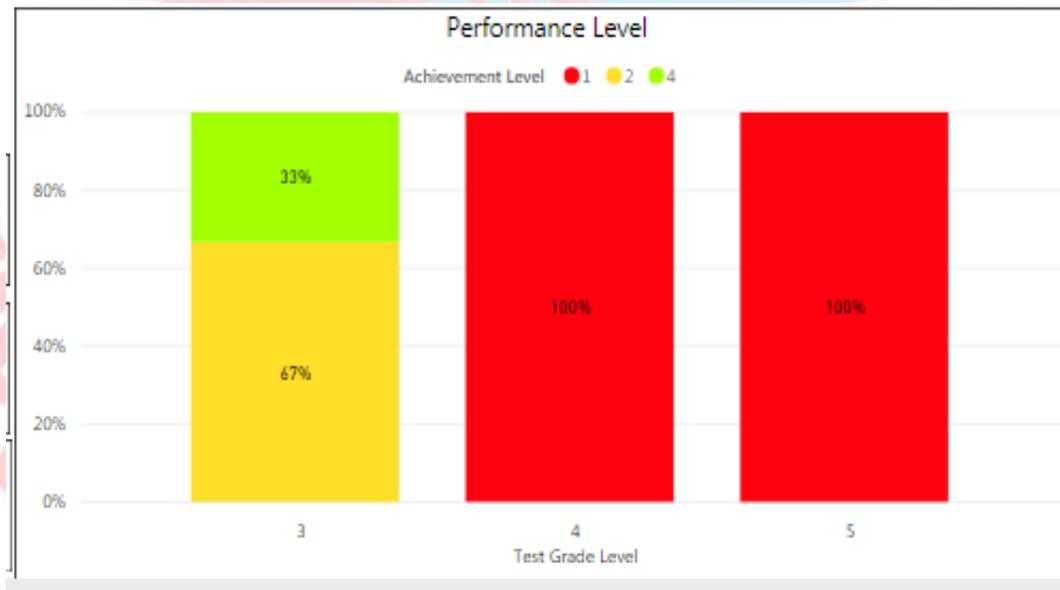


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2015 English Language Learners (ELL) FSA ELA



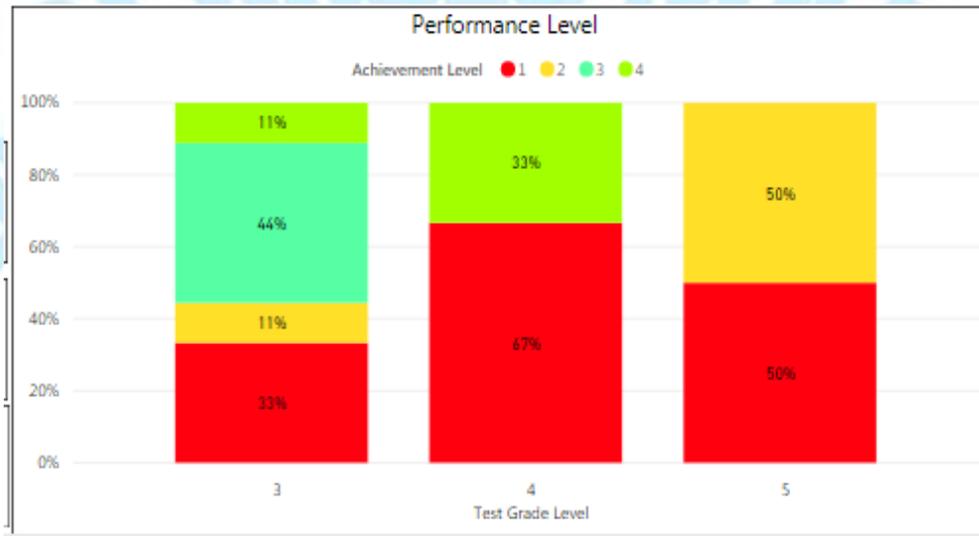
2016 English Language Learners (ELL) FSA ELA



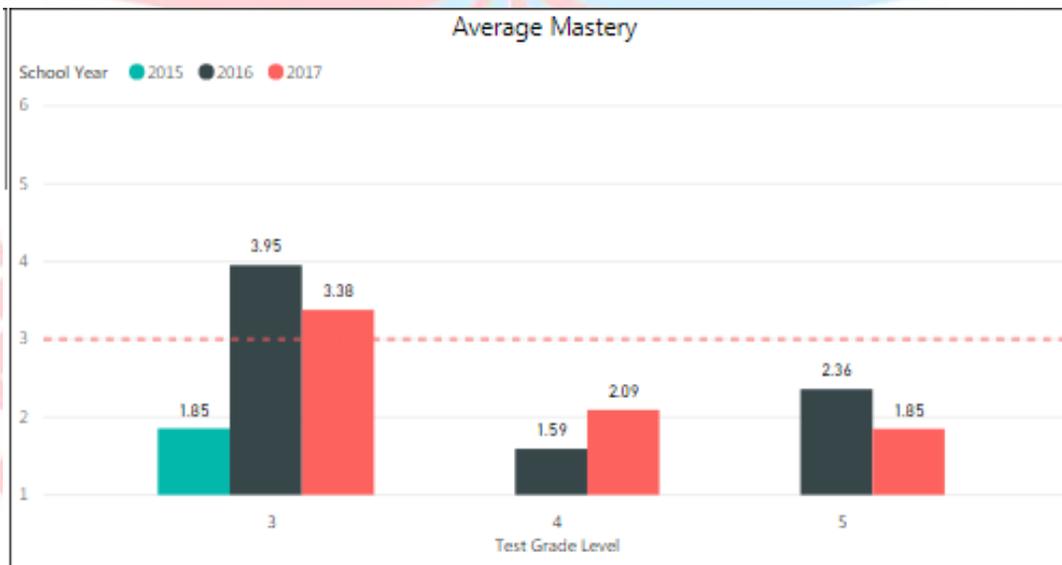
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2017

English Language Learners (ELL) FSA ELA

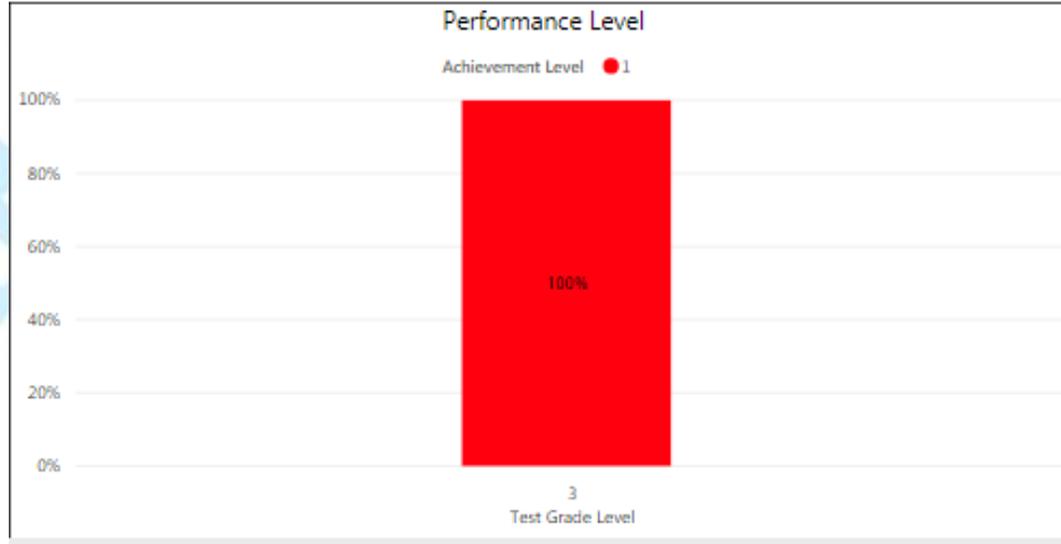


English Language Learners (ELL) FSA MATH

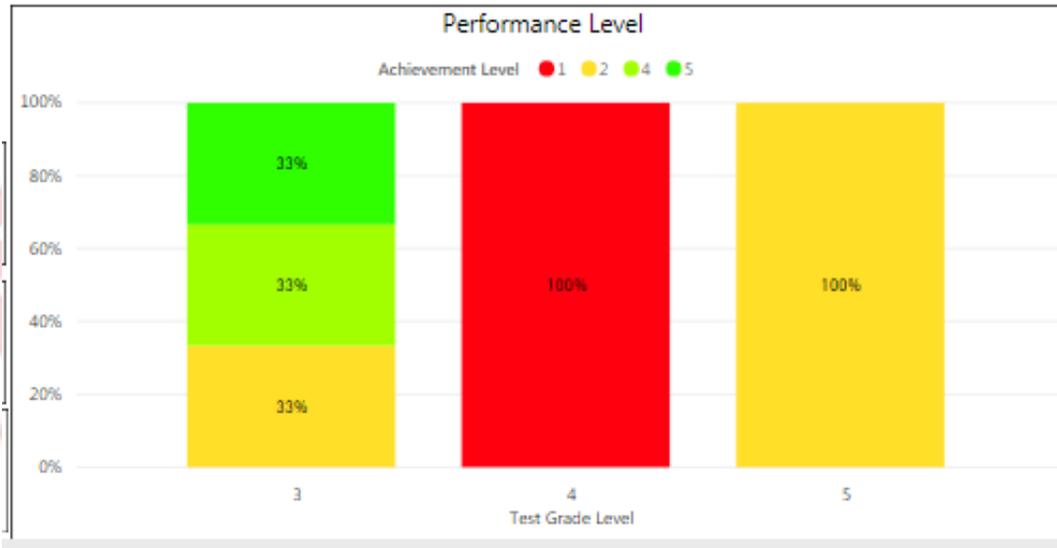


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2015 English Language Learners (ELL) FSA MATH

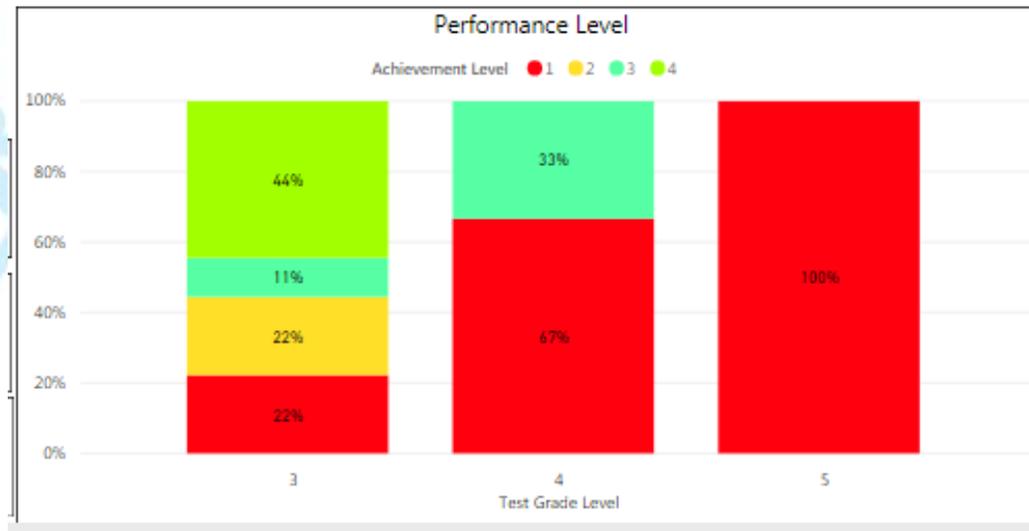


2016 English Language Learners (ELL) FSA MATH

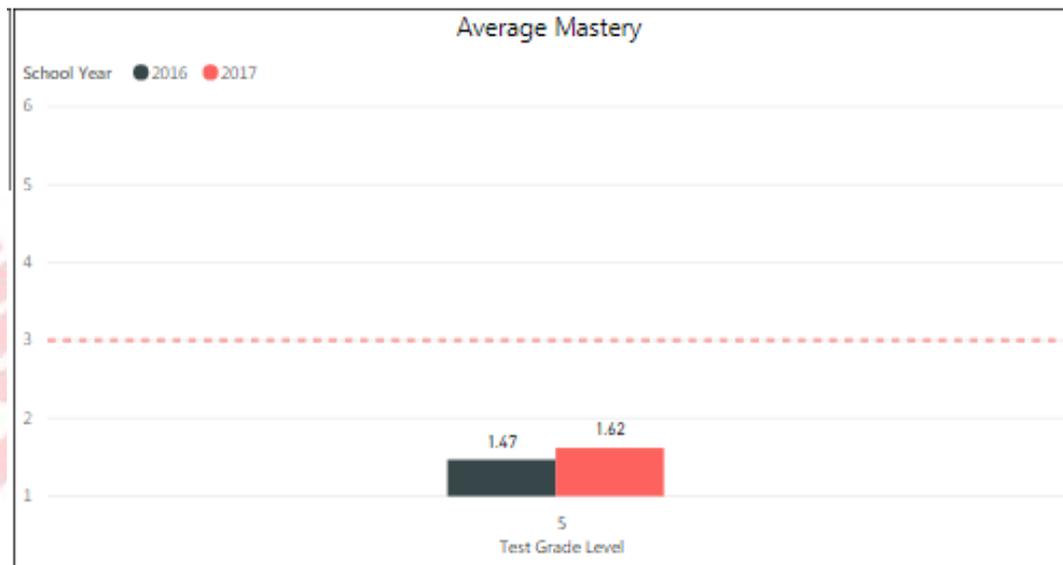


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2017 English Language Learners (ELL) FSA MATH

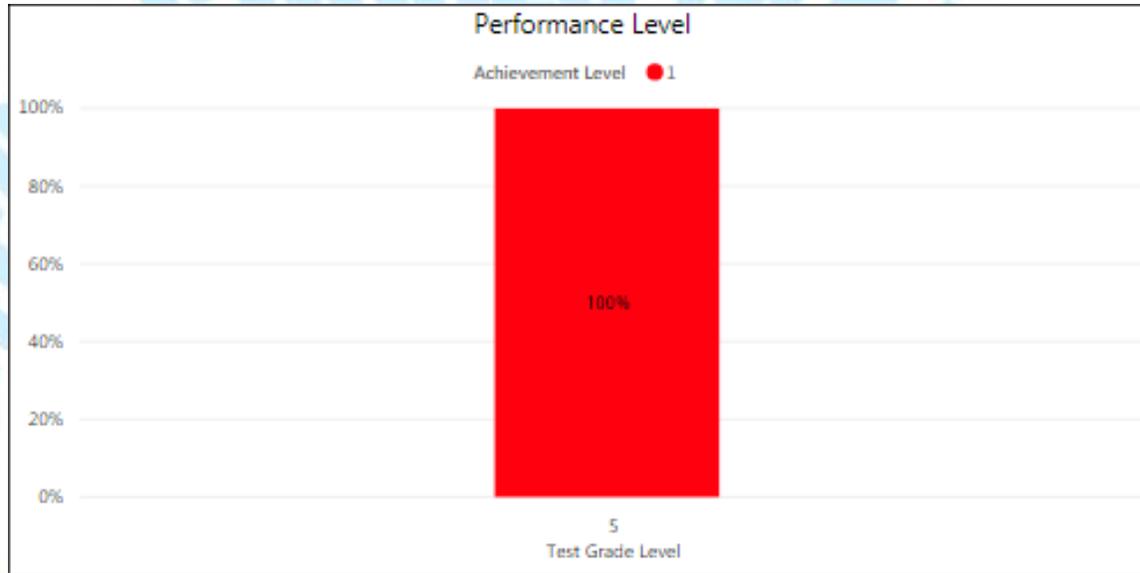


English Language Learners (ELL) FCAT SCIENCE

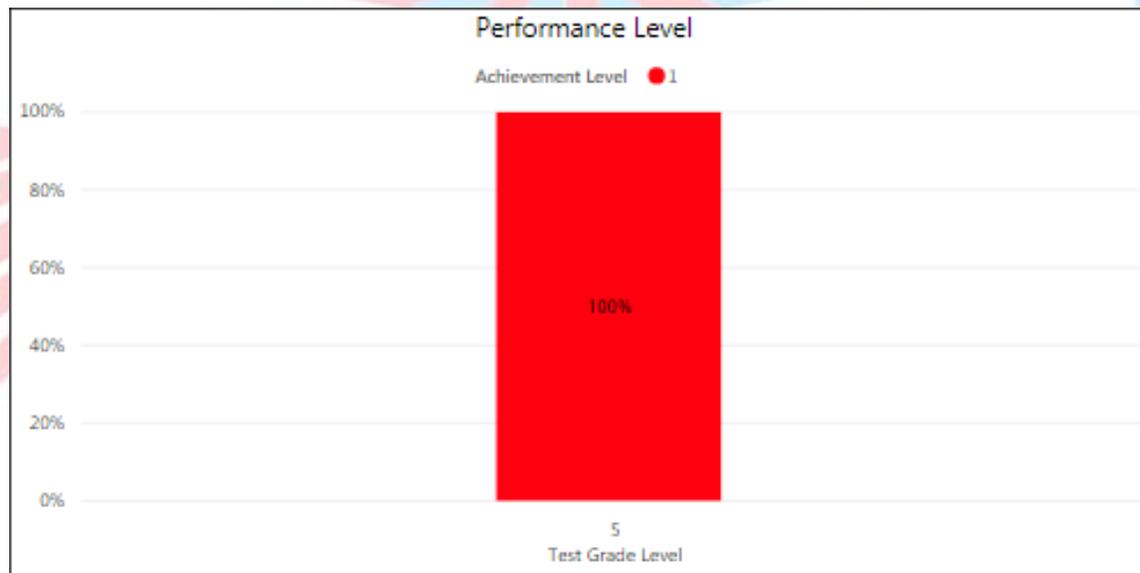


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2016 English Language Learners (ELL) FCAT SCIENCE

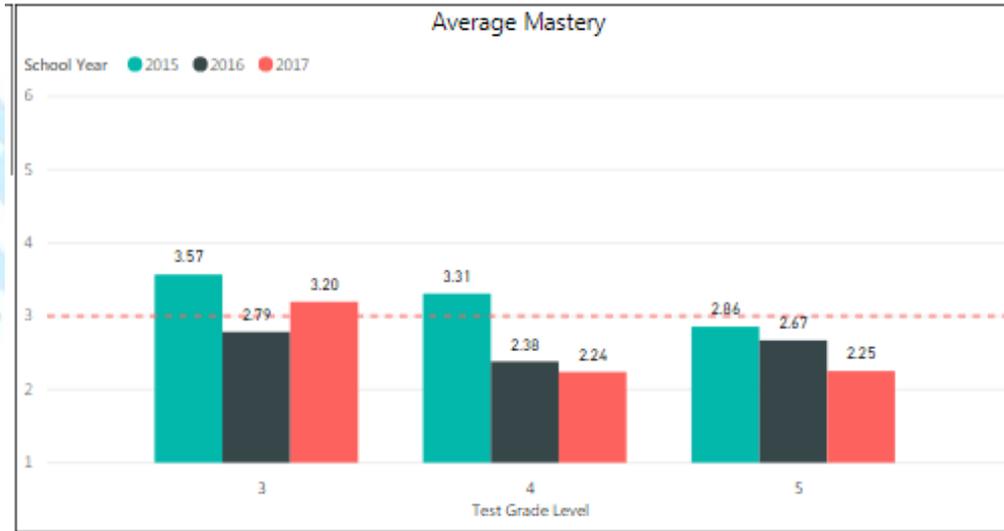


2017 English Language Learners (ELL) FCAT SCIENCE



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Student Performance by Race/Ethnicity (% of students level 3 or above)
FSA ELA (Black)

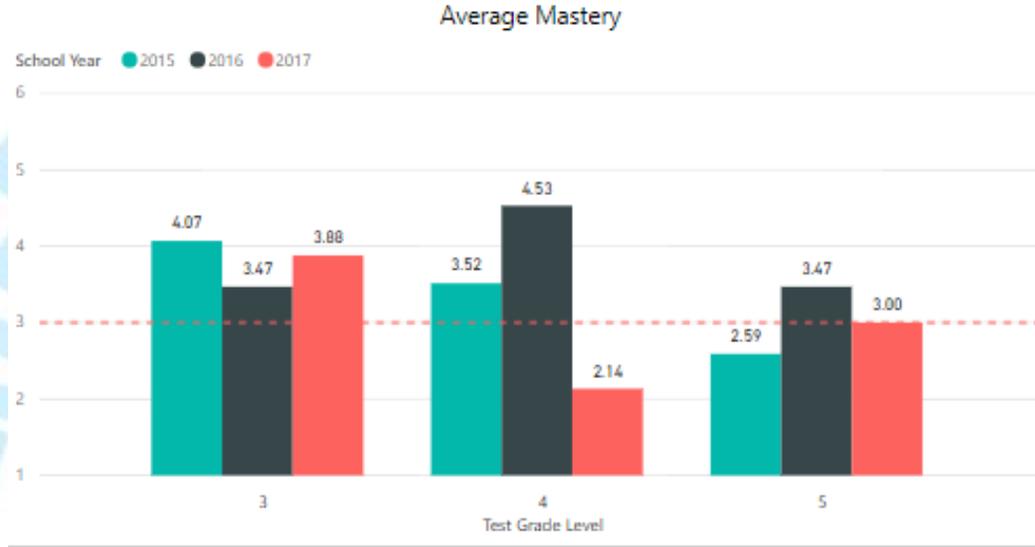


FSA ELA (Hispanic)

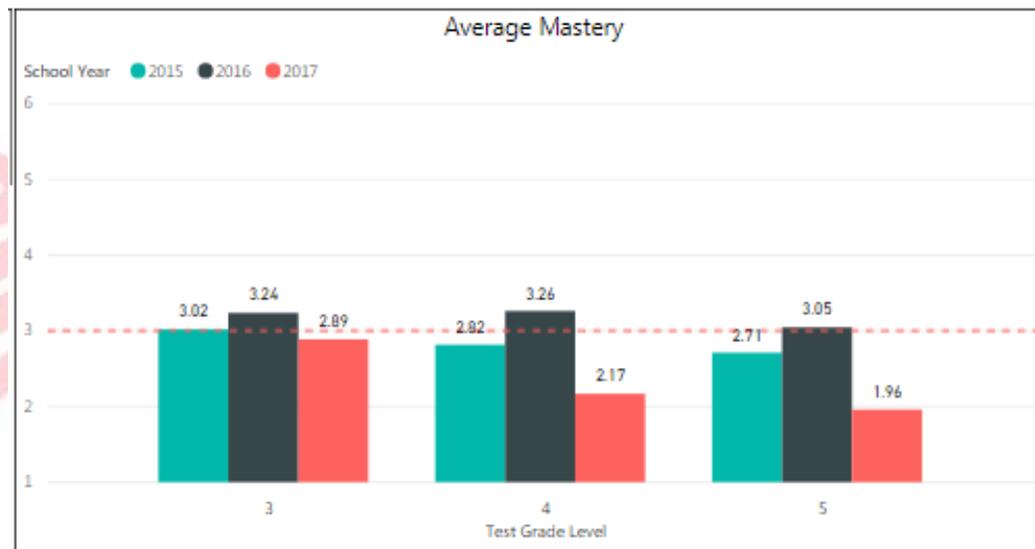


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FSA ELA (WHITE)

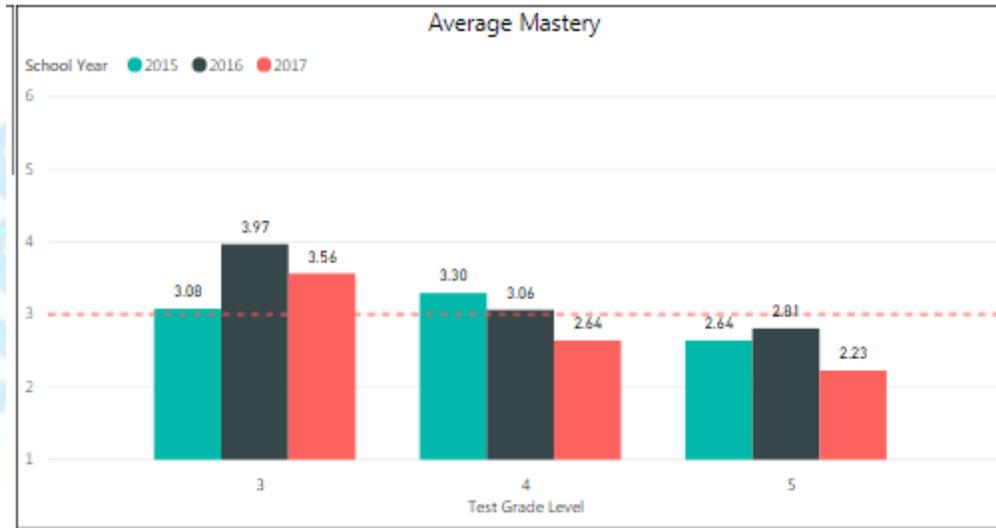


FSA MATH (Black)

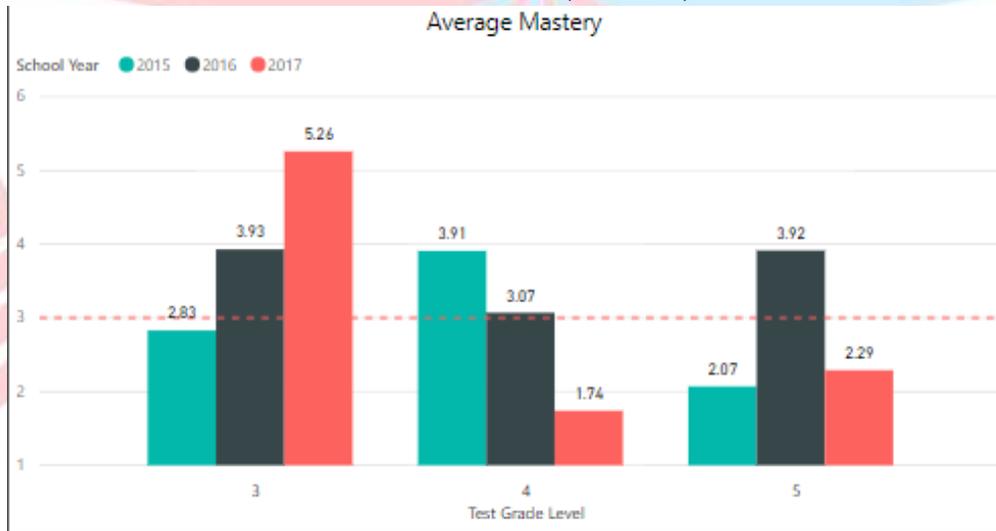


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FSA MATH (Hispanic)

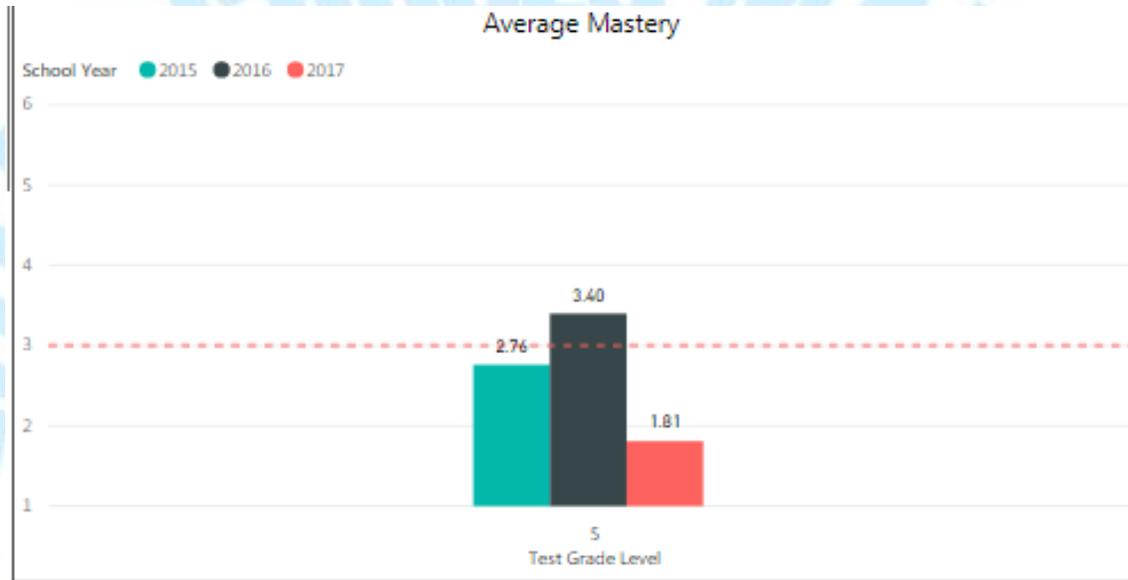


FSA MATH (WHITE)

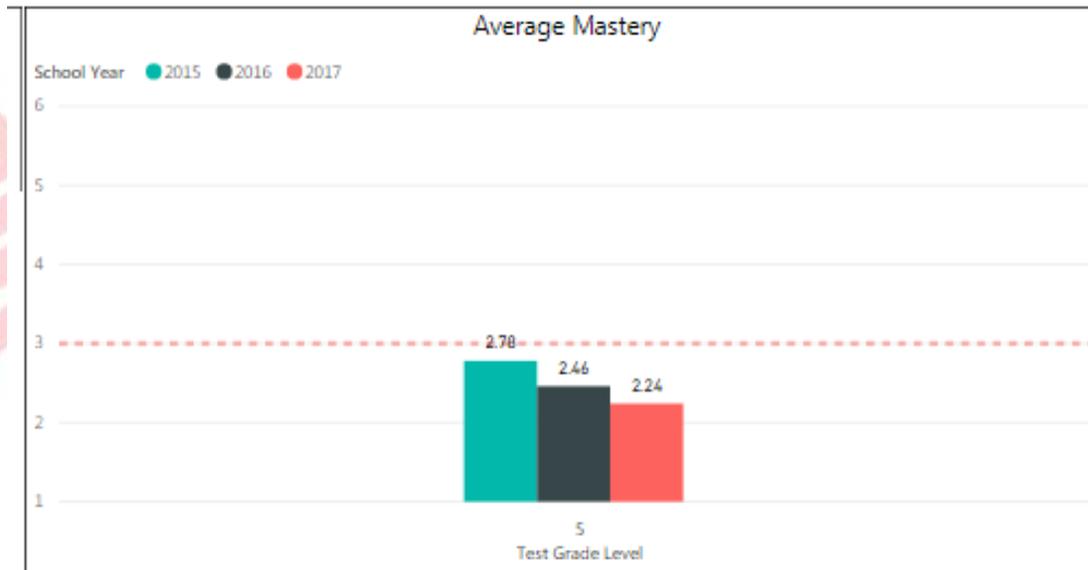


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FCAT SCIENCE (Black)

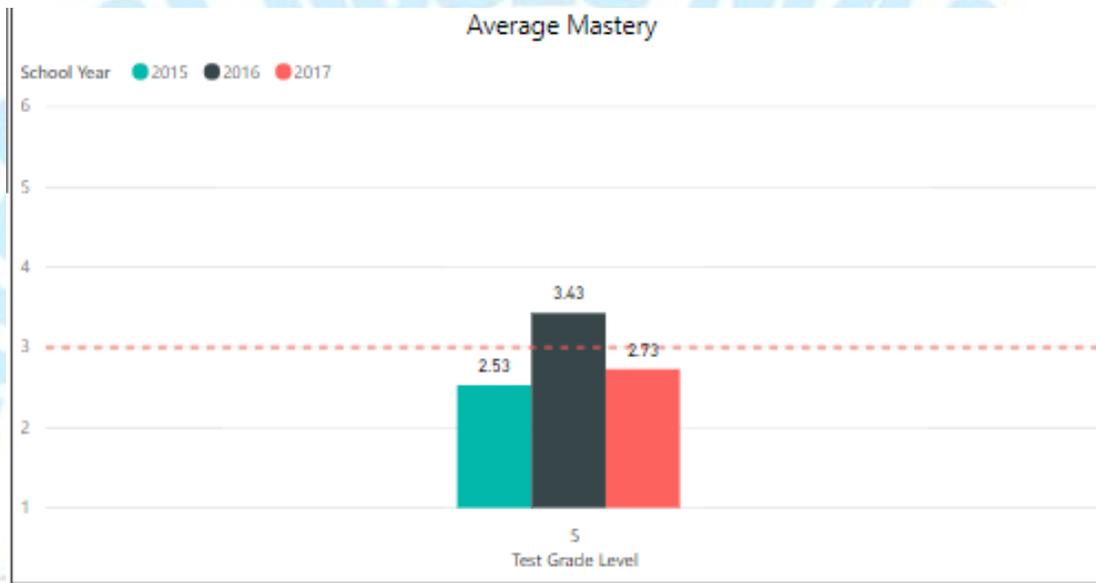


FCAT SCIENCE (Hispanic)



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FCAT SCIENCE (WHITE)



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Grades 3-5 Diagnostic and Progress Monitoring Assessments

Data shown includes ELA Journeys Benchmark Assessments and Go Math Benchmark Assessments for Progress Monitoring (Beginning, Middle, and End of Year). Beginning in the 2017-2018 school year, Kidz Choice Charter School started implementing i-Ready Reading and Math Diagnostic and Progress Monitoring Instruction and Assessments. Data shown includes Diagnostic Assessment scores for both Reading and Math for the first Assessment Period (AP1).

Reading Journeys Benchmark Assessments (Average Percent Proficient)

	READING 2014-2015			READING 2015-2016			READING 2016-2017		
	Beginning	Middle	End	Beginning	Middle	End	Beginning	Middle	End
THIRD GRADE	65%	73%	81%	83%	59%	72%	44%	56%	78%
FOURTH GRADE	68%	70%	78%	58%	40%	76%	39%	42%	55%
FIFTH GRADE	75%	78%	83%	79%	48%	91%	12%	28%	43%

Math (Average Percent Proficient)

	GO MATH BENCHMARK ASSESSMENT 2014-2015			GO MATH BENCHMARK ASSESSMENT 2015-2016			READY MATH 2016-2017		
	Beginning	Middle	End	Beginning	Middle	End	Beginning	Middle	End
THIRD GRADE	33%	58%	70%	38%	62%	72%	31%	72%	75%
FOURTH GRADE	42%	63%	68%	28%	42%	69%	20%	64%	42%
FIFTH GRADE	46%	67%	81%	31%	40%	68%	10%	24%	45%

i-Ready Diagnostic/Progress Monitoring 2017-2018 (on or above level average percent proficient)

	READING			MATH		
	Beginning	Middle	End	Beginning	Middle	End
THIRD GRADE	78%			23%		
FOURTH GRADE	21%			30%		
FIFTH GRADE	21%			21%		

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PART 2: Grades K-2

During the first 20 days of each school year, Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS). FLKRS allows teachers to determine individual students' Kindergarten readiness and facilitates differentiated instruction, which leads to meeting each student's need. The chart above demonstrates that over the past three years, the majority of students entering Kindergarten are found to be Proficient and ready for Kindergarten.

FLORIDA KINDERGARTEN READINESS SCREENER (FLKRS)

	Personal and Social Development			Language and Literacy			Mathematical Thinking			Scientific Thinking			Physical Development, Health and Safety		TOTAL		
	P	IP	NY	p	IP	NY	p	IP	NY	p	IP	NY	P	IP	P	IP	NY
2014-2015		63	36	N/A	13	86	N/A	N/A	100	N/A	9	90	31	63	22		77
2015-2016	82	17	N/A	64	35	N/A	35	N/A	64	76	23	N/A	97	3	55	44	N/A
2016-2017	63	36	N/A	40	60	N/A	36	63	N/A	83	16	N/A	100	N/A	46	53	N/A

P = Proficient IP = In Progress NY = Not Yet

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Grades K-2 Diagnostic and Progress Monitoring Assessments

Data shown includes Kindergarten through 2nd Grade ELA Journeys and Go Math Benchmark Assessments for Beginning of the Year, Middle, and End of Year. These assessments were utilized for Diagnostic and Progress Monitoring purposes. The scores shown are average percent proficient. Beginning in the 2017-2018 school year, Kidz Choice Charter School started implementing i-Ready Reading and Math Diagnostic and Progress Monitoring Instruction and Assessments. Data shown includes Diagnostic Assessment scores for both Reading and Math for the first Assessment Period (AP1).

ELA Journeys Benchmark Assessments (Average Percent Proficient)

	READING 2014-2015			READING 2015-2016			READING 2016-2017		
	Beginning	Middle	End	Beginning	Middle	End	Beginning	Middle	End
KINDERGARTEN	38%	55%	78%	58%	86%	93%	80%	94%	96%
FIRST GRADE	49%	59%	82%	43%	62%	75%	54%	60%	81%
SECOND GRADE	70%	73%	82%	65%	70%	83%	47%	66%	86%

Math (Average Percent Proficient)

	GO MATH BENCHMARK ASSESSMENT 2014-2015			GO MATH BENCHMARK ASSESSMENT 2015-2016			GO MATH BENCHMARK ASSESSMENT 2016-2017		
	Beginning	Middle	End	Beginning	Middle	End	Beginning	Middle	End
KINDERGARTEN	52%	67%	81%	49%	57%	77%	73%	82%	96%
FIRST GRADE	58%	65%	80%	51%	59%	72%	40%	55%	73%
SECOND GRADE	56%	71%	81%	43%	57%	75%	23%	53%	81%

i-Ready Diagnostic/Progress Monitoring 2017-2018 (on or above level average percent proficient)

	READING			MATH		
	Beginning	Middle	End	Beginning	Middle	End
KINDERGARTEN	49%			48%		
FIRST GRADE	15%			23%		
SECOND GRADE	41%			17%		

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3. Student Achievement Objectives

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

Kidz Choice Charter School is providing a rigorous program that addresses the stated student objectives below. It is the goal of our school to increase student achievement in all subject areas, focusing on subgroups according to AMO expectations. The student objectives listed relate to all students in grades K-5, and targets instruction and services to go above and beyond the norm in providing a quality education. Specified instructional programs and assessments are applied to the listed grade bands as the instructional strategies relate to instructional needs. This goal can be accomplished by reaching the following objectives:

Grades K-2

- During the first 20 days of each school year, Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS). FLKRS allows teachers to determine individual students' Kindergarten readiness and facilitates differentiated instruction, which leads to meeting each student's need.
- Given instruction using the Florida Standards, 65% of students in grades K-2 will score at or above grade level proficiency on the beginning and end of year i-Ready Reading and Math assessments.
- Providing a research-based curriculum, (i-Ready, Ready, Journeys, Go Math) traditional and web-based, for increasing learning opportunities for all students, with special emphasis on low-performing students, particularly those in the lowest 25%ile for all grade levels.
- Collecting student baseline data for grades K-2 for the 2017-2018 school year using previous year's assessment scores, along with diagnostic assessments for i-Ready in Math and Reading. In addition, the school also administers the District primary mid-year and end-of-year assessments for our primary grades.
- Implement Intensive Reading support for Tier 2 and 3 students (K-2) using research-based programs ie; Journeys, Ready, iReady, Voyager Passport. The support provided builds capacity with students learning necessary phonemic, decoding, and reading comprehension skills.
- Implement Intensive Mathematics support for Tier 2 and 3 students (K-2) using research-based programs ie; Go Math, Ready, iReady, Performance Coach. Students who fall within the lowest 25-30% receive interventions ie; pull-out/push-in support.

Grades 3-5

- Given instruction using the Florida Standards, 65 % of students in grades 3-5 will score at or above grade level proficiency on the FSA ELA administered in 2018.
- Given instruction using the Florida Standards, critical thinking strategies, and hands-on experiences, 65% of students in grades 3-5 will score at or above grade level proficiency on the FSA Mathematics Test administered in 2018.
- 45% of 5th grade students will score at or above grade level proficiency on the FCAT 2.0 Science Test administered in 2018.
- Provide a research-based curriculum, traditional and web-based (i-Ready, Ready, Journeys, Go Math), for increasing learning opportunities for all students, with special emphasis on low-performing students, particularly those in the lowest 25%ile for all grade levels.

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- The school collects student baseline data for grades 3-5 for the 2017-2018 school year using previous year's assessment scores, along with diagnostic assessments for i-Ready in Math and Reading.
- Implement Intensive Reading support for Tier 2 and 3 students (3-5) using research-based programs such as Journeys, Ready, iReady, Voyager Passport, Triumph Learning, Performance Coach, Science Fusion, SRA Science Interventions. The support provided builds capacity with students learning necessary phonemic, decoding, and reading comprehension skills.
- Implement Intensive Mathematics support for Tier 2 and 3 students (3-5) using research-based programs such as Go Math, Ready, iReady, Performance Coach. Students who fall within the lowest 25-30% receive interventions ie; pull-out/push-in support.

School-Wide (K-5)

- Kidz Choice Charter School schedules multi-tiered activities to provide interventions to struggling students to increase student performance.
- Digital tools (Chromebooks, iPads, Interactive Whiteboards, projectors) are incorporated in all classes and all subjects to increase student motivation and achievement.
- Monthly data analysis reviews are conducted through observation and assessment of teacher performance and student results. In addition, constant progress monitoring occurs based on Progress Monitoring Plans (PMPs), i-Ready Instruction, Assessments, and Growth Monitoring, Ready Instruction and Assessment, Differentiated Instruction/Intervention – quarterly, and classroom walkthroughs. This provides insight on students' academic progress in the areas of ELA Reading, ELA Writing, Math, and Science. Parent conferences will be conducted as necessary in order to provide our stakeholders with important data that will assist them in providing support towards student academic progress.

4. Student Performance Data Analysis

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

Beginning in the 2014-2015 school year, the state transitioned to a new assessment series called the Florida Standards Assessment (FSA) for ELA and Math. These assessments are tied to more rigorous standards adopted by the state. Kidz Choice Charter School has always focused on small group settings in the classroom in order to optimize success during instructional time. In the last three years, regardless of our efforts, there has been a steady decline in our FSA testing scores. The data provided throughout the School Improvement Plan continues to show evidence of our declining numbers in the areas of math, reading, and writing.

Grades 3-5

- The percentage of students meeting or exceeding grade level satisfactory performance on the 2017 ELA FSA (achievement level 3 and above) is: 65% IN GRADE 3, above district average (57%), 38% IN GRADE 4, below district average (56%), AND 30% IN GRADE 5, below District average (54%).
- Overall 43.33% of the students achieved satisfactory performance (level 3 or above) on the 2017 ELA FSA.
- The percentage of students meeting or exceeding grade level satisfactory performance on the 2017 Mathematics FSA (achievement level 3 or above) is: 63% IN GRADE 3, above district average (61%), 29 % IN GRADE 4, below district average (64%), AND 17% IN GRADE 5, below District average (60%).

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- Overall 36% of the students achieved satisfactory performance (level 3 or above) on the 2017 Math FSA.
- The percentage of 5th grade students meeting or exceeding grade level satisfactory performance on the 2017 Science FCAT 2.0 is 8.7%, below district average (47%), a 55.3% decrease in proficiency as compared to the 2016 Science FCAT 2.0 assessment results.
- The percentage of students scoring on or above grade level on the 2017-2018 i-Ready Reading Diagnostic Assessment (AP1) is 78% in GRADE 3; 21% in Grade 4; and 21% in GRADE 5.
- The percentage of students scoring on or above grade level on the 2017-2018 i-Ready Math Diagnostic Assessment (AP1) is 23% in GRADE 3; 30% in GRADE 4; and 21% in GRADE 5.

Grades K-2

- On the 2017 FLKRS assessment administered the first 30 days of school, 46 students in Kindergarten scored Proficient, and 53 students scored In Progress. No students scored in the area of Not Yet, indicating that overall, students beginning Kindergarten in the 2017-2018 school year are ready for Kindergarten material, and there are no “at risk” students at the moment.
- The percent of students scoring Proficient on the End of Year ELA Journeys Benchmark Assessment in the 2014-2015 school year was 78% in GRADE K; 82% in GRADE 1; 82% in GRADE 2; in the 2015-2016 school year, 93% in GRADE K; 75% in GRADE 1, 83% in GRADE 2; and in the 2016-2017 school year, 96% in GRADE K; 81% in GRADE 1; 86% in GRADE 2.
- The percent of students scoring Proficient on the End of Year Go Math Benchmark Assessment in the 2014-2015 school year was 81% in GRADE K; 80% in GRADE 1; 81% in GRADE 2; in the 2015-2016 school year, 77% in GRADE K; 72% in GRADE 1; 75% in GRADE 2; and in the 2016-2017 school year, 96% in GRADE K; 73% in GRADE 1; 81% in GRADE 2.

Summary:

Grades 3-5

According to analysis of **grades 3-5** student assessment data from school years 2014-2015, 2015-2016, and 2016-2017, the trend demonstrates an overall steady decline in student achievement in both reading and mathematics. This analysis includes all subgroups i.e.; ELL, ESE, etc. The most significant decrease in proficiency and learning gains is demonstrated specifically in the assessment data for the 2016-2017 school year.

Furthermore, as outlined in forthcoming sections, the deficiencies and barriers that led to a decrease in learning gains in Reading and Math are addressed through the action steps sections outlined throughout the school improvement plan (SIP).

Overall, students in all reported subgroups show evidence of significant reading and math deficiencies which require focused, rigorous interventions, both in class and through intensive reading instruction. The subgroups with the lowest percentage of reading proficient students are Students with Disabilities, Hispanic, and Free and Reduced Lunch.

Since the scores for science are drawn from the 5th grade administration of the Science FCAT 2.0, the population is insufficient to identify proficiencies by subgroup.

Grades K-2

Data analysis of students in **Kindergarten** demonstrates that each school year, students entering Kindergarten are arriving with increased school readiness. This is evident by the steady score improvement on FLKRS assessment administered during the first 30 days of school. In 2014-2015, only 22 students scored Proficient, while 77 students scored Not Yet, indicating that about 77% of students in Kindergarten were not ready for the

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material. In 2015-2016, 55 kindergarten students scored Proficient, and 44 students scored In Progress. No students scored Not Yet, indicating that about 100% of students in Kindergarten were ready for Kindergarten material. In the 2016-2017 school year, 46 kindergarten students scored Proficient and 43 students scored In Progress. No students scored Not Yet. This indicates that again, 100% of students entering Kindergarten are ready for school.

Data analysis of students in **grades K-2** demonstrates that students in GRADE K show steady improvement in scores 2014-2015, 2015-2016, and 2016-2017 school years. Students in GRADE 1 show a small decline from the 2014-2015 to 2015-2016 school year, bringing their scores slightly back up in the 2016-2017 school year on the End of Year Journeys ELA assessments. Finally, students in GRADE 2 demonstrate steady growth in performance on the End of Year Journeys ELA assessments across the 2014-2015, 2015-2016, and 2016-2017 school years.

On the End of Year Go Math Benchmark Assessments, students in GRADE K, GRADE 1, and GRADE 2 demonstrate a decline in performance between the 2014-2015 and 2015-2016 school years, improving performance on the assessments administered in the 2016-2017 school year.

5. Student Performance Deficiency Plan

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline. Deficiencies should be listed and addressed individually. A chart format is acceptable. Areas of deficiency are based on student performance data.

LITERACY/READING/WRITING/

Within the state mandated 90-minute intensive reading block, teachers are providing extensive guided practice through whole-group and small-group instruction, in addition to engaging students in opportunities through Science and Social Studies content to practice oral language, fluency, phonemic awareness, phonics, comprehension, and vocabulary, using the Florida Standards-based district curriculum. Teachers utilize the district curriculum scope and sequence to ensure that instruction is interdisciplinary, standards-based, and scaffolded within the classroom. Additionally, Kidz Choice Charter School continues to implement the Daily Five, a structure that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence. The Daily Five has been in place at Kidz Choice in grades K-5, for the past two years. Teachers that are new to Kidz Choice or have not had professional development in The Daily Five receive training via mentor teachers trained in The Daily Five strategies, online courses, or district offered professional development.

In an effort to remediate Writing, students in grades K-5, including SWD, ELL, lowest 25%, receive daily writing instruction following the Language Arts Florida Standards focused on text-based writing, in preparation for the FSA writing component. Teachers engage students in weekly text-based writing prompts paired with writing conferences to provide feedback, and students participate in formative writing assessments on a monthly basis to monitor their ability to create narrative, opinion, informative, and argumentative writing samples that utilize text based evidence from a variety of texts as well as multiple texts. In addition, teachers incorporate strategies based on Kidz Choice Charter School's Writing Outline, based on the Language Arts Florida Standards, in all grade levels. The outline provides teachers with at-a-glance skills students should master prior to progressing on to the next grade level.

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LOWEST 300/EXTENDED HOUR OF READING

Since Kidz Choice Charter School is a designated Lowest 300 Performing School, we are an Extended Day school, which provides for an additional 60 minutes of reading instruction daily. During the extended hour of Reading, classroom teachers and highly qualified paraprofessionals supervised by classroom teachers utilize the Ready and i-Ready blended-learning program that includes i-Ready Diagnostic, i-Ready personalized online instruction, and Ready Florida Standards instruction. The Educational Research Institute of America conducted a study evaluating the effectiveness of the Ready and i-Ready blended learning program that includes i-Ready Diagnostic, i-Ready personalized online instruction, and Ready Common Core instruction. The study concluded that students using Ready and i-Ready together achieve exceptional growth. Independent research showed that students using the blended program grew faster than typical students of comparable ability. Students participating in the blended program also showed meaningful improvements on individual state tests.

i-Ready and Ready are a comprehensive solution that combines diagnostic assessments with individualized, technology-enabled instruction (i-Ready) and print-based education tools designed for whole group and small group instruction (Ready). i-Ready Diagnostic adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades K–12, i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.

Teachers receive professional development training provided by i-Ready Trainers, designed to introduce the blended program to all users. Teachers administer the i-Ready Diagnostic three times during the academic year. Students scoring at or above grade level proficiency spend at least 60 minutes per week/per subject working on the i-Ready online instruction lessons, whereas students placing below grade level spend 60 minutes per day per subject. Teachers use the Ready print instruction lessons 30–45 minutes per day/per subject. In addition, teachers administer the six Interim Assessments at the conclusion of each unit in the Ready Instruction Book. Teachers can use the digital Teacher Toolbox in order to access “off-grade-level” Ready instruction lessons as needed.

MATHEMATICS

Classroom teachers engage students in differentiated small-group opportunities within the classroom to reinforce skills taught and remediate students in their areas of deficiencies. Students engage in computer-based math lessons, activities, and assessments to increase computer skills and stamina, leading to better performance on the Math FSA computer-based assessments in grades 3-5. Teachers utilize the district curriculum scope and sequence to ensure that instruction is interdisciplinary, standards-based, and scaffolded within the classroom.

SCIENCE/SOCIAL STUDIES

Classroom teachers elaborate a conceptual-topic based lesson plan, aligned with the district's curriculum scope and sequence. This interdisciplinary approach allows for science and social studies content to be embedded throughout the ELA and Math lessons, in addition to the science/social studies instructional block. Teachers work with students in small groups, offer daily opportunities for students to participate in

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hands-on activities, and design weekly interactive science lab activities based on the FCAT 2.0 Science Standards. Teachers utilize the district curriculum scope and sequence to ensure that instruction is interdisciplinary, standards-based, and scaffolded within the classroom.

ESE & GIFTED

Kidz Choice Charter School maintains current and accurate IEPs for ESE students, whom receive services from a certified Speech/Language Pathologist or ESE Specialist according to their IEP goals. Accommodations are provided by the classroom teacher for instruction and assessments according to each student's specific IEP. Additionally, the ESE Specialist pulls out ESE students if needed to provide them with additional assistance in reading and/or math. Data from previous year FSA, DAR, BAS, iReady, and running records from classroom assessments is collected and analyzed in order to identify deficiencies and help tailor an instructional plan in which student needs can be met. The data is shared in a meeting with the ESE Specialist, Speech/Language Pathologist, administrator, classroom teacher, reading/math support staff, and parents to discuss differentiated instruction, interventions, and IEP goals. At this time, Kidz Choice Charter School does not have any students in the Gifted program, however, classroom teachers are prepared to provide enrichment in the classroom as well as project-based opportunities to support Gifted learners, under the supervision of Gifted Endorsed staff members.

ELL

Program goals, objectives, and content of the curriculum for ELLs must be the same in scope, sequence, and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. Kidz Choice Charter School accomplishes this by following the district curriculum frameworks and by the utilization of the following resources: Grade-level State/District adopted materials (ie; Journeys, Go Math); District-recommended supplementary ESOL materials (ie; Voyager Passport, content glossaries, bilingual dictionaries); Content area textbooks in the student's native language may be used; ESOL Instructional Strategies Matrix and Addendum; WIDA Framework and Resources; CPALMS. Instructional delivery, not content, is tailored to meet the needs of ELLs. Kidz Choice Charter School implements the Basic Mainstream Instruction model for ELL students. In this model, ELLs receive instruction with ESOL strategies in classroom with non-ELLs. Careful planning and ongoing support from the highly qualified classroom teachers ensures that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Classroom teachers provide assistance to ELL students following the ESOL Instructional Strategies Matrix, which includes using strategies such as: showing examples and non-examples, interactive word walls, vocabulary games, read alouds, computer software, role play, etc. Students are clustered strategically in order to maximize instruction and resources available. Small groups are formed based on student areas of weakness, and teachers provide students individualized support.

MTSS/RtI

Kidz Choice Charter School follows the district RtI model, which focuses on all students and utilizes scientifically-based curriculum, such as Houghton Mifflin Harcourt Journeys, Go Math, Ready, iReady, Voyager Passport, SRA, etc. Classroom teachers complete the Tier 1 Intervention and Accommodation Planning sheet for students referred from the previous year or whose Fall i-Ready Reading/Math Diagnostic assessments indicate a level of concern. Interventions such as providing extra drill and review, teaching desired behavior, tutoring etc. are implemented during the 90 minute reading block or as required by state for all other subjects. Classroom teachers provide accommodations such as multiple and flexible grouping formats to meet student needs, and administer the i-Ready Diagnostic reading and math assessments (K-5) three times per year, core curriculum chapter and unit assessments, and the MAP testing (1-5) twice per year. Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified teachers to ensure that their difficulties are not due to inadequate instruction. All students are

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screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress generally return to the regular classroom program. Students not showing adequate progress are moved to Tier 2. Prior to developing a Tier 2 Plan of Interventions, the classroom teacher needs to inform the parent in writing of any Tier 1 interventions that have been attempted and the intended Tier 2 interventions that will be implemented.

Students not making adequate progress in the regular classroom in Tier 1 are moved to Tier 2 and are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

At the Tier 3 level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Deficiency #1: 43.33% of students in grades 3-5 met proficiency in Reading on the 2017 ELA FSA. Reading Standards for Literature was the lowest scoring strand, with only 16% of students meeting proficiency in the standards Key Ideas & Details and Integration of Knowledge and Ideas.

Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
Follow the district curriculum scope and sequence to develop and implement lesson plans and instruction based on conceptual topics; content-area standards (Science & Social Studies) are embedded in English Language Arts/Literacy plans	Classroom Teachers	Conceptual Topic Lesson Plan Format Thinkcentral: Journeys, Journeys Tiered Intervention, Journeys ELL Videos, Journeys Language Support Cards, Journeys Picture Card Bank, I-Ready, Ready LAFS, Front Row, Spelling City, Vocabulary.com, Studies	August 2017- June 2018

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<p>utilizing informational text, articles (print and internet based), in addition to the Science and Social Studies instructional block. Reading and Writing are embedded in all content areas.</p>		<p>Weekly, Duolingo, Insync, various online resources Laptops, Projectors</p>	
<p>Targeted Reading Intervention: -Key Ideas & Details- Students will use a variety of graphic organizers during whole group and small group instruction to analyze and break down text, focusing on identifying text evidence to support the main idea.</p> <p>-Integration of Knowledge and Ideas: Students will utilize strategies such as column notes, inquiry charts, and Venn Diagrams to compare/contrast stories in the same genre, and to analyze how different visual and multimedia elements contribute to the overall tone of text.</p> <p>-Higher order thinking; based on individual students' needs, teachers</p>	<p>Principal Classroom Teachers Highly qualified paraprofessionals</p>	<p>Graphic organizers: Story Maps, Venn Diagrams, Main Idea & Supporting Details, Column Notes etc. Higher Order Thinking Strategies Grade Level Task Cards Student Journals</p>	<p>October 2017-June 2018</p>

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<p>will ask and answer questions referring explicitly to the text as the basis for their answers. Each student will have an individual set of grade level task-cards. Additionally, students will have reading response journals to create written evidence-based responses to a variety of texts and high-order thinking prompts.</p>				
<p>RtI Process: Based on prior school year state assessment scores and present school year i-Ready Diagnostic Assessment results, i-Ready Progress Monitoring assessments, and Curriculum Assessments, students in need of Tier 2 – needs based learning and Tier 3-student support team driven learning receive required support through targeted interventions. Classroom teachers receive RtI training via administration and district offered professional development. Teachers employ RtI strategies for</p>	<p>Classroom Teachers Principal</p>	<p>Prior school year state assessment scores Present school year i-Ready Diagnostic Assessment results Curriculum Assessment results RtI strategies training Thinkcentral: Journeys, Journeys Tiered Intervention, Journeys ELL Videos, Journeys Language Support Cards, Journeys Picture Card Bank, Voyager Passport Triumph Learning Performance Coach</p>	<p>November 2017-June 2018</p>	

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<p>all students in Tiers 1-3, and maintain appropriate documentation in Basis. (see pg.39-40)</p>			
<p>Monthly data chats with ELA-Reading teachers and principal are held to focus on and analyze data from iReady instruction, assessments, and progress monitoring for all subgroups, with the purpose of realigning instruction to target students' specific areas of weakness. Teachers conduct data chats with students twice a month, with parents twice per grading period. Teachers maintain a data binder for their class; students maintain their own data binders as well.</p>	<p>Classroom Teachers Principal Students Parents</p>	<p>iReady: Diagnostic assessments, online instruction, growth monitoring assessments; Data binders/folders</p>	<p>November 2017-June 2018</p>
<p>Lowest 25% students, SWD, and ELL, participate in small group push-in/pull-out sessions three times per week for 30 min. in which they utilize CRISS strategies to aid in vocabulary and comprehension. Highly qualified classroom teachers deliver the instruction and are</p>	<p>Highly-qualified paraprofessionals Highly qualified classroom teachers</p>	<p>Thinkcentral: Journeys, Journeys Tiered Intervention, Journeys ELL Videos, Journeys Language Support Cards, Journeys Picture Card Bank, Voyager Passport, Triumph Learning, CRISS Strategy Training</p>	<p>October 2017-May 2018</p>

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<p>supported by highly qualified paraprofessionals.</p>			
<p>Students in grades K-5, including SWD, ELL, lowest 25%, receive daily writing instruction following the Language Arts Florida Standards focused on text-based writing, in preparation for the FSA writing component. Students participate in formative writing assessments on a monthly basis that monitors their ability to create narrative, opinion, informative and argumentative writing samples that utilize text based evidence from a variety of texts as well as multiple texts. In addition, teachers incorporate strategies based on Kidz Choice Charter School’s Writing Outline, based on the Language Arts Florida Standards, in all grade levels. The outline provides teachers with at-a-glance skills students should master prior to progressing on to the next grade level.</p>	<p>Classroom Teachers</p>	<p>Language Arts Florida Standards Formative writing prompts and content specific Reading passages Kidz Choice Charter School Writing Outline Dual-language Dictionaries/content glossaries</p>	<p>September 2017-June 2018</p>

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<p>Professional development will be provided in the following areas based on a PD Needs Assessment Survey conducted in August 2017: conceptual topic lesson planning and instructional strategies; iReady; ELL strategies; Florida LAFS & MAFS standards instruction; FL. NGSSS in Science and Social Studies; Utilizing Interactive Whiteboards in the classroom; MS Office Suite. Learning acquired from attending Professional Development sessions will be monitored by the principal via informal/formal observations and teacher self-monitoring checklists (created by teachers and approved by principal) based on specific best practices/strategies relevant to each PD.</p>	<p>Principal PD Liaison Classroom Teachers District-offered PD</p>	<p>PD Needs Assessment Survey Classroom walkthroughs Formal observations Teacher self-monitoring checklists based on specific best practices/strategies relevant to each PD (created by teachers and approved by principal) Feedback on implementation of best practices</p>	<p>November 2017- May 2018</p>
<p>Ensure that all students with disabilities receive the required support through targeted interventions and according to IEP goals.</p>	<p>ESE Specialist Classroom Teachers Principal</p>	<p>Easy IEP IEP at a Glance</p>	<p>August 2017-June 2018</p>
<p>Classroom teachers are prepared to provide Gifted</p>	<p>Classroom Teachers Principal</p>	<p>Journeys Enrichment curriculum Project-based learning</p>	<p>August 2017-June 2018</p>

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<p>students with enrichment and project-based activities, under the guidance and supervision of Gifted endorsed staff.</p>	<p>Gifted Endorsed Staff</p>	<p>Online resources</p>	
<p>Students in grades 1-5 are assessed daily by the classroom teachers via formative assessment strategies based on standards taught systematically through the curriculum scope and sequence. Some of these formative assessment strategies may include, but are not limited to, strategic questioning, Think-Pair-Share, Exit Tickets, and graphic organizers. Students in grades 1-5 are also given summative assessments bi-weekly based on standards taught systematically through the curriculum scope and sequence. Results are analyzed for proficiency and monitored by teachers and students, via data chats. Students not proficient receive remediation through small group, in-class instruction.</p>	<p>Classroom Teachers</p>	<p>Formative Assessment Strategies Summative Assessments (Journeys, Ready)</p>	<p>September 2017-June 2018</p>

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<p>Students including SWD and ELL learners utilize on-line academic programs such as I-Ready, NewsELA, Insync and Readworks, in conjunction with Journeys ELL Videos, Language Support Cards, and Picture Card Bank to gain supplemental academic and language acquisition support.</p>	<p>Classroom Teachers Principal</p>	<p>Thinkcentral: Journeys, Journeys Tiered Intervention, Journeys ELL Videos, Journeys Language Support Cards, Journeys Picture Card Bank I-Ready NewsELA Read Works Duolingo Insync</p>	<p>September 2017-June 2018</p>
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Deficiency #2: 36% of students in grades 3-5 met proficiency in Math on the 2017 Math FSA. The domains with the lowest scores are Measurement, Data, and Geometry with 19% of students meeting proficiency, and Numbers and Operations in Base Ten, with 24% of students meeting proficiency.

Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
<p>Follow the district curriculum scope and sequence to develop and implement lesson plans and instruction based on conceptual topics; content-area standards are embedded in Math through an integrated, interdisciplinary approach. Daily standards-based skills practice using i-Ready Math for on-going progress monitoring; daily hands-on activities utilizing manipulatives to build skills.</p>	<p>Classroom Teacher</p>	<p>Conceptual Topic Lesson Plan Format Go Math!, Thinkcentral, Ready MAFS, I-Ready Math, Triumph Learning, TenMarks, Envision Math, Mathletics, manipulatives Laptops, projectors</p>	<p>August 2017- June 2018</p>

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<p>Ensure that all students in need of Tier 2 – needs based learning and Tier 3- student support team driven learning receive the required support through targeted interventions, with emphasis on domains Measurement, Data, and Geometry, and Numbers and Operations in Base Ten. This includes small group learning (K-5) and centers (K-5). In addition, students will be pulled to an intervention classroom where they will receive individualized intervention using research based curriculum targeted specifically for foundational support and enriched activities. Resources – Go Math!, Thinkcentral, Ready MAFS, I-Ready Math, Triumph Learning, TenMarks, Envision Math, Mathletics, manipulatives, laptops, projectors.</p>	<p>Principal Classroom Teachers Highly qualified paraprofessionals</p>	<p>Go Math!, Thinkcentral, Ready MAFS, I-Ready Math, Triumph Learning, TenMarks, Envision Math, Mathletics, manipulatives Laptops, projectors</p>	<p>November 2017-June 2018</p>
<p>Monthly data chats with Math teachers and principal are held to focus on and analyze data from iReady instruction and assessments for all subgroups, with the purpose of realigning instruction to target students' specific areas of weakness. Teachers conduct data chats with students twice a month, with parents twice per grading period. Teachers maintain a data binder</p>	<p>Classroom Teachers Principal Students</p>	<p>iReady: Diagnostic assessments; growth monitoring assessments; lesson quizzes Data binders/folders</p>	<p>November 2017-June 2018</p>

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<p>for their class; students maintain their own data binders as well.</p>				
<p>For the lowest 25% students, SWD, and ELL, teachers provide support and maintain interventions that are currently in place including: math pullouts, individualized instruction through instructional software, and differentiated instruction strategies (ex. centers, teacher-led small group, etc.). Highly qualified classroom teachers deliver the instruction and are supported by highly qualified paraprofessionals.</p>	<p>Highly-qualified paraprofessionals Highly Qualified Classroom teachers</p>	<p>Go Math, Triumph Learning Performance Coach, Ready, iReady</p>	<p>November 2017-May 2018</p>	
<p>RtI Process: Based on prior school year state assessment scores and present school year i-Ready Diagnostic Assessment results, i-Ready Progress Monitoring assessments, and Curriculum Assessments, students in need of Tier 2 – needs based learning and Tier 3-student support team driven learning receive required support through targeted interventions. Classroom teachers receive RtI training via administration and district offered professional development. Teachers employ</p>	<p>Classroom Teachers Principal</p>	<p>Prior school year state assessment scores Present school year i-Ready Diagnostic Assessment results Curriculum Assessment results RtI strategies training Triumph Learning Performance Coach</p>	<p>November 2017-June 2018</p>	

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<p>RtI strategies for all students in Tiers 1-3, and maintain appropriate documentation in Basis. (see pg. 39-40)</p>			
<p>Professional development will be provided in the following areas based on a PD Needs Assessment Survey conducted in August 2017: conceptual topic lesson planning and instructional strategies; iReady; ELL strategies; Florida LAFS & MAFS standards instruction; FL. NGSSS in Science and Social Studies; Utilizing Interactive Whiteboards in the classroom; MS Office Suite. Learning acquired from attending Professional Development sessions will be monitored by the principal via informal/formal observations and teacher self-monitoring checklists (created by teachers and approved by principal) based on specific best practices/strategies relevant to each PD.</p>	<p>Principal PD Liaison Classroom Teachers District-offered PD</p>	<p>PD Needs Assessment Survey Classroom walkthroughs Formal observations Teacher self-monitoring checklists based on specific best practices/strategies relevant to each PD (created by teachers and approved by principal) Feedback on implementation of best practices</p>	<p>November 2017- May 2018</p>

Deficiency #3: 9% of 5th grade students met proficiency in Science on the 2017 Science FCAT 2.0. The lowest scoring reporting category was Life Science, with 19% of students meeting proficiency.

Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
<p>Follow the district curriculum scope and sequence to develop and implement lesson plans and instruction based on conceptual topics; content-area standards</p>	<p>Classroom Teacher</p>	<p>Conceptual Topic Lesson Plan Format, Studies Weekly Science & Social Studies, Thinkcentral Science Fusion, Front Row, C.A.R.E. packages from the district</p>	<p>August 2017- June 2018</p>

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<p>(Science & Social Studies) are embedded in English Language Arts/Literacy plans utilizing informational text, articles (print and internet based), in addition to Science and Social Studies instructional block. Classroom teachers use Science Fusion, a research-based curriculum, to accelerate progress in science deficiency. Supplemental curriculum resources used include Studies Weekly Science, FrontRow Science, and district C.A.R.E. packages.</p>			
<p>Monthly data chats with classroom teachers and principal are held to focus on and analyze data from Science instruction assessments for all subgroups, with the purpose of realigning instruction to target students' specific areas of weakness. Teachers conduct data chats with students twice a month, with parents twice per grading period. Teachers maintain a data binder for their class; students maintain their own data binders as well.</p>	<p>Classroom Teachers Principal Students Parents</p>	<p>Assessment data from Studies Weekly Science & Social Studies, Science Fusion, Front Row, C.A.R.E. packages from the district Teacher-made tests Data binders/folders</p>	<p>November 2017-June 2018</p>
<p>Classroom teachers provide students with opportunities to participate in daily hands-on activities and science inquiry, and labs/experiments at least once per week, either in homeroom class or in the Science Lab. This is</p>	<p>Classroom Teachers</p>	<p>Science lab, science inquiry/experiment materials Science Fusion, District C.A.R.E. packages, Studies Weekly Science & Social Studies</p>	<p>September 2017-June 2018</p>

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<p>done for all science standards, in particular Life Science, which is the lowest scoring reporting category. Students have the opportunity to work on S.T.E.M. projects at least once per quarter, following a rubric and participating in a feedback activity.</p>			
<p>RtI Process: Based on prior school year state assessment scores and present school year i-Ready Diagnostic Assessment results, i-Ready Progress Monitoring assessments, and Curriculum Assessments, students in need of Tier 2 – needs based learning and Tier 3– student support team driven learning receive required support through targeted interventions. Classroom teachers receive RtI training via administration and district offered professional development. Teachers employ RtI strategies for all students in Tiers 1-3, and maintain appropriate documentation in Basis. (see pg. 39-40)</p>	<p>Classroom Teachers Principal</p>	<p>Prior school year state assessment scores Present school year i-Ready Diagnostic Assessment results RtI strategies training Voyager Passport Triumph Learning Performance Coach, SRA Science Interventions, Science Fusion, Studies Weekly Science & Social Studies</p>	<p>November 2017-June 2018</p>
<p>Professional development will be provided in the following areas based on a PD Needs Assessment Survey conducted in August 2017: conceptual topic lesson planning and instructional strategies; iReady; ELL</p>	<p>Principal PD Liaison Classroom Teachers District-offered PD</p>	<p>PD Needs Assessment Survey Classroom walkthroughs Formal observations Teacher self-monitoring checklists based on specific best practices/strategies relevant to each</p>	<p>November 2017- May 2018</p>

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<p>strategies; Florida LAFS & MAFS standards instruction; FL. NGSSS in Science and Social Studies; Utilizing Interactive Whiteboards in the classroom; MS Office Suite. Learning acquired from attending Professional Development sessions will be monitored by the principal via informal/formal observations and teacher self-monitoring checklists (created by teachers and approved by principal) based on specific best practices/strategies relevant to each PD.</p>		<p>PD (created by teachers and approved by principal) Feedback on implementation of best practices</p>	
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Deficiency #4: 25% of students in grades 1-2 did not meet proficiency in Reading on the 2016-2017 End of Year ELA Journeys Benchmark Assessment.

Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:
<p>Follow the district curriculum scope and sequence to develop and implement lesson plans and instruction based on conceptual topics; content-area standards (Science & Social Studies) are embedded in English Language Arts/Literacy plans utilizing informational text, articles (print and internet based), in addition to the Science</p>	<p>Classroom Teachers</p>	<p>Conceptual Topic Lesson Plan Format Thinkcentral: Journeys, Journeys Tiered Intervention, Journeys ELL Videos, Journeys Language Support Cards, Journeys Picture Card Bank, I-Ready, Ready LAFS, Front Row, Spelling City, Vocabulary.com, Studies Weekly, Duolingo, Insync, various online resources Laptops, Projectors</p>	<p>August 2017- June 2018</p>

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<p>and Social Studies instructional block. Reading and Writing are embedded in all content areas.</p>			
<p>Targeted Reading Intervention: -Key Ideas & Details- Students will use a variety of graphic organizers during whole group and small group instruction to analyze and break down text, focusing on identifying text evidence to support the main idea.</p> <p>-Integration of Knowledge and Ideas: Students will utilize strategies such as column notes, inquiry charts, and Venn Diagrams to compare/contrast stories in the same genre, and to analyze how different visual and multimedia elements contribute to the overall tone of text.</p> <p>-Higher order thinking; based on individual students' needs, teachers will ask and answer questions referring explicitly to the text as the basis for their answers.</p>	<p>Principal Classroom Teachers Highly qualified paraprofessionals</p>	<p>Graphic organizers: Story Maps, Venn Diagrams, Main Idea & Supporting Details, Higher Order Thinking Strategies Student Journals</p>	<p>October 2017-June 2018</p>

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<p>RtI Process: Based on prior school year state assessment scores and present school year i-Ready Diagnostic Assessment results, i-Ready Progress Monitoring assessments, and Curriculum Assessments, students in need of Tier 2 – needs based learning and Tier 3-student support team driven learning receive required support through targeted interventions. Classroom teachers receive RtI training via administration and district offered professional development. Teachers employ RtI strategies for all students in Tiers 1-3, and maintain appropriate documentation in Basis. (see pg.39-40)</p>	<p>Classroom Teachers Principal</p>	<p>Prior school year state assessment scores Present school year i-Ready Diagnostic Assessment results Curriculum Assessment results RtI strategies training Thinkcentral: Journeys, Journeys Tiered Intervention, Journeys ELL Videos, Journeys Language Support Cards, Journeys Picture Card Bank,</p>	<p>November 2017-June 2018</p>	
<p>Monthly data chats with ELA-Reading teachers and principal are held to focus on and analyze data from iReady instruction, assessments, and progress monitoring for all subgroups, with the purpose of realigning instruction to target</p>	<p>Classroom Teachers Principal Students Parents</p>	<p>iReady: Diagnostic assessments, online instruction, growth monitoring assessments; Data binders/folders</p>	<p>November 2017-June 2018</p>	

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<p>students' specific areas of weakness. Teachers conduct data chats with students twice a month, with parents twice per grading period. Teachers maintain a data binder for their class; students maintain their own data binders as well.</p>			
<p>Lowest 25% students, SWD, and ELL, participate in small group push-in/pull-out sessions three times per week for 30 min. in which they utilize CRISS strategies to aid in vocabulary and comprehension. Highly qualified classroom teachers deliver the instruction and are supported by highly qualified paraprofessionals.</p>	<p>Highly-qualified paraprofessionals Highly qualified classroom teachers</p>	<p>Thinkcentral: Journeys, Journeys Tiered Intervention, Journeys ELL Videos, Journeys Language Support Cards, Journeys Picture Card Bank, CRISS Strategy Training</p>	<p>October 2017-May 2018</p>
<p>Students in grades K-5, including SWD, ELL, lowest 25%, receive daily writing instruction following the Language Arts Florida Standards focused on text-based writing, in preparation for the FSA writing component. Students participate in formative</p>	<p>Classroom Teachers</p>	<p>Language Arts Florida Standards Formative writing prompts and content specific Reading passages Kidz Choice Charter School Writing Outline Dual-language Dictionaries/content glossaries</p>	<p>September 2017-June 2018</p>

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<p>writing assessments on a monthly basis that monitors their ability to create narrative, opinion, informative and argumentative writing samples that utilize text based evidence from a variety of texts as well as multiple texts. In addition, teachers incorporate strategies based on Kidz Choice Charter School’s Writing Outline, based on the Language Arts Florida Standards, in all grade levels. The outline provides teachers with at-a-glance skills students should master prior to progressing on to the next grade level.</p>				
<p>Professional development will be provided in the following areas based on a PD Needs Assessment Survey conducted in August 2017: conceptual topic lesson planning and instructional strategies; iReady; ELL strategies; Florida LAFS & MAFS standards instruction; FL. NGSSS in Science and Social Studies; Utilizing Interactive Whiteboards in</p>	<p>Principal PD Liaison Classroom Teachers District-offered PD</p>	<p>PD Needs Assessment Survey Classroom walkthroughs Formal observations Teacher self-monitoring checklists based on specific best practices/strategies relevant to each PD (created by teachers and approved by principal) Feedback on implementation of best practices</p>	<p>November 2017- May 2018</p>	

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<p>the classroom; MS Office Suite. Learning acquired from attending Professional Development sessions will be monitored by the principal via informal/formal observations and teacher self-monitoring checklists (created by teachers and approved by principal) based on specific best practices/strategies relevant to each PD.</p>				
<p>Ensure that all students with disabilities receive the required support through targeted interventions and according to IEP goals.</p>	<p>ESE Specialist Classroom Teachers Principal</p>	<p>Easy IEP IEP at a Glance</p>	<p>August 2017-June 2018</p>	
<p>Classroom teachers are prepared to provide Gifted students with enrichment and project-based activities, under the guidance and supervision of Gifted endorsed staff.</p>	<p>Classroom Teachers Principal Gifted Endorsed Staff</p>	<p>Journeys Enrichment curriculum Project-based learning Online resources</p>	<p>August 2017-June 2018</p>	
<p>Students including SWD and ELL learners utilize on-line academic programs such as I-Ready, NewsELA, Insync and Readworks, in conjunction with Journeys ELL Videos, Language Support Cards, and</p>	<p>Classroom Teachers Principal</p>	<p>Thinkcentral: Journeys, Journeys Tiered Intervention, Journeys ELL Videos, Journeys Language Support Cards, Journeys Picture Card Bank I-Ready NewsELA Read Works Duolingo</p>	<p>September 2017-June 2018</p>	

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Picture Card Bank to gain supplemental academic and language acquisition support.		Insync		
Deficiency #5: 27% of students in grade 1 did not meet proficiency in Math on the 2017 Go Math End of Year Benchmark Assessment.				
Specific Actions:	Person(s) Responsible:	Resources Needed	Timeline:	
Follow the district curriculum scope and sequence to develop and implement lesson plans and instruction based on conceptual topics; content-area standards are embedded in Math through an integrated, interdisciplinary approach. Daily standards-based skills practice using i-Ready Math for on-going progress monitoring; daily hands-on activities utilizing manipulatives to build skills.	Classroom Teacher	Conceptual Topic Lesson Plan Format Go Math!, Thinkcentral, Ready MAFS, I-Ready Math, Triumph Learning, TenMarks, Envision Math, Mathletics, manipulatives Laptops, projectors	August 2017- June 2018	
Ensure that all students in need of Tier 2 – needs based learning and Tier 3- student support team driven learning receive the required support through targeted interventions, with emphasis on domains Measurement, Data, and Geometry, and Numbers and Operations in Base Ten. This includes small group learning (K-5) and centers (K-5). In addition, students will be pulled to an intervention classroom where they will receive individualized intervention using research based curriculum	Principal Classroom Teachers Highly qualified paraprofessionals	Go Math!, Thinkcentral, Ready MAFS, I-Ready Math, Triumph Learning, TenMarks, Envision Math, Mathletics, manipulatives Laptops, projectors	November 2017-June 2018	

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<p>targeted specifically for foundational support and enriched activities. Resources – Go Math!, Thinkcentral, Ready MAFS, I-Ready Math, Triumph Learning, TenMarks, Envision Math, Mathletics, manipulatives, laptops, projectors.</p>			
<p>Monthly data chats with Math teachers and principal are held to focus on and analyze data from iReady instruction and assessments for all subgroups, with the purpose of realigning instruction to target students’ specific areas of weakness. Teachers conduct data chats with students twice a month, with parents twice per grading period. Teachers maintain a data binder for their class; students maintain their own data binders as well.</p>	<p>Classroom Teachers Principal Students</p>	<p>iReady: Diagnostic assessments; growth monitoring assessments; lesson quizzes Data binders/folders</p>	<p>November 2017-June 2018</p>
<p>For the lowest 25% students, SWD, and ELL, teachers provide support and maintain interventions that are currently in place including: math pullouts, individualized instruction through instructional software, and differentiated instruction strategies (ex. centers, teacher-led small group, etc.). Highly qualified classroom teachers deliver the instruction and are supported by highly qualified paraprofessionals.</p>	<p>Highly-qualified paraprofessionals Highly Qualified Classroom teachers</p>	<p>Go Math, Triumph Learning Performance Coach, Ready, iReady</p>	<p>November 2017-May 2018</p>

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<p>RtI Process: Based on prior school year state assessment scores and present school year i-Ready Diagnostic Assessment results, i-Ready Progress Monitoring assessments, and Curriculum Assessments, students in need of Tier 2 – needs based learning and Tier 3-student support team driven learning receive required support through targeted interventions. Classroom teachers receive RtI training via administration and district offered professional development. Teachers employ RtI strategies for all students in Tiers 1-3, and maintain appropriate documentation in Basis. (see pg. 39-40)</p>	<p>Classroom Teachers Principal</p>	<p>Prior school year state assessment scores Present school year i-Ready Diagnostic Assessment results Curriculum Assessment results RtI strategies training Triumph Learning Performance Coach</p>	<p>November 2017-June 2018</p>
<p>Professional development will be provided in the following areas based on a PD Needs Assessment Survey conducted in August 2017: conceptual topic lesson planning and instructional strategies; iReady; ELL strategies; Florida LAFS & MAFS standards instruction; FL. NGSSS in Science and Social Studies; Utilizing Interactive Whiteboards in the classroom; MS Office Suite. Learning acquired from attending Professional Development sessions will be monitored by the</p>	<p>Principal PD Liaison Classroom Teachers District-offered PD</p>	<p>PD Needs Assessment Survey Classroom walkthroughs Formal observations Teacher self-monitoring checklists based on specific best practices/strategies relevant to each PD (created by teachers and approved by principal) Feedback on implementation of best practices</p>	<p>November 2017- May 2018</p>

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principal via informal/formal observations and teacher self-monitoring checklists (created by teachers and approved by principal) based on specific best practices/strategies relevant to each PD.				
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6. Approved Educational Program

Identify and list 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 (in narrative format):

Kidz Choice Charter School's approved educational programs have been implemented as described in the approved charter contract.

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. How will each program be implemented in the future? How will teachers be prepared for implementation? Or, if the program(s) will not be implemented, will another program replace it?

This is not applicable to our school.

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. Barriers should be listed and addressed individually. A chart format is acceptable. Barriers are not based on student performance data, but rather on outside influences: i.e.: high teacher turnover, lack of technology, or limited professional development. How will the school address the identified/listed barriers?

Barrier	Specific Corrective Action	Person Responsible	Resource Needed	Timeline
RTI Process and Progress monitoring were not implemented with fidelity.	Monthly meetings with classroom teachers, principal, RTI Support to review status of students identified for RtI. Based on prior school year state assessment scores and present school year	Classroom Teachers Principal RTI/ESOL Support	Documented strategies implemented for intervention. BASIS documentation. Progress monitoring plans. RtI Training for all staff Prior school year state assessment scores	September 2017- May 2018

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	<p>i-Ready Diagnostic Assessment results and Curriculum Assessments, students in need of Tier 2 – needs based learning and Tier 3- student support team driven learning receive the required support through targeted interventions. Classroom teachers receive RtI training via administration and district offered professional development. Teachers employ RtI strategies for all students in Tiers 1-3, and maintain appropriate documentation in Basis.</p>		<p>Present school year i-Ready Diagnostic Assessment results Voyager Passport Triumph Learning Performance Coach, SRA Science Interventions, Science Fusion, Studies Weekly Science & Social Studies</p>	
<p>Data Driven Instruction not implemented with fidelity. Teachers and instructional staff lack the skills to effectively collect, analyze, and utilize educational data to drive the instructional process.</p>	<p>Monthly data chats with classroom teachers and principal are held to focus on and analyze assessment data from all areas of curriculum for all subgroups, with the purpose of realigning instruction to target students’ specific areas of weakness. Teachers conduct data chats with students twice a month, with parents twice per grading period. Teachers maintain a data binder for</p>	<p>Principal Classroom Teachers</p>	<p>Diagnostic assessments in Reading and Math: i-Ready Benchmark Assessments: Journeys, Go Math, i-Ready Reading, i-Ready Math Growth Monitoring Assessments-i-Ready Reading and i-Ready Math Early Release Days Teacher Planning Days</p>	<p>October 2017- May 2018</p>

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	their class; students maintain their own data binders as well.		Progress monitoring plan Substitute Teachers for coverage	
Teacher Observations not implemented with fidelity. Inconsistent teacher observations did not allow for support, coaching, and/or corrective feedback.	Weekly walk-throughs to provide feed-back, coaching, and modeling. Scheduled formal observations	Principal	Coach One Evaluation System Walkthroughs	October 2017-May 2018
New Teacher Support/Veteran Teacher Redevelopment: New teachers lacking experience/teachers that work at a school for more than 3 years, needing professional development & training on curriculum, content, FSA standards, and instructional rigor.	Professional Development and training on Marzano's Design and Depth of Knowledge Questions. Have trainings that focus on building teachers' content knowledge. Provide opportunities for Professional Development in teacher leadership.	Principal	Afterschool workshops Recognition of class academic performances, teacher acknowledgement	October 2017- May 2018
Parental involvement: Lack of parent participation in the academic support of student progress. Parents lack resources and skills to support extended learning at home.	Conduct Parent survey to identify concerns and areas of needed support. Hold parent meetings and workshops at least twice per quarter to empower parents of all students, including ELL and SWD, to support the academic progress of their child.	Principal Classroom Teachers RtI Coach	Training Days Training Facilitators	August 2017- May 2018

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	<p>Encourage participation in leadership and curriculum council meetings</p> <p>Teachers utilize laptops and MS Office software provided by the governing board to create documents, reports, etc. which are furnished to parents in an effort to improve parent-teacher communication.</p> <p>Conduct a minimum of two parent/teacher conferences during the school year to discuss academic achievement and student progress. These meetings will include discussions of student grades, student strengths and challenge areas, and educational transition points (elementary to middle)</p>			
<p>Support Staff: Increase quality Support Staff and improve administration/founder/governing board communication to allow for all stakeholders to make decisions and take needed corrective actions.</p>	<p>Evaluate current School Budget to hire instructional support staff, highly qualified paraprofessionals. Monthly Governing Board meetings.</p>	<p>Administration Founders Governing Board</p>	<p>Analysis and restructuring of school budget, including Title I budget Common meeting time and opportunities</p>	<p>November 2017- May 2018</p>

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9. Student Achievement Outcomes

Provide a description of specific student achievement outcomes to be achieved. What are the expectations, based on the student performance data provided?

Kidz Choice Charter School aims to achieve the following based on the above listed barriers and deficiencies. Moreover, this combines our subgroup area deficiencies and social barriers. What we strive to achieve are solutions to resolve the academic gap indicated by the decrease in student data. It is Kidz Choice Charter School's goal to increase student achievement in FSA reading, math and FCAT Science and increase the current school grade to at least a "C".

Listed below are our goals that will assist us in changing the low levels of student achievement and increase our academic profile - these goals will be considered our student achievement goals with the intended effect of seeing these outcomes transpire for 2017-2018.

ELL Goal(s)

- By 2018 65% of ELL students will experience a 20% increase in student learning gains over the previous year as measured by the 2017 Florida Standards Assessment (FSA).
- By 2018, 65% of ELL students will attain language proficiency gains based on the WIDA – ACCESS 2.0

SWD Goal (s)

- By 2018, the percentage of Students with Disabilities making learning gains in reading will increase by 20 % on End of year FSA Statewide Assessments.
- By spring 2018, the percentage Students with Disabilities making learning gains in math will increase by 20% on FSA Assessments.

READING-MATH-SCIENCE

- By June 2018 65% of the students in Kindergarten-2nd grade will meet promotion criteria.
- By June 2018 65% of the students in grades 3- 5 will score at or above a level 3 in reading on the Florida Standards Assessment (FSA).
- By May 2018, 60% of students in grades (5) will demonstrate learning gains in Science as evidenced by the Florida Comprehensive Assessment Test (FCAT) in Science.
- By May 2018, 65% of students in grades (3-5) will demonstrate learning gains in Math as evidenced by the Florida Standards Assessment (FSA) in Math.
- By May 2018, 45% of students in grade 5 will increase proficiency by 40% over last years' FCAT Science assessment.

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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?). Address the needs of all subgroups.

<p>Parent Involvement Goal: <i>Based on the analysis of the parent involvement data, identify and define an area in need of improvement.</i> Kidz Choice Charter School’s goal will involve increasing overall parent participation in the planning and ongoing development of the Title I program to include parent input in decisions that impact student achievement.</p>					
<p>2016-2017 Current Level of Parent Involvement: <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i></p> <p style="text-align: center;"> <u>77%</u> % Total number: <u>139</u> </p>			<p>2017-2018 Expected Level of Parent Involvement: <i>Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]</i></p> <p style="text-align: center;"> <u>80%</u> % Total number: <u>152</u> </p>		
Activity	Strategies and Activities to increase student Achievement (explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)	Start – End Date	Evaluation Tool (questionnaires, sign-in forms, evaluation of meeting, etc.)	Title or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
Orientation	A parent meeting that introduces the stakeholders to the classroom teacher and school faculty.	August 2017	Parent Survey, Meeting feedback forms and one-on-one conferences, Attendance Sheets signed	Principal	Title I
Open House	Parent meeting to receive information about student class schedules, curriculum, and teacher expectations. The impact on student achievement is providing parents a complete overview	August 2017	Parent feedback requests and Parent Survey, Attendance Sheets signed	Principal	Title I

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	of the instructional process and the expectations at home.				
Academic Awards Ceremonies; International Night; Fall Dance etc.	An incentive program to acknowledge and award students who do well; multicultural activities to include everyone.	Quarterly, seasonal	Sign-in forms, Parent Feedback Cards	Principal Title I liaison Parent Volunteers Classroom Teachers	Title I Charter School Community Partners Fund Raising Account
FSA Workshops & Trainings	Afternoons designed to provide hands-on activities in Math, Reading, and Science for Parents and Students	3 Times a year	Parent feedback requests and Parent Survey, Attendance Sheets signed	Principal Title I liaison Parent Volunteers Instructional Staff	School Budget and Fundraising Account
Parent ESE and ESOL Meetings/Workshops at school and district levels	Invite parents to meetings hosted at school by teachers, the ESE & Support Services Division in collaboration with FDLRS, and school district ESOL department.	SY17-18	Meeting Comment Cards Parent Survey Sign-in Sheets Meeting minutes Agenda	Principal Title I liaison ESOL Coordinator Teachers ESE Specialist	Fund Raising Account

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?). Include literacy strategies that address reading, writing, listening, and speaking standards.

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

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Listening	7	14	3	12	12	24	7	14	7	14	11	22
Speaking	12	24	11	22	17	33	5	10	4	8	2	4
Reading	18	35	9	18	4	8	7	14	8	16	5	10
Writing	17	33	18	35	13	25	3	6	0	0	0	0
Oral Language	12	24	10	19	11	22	9	18	7	14	2	4
Literacy	17	33	13	25	17	33	2	4	2	4	0	0
Comprehension	12	24	9	18	8	16	6	12	9	18	7	14
Overall Score	15	29	9	18	21	41	4	8	2	4	0	0

Goal: By 2018 60% of ELL students will experience a 20% increase in student learning gains over the previous year as measured by the 2018 Florida Standards Assessment (FSA). By 2018, 50% of ELL students will attain language proficiency gains based on the WIDA – ACCESS 2.0



Strategies and Activities to increase Student Achievement (<i>i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i>)	Target Group	Goal Domain (<i>Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing</i>)	Start-End Date	Select Applicable Option (<i>i.e. Before, During, After School Hours</i>)	Evaluation Tool (<i>i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.</i>)	Title or Position Responsible for Monitoring
Classroom Strategies: <u>Visualization:</u> Graphic Organizers, graphs, videos, etc. <u>Interpersonal Strategies:</u> Cooperative Learning, Think/Pair, etc. conversations, <u>Structure:</u> Routines, outlines, prior knowledge, etc. Content Glossary	ELL Levels A1-C1 1-4	All domains	Ongoing	During School	IPT, ACCESS, teacher made assessments, formative assessments, classroom tasks,	Principal ESOL Contact

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<p>Dictionaries. <u>Realia</u>: objects from real life used in the classroom for instructional purposes.</p>						
<p>Push-in/Pull-out: Based on individual language ability/level, ELL students receive classwork/homework assistance, extra academic support, utilize audio-visual resources, participate in enrichment activities, receive one-on-one instruction, utilize computer programs designed for ELL students for practicing reading, writing, and speaking, during the regular school day as well as during the extra period for extended day as needed. Teachers utilize the ELL component of the core ELA curriculum (Journeys) for ELL instruction, and also incorporate supplemental ELL resources such as NewsELA, Insync, Duolingo, SRA Corrective Reading, and Voyager Passport into classroom instruction to assist ELL students with listening, speaking, and language acquisition. Highly qualified classroom teachers deliver the instruction and are supported by highly qualified paraprofessionals.</p>	<p>ELL Levels A1-C1 1-4</p>	<p>Reading and Writing</p>	<p>October 2017</p>	<p>During School</p>	<p>IPT, ACCESS, formative assessments, classroom tasks, Journeys curriculum assessments, NewsELA, Insync, Duolingo</p>	<p>Principal ESOL Contact</p>
<p>ELL students receive daily Florida Standards-based writing instruction focused on text-based writing. Teachers utilize the ELL component of the core ELA curriculum (Journeys) for ELL instruction, and also incorporate supplemental ELL resources such as NewsELA, Insync, Duolingo, SRA Corrective Reading, and Voyager Passport into classroom instruction to assist ELL</p>	<p>ELL Levels A1-C1 1-4</p>	<p>Reading and Writing</p>	<p>October 2017</p>	<p>During School</p>	<p>IPT, ACCESS, student writing samples, formative assessments</p>	<p>Principal ESOL Contact</p>

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<p>students with reading and writing. Highly qualified classroom teachers deliver the instruction and are supported by highly qualified paraprofessionals. Students participate in formative writing assessments on a monthly basis which monitors their ability to create narrative, opinion, informative, and argumentative writing samples utilizing text based evidence from a variety of text genres as well as multiple texts. Additionally, teachers incorporate strategies based on Kidz Choice Charter School’s Writing Outline in all grade levels.</p>					
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Exceptional Student Education (ESE) Action Plan

Student Strategies and Activities – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) and gifted students to be implemented that logically support this goal. Indicate the level of proficiency for SWD and Gifted. 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?). Include literacy strategies that address reading, writing, listening, and speaking standards.

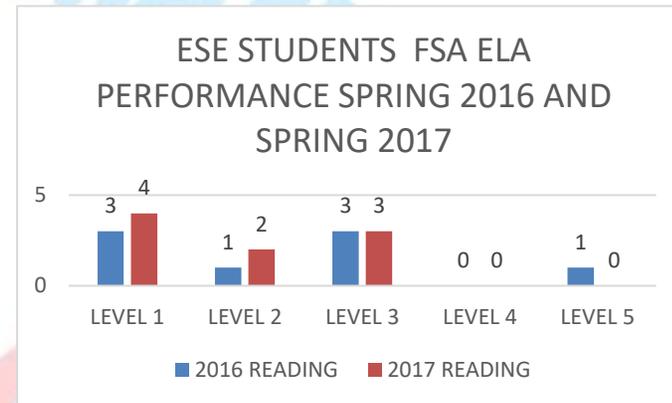
Exceptional Student Education (SWD/Gifted) Literacy Goal: By 2018, the percentage of Students with Disabilities making learning gains in reading will increase by 20% on End of year FSA Statewide Assessments. By spring 2018, the percentage Students with Disabilities making learning gains in math will increase by 20% on FSA Assessments.

All students, including ESE, are using Journeys on-level, reteach, and enrichment curriculum. Classroom teachers are given copies of student IEPs or IEP At a Glance, and accommodations are provided to students accordingly. Supplemental curriculum such as Ready, iReady, Voyager Passport are utilized to target gap skills as well as remediation. Kidz Choice Charter School currently provides ESE services to 11 students: 5 students Speech Impaired, 1 Language Impaired, 1 Speech Impaired/Language Impaired, 1 Learning disabled, 2 Learning Disabled/Language Impaired, and 1 Hospital Homebound. They receive services from a certified Language/Speech Therapist or ESE Teacher according to their IEP goals. Accommodations are implemented according to each student’s specific needs. In addition, if needed, the ESE Specialist pulls out ESE students to provide them with additional help, in order to achieve academic goals in reading and writing as specified in the IEPs. ESE students have classroom accommodations as well as testing accommodations according to their IEP. Data from DAR, FSA, Informal assessments, classroom records, and observations is collected and analyzed in order to identify deficiencies, and to help tailor an instructional plan where the students’ needs can be met. The data is shared in a meeting with the ESE

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Specialist, school Speech and Language Pathologist, administrators, classroom teacher, and support staff members to discuss differentiated instruction, interventions, and IEP goals. Although there are presently no Gifted students at Kidz Choice Charter School, classroom teachers are prepared to provide Gifted students with enrichment and project-based activities, under the guidance and supervision of Gifted endorsed staff.

According to FSA 2016 AND 2017, ESE Students in grades 3-5, scored as follows:



Include data for Proficient students with disabilities (SWD) and gifted students for Reading and Writing (i.e., FSA Reading, DAR, FAIR, BAS, etc.):
 FSA 2016 Reading scores indicates that three (3) students scored level 3 in and one (1) gifted student level 5. This represents proficiency of 50% of SWD in Reading and 63% in Math
 However, data provides a decline on proficiency level on FSA 2017. Only one (1) student scored level 3 in reading. This represents only 16% of SWD that scored proficient.
 The students achieving proficiency levels are the ones identified as speech impaired students. In Spring 2017, only one gifted student scored level 5 in reading.

Include data for Non-proficient students with disabilities (SWD) and gifted students for Reading and Writing (i.e. FSA Reading, DAR, FAIR, BAS, etc.):
 Data from FSA indicates that ESE students are performing below proficiency levels and with a low range of scale scores.
 In 2016 four (4) students scored below proficiency level on FSA Reading, which represents 50% of the SWD population.
 In FSA 2017. (4) students scored level 1 or 2 which represents 38% of the SWD population.
 Results from DAR scores indicate that students identified as Learning Disabled or Language Impaired are performing 1 or 2 grades below current grade level.

2017 Current Level of Performance
 16% of ESE students demonstrated proficiency by scoring level 3 or above on FSA 2017 Reading

2018 Expected Level of Performance
 45% proficiency
 The percentage of ESE students scoring level 3 or above on state

2017 Current Level of Performance
 80% of ESE students scored below proficiency level on the yearly statewide assessment in reading.

2018 Expected Level of Performance
 45% proficiency
 The percentage of ESE students scoring below proficiency level on annual statewide assessments in

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	assessments in reading will increase by 29% over the next year		reading will decrease by 35% over the next year.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance target for ESE students for the following years:

Baseline Data 2014-15 Students in this performance group will increase their prior year score on FSA Assessments by 5 % within this time frame.	2015-16 Students in this performance group will increase their prior year score on FSA Assessments by 7 % within this time frame.	2016-17 Students in this performance group will increase their prior year score on FSA Assessments by 9 % within this time frame.	2017-18 Students in this performance group will increase their prior year score on FSA Assessments by 11 % within this time frame.	2018-19 Students in this performance group will increase their prior year score on FSA Assessments by 13 % within this time frame.	2019-20 Students in this performance group will increase their prior year score on FSA Assessments by 15 % within this time frame.	2020-21 Students in this performance group will increase their prior year score on FSA Assessments by 17 % within this time frame.
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Strategies and Activities to increase ESE Achievement in Reading, Writing, Listening and Speaking <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source
Ensure the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.	August 2017- June 2018	During School Hours	Master Schedule, Lesson plans	Principal	Currently Funded

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Implementation of Professional development plan to include training for staff on assessment and data driven instruction aligned with Florida State Standards.	August 2017- May 2018	Planning Days, Early Release, After School, 3 Saturdays during the school year.	Data Tracking Tool, Meeting Agenda Sign in sheets, Data Binder	Principal	Unified School Improvement Grant (Unisig) \$10,000
Classroom Teacher Data Chats with students to provide students with a clear understanding of academic standing, requirements, and expectations as they progress through the school year.	October 2017- June 2018	During School Hours	Student Data, Teacher Data, Student Portfolio	Principal ESE Specialist MTSS/RTI Team	Currently Funded
The general education teacher implements accommodations and modifications in accordance with the students' IEP in addition to Gen. Ed. differentiation. The ESE Specialist provides the Gen. Ed. teacher with a copy of each ESE student's updated IEP at a glance and consult with the Gen. Ed. teacher to obtain the students' present level of performance updates quarterly, to complete progress reports and determine whether or not additional interventions are needed for Annual/ReEval.	August 2017- June 2018	During School Hours	Formative: Lesson Plan Review, Classroom Walkthroughs, Teacher-Created Assessments, Lesson Plans, IEP documentation, Quarterly Progress Report	Principal ESE Specialist	Currently Funded
Online instructional resources such as Flocabulary, Epic Books, etc. are utilized to help struggling learners in	August 2017- June 2018	During School Hours	Walkthrough tools, Formal	Principal ESE Specialist	Title I: \$600

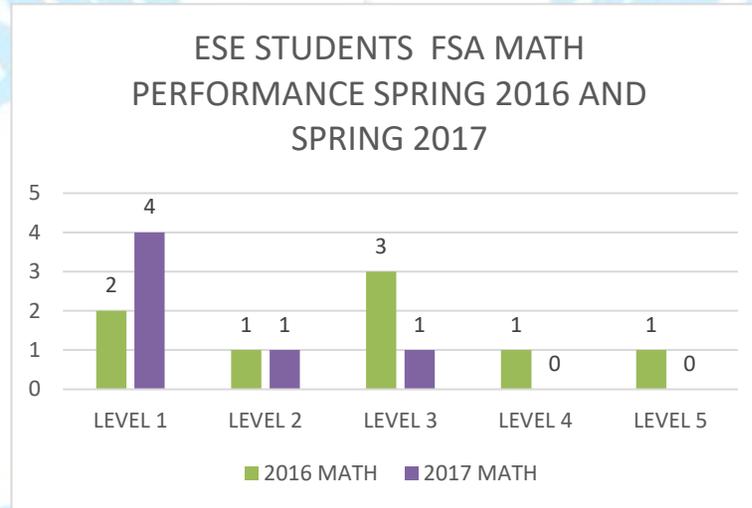
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reading. Digital Resources assist in the areas of: academic intervention; behavior intervention; worksheet generator; planners; strategies and student rewards.			evaluation tools,	MTSS/RTI Team	
ESE students meet with SLP or ESE Teacher as specified on their IEP. In addition, ESE students participate in during school PMP sessions twice a week for 30 minutes each day as needed.	August 2017- June 2018	During School Hours	Progress Monitoring, Classroom assessments	Principal ESE Specialist SLP MTSS/RTI Team	Currently Funded
Under the supervision and guidance of the certified classroom teacher, paraprofessionals assist in small group instruction at least twice a week.	November 2017- May 2018	During School Hours	Lesson Plans, Teacher-Administrator chats	Principal Classroom Teachers	Title I: \$55,000
Lesson plans differentiated to show direct instruction as well as utilization of learning centers within the blended model. Students engage in supported- learning and independent learning activities, ESE students are exposed to visual learning components, collaborative activities, peer coaching, and differentiated assessment based on strengths	August 2017- June 2018	During School Hours	Informal and Formal Assessments Lesson plan review, Teacher student feedback	Principal	Currently Funded
Classroom teachers provide enriched and challenging curriculum for Gifted students. Gifted students receive additional services through consultation with gifted endorsed personnel.	August 2017- June 2018	During School Hours	Informal and Formal Assessments Lesson plan review, Teacher student feedback	Principal	Currently Funded

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Exceptional Student Education (SWD/Gifted) Math Goal:

By Spring 2018, the percentage Students with Disabilities making learning gains in math will increase by 20% on FSA Assessments. According to FSA 2016 AND 2017, ESE Students in grades 3-5, scored as follows:



Include data for Proficient students with disabilities (SWD) and gifted students for Math (i.e., FSA Math, BSA, CMAT, Key Math, TOMA):

FSA 2016 Reading scores indicate that in Math, three (3) students scored level 3, one (1) student level 4 and one (1) student level 5, which represents 38% of proficiency of the total number of SWD in grades 3-5

Include data for Non-proficient students with disabilities (SWD) and gifted students for Math (i.e., FSA Math, BSA, CMAT, Key Math, TOMA):

Data from FSA indicates that ESE students are performing below proficiency levels and with a low range of scale score. In 2016 four (4) students scored below proficiency level on FSA Math, which represents 38% of the SWD population. On FSA 2017 five (5) students scored level 1 or 2 which represents 83% of the SWD in grades 3-5.

Results from diagnostic assessments indicate that students identified as Learning Disabled or Language Impaired are performing 1 grade below current grade level.

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<p>2017 Current Level of Performance 38% of ESE students demonstrated proficiency by scoring 3 or above on 2017 Statewide assessment in math.</p>	<p>2018 Expected Level of Performance 45% The percentage of ESE students scoring 3 or above on state assessments in math will increase by 7% over the next year.</p>	<p>2017 Current Level of Performance 83% of ESE students scored below proficiency level on the annual statewide assessment in math.</p>	<p>2018 Expected Level of Performance 32% Students in this performance group will increase their prior year score on FSA Assessments by 15% within this time frame.</p>
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Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math performance target for ESE students for the following years:

Baseline Data 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<p>Students in this performance group will increase their prior year score on FSA Assessments by 5 % within this time frame.</p>	<p>Students in this performance group will increase their prior year score on FSA Assessments by 7 % within this time frame.</p>	<p>Students in this performance group will increase their prior year score on FSA Assessments by 9% within this time frame</p>	<p>Students in this performance group will increase their prior year score on FSA Assessments by 11% within this time frame</p>	<p>Students in this performance group will increase their prior year score on FSA Assessments by 13% within this time frame</p>	<p>Students in this performance group will increase their prior year score on FSA Assessments by 15 % within this time frame</p>	<p>Students in this performance group will increase their prior year score on FSA Assessments by 17 % within this time frame</p>

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<p>Strategies and Activities to increase ESE Achievement in Math (i.e., <i>Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i>)</p>	<p>Start-End Date</p>	<p>Select Applicable Option (i.e. <i>Before, During, After School Hours</i>)</p>	<p>Evaluation Tool (i.e. <i>Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.</i>)</p>	<p>Title or Position Responsible for Monitoring</p>	<p>Amount/Funding Source</p>
<p>Ensure the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.</p>	<p>August 2017-June 2018</p>	<p>During School Hours</p>	<p>Master Schedule, Lesson plans</p>	<p>Principal</p>	<p>Currently funded</p>
<p>Classroom Teacher Data Chats with students to provide students with a clear understanding of academic standing, requirements, and expectation as they progress through the school year.</p>	<p>October 2017-June 2018</p>	<p>During School Hours</p>	<p>Student Data, Teacher Data, Student Portfolio</p>	<p>Principal ESE Specialist MTSS/RTI Team</p>	<p>Currently funded</p>
<p>Classroom teacher provides enriched and challenging curriculum for Gifted students. Gifted students receive additional services through consultation with gifted endorsed personnel.</p>	<p>August 2017-June 2018</p>	<p>During School Hours</p>	<p>Student Data, Teacher Data, Student Portfolio Teacher observation, Progress monitoring of IEP goals</p>	<p>Principal ESE Specialist MTSS/RTI Team</p>	<p>Currently funded</p>
<p>Provide student instruction in small group settings and provide outlined accommodations to meet their needs as detailed on the IEP. Progress monitoring conducted</p>	<p>August 2017-June 2018</p>	<p>During School Hours</p>	<p>Student Data, Teacher Data, Student Portfolio</p>	<p>Principal ESE Specialist MTSS/RTI Team</p>	<p>Currently Funded</p>

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by ESE team to ensure compliance and that student academic needs are adequately addressed.			Teacher observation, Lesson plans		
Online instructional resources such as Thinkcentral, Go Math practice and tutorials, Reflex Math, and Coach Digital are utilized to help struggling learners in math. These digital resources assist in the areas of: academic intervention; behavior intervention; worksheet generator; planners; strategies and student rewards.	August 2017- June 2018	During School Hours	Progress Monitoring Assessment, Lesson plans, IEP Progress Report	Principal ESE Specialist MTSS/RTI Team	Title I: \$900
Teachers assist struggling students through differentiation of instruction to bridge the gap and show connections among mathematical concepts. Teachers provide Extended Learning Opportunities (ELO) activities during school.	August 2017- June 2018	During School Hours	Teacher made Tests Informal assessments, Lesson Plans	Principal ESE Specialist MTSS/RTI Team	Title I: \$2,000
Under the supervision and guidance of the certified classroom teacher, paraprofessionals assist in small group instruction twice a week.	November 2017- May 2018	During School Hours	Lesson Plans, Teacher-Administrator chats	Principal Classroom Teachers	Title I: \$55,000

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?). Include strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

Literacy Goal:

- By May 2018, 65% of the students in Kindergarten-2nd grade will score at or above grade-level proficiency on the beginning and end of year i-Ready diagnostic assessment, reading and math district assessments, and i-Ready progress monitoring assessments.
- By May 2018, 65% of students in grades 3-5 will score at or above grade-level proficiency on the beginning and end of year i-Ready diagnostic assessment, reading and math district assessments, and i-Ready progress monitoring assessments.

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- By May 2018, 65% of students in grades 3-5 will score at or above grade-level proficiency on the Florida Standards Assessment (FSA) in Reading administered in 2018;

Essential Components of Kidz Choice Charter School’s Effective Literacy Action Plan

Kidz Choice Charter School’s Literacy Plan intends action on many levels, focusing multiple activities towards increasing students' reading, writing, and critical thinking skills. Kidz Choice Charter School’s comprehensive literacy action plan includes five key areas:

Strengthening Literacy Development Across the Content Areas;

Literacy Interventions for Struggling Readers and Writers;

School Policies, Structures, and Culture for Supporting Literacy;

Building Leadership Capacity; and

Supporting Teachers to Improve Instruction.

Include data for Proficient students (*i.e., FSA Reading, FAIR, BAS, iReady, etc.*):

- The percentage of students in Kindergarten meeting or exceeding grade-level satisfactory performance on the end of year Comprehensive Reading Assessment is 96%.
- The percentage of students meeting or exceeding grade level satisfactory performance on the end-of-year District Reading Assessment is: 55% IN GRADE 1, and 40% IN GRADE 2.
- The percentage of students meeting or exceeding grade level satisfactory performance on the FSA ELA (achievement level 3 and above) is: 65% IN GRADE 3, above district average (57%), 38% IN GRADE 4, below district average (56%), AND 30% IN GRADE 5, below District average (54%).
- Overall, 43.33% of students in grades 3-5 scored grade-level satisfactory performance (level 3 or above) on the 2017 FSA ELA.
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Include data for Non-proficient students (*i.e. FSA Reading, FAIR, BAS, iReady, etc.*):

- The percentage of students in Kindergarten not meeting grade-level satisfactory performance on the end of year Comprehensive Reading Assessment is 4%.
- The percentage of students not meeting grade-level satisfactory performance on the end-of-year District Reading Assessment is: 45% IN GRADE 1, and 60% IN GRADE 2.
- The percentage of students not meeting grade-level satisfactory performance on the FSA ELA (achievement level 3 and above) is: 35% IN GRADE 3, 62% IN GRADE 4, AND 70% IN GRADE 5.
- Overall, 56.67% of students in grades 3-5 did not score grade-level satisfactory performance on the 2017 FSA ELA.

<p>2017 Current Level of Performance</p>	<p>2018 Expected Level of Performance</p>	<p>2017 Current Level of Performance</p> <ul style="list-style-type: none"> • 4% of Kindergarten students did not meet grade-level proficiency 	<p>2018 Expected Level of Performance</p>
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<ul style="list-style-type: none"> • 96% Kindergarten students met or exceeded grade-level proficiency on EOY Comprehensive Reading Assessment. • 55% of students in Grade 1 and 40% of students in Grade 2 met or exceeded grade-level proficiency on EOY District Reading Assessment. • 43.33% of students in grade 3-5 scored level 3 or above on 2017 FSA ELA. 	<ul style="list-style-type: none"> • 65% of students in grades K-2 will meet or exceed grade-level proficiency on their respective EOY Reading Assessments. • 65% of students in grades 3-5 will score a level 3 or above on the 2018 FSA ELA. 	<p>on the 2017 EOY Comprehensive Reading Assessment.</p> <ul style="list-style-type: none"> • 45% of students in Grade 1 and 60% of students in Grade 2 did not meet grade-level proficiency on the EOY District Reading Assessment. • 57% of students in grades 3-5 scored a level 1 or 2 on the 2017 FSA ELA. 	<ul style="list-style-type: none"> • 2% of low performing Kindergarten students (4%) will meet grade-level proficiency on the 2018 EOY Comprehensive Reading Assessment. 22% of low performing students in Grade 1 and 30% of low performing students in grade 2 will meet grade-level proficiency on the EOY District Reading Assessment. • 29% of students in grades 3-5 whom scored a level 1 or 2 on the 2017 FSA ELA will score a level 3 on the 2018 FSA ELA, demonstrating a 15% increase in proficiency.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify reading and writing performance targets for the following years:

Baseline Data 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
88% of students in this performance group will increase their prior year score on FSA Assessments by 5% within this time frame.	90% of students in this performance group will increase their prior year score on FSA Assessments by 8% within	91% of students in this performance group will increase their prior year score on FSA Assessments by 11% within	93% of students in this performance group will increase their prior year score on FSA Assessments by 14% within	94% of students in this performance group will increase their prior year score on FSA Assessments by 17%	96% of students in this performance group will increase their prior year score on FSA Assessments by 20%	97% of students in this performance group will increase their prior year score on FSA Assessments by 23%

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	this time frame.	this time frame	this time frame	within this time frame	within this time frame	within this time frame
Strategies and Activities to increase Student Achievement in Reading, Writing, Listening and Speaking <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/Funding Source	
Goals for Literacy Development Across Content Areas Follow the district curriculum scope and sequence to develop and implement lesson plans and instruction based on conceptual topics; content-area standards (Science & Social Studies) are embedded in English Language Arts/Literacy plans utilizing informational text, articles (print and internet based), in addition to Science and Social Studies instructional block.	August 2017-June 2018	During School Hours	Walkthroughs, Teacher observations, Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes, Data Binder	Principal ESE Specialist RTI Coach ESOL Contact	Currently funded	
Activate subject area/grade-level discussions on effective strategies targeting reading, writing, listening and speaking during monthly faculty meetings.	August 2017-June 2018	During School Hours	Walkthroughs, Teacher observations, Lesson plans, Data Tracking Tool developed by principal, Meeting	Principal ESE Specialist RTI Coach ESOL Contact	Currently funded	

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			Minutes, Data Binder		
<p>RtI Process: Based on prior school year state assessment scores and present school year i-Ready Diagnostic Assessment results, i-Ready Progress Monitoring assessments, and Curriculum Assessments, students in need of Tier 2 – needs based learning and Tier 3- student support team driven learning receive required support through targeted interventions. Classroom teachers receive RtI training via administration and district offered professional development. Teachers employ RtI strategies for all students in Tiers 1-3, and maintain appropriate documentation in Basis. (see pg. 39-40)</p>	August 2017- June 2018	During School Hours	Walkthroughs, Teacher observations, Lesson plans, Data Tracking Tool developed by principal, Data Binder, Basis Documentation	Principal ESE Specialist RTI Coach ESOL Contact	Currently funded
<p>Monthly data chats with ELA-Reading teachers and principal are held to focus on and analyze data from iReady instruction and assessments for all subgroups, with the purpose of realigning instruction to target students’ specific areas of weakness. Teachers conduct data chats with students twice a month, with parents twice per grading period. Teachers maintain a data binder for their class; students maintain their own data binders as well.</p>	August 2017- June 2018	During School Hours	Walkthroughs, Teacher observations, Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes, Data Binder	Principal ESE Specialist RTI Coach ESOL Contact	Currently funded

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<p>Goals That Target Struggling Readers and Writers Based on prior school year state assessment scores, present school year i-Ready Diagnostic Assessment results, and Curriculum Assessments, teachers identify students in the lowest quartile. Results are analyzed for proficiency, utilized to provide differentiated instruction based on specific student needs, and monitored by teachers and students, via data chats. Students not proficient receive remediation through small group, in-class instruction.</p>	<p>August 2017- June 2018</p>	<p>During School Hours</p>	<p>Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes Data Binder i-Ready Ready</p>	<p>Principal RTI Team</p>	<p>Currently funded</p>
<p>Lowest 300/Extended Hour During the extended hour of Reading, classroom teachers and highly qualified paraprofessionals supervised by classroom teachers utilize scientific, research-based resources proven to accelerate progress in reading deficiency such as i-Ready Reading, Ready Florida Reading, and Florida Performance Coach Reading. Instruction is differentiated according to student reading assessment data from these resources, and students are given extensive opportunities for guided practice, error correction, and feedback. Science, Social Studies, and Math content is integrated in text reading, text discussion, and writing in response to reading. (see pg. 38)</p>	<p>August 2017- June 2018</p>	<p>During School Hours</p>	<p>Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes Data Binder i-Ready- Diagnostic, Online Instruction, Growth Monitoring Ready instruction</p>	<p>Principal RTI Team</p>	<p>Currently funded</p>
<p>Accurate and effective implementation of the multi-tiered instructional model to insure the instructional program is targeting and positively impacting all students.</p>	<p>August 2017- June 2018</p>	<p>During School Hours</p>	<p>Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes</p>	<p>Principal RTI Team</p>	<p>Currently funded</p>

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			Data Binder i-Ready Ready		
Under the supervision of a classroom certified teacher, paraprofessionals support instruction and provide extra time, differentiated instruction etc., to struggling readers and writers.	November 2017-May 2018	During School Hours	Lesson plans, Data Tracking Tool developed by principal, Data Binder, Informal and Formal assessments, i-Ready Ready Journeys	Principal Classroom Teachers	Title I: \$55,000
<i>Goals for School Policies, Structure, and Culture</i> Coordinate curriculum and instruction across subject areas embedded with reading, writing, listening, speaking, science, and social studies standards.	August 2017-June 2018	During School Hours	Lesson plans, Data Tracking Tool developed by principal, Data Binder, Informal and Formal assessments, i-Ready Ready Journeys	Principal	Currently funded by School Budget
Provide teachers of same grade levels time for common planning during the school day.	August 2017-June 2018	During School Hours	Lesson plans, Data Tracking Tool developed by principal, Data Binder, Informal and	Principal	Currently funded by School Budget

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			Formal assessments, i-Ready Ready		
Design and implement instruction that uses formal and informal assessment instruments.	August 2017-June 2018	During School Hours	Lesson plans, Data Tracking Tool developed by principal, Data Binder, Informal and Formal assessments, i-Ready Ready Journeys	Principal	Currently funded by School Budget
Goals for Building Leadership Capacity Identify teacher leaders who can provide classroom demonstrations and modeling for their peers, providing two literacy demonstrations in classrooms in each content area.	August 2017-June 2018	During School Hours	PLC, Data Chats, Teacher observations, Walkthroughs, iReady, Ready Journeys, Progress Monitoring	Principal	Currently funded by School Budget
Teachers review data reports, identify deficiencies, and develop strategies to assist in student support for Tier 1, 2 and 3 levels of intervention. They develop instruction that utilizes instructional curriculum that meets the K-12 Reading Plan Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program requirements, utilizing Ready, Journeys.	August 2017-June 2018	During School Hours	PLC, Data Chats, Teacher observations, Walkthroughs, iReady, Ready, Journeys iReady, Ready	Principal	Currently funded by School Budget

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			Journeys, Progress Monitoring		
Bi-Weekly data chats with teachers are held to focus on and analyze data for the subgroups with the purpose of providing additional instructional strategies, reteaching, and instructional focus.	August 2017-June 2018	During School Hours	PLC, Data Chats, Teacher observations, Walkthroughs, Progress Monitoring	Principal	Currently funded by School Budget
Implementation of Progress Monitoring Plan to address English Language Learning (ELL) Students. Ensure that teachers are endorsed and certified accordingly. The school ensure students who are classified as ESOL are provided appropriate strategies and accommodations, and indicated on the lesson plans. Teachers are required to list the specific strategies to increase student achievement in reading, writing, listening and speaking. The school's ESOL contact communicates with classroom teachers regarding specific students, their classification, and support with monitoring their progress.	August 2017-June 2018	During School Hours	PLC, Data Chats, Teacher observations, Walkthroughs, iReady, Ready, Journeys Progress Monitoring	Principal	Currently funded by School Budget

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<p><i>Supporting Teachers to Improve Instruction</i> Implement Professional Development Calendar to be followed with fidelity which includes coaching and mentoring, content areas, instructional strategies etc.</p>	<p>October 2017- May 2018</p>	<p>After school, Planning Days, Early Release, during school hours.</p>	<p>Walkthroughs, Teacher observations, Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes, Data Binder</p>	<p>Principal PD Liaison</p>	<p>Unified School Improvement Grant (Unisig): \$10,000</p>
<p>Lesson Plans are created identifying specific instructional strategies and individualized differentiated instruction for all ESE and ESOL students. These lesson plans and objectives are aligned with state standards. Teachers use a conceptual topic lesson plan format created by administrators.</p>	<p>October 2017- May 2018</p>	<p>After school, Planning Days, Early Release, Saturdays and during school hours.</p>	<p>Walkthroughs, Teacher observations, Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes, Data Binder</p>	<p>Principal</p>	<p>Unified School Improvement Grant (Unisig): \$10,000</p>
<p>Provide opportunities for teachers to attend district, state, in-school, and national professional conferences, workshops, and teacher academies etc.</p>	<p>October 2017- May 2018</p>	<p>After school, Planning Days, Early Release, Saturdays and during school hours.</p>	<p>Walkthroughs, Teacher observations, Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes, Data Binder</p>	<p>Principal</p>	<p>Unified School Improvement Grant (Unisig): \$10,000</p>

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Monitor the fidelity of instructional practices and provide time for constructive feedback and follow-up activities.	October 2017- May 2018	After school, Planning Days, Early Release, Saturdays and during school hours.	Walkthroughs, Teacher observations, Lesson plans, Data Tracking Tool developed by principal, Meeting Minutes, Data Binder	Principal	Unified School Improvement Grant (Unisig): \$10,000
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K-12 Comprehensive Research-Based Reading Plan (check one): Opt-In X Opt-Out

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?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

STEM/Math/Science Goal(s): By May 2018 65% of students in grades 3-5 will score at or above grade level proficiency on the FSA Mathematics Test administered in 2018. 45% of 5th grade students will score at or above grade level proficiency on the FCAT 2.0 Science Test administered in 2018. The math and science goals are explained in detail in each content area action plan. Although Kidz Choice Charter School does not have a S.T.E.M. program present, Kidz Choice Charter School understands that improving Science, Technology, Engineering, and Mathematics (STEM) education is a key priority of improving math and science scores. Through changes in teaching and learning, and support for leadership, Kidz Choice Charter School is enabling new and exciting opportunities to make school science education stimulating and exciting for all pupils. These opportunities will be increasing progressively over the next 3 years. As indicated in the Math and Science Action Plan, some of these strategies are currently embedded within content area curriculum. Math and Science instruction is integrated to encourage student engagement and build real world connections amongst the science and math content areas.

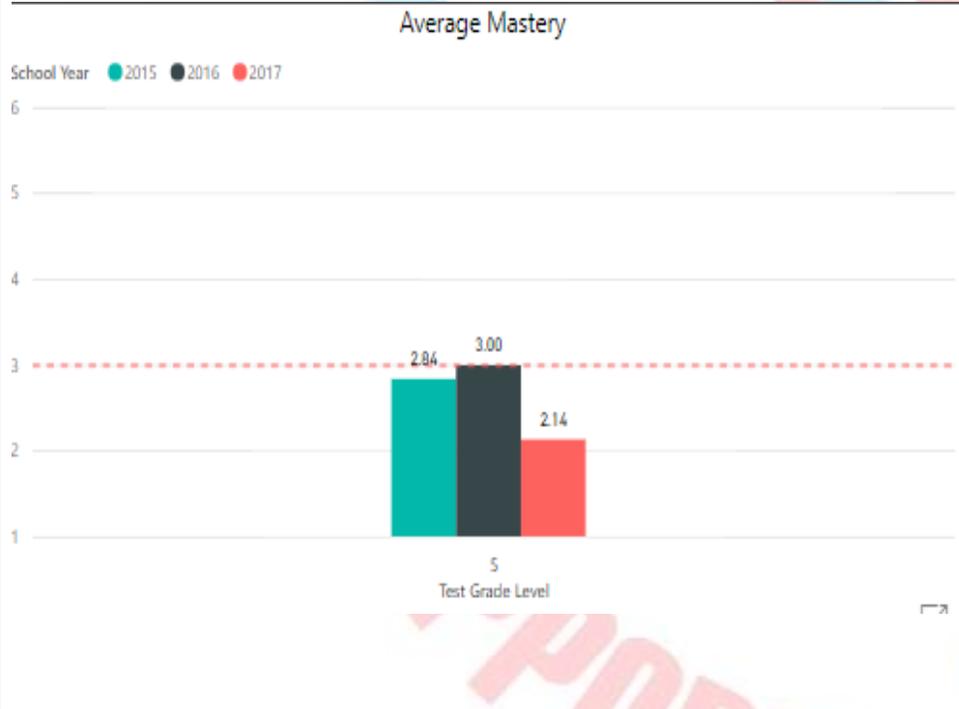
Include data to identify and define areas in need of improvement: (i.e., FSA, End of Course Examination):

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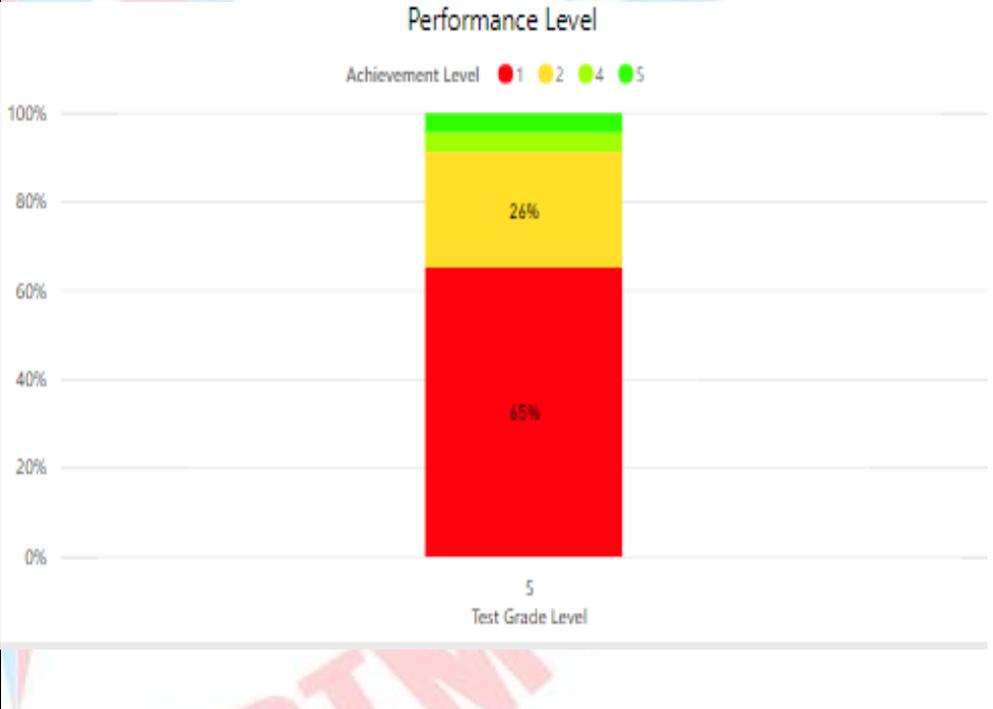
Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Title or Position Responsible for Monitoring	Amount/ Funding Source
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Science Goal(s): 45% of 5th grade students will score at or above grade level proficiency on the FCAT 2.0 Science Test administered in 2018.

Include data for Proficient students *(i.e., FSA, End Of Course Examinations):*
Science FCAT 2017 achievement 5% and important decline comparing with data from two previous years.



Include data for Non-proficient students *(i.e. FSA, End of Course Examinations):*
 Science FCAT 2017 non-proficiency 95%



2017 Current Level of Performance
 5% proficiency

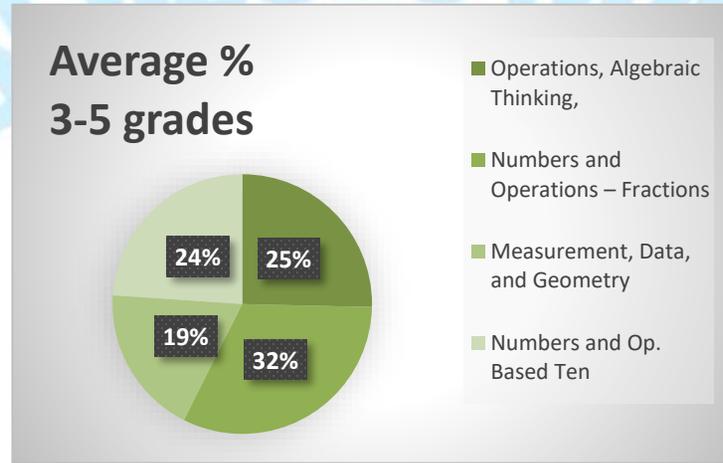
2018 Expected Level of Performance
 45%

2017 Current Level of Performance
 95% non-proficiency

2018 Expected Level of Performance
 45%

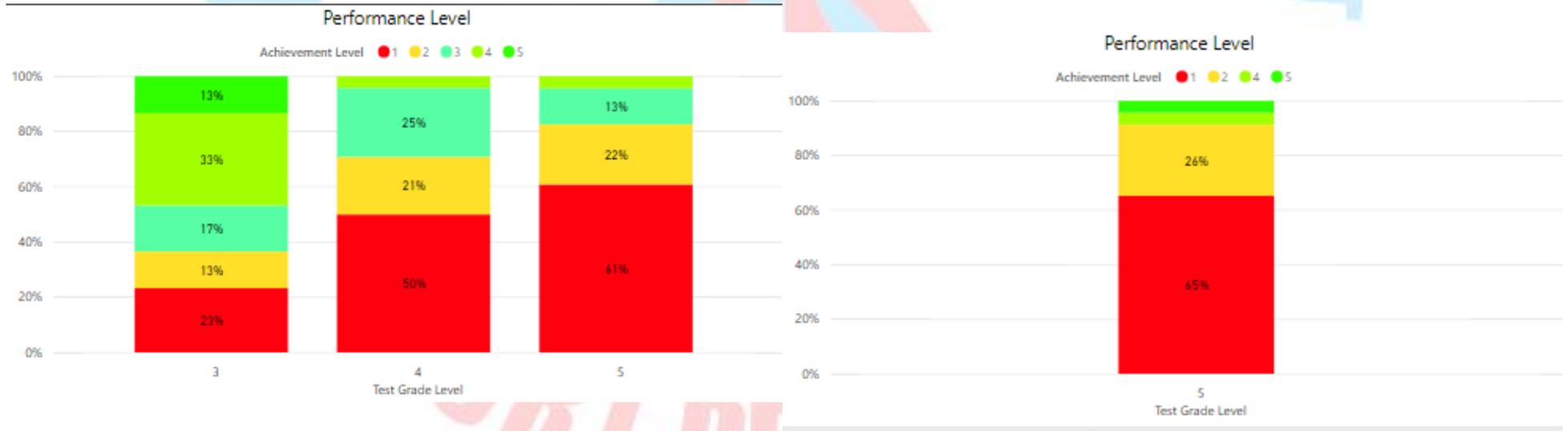
2017-2018 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Mathematics Goal(s): 65% of students in grades 3-5 will score at or above grade level proficiency on the FSA Mathematics Test administered in 2018.



The graph below indicates FSA 2017 scores in the area of Math. As shown, there is a school-wide decline in scores in all grade levels compared with previous years.

The percentage of students meeting or exceeding grade level satisfactory performance on the FSA (achievement level 3 and above) in mathematics is: 63% IN GRADE 3, above district average (61%), 29 % IN GRADE 4, below district average (64%), AND 17% IN GRADE 5, below District average (60%).



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<p>Include data for Proficient students (<i>i.e., FSA, End Of Course Examinations</i>): The percentage of students meeting or exceeding grade level satisfactory performance on the FSA Math 2017 (achievement level 3 and above) is 36%.</p>				<p>Include data for Non-proficient students (<i>i.e. FSA, End of Course Examinations</i>): The percentage of students not meeting grade level satisfactory performance on the FSA Math 2017 (achievement level 1 or 2) is 64%.</p>			
<p>2017 Current Level of Performance 36%</p>	<p>2018 Expected Level of Performance 46%</p>	<p>2017 Current Level of Performance 64%</p>	<p>2018 Expected Level of Performance 83%</p>				
<p>Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify math and science performance target for the following years:</p>							
<p>Baseline Data 2014-15 40%</p>	<p>2015-16 45%</p>	<p>2016-17 50%</p>	<p>2017-18 64%</p>	<p>2018-19 70%</p>	<p>2019-20 75%</p>	<p>2020-21 80%</p>	
<p>Strategies and Activities to increase Student Achievement (<i>i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.</i>)</p>	<p>Select Appropriate Subject Area (<i>i.e. Mathematics- Algebra, Science – Chemistry</i>)</p>	<p>Start-End Date</p>	<p>Select Applicable Option (<i>i.e. Before, During, After School Hours</i>)</p>	<p>Evaluation Tool (<i>i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.</i>)</p>	<p>Title or Position Responsible for Monitoring</p>	<p>Amount/ Funding Source</p>	
<p>Follow the district curriculum scope and sequence to develop and implement lesson plans and instruction based on conceptual topics; content-area standards (Science & Social Studies) are embedded in English Language Arts/Literacy plans utilizing informational text, articles (print and internet based), in addition to Science and Social Studies instructional block.</p>	<p>Science</p>	<p>August 2017-June 2018</p>	<p>During School Hours</p>	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In addition, lesson</p>	<p>Principal</p>	<p>Currently funded by school Budget</p>	

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				plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.		
Monthly data chats with classroom teachers and principal are held to focus on and analyze data from Science instruction assessments for all subgroups, with the purpose of realigning instruction to target students' specific areas of weakness. Teachers conduct data chats with students twice a month, with parents twice per grading period. Teachers maintain a data binder for their class; students maintain their own data binders as well.	Science	August 2017-June 2018	During School Hours	Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.	Principal	Currently funded by school Budget
Classroom teachers provide students with opportunities to participate in daily hands-on activities and science inquiry, and labs/experiments at least once per week, either	Science	August 2017-June 2018	During School Hours	Formative and Summative assessments including student	Principal	Currently funded by school Budget

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<p>in homeroom class or in the Science Lab. Students have the opportunity to work on S.T.E.M. projects at least once per quarter, following a rubric and participating in a feedback activity.</p>				<p>portfolios, unit tests, content-area tests and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.</p>		
<p>RtI Process: Based on prior school year state assessment scores and present school year i-Ready Diagnostic Assessment results, i-Ready Progress Monitoring assessments, and Curriculum Assessments, students in need of Tier 2 – needs based learning and Tier 3- student support team driven learning receive required support through targeted interventions. Classroom teachers receive RtI training via administration and district offered professional development. Teachers employ RtI strategies for all students in Tiers 1-3, and maintain appropriate documentation in Basis. (see pg. 39-40)</p>	<p>Science</p>	<p>August 2017-June 2018</p>	<p>During School Hours</p>	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and</p>	<p>Principal</p>	<p>Currently funded by school Budget</p>

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<p>Professional development will be provided in the following areas based on a PD Needs Assessment Survey conducted in August 2017: conceptual topic lesson planning and instructional strategies; iReady; ELL strategies; Florida LAFS & MAFS standards instruction; FL. NGSSS in Science and Social Studies; Utilizing Interactive Whiteboards in the classroom; MS Office Suite. Learning acquired from attending Professional Development sessions will be monitored by the principal via informal/formal observations and teacher self-monitoring checklists (created by teachers and approved by principal) based on specific best practices/strategies relevant to each PD.</p>	<p>Science</p>	<p>August 2017-June 2018</p>	<p>During School Hours</p>	<p>instructional effectiveness. Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.</p>	<p>Principal</p>	<p>Currently funded by school Budget</p>
<p>MATH Data chats with teachers and administration are held to evaluate the progress and determine areas of need.</p>	<p>Math</p>	<p>August 2017-June 2018</p>	<p>During School Hours</p>	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In</p>	<p>Principal</p>	<p>Currently funded by school Budget</p>

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				<p>addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.</p>		
<p>Principal reviews the data school-wide and works with the individual teams to provide feedback and monitoring with fidelity.</p>	<p>Math</p>	<p>August 2017-June 2018</p>	<p>During School Hours</p>	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and</p>	<p>Principal</p>	<p>Currently funded by school Budget</p>

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				instructional effectiveness.		
I-Ready and READY Math are used as progress monitoring tools in addition to data collected from the bi-weekly standards-based assessments, during the extra hour for school extended day.	Math	August 2017-June 2018	During School Hours	Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.	Principal	Currently funded by school Budget
Increase emphasis on Direct instruction and hands on learning centers to address diverse and unique educational needs of students. Strategies also help gain student insight and build conceptual connections across math and science content areas.	Math	August 2017-June 2018	During School Hours	Formative and Summative assessments including student portfolios, unit tests, content-area tests and district	Principal	Currently funded by school Budget

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				assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.		
Math and Science small group standards-based instruction for grades (K-5). Teachers provide support and maintain interventions that are currently in place including: Math and/or Science Pullouts, individualized instruction through instructional software and differentiated instruction strategies (ie. iReady, Science Fusion, Front Row, centers, teacher-led small group, etc.).	Math	August 2017-June 2018	During School Hours	Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order	Principal	Currently funded by school Budget

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				questions and instructional effectiveness.		
Hands-on activities, in addition to digital resources such as iReady, Thinkcentral, ipads, and computers are incorporated during instruction to increase critical thinking skills.	Math	August 2017-June 2018	During School Hours	Formative and Summative assessments including student portfolios, unit tests, content-area tests and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.	Principal	Currently funded by school Budget
Lesson Plans are created identifying specific instructional strategies and individualized differentiated instruction for students in the lowest 25%, and all ESE and ESOL students. These lesson plans and objectives are aligned with state standards. Pull-out/push-in sessions conducted by the classroom teachers and	Math	August 2017-June 2018	During School Hours	Formative and Summative assessments including student portfolios, unit tests, content-area tests and	Principal	School Budget and Title I

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<p>highly qualified paraprofessionals under the supervision of the classroom teachers, will begin in the month of November, continuing until April. The program’s objective is targeted to those students who need intensive math assistance in a small ratio, 6 to 1, daily, focusing on their specific areas of concern. Resources utilized are Go Math RtI Strategic Intervention and Intensive Intervention; Go Math Reteach; Ready Teacher Toolbox Tools for Instruction, Reteach Lessons, and Math Center Activities.</p>			<p>district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of use of higher order questions and instructional effectiveness.</p>		
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STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

Professional Development Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and /or PLC Leader	PD Participant	Target Dates (e.g.: Early Release) and Schedules (e.g.: Frequency of meetings)	Title or Position Responsible for Monitoring	Strategy for Follow-up/ Monitoring	Amount/ Funding Source
<p>The school will utilize district professional development opportunities to offer staff members high quality professional development as needed, based on opportunities for teacher growth on district and state mandated changes in curriculum.</p>	<p>All grade levels</p>	<p>Principal PD Liaison Lead Teachers</p>	<p>All instructional staff</p>	<p>Early release days, planning days, after school</p>	<p>Principal</p>	<p>Teachers will complete professional development surveys in order to help evaluate the effectiveness of weekly meetings and</p>	<p>Unified School Improvement Grant (Unisig): \$10,000/ \$40,000</p>

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						to help identify instructional needs for future trainings. Lesson Plans, Classroom-Teacher observation, quarterly evaluations, walk-throughs.	
The school will also implement a series of school-based professional development opportunities that is school specific and tailored to the needs of our students and staff.	All grade levels	Principal Lead Teachers PD Liaison	All instructional staff	Early release days, planning days, after school	Principal	Teachers will complete professional development surveys in order to help evaluate the effectiveness of weekly meetings and to help identify instructional needs for future trainings. Lesson Plans, Classroom-	Unified School Improvement Grant (Unisig): \$10,000/\$40,000

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						Teacher observations, quarterly evaluations, walk-throughs.	
The school provides continued support, coaching, and modeling offered by PD Liaison, administration, lead teachers.	All grade levels	Principal PD Liaison Lead Teachers	All instructional staff	Early release days, planning days, after school	Principal	Teachers will complete professional development surveys in order to help evaluate the effectiveness of weekly meetings and to help identify instructional needs for future trainings. Lesson Plans, Classroom-Teacher observations, quarterly evaluations, walk-throughs.	Unified School Improvement Grant (Unisig): \$10,000/\$40,000

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).

Revised August 31, 2017

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

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Graduation Rate – 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 achievement of all students?). Include literacy strategies that address reading, writing, listening, and speaking standards. Address the needs of all subgroups.

<i>Not applicable to our school.</i>						
Based on ambitious but achievable Annual Measurable Objectives (AMOs) and student achievement data, identify graduation rate target for the following years:						
Baseline Data 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Students In Cohort:						
Include data for <u>Proficient</u> students meeting graduation requirements (i.e., FSA, End Of Course Examinations):			Include data for <u>Non-proficient</u> students meeting graduation requirements (i.e. FSA, End of Course Examinations):			
2017 <u>Current</u> Level of Performance (% and number of students)	2018 <u>Expected</u> Level of Performance (% and number of students)	2017 <u>Current</u> Level of Performance (% and number of students)	2018 <u>Expected</u> Level of Performance (% and number of students)			
Graduation Data:						
2017 <u>Number</u> of Students That Graduated In Cohort:	2017 <u>Percent</u> of Students That Graduated In Cohort:	2018 <u>Expected Number</u> of Students That Will Graduate In Cohort:	2018 <u>Expected Percent</u> of Students That Will Graduate In Cohort:			
Students Post Cohort:						
Include data for <u>Proficient</u> students including any and all additional alternative assessments (i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):			Include data for <u>Non-proficient</u> students including any and all additional alternative assessments (i.e., FSA, End Of Course Examinations, ACT, SAT, CLEP):			
2017 <u>Current</u> Level of Performance	2018 <u>Expected</u> Level of Performance	2017 <u>Current</u> Level of Performance	2018 <u>Expected</u> Level of Performance			
Graduation Data:						
2017 <u>Number</u> of Students That Graduated Post Cohort:	2017 <u>Percent</u> of Students That Graduated Post Cohort:	2018 <u>Expected Number</u> of Students That Will Graduate Post Cohort:	2018 <u>Expected Percent</u> of Students That Will Graduate Post Cohort:			

