
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	20
Positive Culture & Environment	38
Budget to Support Goals	40

Innovation Charter School

600 SW 3RD ST, Pompano Beach, FL 33060

[no web address on file]

Demographics

Principal: Susan Alexander

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: D (34%) 2017-18: C (49%) 2016-17: C (42%) 2015-16: F (25%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Innovation Charter School (ICS) is to develop and nurture a collaborative community of learners with successful education models to impact tomorrow's world today. Equipping and nurturing children from lower socioeconomic strata with technology, literacy, and numeracy skills prepares them for fulfilling their future roles in a workforce that is increasingly global in its perspective, as well as in its connectedness and reach, is critical to their success in that environment and, ultimately, to the advancement of our community and culture within that technology-rich and knowledge-driven context. The focus of the charter school is to serve the children and families in our culturally diverse community with an emphasis on reading, math, and technology. The theme of the charter school helps facilitate learning through a dynamic, interactive, teamwork environment to prepare students for the global workplace. ICS serves all eligible Broward County students in grades K-5. The Board of ICS cast this mission and vision during the development of the original application, and they reflect their passions, dreams, and desires to serve the community of Pompano Beach, Florida. This mission has been rephrased for ease of communication via publication to our school's website as "Innovation Charter School empowers young ones for success as world changers through highly talented teachers using innovative and leading methods in a very loving environment." An emphasis on Caring and Excellence as the two pillars of our community have evolved out of daily practice and interaction amongst our administrators, teachers, staff, students, parents and surrounding community members.

Provide the school's vision statement.

ICS CREED Today is going to be a great day. I came to school to listen and learn. I will ask questions if I don't understand. My teachers and my classmates love me and are cheering me on. I will be diligent and do my best daily. I will respect my teachers and my classmates. I will walk in confidence knowing that I am destined for great things.

ICS is constantly working towards achieving significant progress towards achieving the school/mission-specific goals as defined in our charter agreement. We understand that each child is unique and learns differently, developing at his/her own rate, and reinforces this in the classroom with professionals who believe that all children can succeed. To support this learning environment, professionals have the tools to facilitate student learning to the Application Notes for Innovation Charter School Page 41 level of mastery and life application. In addition, our teachers use data to accurately shape differentiation. The role of the teacher is interactive, facilitating academic student activities. Children learn by building on what they already know. The KWL reading strategy - what they Know, what they Want to know, and what they will Learn - applies as our children begin building a foundation of knowledge in the early years and then learning how to take this educational framework to assist them in developing the constructs upon which their viewpoints will be based. For our demographics, this knowledge base begins at school age and is nurtured in the classroom by the school academic program and safe environment. As this educational foundation is cultivated, students have been empowered to look to the future with hopes and dreams of becoming productive members of society. ICS facilitates the building of this educational framework to encourage students to become the "best they can be" to impact the future and be "world changers. ICS's mission is "to develop and nurture a collaborative community of learners with successful education models to impact tomorrow's world today." The foundation - a framework of concepts not yet built - begins as our children

experience the world of knowledge in our classrooms, immersed with the lessons from our core curriculum and actively engaged with these new concepts in a visual and tactile way. Then, our children begin constructing from what they have yet to experience within a lower economic background and language interference environment and progress in our “collaborative community of learners.” This mission is working towards progressing by: effectively executing Standards-Based classroom instruction aligned Florida State Standards (FSS) integrated research-based core curricula Broward County approved K-12 Literacy Plan individualized online instructional support using i-Ready in a safe environment for students The ultimate outcome: Students are growing as individuals to “impact tomorrow’s world today.”

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Alexander, Susan	Principal	Responsible for student academic achievement, staff & faculty professional development and oversight, overall operational organization of the school, community relations, and supervision of the budget
Anderson, Marisa	Assistant Principal	Proxy for the principal, Teacher care, accountability, development, and observations, Operations & Events, Budget, Purchasing, oversees Registrar, IMT, and Technology Director, Scheduling
Yates, Janet	Other	Academic Director
Teacher care, accountability, development, and observations, CCA/CCFL & JKV Liaison, Curriculum Facilitator, Grade accountability/ Report Cards, Lesson Plans, School Improvement, Academics, Teacher Evaluations & Professional Development Plans, Progress Monitoring		
Lopez, Katheryne	Other	ESE Director
All things ESE: student & teacher support, I.E.P.s, 504s, oversees Chrysalis, Speech Pathologist, physical therapist, and psychologist when on campus, CPS Team member, Mental Health Liaison		
Lopez, Joann	Other	ELL Director
All things ELL: ELL student & teacher support, ELL testing, Imagine Learning facilitator, Pullouts and push-ins, Buses, CPS Team member support: Students at Risk, MTSS/RTI, and retention		
Greger, Christina	Other	MTSS/RtI Director
MTSS student and teacher support, CPS Team Coordinator, Attendance (Tardiness and Truancy, At Risk Students), Liaison for social worker, Early Warning Systems, Interventionist		
Velis, Shannon	Other	Literacy Coach
Curriculum Facilitator, Instructional Coaching, I-Ready data collection for student achievement, and Progress Monitoring, Professional Development Presenter, Teacher Accountability		

Demographic Information

Principal start date

Saturday 7/1/2017, Susan Alexander

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

428

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	60	72	82	78	88	66	0	0	0	0	0	0	0	446
Attendance below 90 percent	13	19	18	16	17	16	0	0	0	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	3	4	13	4	12	0	0	0	0	0	0	0	37
Course failure in Math	1	3	4	18	18	15	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	17	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	11	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	3	3	16	22	12	11	0	0	0	0	0	0	0	67

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	4	21	18	16	0	0	0	0	0	0	0	63

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	8	1	2	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Saturday 7/10/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	93	88	83	74	47	0	0	0	0	0	0	0	464
Attendance below 90 percent	12	21	14	5	7	0	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	5	11	13	3	6	2	0	0	0	0	0	0	0	40
Course failure in Math	7	9	10	4	5	4	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide ELA assessment	0	0	8	12	7	14	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	8	12	6	12	9	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	7	8	5	15	14	0	0	0	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	6	6	2	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	93	88	83	74	47	0	0	0	0	0	0	0	464
Attendance below 90 percent	12	21	14	5	7	0	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	5	11	13	3	6	2	0	0	0	0	0	0	0	40
Course failure in Math	7	9	10	4	5	4	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide ELA assessment	0	0	8	12	7	14	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	8	12	6	12	9	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	7	8	5	15	14	0	0	0	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	6	6	2	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-45%				
05	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	10%	59%	-49%	56%	-46%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	65%	-19%	62%	-16%
Cohort Comparison						
04	2021					
	2019	42%	67%	-25%	64%	-22%
Cohort Comparison		-46%				
05	2021					
	2019	23%	64%	-41%	60%	-37%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	8%	49%	-41%	53%	-45%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We use i-Ready K-5 for the English Language Arts and Math Diagnostic assessments for AP1, AP2, and AP3. For Science, we gave the 5th grade Coach Pre-test, Middle of Year test, and End of Year test to calculate 5th Grade science growth. Below are the percentages of proficiency per grade level and subgroups.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	38	58
	Economically Disadvantaged	18	35	59
	Students With Disabilities	0	0	100
	English Language Learners	38	50	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	23	45
	Economically Disadvantaged	10	28	54
	Students With Disabilities	0	100	100
	English Language Learners	13	30	43

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	32	38
	Economically Disadvantaged	15	25	28
	Students With Disabilities	0	0	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	13	23
	Economically Disadvantaged	2	9	18
	Students With Disabilities	0	0	0
	English Language Learners	6	10	22

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	55	58
	Economically Disadvantaged	27	56	56%
	Students With Disabilities	13	25	38
	English Language Learners	3	31	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	23	29
	Economically Disadvantaged	9	20	18
	Students With Disabilities	0	0	0
	English Language Learners	0	16	19

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	42	51
	Economically Disadvantaged	21	37	45
	Students With Disabilities	0	0	0
	English Language Learners	0	19	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	22	40
	Economically Disadvantaged	3	15	31
	Students With Disabilities	0	8	8
	English Language Learners	0	10	33

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	41	45
	Economically Disadvantaged	19	40	42
	Students With Disabilities	29	43	57
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	30	52
	Economically Disadvantaged	15	33	50
	Students With Disabilities	0	25	50
	English Language Learners	0	0	25
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	6	11	29
	Economically Disadvantaged	6	10	31
	Students With Disabilities	0	0	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		10			20						
ELL	24	41	38	33	32	25					
BLK	37	52		39	40						
HSP	33	41	36	37	35	21	5				
WHT	50			57							
FRL	34	49	47	38	31	7	9				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	45		8	50						
ELL	14	55	67	27	62	70	10				
BLK	39	42		41	60		50				
HSP	21	53	69	36	57	64	23				
WHT	62			46							
FRL	27	49	65	36	55	67	32				

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends emerging across grade levels for 2021 i-Ready ELA assessments from AP 1 – AP3 show AP1 - Kindergarten with the highest proficiency - 55%, 2nd Grade lowest with 17%, (4th Grade 18%). By AP 3, 1st Grade was most improved - by 38% and 2nd Grade lowest - 21%. Kindergarten had the highest proficiency - 87%, 3rd Grade next 58%. ELA - whole school -improved from AP1 25% to 53% proficiency and reading was most improved.

Math was lowest beginning whole school - AP1 13% and AP3 41% proficiency. Kindergarten was highest beginning proficiency - 31% and 4th Grade the lowest - 6% proficiency, (2nd Grade - 7% proficiency). By AP 3, 5th Grade showed the most improvement (38%) and highest proficiency (52%). 1st Grade was next - 41% proficiency and 4th Grade improved to 40% proficiency (34% difference). The average Science score for the EOY test was 58% with 29% scoring 70% or above. ESE students improved 43%. FRL students improved 25%. There was no improvement for ELL students. We have more "Science" to accomplish.

For ELA, the ELL students showed significant improvement AP1 to AP3. ELL proficiency scores showed 1st Grade – 75%, 3rd Grade – 38% and 4th Grade at 31%. 3rd Grade showed the most improvement for ESE students - 25%. For Math, FRL proficiency showed most improvement for Grades 1 – 54% (44% difference) and 5th Grade 50% (35% difference). 5th Grade ESE students improved most in Math 71% proficiency (including Gifted).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in MATH. AP1 shows whole school at 13% proficiency with Grade 4 at 6%, Grade 2 (7%), and Grade 3 (10%). Subgroups ELL, ESE, FRL and all others were no different with all grades showing single digit proficiencies. 2nd Grade only improved by 4% for AP2, and proficiency improvement was again in the teens with proficiency at 24% whole school. AP3 proficiency was 41% and the 5th Grade showed the most improvement with 52% proficiency. Grades 3-5 had 40% proficiency, but 48% in Tier 2 and showing the grade levels at 3rd Grade (65%), 4th Grade (42%), and 5th Grade (35%) - all in Tier 2.

Also, Grades 3-5 show proficiencies for FRL (33%,) ESE (33%), and ELL (26%). The difference from the 2019 State assessment Subgroup Achievement /Average percentage for Grades 3-5 per i-ready AP3 is as follows: FRL (38%/33%), ESE (0/33%), ELL (33%/26%), BLK (39%/45%), HSP (37%/35%), and White (57%/53%). The average of the State Assessment to AP3 is 34%/38%. Although ESE has improved, the other Subgroups are close in percentages with i-Ready comparison and not with the FSA test.

If Covid and Distance Learning can be a factor impeding improvement, Math was impacted by the quarantine and Distance Learning. Students came in to the year lacking math skills which put teachers behind with Scope and Sequence. Again, our students were extremely low at the beginning of the year with much “ground” to make up.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There will need to give just as much intensity to Reading next year, but Math must have the same urgency with meeting the scope and sequence schedule as well as planning for grade level reinforcement of skills learned, teaching the skills not mastered, and purposeful remediation. Consistent student/teacher communication and accountability and supplying help for small group remediation is a must. The Spring 2019-2020 Quarantine impacted the pacing of the scope and sequence, and then the 2020-21 Distance Learning/In Person hybrid was another key factor to slow down the pace and connect to successful Math performance. We plan to hire a Math Coach to create a new level of support for grade levels and teacher intervention. Grade Level discussions will focus to establish Math “fence posts” for pacing and mastery expectation. Teachers will provide “steps” to each process related to standards as they reiterate the Gradual Release teaching math.

Math academic word walls will be updated regularly with added reinforcement of key definitions, and word problems will be taught with CUBES adding the steps to solve problems as well as give a visual especially for ELL – but all students and subgroups to show importance and reinforcement of formulas. The Academic Director, Math Coach, MTSS/RtI, ESE, and ELL Directors will be at Data Meetings for questions and training. Quarterly Grade Level meetings will be held with the Academic Director and Math Coach to discuss Math - Grade Level pacing, data, and grade level goals as we move through the year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Reading AP3 showed most improvement with 53% proficiency whole school. Kindergarten showed 87%, 1st Grade 60%, 3rd Grade 58%, and 4th Grade 51% proficiency. One 1st Grade class improved 72%. Three classes improved 40%+ and 2 classes improved 38%. On the opposite side, 6 classes (2 - Kinder., 2 - 2nd Grade, 1- 3rd and 1 - 4th grade class that only improved 11% - 15% from AP 1.

There were 44 ELL students (41%) proficient AP3 with 100% (4 students) Kindergarten and 75% (6 students) proficient in 2nd Grade. Kindergarten had 48% score At or Above Grade Level on the FLKRS assessment and by AP3 - 89% knew the Letters Recognition, 89% Sounds and Concepts of Print 81%. 2nd Grade has the largest ELL subgroup with 63% and 8 A1's and 1 working on Imagine Learning. For Grades 3-5, the highest proficiency according to grade level are as follows: 3rd Grade BLK – 67% & FRL – 56%, 4th Grade White 100% (4 students) & HSP 49%, and 5th Grade ESE 57%. ELL (K-5) A1 and 1 students show 52% on or above level.

Also, 5th Grade Science showed improvement from 9% FSA 2019 to 29% scoring 70%+ on the EOY Coach test. There is a difference of 8 students who were proficient on the EOY test as compared to 2019, but the concern is that this EOY Coach assessment is comparable to FSA scores. Again, 29% means we still have much work to do to raise Science scores.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers received professional development for the new Planbook, and a specific template for lesson plans as well as reading Intervention and Foundations planning, including specific parts for the 90-minute whole group lesson and rotations, Gradual

Release components, and Science planning according to 2019-2020 SIP during Orientation. Understanding expectations, accountability for planning, and how to use the curriculum were contributing factors. Monthly ELA and Science Team Meetings were designed to discuss “best practices” and scope and sequence accountability and communicating to grade levels. 5th Grade Science was a central focus, and the team leader met with these teachers separately. Key Coach assessments were given to monitor growth and standards assessments were added in the spring. Monthly Data Meetings were held according to Primary K-2 and Intermediate Grades 3-5 to discuss i-Ready/Imagine Learning data and ELA current agenda issues. CPS team worked with teachers for RtI/bases documentation for ELL and ESE students as well as our other subgroups in RtI, and communicated with parents on a regular basis. Our teachers worked diligently to meet the needs of both our Distance Learning and In Person students.

What strategies will need to be implemented in order to accelerate learning?

Implementing B.E.S.T. Standards Training will give teachers a renewed look at unit standards and bring about new discussions for change of strategies if needed. ELA and Science “fence posts” for pacing will be established, and teachers will continue to implement the Gradual Release. Social studies and Science “Best Practices” along with key academic vocabulary review will be a focus during Reading and Science Team meetings. Vocabulary word walls will be updated regularly with added reinforcement of key definitions. ESE and ELL training will be held to reiterate accommodations and modifications that must be made according to ELL student levels and ESE individual student IEPs.

A new Literacy Coach has been hired to work closely with the ELA/reading teachers – especially with teaching strategies, data dissemination, the new curriculum and small group implementation. This will create a new level of support for ELA/Reading teachers. A planned roll-out process for the new curriculum including District training and publisher live training before the beginning of the year as well as Best Standards training will be a part of Orientation. The Academic Director, Literacy Coach, MTSS/RtI, ESE and ELL Directors will be at all of the Data Meetings for questions and training. ESE and ELL pull outs and push-ins will be logged according to group, time and standards focus. According to the new curriculum, reworking reading Intervention planning and curricular components will be assessed.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Most importantly, New ELA curriculum, Benchmark Advance, training is imperative throughout the year. Teachers have signed up for available District training for this summer through LAB, and the publisher will also provide a 6 hour training during Orientation with another training during the year. The Literacy Coach will be key in helping teachers implement new curriculum and will be the presenter for the Best Standards training. Thirdly, differentiation and small groups training to focus on remediation and reinforcement of standards per data information for all of our students including our subgroups is planned to complement the curricular and Best Practice trainings and focus on individual grade level and individual class planning. The ELL and ESE Directors have been scheduled for Orientation to explain specifics of the program, teaching strategies, and the expectations for teachers as they work with these subgroups. I-Ready program with explanation of individual student plans, gathering and using data and data responsibilities will be provided for new teachers and then, review

training will be held for all teachers. Foundations (K-2) and Bases training will be held for new teachers. Lastly, training on preparing assessments, grading, and remediating assessments will address the need to remediate before and after major benchmark assessments and continue to reinforce those skills where all students including our subgroups have not shown mastery.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

New administrative positions for Academic Director, Literacy Coach and Math Coach have been added for next year. The Academic Director will focus on whole school and grade level data and subgroups performance and remediation. The new Literacy Coach and Math Coach have been hired to work closely with teachers – especially with data dissemination, student performance and curricular expectations. This will create a new level of support for ELA/Reading and Math teachers. Creating key agenda points for Team meetings and Data meetings with ESOL and ESE and MTSS Directors to address “best practices” and data information per their department will add another level of support to impact all of our students who need intervention including our subgroups. Quarterly grade level meetings will be held with the Academic Director to give support and establish quarterly curricular and student performance goals. Focus on small group intervention and remediation will be imperative as we monitor student growth. Consistent new teacher meetings will be held to address questions and provide continued training. Lastly, administration will need to be in the classrooms to observe, offer support and encourage teachers as they continue to impact student learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Math was lowest beginning whole school - AP1 - 13% and AP3 - 41% proficiency (difference 28%). Kindergarten was highest beginning proficiency - 31% and 4th Grade the lowest - 6% proficiency, (2nd Grade - 7% proficiency). By AP 3, 5th Grade showed the most improvement (38%) and highest proficiency (52%). 1st Grade was next - 41% proficiency and 4th Grade improved - 40% proficiency (34% difference). AP3 Math scores showed 40% proficiency (Tier 1), 48% Tier 2 (or one grade level below) and 12% Tier 3 (2 or more grade levels below) for whole school for AP3. While 5th Grade scores increased by 38%, 4th Grade by 37%, Grade 2 only 17% (the least), 3rd Grade - 20%, and 1st Grade 30% from a dismal 13% AP 1 proficiency to AP3 41%. For K-2, 43% students are proficient, 47% in Tier 2 with only 8% in Tier 3.

Area of Focus Description and Rationale:

According to i-Ready Diagnostic #3 data, Grades 3-5 averaged 40% Math proficiency, 48% Tier 2 and 10% Tier 3 (58% below grade level). This is only 3% different from 2019 AP2 scores. Grades 3-5 subgroups averaged 43% Math proficiency. Subgroups scored SWD 33%, ELL 26%, BLK 45%, HSP 35%, FRL 33%, White 53%. (Rtl Tier II 12% and Tier III 17%)

Overall, students should be showing greater achievement. Student achievement will improve as a result of completing the Scope and Sequence with student success, identifying student instructional groupings and addressing skill deficits as a result of the last year of Distance Learning/In Person and quarantine in small group settings. Referencing i-Ready data to drive instruction in small groups, monitoring students as they take the i-Ready minutes and passing each week, tracking growth monitoring for Annual Stretch Goals will produce positive math learning achievement for next year.

Measureable Outcome:

By the 2022 Math FSA, Grades 3-5 students including our SWD, FRL, HSP, BLK, and ELL subgroups will show a 5% increase in Math proficiency by increasing from 40% to 45% proficiency on i-Ready Diagnostic #3. For Grades K-2, each grade level will increase from the 2021 Diagnostic #3 proficiency level by 5% with Kindergarten 63% to 73%, 1st Grade 46% to 51%, and 2nd Grade 23% to 28%. This will be accomplished by identifying students in the lowest 25% (Grades 3-5) and identifying i-Ready instructional groupings (K-5) according to skill deficits, implementing remediation that will meet students' needs by tracking student growth.

Monitoring:

From efficient use of the GOMath remediation curriculum to i-Ready Supplemental lessons, teachers have the tools for meeting the needs of all learners including our subgroups. This can be monitored through Planbook and teacher observations. Teacher support through Grade Level meetings and Math Team meetings will facilitate discussions of Math pacing and planning along with discussions of "best practices" for whole group/small group math instruction to effectively address each standard. Referencing i-Ready and curricular assessment data to drive instruction and plan remediation will guide differentiated lessons. Meeting with teachers on a regular basis, providing teacher evaluations for trainings, monitoring Gradebook and tracking i-Ready Student Growth Monitoring as well as Diagnostic assessments will help administration monitor teacher support,

student growth and Math proficiency. Most importantly, our MTSS/RtI, ESE and ELL Directors will be checking lesson plans and tracking student performance to guide teachers regarding our subgroups' performance.

Person responsible for monitoring outcome:

Janet Yates (janetyates@innovationcharter.net)

Evidence-based Strategy:

Explicit, systematic instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. This evidenced-based strategy can significantly improve students' abilities to perform mathematical operations such as adding and multiplying as well as solving word problems. Teachers will connect the new concept to prior learning, explain important details, give precise instructions and model concepts step-by-step by thinking aloud and talking through the process. Lessons will build from simple to complex with student engagement, verbalization, and practice. Through teacher directed instruction for specific steps and explanation from student practice with verbalization of "why," explicit instruction meets the needs for diverse groups of students, including FEL, BLK, HSP, SWD, and ELL students. From the simplistic calculations to the more complex word problems, students will be able to follow steps in a process and make calculations according to student engagement and skill reinforcement.

According to the i-Ready Diagnostic #3 data, Grades 3-5 averaged 40% math proficiency and our Grades 3-5 subgroups averaged 43% Math proficiency. Subgroups scored SWD 33%, ELL 26%, BLK 45%, HSP 35%, FRL 33%, White 53%. (RtI Tier II 12% and Tier III 17%)

Rationale for Evidence-based Strategy:

Although this is 9% above the Subgroup average for the 2019 FSA Math achievement, our school grade did not meet the C level, and Math is our lowest i-ready proficiency score. Kindergarten – 2nd grade averaged 43% proficiency. Overall, scores should show greater proficiency. Simplifying the lesson to sequenced steps will give students a "check list" to follow to complete math operations. Student achievement will improve as a result of clear systematic instruction. Addressing skill deficits in small group setting and a step-by-step fashion will allow teacher and students to work together until the student can successfully complete the process.

Action Steps to Implement

1. TEACHER SUPPORT

Administration (Math Coach) will support grade level teams and assist in unpacking the B.E.S.T. standards, pacing, and scope and sequence. The Math Team members (one per grade level) will meet monthly to address the key instructional components such as math small group rotations, Explicit Systematic Instruction, and Best Practices. Lastly, each Grade Level will have a Team Leader to be the immediate support level for guidance with standards, lessons, and lesson plan discussions. Data meetings will focus on dissemination of data from weekly assessments to i-Ready student performance and tracked to drive instruction. Administrative walk-throughs, and observations will ensure teachers are implementing the Explicit Systematic Instruction and key strategies to meet the needs of all students including our subgroups. Faculty meeting is another layer of support to create a

caring community of communication that will address important informational topics, expectations, and key professional development topics.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

2. PROFESSIONAL DEVELOPMENT

Professional Development will focus on the implementation of SIP Action Steps: Explicit, Systematic Instruction, Teaching Word Problems with CUBES, GOMath/Think Central, Small Groups-Differentiating Instruction in Math, Building Academic Vocabulary, Best Practices for Teaching Math ESE/ELL Strategies, i-Ready and Assessment Evaluation and Implementation to Drive Instruction, and Unpacking the Florida B.E.S.T. Standards. Professional Development will be provided to support teachers as they differentiate instruction for our subgroups: ELL, SWD, HSP, BLK, FRL, and Lowest 25% and see student growth.

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

3. TEACHER INSTRUCTION

Teachers will continue implementing the Gradual Release Model for math instruction by giving precise instructions and modeling each step in the process, Explicit, Systematic instructional procedures, and thinking aloud with explanation of reasoning and working examples for "I Do." Teachers ask questions to ensure understanding of skill process during "We DO," and students will work in collaborative small groups to practice standard based skills taught. Formative assessments such as assigned problems, vocabulary identification, and Daily Exit Tickets provides data to check student mastery and progress monitoring for "You DO." Differentiation and remediation with the help of paraprofessionals will provide for focused instruction for all students including our subgroups (SWD, ELL, BLK, HSP, FRL).

Students will practice reading comprehension skills by reading instructions, working word problems, identifying definitions to vocabulary, and using CUBES to identify operational processes to practice informational text comprehension skills in math.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

4. ACADEMIC VOCABULARY:

Teachers will introduce new concepts, skills, and strategies and connecting prior knowledge for student association and engagement. This will strategically correlate similar words and skill associations for all students including subgroups (SWD, ELL, BLK, HSP, FRL) while practicing informative text comprehension. All students including our SWD, ELL, BLK, HSP, FRL will create vocabulary work banks connecting new vocabulary with pictures and varied related words and associating how words and concepts "fit together," as well as referenced for review and reinforcement. The ELL Director will provide a beginning Math Word Wall for teachers and students to reference and add during the year.

Person Responsible Joann Lopez (joannlopez@innovationcharter.net)

5. CURRICULUM COMPONENTS:

i-Ready Math Instruction will be used as reinforcement along with the GO/Math Think Central teaching tools and I-Ready Supplemental Resources for remediation and skill practice for specific standards. I-Ready Individual student plans and lesson references are available for

whole group and small group teacher instruction and individual student practice. Again, GOMath Think Central, i-Ready Math Toolbox, manipulatives, and technology apps such as Flocabulary, IXL (5th Grade only), Brain Pop, and Quizlet will layer varied approaches to review and supplement differentiation and intervention.

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

6. TEST PREP

FSA test taking strategies will be practiced with FSA Coach Success Books and i-Ready Math and Toolbox assessments to allow for FSA student practice per standard. FSA style test questions will be incorporated into daily assignments and standard – based unit tests. Remediation will be a part of the assessment process for those students who perform below grade level. Also, Morning Meeting (Responsive Classroom) will address student anxiety, and test taking strategy lessons will be provided for teachers before practice test. This “student experience” will allow practice for SEL components, data to evaluate Math standards that need remediation, and review of test taking strategies for all students including our subgroups ELL, SWD, HSP, BLK, FRL, and Lowest 25%. Quarterly data chats will help students to set goals and address concerns as formative and summative assessments are given.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

7. PARENT INVOLVEMENT:

Parent Involvement transfers importance of information and updates from the school to the home. Math Night emphasizes standard-based activities/games and math facts review. On-line Math Practice sites will be distributed along with ways parents can help with math at home. From monthly Bees Buzz to Parent Link, Parent Conferences and Coffee and Conversation, there will be communication regarding FSA Math testing, Parent Resources and District wide parent workshops. Translators will be provided if necessary.

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

#2. Instructional Practice specifically relating to ELA

Although there was a 41% increase in our 2020-2021 whole school proficiency for the i-Ready Reading/ELA Diagnostic #1 to Diagnostic #3, our scores showed 54% proficiency (Tier 1), 33% Tier 2 (or one grade level below) and 13% Tier 3 (2 or more grade levels below). Reading levels are still in the 50% range, and subgroups average proficiency is 46% compared to 2019 - 30% and 2018 - 29%. Reading impacts student achievement in all disciplines and our reading proficiency average needs to continue to improve.

Area of Focus Description and Rationale:

For K-2, 60% students are proficient, 51% Tier 2, with only 2% Tier 3. For Grades 3-5, students scored 51% proficient, 30% Tier 2, and 18% Tier 3 (48% below grade level). Vocabulary (K-5) and Informative Text Comprehension are skills that show greatest need for improvement. Our school community (ELL subgroup of 36% and HSP 59%) scored reading proficiency between AP 3 and AP 1 as considerably low for the last 2 years. Second Grade has the highest percent of ELL students 63% (52 of 82 students) and 7 students are A1 and Level 1 working Imagine Learning. Also, with Kindergarten 46%, 1st Grade 33%, 2nd Grade 63% and 3rd Grade 40% ELL students, Reading Focus Area will benefit all students and subgroups, but especially ELL learners. Remembering that students took the AP1 assessment as Distance Learners, we must focus on the stretch growth percentages and the need for a continued ELA Focus Area. Per our subgroups for AP3 ELA proficiency, student show: SWD 41%, ELL 23%, BLK 52%, HSP 48%, FRL 48% and WHITE 69%. Comparing 2018-2019 FSA scores, percentages are higher, but there is still a need to focus instructional groupings on specific skill needs and continue to refine small group rotations by using data to drive instruction for small group.

Measureable Outcome:

Although there was a 41% increase in our 2020-2021 whole school proficiency data for the i-Ready Reading/ELA AP1 to Diagnostic #3, our scores showed 54% proficiency (Tier 1), 33% Tier 2 (or one grade level below) and 13% Tier 3 (2 or more grade levels below). I-Ready Diagnostic #3 Assessment shows our students continue to be most deficient in Vocabulary and Informative Text Comprehension skills. Also, our community is 53% ELL and building comprehension and vocabulary skills will effectively expand students' word bank and connect words to content knowledge and then comprehension.

The school will increase our schoolwide Reading/ELA score from 54% to 59%. Also, the school will increase our Vocabulary score from 49% to 54% and Informative Test Comprehension from 51% to 48% (55%) in the 2021-22 school year.

Monitoring:

Benchmark Advance curriculum will provide the tools for meeting needs of all learners including subgroups. Planning will be monitored through Planbook. Formative and summative assessments will be recorded in Gradebook. Students will be assessed weekly with individualized programs determined by the i-Ready Diagnostic AP1 - AP3 and monthly with Growth monitoring. Teachers will log student performance and conduct quarterly data chats. Referencing i-Ready and curricular assessment data to drive instruction and plan remediation will guide differentiated lessons. Grade Level and ELA Team meetings will facilitate discussions for ELA pacing and planning, and "best practices" for whole group/small group instruction to effectively address each

standard. Meeting with teachers on a regular basis, providing teacher evaluations for trainings, monitoring Gradebook and tracking i-Ready Student Growth as well as Diagnostic assessments will help administration monitor teacher support, student growth and ELA proficiency. Most importantly, MTSS/RtI, ESE and ELL Directors will monitor subgroups' services.

Person responsible for monitoring outcome:

Shannon Velis (shannonvelis@innovationcharter.net)

The Explicit Direct Instructional approach will complement the Gradual Release process as teachers connect past and present knowledge, provide step-by-step guided questions and model (I DO), provide guided practice in groups (We DO), and incorporate independent reading texts and other assignments (You DO). This strategy will focus students and create a safe learning environment for students to interact with the lesson.

Evidence-based Strategy:

Again, the Explicit Direct Instructional approach will direct vocabulary instruction across all disciplines as teachers provide an easy-to-understand definition with examples and non-examples and multiple practice opportunities for using vocabulary words. Semantic Mapping will enhance academic activities as students and teachers build classroom word walls connecting new words with varied related words and associate how multiple words and concepts "fit together." Visuals will also connect the definitions along with the multiple connects.

These will ensure vocabulary and informative text comprehension concept and skill development, guided practice and closure.

Rationale for Evidence-based Strategy:

Although there was a 41% increase in our 2020-2021 whole school proficiency for the i-Ready Reading/ELA Diagnostic #1 to Diagnostic #3, our scores showed 54% proficiency (Tier 1), 33% Tier 2 (or one grade level below) and 13% Tier 3 (2 or more grade levels below). Reading levels are still below in the 50% range, and subgroups average proficiency is 46% compared to 2019 at 30% and 2018 at 29%. Reading impacts student achievement in all disciplines and our reading proficiency average needs to continue to improve. The Explicit Direct Instruction will fortify standard-based lessons by connecting prior knowledge and providing a step by step instructional template for teaching reading skills, and the Gradual Release will create a safe environment for students to work through concepts taught.

Action Steps to Implement

1. Teacher Support:

The new Literacy Coach will support grade level teams and assist with the Benchmark Advance curriculum, data dissemination, unpacking B.E.S.T. standards, and scope and sequence. An ELA Team will meet monthly to address key curriculum questions and instructional components such as small group rotations, Gradual Release, and Best Practices. Each Grade Level will have a Team Leader who is immediate support for standards, lessons, and lesson plan discussions. Data meetings will focus on dissemination of data from weekly

assessments to i-Ready, BAS, and Imagine Learning student performance tracked to drive instruction and monitor student growth. Quarterly Grade Level meetings will address goals and pacing. Walk-throughs will be conducted to ensure teachers are implementing key strategies to meet the needs of all students. Faculty meetings are another layer of support to create a caring community of communication, addressing important informational topics, expectations, and key professional development topics.

Person Responsible Shannon Velis (shannonvelis@innovationcharter.net)

2. Professional Development:

Professional Development will focus on Implementation of SIP Action Steps: Benchmark Advance Curriculum, Unpacking the B.E.S.T. Standards, Reading Rotations for Differentiating Instruction, BAS, Building Academic Vocabulary, Best Practices for ESE/ELL Strategies, Basis - MTSS/RTI Strategies, i-Ready, and Assessment Evaluation and Implementation to Drive Instruction. Other Primary (K-2) and Intermediate (Grades 3-5) as well as Grade Level Professional Development will provide training for FUNdations, Review Planbook, and Review of Gradual Release. ELL/ESE Directors will support teachers as they differentiate for our subgroups: ELL, SWD, HSP, BLK, FRL, and Lowest 25%. WIDA training will ensure teachers meet the diversified needs of our ELL students.

Person Responsible Shannon Velis (shannonvelis@innovationcharter.net)

3. Teaching Reading/ELA:

During standards-based whole group instruction, students will engage varied power point presentations, essential questioning, read alouds, graphic organizers, and writing/note-taking to guide all students including ELL, SWD, HSP, BLK, FRL, and Lowest 25%. Teachers will follow the Gradual Release strategy as they model, then students practice together, and lastly, students work individually for mastery. During small group instruction, students will utilize core Benchmark Advance curriculum to continue Gradual Release process and transition to leveled readers. Students will rotate from independent work for comprehension to Teacher Led Center. Paraprofessionals will help with small group remediation. Key focus skills are academic vocabulary and informative text comprehension. Teachers will differentiate tasks with modifications, accommodations, or RTI skills focus for all student including our subgroups ELL, SWD, HSP, BLK, FRL, and Lowest 25%. Teachers will evaluate with formative and summative assessments along with the i-Ready data to drive instructional changes.

Person Responsible Shannon Velis (shannonvelis@innovationcharter.net)

4. ACADEMIC VOCABULARY:

Teachers will focus vocabulary per unit by introducing new concepts, skills, words and strategies and connecting prior knowledge for student association and engagement. This will strategically correlate similar words and skill associations for all students including subgroups (SWD, ELL, BLK, HSP, FRL) while practicing literary and informative text comprehension. All students including our SWD, ELL, BLK, HSP, FRL will help create vocabulary word banks, connecting new vocabulary with pictures and varied related words and associating how words and concepts "fit together," as well as reference word walls for review and reinforcement. The ELL Director will provide direction for beginning a Word Wall for teachers and students to reference and add to during the year.

Person Responsible Joann Lopez (joannlopez@innovationcharter.net)

5. Curricular Components:

A key focus for ELA/Reading teachers will be learning and properly using the new Benchmark Advance ELA/reading curriculum with the new B.E.S.T. Standards. Not only preparing with a new curriculum but learning the technology will take time and support as teachers learn at a different pace. Teachers will have i-Ready Reading and Toolbox to reinforce standards and guide review and remediate all students including the ELL, SWD, HSP, BLK, FRL, and Lowest 25% along with the resources from the new curriculum. Instructional Groupings and Focus skills will be determined by BAS and i-Ready Diagnostic data and i-Ready Typical Growth tracking with an emphasis on vocabulary and informative text comprehension. RTI student focus skills will be discussed in CPST meetings. FUNdations will be used for Kindergarten - 2nd Grade during Reading Intervention with whole group and small group phonics, phonemic awareness and writing reinforcement.

Person Responsible Shannon Velis (shannonvelis@innovationcharter.net)

6. Test Prep:

Teachers will use Benchmark Advance assessments and i-Ready Toolbox assessments for comprehension/FSA student practice. Remediation will be a part of the assessment process for those students who perform below grade level. Also, Morning Meeting (Responsive Classroom) will address student anxiety and nervousness, and test taking strategy mini lessons will be provided for implementation and practice before FSA practice test. This "student experience" will allow practice for SEL components, data to evaluate ELA standards that need remediation, and review of test taking strategies for all students including our subgroups ELL, SWD, HSP, BLK, FRL, and Lowest 25%. Quarterly data chats will help students to set goals and address concerns as formative and summative assessments are given.

Person Responsible Shannon Velis (shannonvelis@innovationcharter.net)

7. Reading Intervention:

Students Grades 3-5, who scored Level 1 and 2 on the FSA or part of RTI Tier 3 including all subgroups will receive intensive instruction, focusing on individualized skills deficits, such as phonics, vocabulary and informative text comprehension. Students who are in 4 and 5 i-Ready Instructional groupings or have scored high 3 - 5 on the FSA will focus on vocabulary and literary/informative text comprehension with writing as part of Reading Intervention. Intensive pull-outs and push-ins will be held for ESE and ELL students and those in Tier 3 i-Ready for remediation. Instructional groupings are aligned per FSA scores and i-Ready Diagnostic data for all students including the Lowest 25% FRL, BLK, SED, HSP, ELL and Bubble students. K-2 will focus on Foundations, Imagine Learning and RtI small groups. BAS track fluency data to drive instruction as one more way to identify student needs.

Person Responsible Shannon Velis (shannonvelis@innovationcharter.net)

8. Parent Involvement

Parent Involvement transfers importance of information and updates from the school to the home. Literacy Night emphasizes the importance of reading and ways parents can encourage reading at home. From monthly Bees Buzz to Parent Link, Parent Conferences and Coffee and Conversation, there will be communication regarding FSA Reading and Writing

testing, Parent Resources and District wide parent workshops. Translators will be provided if necessary.

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

#3. Instructional Practice specifically relating to Science

ICS must continue to evaluate and implement key strategies within the science classroom, and we are still working to build the science program with fidelity.

Area of Focus Description and Rationale:

For the End of the Year Coach test average score was 58%. From the BOY assessment to the EOY assessment, 5th Grade students improved from 6% to 29% scoring a 70% or above. 57% of students improved from the Coach #2 to the Florida DOE Practice questions. 32% of the 66 of 5th Grade students made a 70% or above on the Florida DOE Practice questions. According to EOY Data, we are close to the goal of 25% with 21% of students projected as making a “3.” But, we must focus on a higher percentage. Comparing the 2021 FSA proficiency scores to the Coach Practice Tests tracking will determine if we need a more consistent measurement of student performance to drive instructional changes. Continued support by the Science Team Leader will create accountability with the intended proficiency outcome and implementation of key strategies. We will continue to address subgroup academic needs and restructure the science instruction with more hands-on activities to give students the opportunity to learn about world of science and show assessment improvement. Also, we will continue to have K-4th Grade teachers implement the interactive student notebooks, hands-on activities, and tech resources such as Generational Genius. Also, when students have reading and science skill deficits such as ours, teaching science standards can take more time than is planned in the pacing guide. Also, students take more time taking the test, and time limits need practice for students to work more efficiently use test taking strategies, and complete assessment. The hands-on activities are the “visual” to the content/skill lessons which will complement science lessons and help all students “experience” the content and understand concepts.

Measurable Outcome:

Measurable Outcome

For the 2020-21 school year, 28% of our 5th Grade science students will score Level 3 or above on the NGSSS assessment. By continuing to teach standard-based lessons and determining reliable science practice tests to drive instruction and address remediation for all students including our SWD, ELL, BLK, HSP, FRL students, students will make science learning gains. By providing support for our teachers, collaborating with lesson plans, implementing small group intervention for our subgroups, our students will engage in hands-on activities from a variety of resources encouraging student engagement and growth. Progress monitoring with consistent data collection and pull-outs/push-ins for our sub-groups, intervention will provide for collaborative discussions for reworking standards, assessing student performance and adjusting as needed.

Monitoring:

Science lesson planning will show key strategies, use of hands-on activities and teachers have tools for meeting the needs of all learners including our subgroups. This can be monitored through Planbook and teacher observations. Teacher support through Grade Level meetings and Science Team meetings will facilitate discussions on Science pacing and planning along with discussions of “best practices” for whole group/small group instruction. Referencing curricular assessment data to drive instruction and plan remediation will guide differentiated lessons for K-4. For 5th Grade,

tracking BOY, MOY and EOY Coach Practice Tests, standards assessments using STEMscopes resources, and XIL practice will provide student growth information to drive instruction and remediation. Meeting with teachers, monitoring Gradebook and student tracking will help administration monitor student growth and science projected proficiency. Most importantly, our MTSS/RtI, ESE and ELL Directors will be checking lesson plans and tracking student performance to guide teachers regarding our subgroups' performance.

Person responsible for monitoring outcome:

Janet Yates (janetyates@innovationcharter.net)

Evidence-based Strategy:

Inquiry based instruction will be introduced in each K-5th grade science class. The 4 phases of Inquiry based instruction are: ask questions, investigate, experiment, and discuss, reflect and share ideas. These hands-on activities associated with the standard based focus identifies student roles as active learners engaging in the scientific process including SWD, ELL, BLK, HSP, FRL students. Teachers will provide students' the opportunity to compare, contrast, interpret, analyze and explain science concepts and learn new academic vocabulary during hands-on lab activities and classroom discussions to reinforce higher-order thinking skills and deeper meaning. Inquiry learning helps students draw connections between prior knowledge and new concepts while walking through the steps and taking risks. Students will use interactive journals including graphic organizers, illustrations and graphs. The students will be motivated to advance their problem solving and critical thinking skills.

Rationale for Evidence-based Strategy:

With our continued drive to refine our approach to teaching the NGSSS science standards, the Inquiry method connects to all levels of learners and allows instruction to relate to collective multiple intelligences. The varied stages connect the experience and allow for template for teaching science in steps. To supplement our curriculum and the science instructional strategies, STEMscopes and Super Science for Scholastics will be purchased as teacher resources for Grades 4-5. These supplemental resources will deepen the students' knowledge by complementing hands-on investigations and student engagement in experiencing the Inquiry method and note taking skills. In addition, these resources will help students develop a deeper understanding of concepts through inquiry, exploration and reflection that will result in higher student achievement for all of our students including our SWD, ELL, BLK, HSP, FRL subgroups.

Action Steps to Implement

1. Teacher Support

The Science Team Leader will assist in unpacking the standards and scope and sequence. Also, the Science Team, one teacher per grade level, will meet monthly to address key instructional components such as Inquiry Method of Teaching, STEMscopes, and Best Practices for our ELL/ESE Students. Lastly, Grade Levels will have a Team Leader available for immediate questions. For Grade 5, dissemination of student growth data per STEMscopes standards assessments will drive instruction, and K-4 will use Fusion chapter tests to determine remediation planning. Data meetings and Grade Level meetings will focus on dissemination of this data as student performance is tracked. Walk-throughs, and observations will be conducted to ensure teachers are implementing the strategic plan and

key strategies, meeting needs of all students. ESE, ELL and RtI Directors will be available to address important informational topics, expectations, and key professional development topics in science.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

2. Professional Development

Professional Development will focus on Implementation of SIP Action Steps: Science Fusion/ Think Central, Differentiating Instruction in Science, Building Academic Vocabulary, Best Practices for Teaching Science, ESE/ELL Strategies, and Assessment Evaluation and Implementation to Drive Instruction. Grades 4-5 will have continued training for STEMscopes as a resource for teachers to better implement the Inquiry method of teaching, differentiate lessons, and create hands-on learning activities. Other Primary (K-2) and Intermediate (Grades 3-5) as well as Grade Level Professional Development will provide direction on Unpacking the Florida B.E.S.T. Standards, Interactive Journals, Best Practices for Teaching the Inquiry Method in segments, New Lesson Plan Template, and Review of Gradual Release will be provided to support teachers as they differentiate for our subgroups: ELL, SWD, HSP, BLK, FRL, and Lowest 25%.

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

3. Teaching Science

Using the Inquiry Method continues to structure science lessons, and this whole group instruction will guide students to: Engage, Explore, Explain, Evaluate, and Extend science to associate with step-by-step connections. Using teacher guided questions along with authentic student questions generated from the “experience” of learning, the science classroom will become a hands-on learning experience to connect standards-based lessons to academic vocabulary and student engagement for all students including ELL, SWD, HSP, BLK, FRL, and Lowest 25%. Teachers will use a variety of visuals, charts, and graphs, and students will record findings in interactive journals. Grades 3-5 will read from a variety of informational science texts and respond through a variety of activities such as summaries for comprehension and explanation of meaning by identification of text features and text structures to enforce standards-based learning. Super-Science Scholastic (Grades 4th-5th) will be used for comprehension practice.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

4. Academic Vocabulary

Teachers will introduce new concepts, skills, and strategies to elicit prior knowledge for student association and engagement with the 5 E approach. This will strategically correlate similar academic vocabulary and skill associations for all students including subgroups (SWD, ELL, BLK, HSP, FRL) while practicing informative text comprehension. Students including our SWD, ELL, BLK, HSP, FRL will create vocabulary word banks connecting new vocabulary with pictures and varied related words and associating how words and concepts “fit together,” as well as referenced for review and reinforcement. Grades K-5 will focus on the key vocabulary terms for each standard in an effort to build science knowledge to build students’ science understanding K-5.

Person Responsible Joann Lopez (joannlopez@innovationcharter.net)

5. Curricular Components

Science Fusion/ Think Central (K-5) and STEMscopes (4th and 5th Grade only) teaching

resources and consistent academic vocabulary review (K-5) are the core curricular components for teachers to use to for planning and assess student growth. The Coach Science books (Grades 3-5) and Coach Practice Tests (Grades 3-5), and IXL online review system (5th Grade only) and STEMscopes resources will add another layer of choices to differentiate lessons and address the needs of our subgroups including our SWD, ELL, BLK, HSP, FRL students. Interactive Science Journals will be used to record data and recreate key standard components.

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

6. Test Prep

Coach Practice Tests will be among the assessments teachers will use for data to drive instruction and remediate for student achievement. FSA test taking strategies will be practiced with Coach Science Books. FSA style test questions will be incorporated into daily assignments and unit tests using STEMscopes resources. Remediation in small groups will address needs of those students who perform below grade level. Morning Meeting (Responsive Classroom) will address student anxiety and nervousness, and test taking strategy mini lessons will be provided for implementation and practice before the Coach BOY, MOY and EOY/FSA practice test. This “student experience” will allow practice for SEL components, data to evaluate Science standards that need remediation, and review of test taking strategies for all students including ELL, SWD, HSP, BLK, FRL, and Lowest 25%. Quarterly data chats will help students to set goals and be aware of improvement steps.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

7. Science Camp

A science camp for grades 3-5 will be organized to take place 7 Saturdays in March and April for FSA Science review and reinforcement. Lessons will reflect standards needing review from Mid-year data and overall standards review assessments. Schedules, teachers, curriculum, lesson plans, and student incentives will be organized by the Science Camp Director and Science Team.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

#4. Other specifically relating to Attendance

We encourage all students to attend school on a regular basis. Each day that a student attends school, he/she has opportunities to develop personal, social, and academic skills. We encourage the commitment of all stakeholders to work together on this endeavor.

According to the 2020-2021 attendance data 22% of our student body is below 90% attendance with 1st Grade and 5th Grade having the highest percentage at 26% below 90% attendance. By the end of 3rd Quarter 2020, our attendance average for students below 90% attendance was 13% with no change in our K-2 attendance average at 18%. Our goal was: By the end of the 2021 school year, our school year's attendance rate of below 90% will decrease from 13% to 10%. Each grade completed the year with as follows: Kindergarten - 22%, Grade 1 - 26%, Grade 2 - 22%, Grade 3 - 21%, Grade 4 - 19%, and 5th grade - 26% -- all grades are over the goal.

Hoping to have a more "normal" year for next year, it is important to encourage consistent attendance to school each day. By communicating the Innovation Charter School Attendance Policy that complies with Broward County Schools Policy to parents and students, creating a framework for training parents and rewarding children for perfect attendance, this focus area will reinforce the importance of attending school as we build an awareness for being on time and a healthy habit of regularly school attendance to provide the maximum time in a learning environment.

Area of Focus Description and Rationale:**Measureable Outcome:**

Our goal for last year was: by the end of the 2021 school year, our school year's attendance rate of below 90% will decrease from 13% to 10%. We finished the year with 22% below 90%. Because of the type of year we had last year, there were so many factors impacting student attendance. Our measurable outcome will be the same: by the end of the 2022 school year, our school year's attendance rate of below 90% will decrease from 22% to 15%.

GOAL: Less than 15% below 90% of students to attend daily

Monitoring:

This will be monitored quarterly by the Attendance Team and the IMT Assistant. The goal is to prevent chronic absenteeism. The Attendance Team will run attendance reports, communicate with parents by phone and letters, the Social Worker will communicate with parents, and the CPS team will communicate with parents. The Principal will contact with parents at 20 absences to discuss truancy. The steps are: Tier I - Teacher, Written Contact with 1-5 absences, Tier II - Administrative, CPS Team Contact with 5 - 10 unexcused absences and Tier III - Social Worker, Principal Contact - Chronic Absenteeism with 15 - 20+ absences including parent communication with Principal to discuss truancy, Social Worker communication, and then BSO Wellness check. Student absences and parent contacts are tracked and recorded weekly.

Person responsible for monitoring outcome:

Janet Yates (janetyates@innovationcharter.net)

Evidence-based Strategy:

A multidimensional MTSS model is the evidenced based strategy for absenteeism prevention. We have layered our steps to support parents, provide intervention and problem solving and data-based decisions the allows us to implement the steps with fidelity. Communicating this Attendance Policy and then implementing each step with individual students often solves the problem. The steps are: Tier I - Teacher, Written Contact with 1-5 absences, Tier II - Administrative Contact with 5 - 10 unexcused absences and Tier III - Chronic Absenteeism with 15 - 20+ absences including parent communication with Principal to discuss truancy, Social Worker communication, and then BSO Wellness check. This year as parents were invited to CPS team meetings or received phone calls from the Social Worker, absenteeism did improve as well as grades for those parents who brought their children back to In Person school and responded to the various parent contacts..

Rationale for Evidence-based Strategy:

Our goal is that we “do all we can and nothing we can’t” when it comes to servicing our parents and students. Elementary absenteeism has a large parental impact, and our goal is to solve the problem and see children come to school. This multitiered policy will allow for intervention to do just that. From multiple parental communications to face-to face conferences, there are many ways to provide help and communicate parental responsibility. We will provide assistance with different degrees of parental contact as the child's absences increase.

Action Steps to Implement**1. Communicating Attendance Policy to Parents**

The Attendance Policy is in the Parent Handbook, discussed on the TITLE I Annual meeting and also again at one of the Coffee and Conversation. Also, absences are communicated in an initial teacher contact at 2 absences and attendance letters sent home for 5 absences. Other times that the Attendance Policy may be discussed with parents are parent communications such as Bees Buzz, Coffee and Conversation, website, CPS Team Meetings, Social Worker, and administrative parent contacts.

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

2. Communicating Attendance data to Administration

A weekly attendance report for charting student and grade level for those with attendance concerns will signal beginning of intervention accordingly. A weekly chart will be given to the Principal and the Assistant Principal. A weekly updated chart by grade level and teacher is disseminated in the following way: post names at 5, 10, 15, 20; highlight names at 15 and 20; and add percentages monthly by grade level.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

3. Planning Events that encourage Attendance

Providing continual communications and planning parent activities will establish positive connections with the school. Communications will include: Bees BUZZ parent newsletter, monthly Coffee and Conversation, Back to School Night, Math and Literacy Nights. Flyers to announce these parental events and special school day events such as Spirit Weeks and major assessment events will be sent home as reminders.

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

4. Attendance Tracking Process

The Attendance Review Team member will track attendance records, create intervention plans, and communicate with Administration on a regular basis. The Attendance Review Team will assess attendance report and implement strategic steps aligning with our attendance policy for intervention such as : contact the parent, conference with the parent, create a preventative plan with remediation options, determine excused and unexcused documentation, conference with student and provide support team accountability.

The steps are: Tier I - Teacher, Written Contact with 1-5 absences, Tier II - Administrative Contact with 5 - 10 unexcused absences and Tier III - Chronic Absenteeism with 15 - 20+ absences including parent communication with Principal to discuss truancy, Social Worker communication, and then BSO Wellness check.

Person Responsible Janet Yates (janetyates@innovationcharter.net)

5. Student Involvement and Reward:

Responsive Classroom morning meetings promote equity, a culture of "Caring"/safety, and build students' self-confidence. Special Days such as 100th Day of School, special assemblies and Spirit Weeks will be scheduled to encourage school spirit and attendance. Recognition for attendance on major assessment days may include special rewards: popsicles, field days. Perfect attendance awards such as: picture boards, announcing student names, stickers, and lunch with the principal may be awarded. Perfect Attendance Certificates will be awarded in quarterly awards assemblies

Person Responsible Marisa Anderson (marisaanderson@innovationcharter.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Innovation Charter School did not report any incidents to the website. We do not have violent incidents, property incidents or drug/public order incidents. Our behavior concerns are classroom disturbances that rarely meet the Rtl requirements.

In comparing our school to the other schools in the county, I choose the summer school sites that our 3rd graders will go to for comparison. Out of the four schools that they will attend, two of them were Very Low, one was Low, and one was High. All of the schools were Very Low for property incidents and 2 of them were Very Low with violent incidents. The last category, Drug/public order incident was High for all four of them.

Innovation charter school had 43 referrals this year for attendance and 18 for behavior, but none to fit in the 3 areas listed. Our attendance policy lists administrative involvement and the social worker involvement when students meet the 15 or more absences. We have a social worker that comes to the school once a month and she meets with both those students who have had 15 or more absences and 20 or more absences as well as calls the parents. Then, she writes a referral to document her conversations. Our 18 behavioral referrals have been for Distance Learning concerns, social/emotional concerns, and student outbursts and defiance behaviors. Again, the Principal talks with these students and the social worker talks with them. Parents are contacted.

For next year, our primary concern will be attendance as all students return to "In Person" school. We will continue to monitor student absences according to our Attendance Policy. The social worker has been contracted for two times a month for next year and will have more time to talk with both attendance concerns and those families that need guidance with the behavioral concerns. The Attendance Policy will be reviewed in Orientation and attendance is checked daily. Attendance Team will track student attendance and monitor specific administrative tiers. We have also hired a new Director of Student Support. He will be monitoring our hallways and classrooms as well as mentoring our young people. We will also have Professional Development regarding discipline as it relates to Responsive Classroom and steps to follow for reporting misbehavior that could lead to the addressing student behaviors in the CPS meetings and placing students in Rtl. Again, the Principal is actively involved with parents when repeated behaviors do not change, and she meets with parents to discuss behavioral plans and behavioral change.

We use the Responsive Classroom perspective to begin the day with Morning Meeting. This is where the teacher can discuss topics such as: how to be a friend, how to solve conflict and how to treat others. Also, it is the time of the day to build community within the classroom that "spills over" into the hallways of Innovation Charter School. Proper behaviors, kind responses, and individual reflection is a part of this open communication that starts the day.

With a plan for teachers to implement community within the classroom through Responsive Classroom that is monitored and provides training, teacher communication with parents, Professional Development regarding teacher and student support and clear steps for teachers to use for discipline issues. With school administrative connect through Director of Student Support and CPS team, our teachers and students know expectations, and students are mentored along with parent communication to see successful behavioral change.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Innovation Charter School's Mission states: ...“An emphasis on Caring and Excellence as the two pillars of our community have evolved out of daily practice and interaction amongst our administrators, teachers, staff, students, parents and surrounding community members.”

Our Mission is to treat our ICS Community with “Caring and Excellence,” and we strive for a positive culture with all of those connected to ICS. For the 2021-2022 school year, our theme will be Building Positive Staff Morale. Per our End of Year Staff Survey, we will have Professional Development ready for the new ELA Curriculum and all other new expectations. Timely Communication with the Master Calendar and varied team meetings will be help to communicate on multiple levels important information: bi-monthly Faculty meetings, quarterly Grade Level meetings with administration, monthly Math/Literacy Team Meetings, Lead Teacher meetings, and New Teacher meetings. This will enable each connected group to have training and explanation according to the specific circumstances and activities. Staff activities have been planned with both staff and staff and families to connect our ICS staff families with one another. Also, administration will be readily available in the mornings and after school for teacher and parental conversations.

To increase parent involvement in the upcoming school year, we will solicit parents during all activities and ask involved parents to motivate other parents to take on an active role in making their child's learning-community a place of “academic excellence” and a “caring environment.” Parent activities will be scheduled at different times to ensure working parents are available. We will also ask each teacher to motivate active parental participation and involvement that is authentic and value-added.

An annual Parent Meeting will be held and parents will be encouraged to attend. They will be notified by flyer, newsletter, Parent Link, or teacher initiated contact (i.e., conference, email, or phone call). Other activities will be held that will help build effective parental involvement, including a monthly Coffee with the Principal meeting, SAC meetings, Literacy/Math Family Night, a Family Celebration, and testing meetings and conferences. Information for parents of SWD regarding District sponsored workshops and classes which are free and open to all will be provided at meetings and through parent communication (i.e., communication folder, flyer,

news letter). Communications are printed in English and Spanish and translators are scheduled for school events

Teachers will also hold parent conferences in their classrooms at least twice a year. CPS meetings are designed to communicate student performance and encourage parental involvement. Translators are provided for parent conferences Parents will be given quarterly interim reports and report cards for continual updates of students' progress. Parents will be encouraged to provide suggestions/evaluations of the school's performance on a quarterly basis.

Innovation Charter School embraces the opportunity to partner with community-based organizations and businesses in parent involvement activities. These various community-based organizations will be scheduled to share information with our parent community during parent meetings, and information will be made available for parents as a resource in helping them in the education of their children. A reasonable support system will be available for parental guidance as we encourage involved parental participation as they successfully engage in the education of their children.

Also, one of our community sponsors has established a program to mentor our 4th and 5th grade students and another one has provided weekly volunteers who come to ICS to reader to our younger students. (This will be reinstated this year.). A new Sponsor has provided placards for the coming year, and we will work with all of our sponsors to create a welcoming environment when they come to Innovation Charter School.

Students are at the heart of our community. Encouraging academic success through quarterly awards and individual data chats, and adding monthly student recognition for attendance and outstanding acts of kindness will be part of the student recognition for this year.

Together we strive to ..."empowers young ones for success as world changers through ...a very loving environment."

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents

Parents are our customers. We serve them by teaching their children. They speak into our school plan and school compact and evaluate us each year on the Parent Survey. Parent involvement in school events communicates to their children that they are important and to us that they believe in the importance of education as well in the job we are doing. When our parents are happy, they return each year and our enrollment is steady.

Students

Students come each day to our hallways and classrooms. We treat them with respect and teach them how to treat others. The children are establishing life long habits and lessons. When they are successful in learning, feel safe and treated fairly, they go home happy. The positive culture has a domino effect.

Teachers

Teachers are the life line of the school. They touch the lives of our community one family at a time. They plan, teach, reteach, encourage students and impact the lives of the children sitting in their classrooms. When teachers are happy and do a good job, our classrooms are happy and busy learning - care and excellence.

Sponsors

Our Sponsors mentor our students, read to our little ones and provide monetary gifts, food, and school supplies for our school community. They bring enthusiasm for learning and care for our community when they come into our school.

Board Members

Board Members create the boundaries that we work with to meet the Mission and Vision of our school. They approve goals and expect excellence out of our staff. They establish the standard.

Part V: Budget			
1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Other: Attendance	\$0.00
			Total:
			\$0.00