

**RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY
5420**

TITLE I SCHOOLWIDE PLAN

Broward County Public Schools

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

SCHOOL INFORMATION

School Name: RISE Academy School of Science and Technology- I (5420)	District: Broward
Principal: Dr. Carmella Morton, Interim	Board Chairperson: Dr. George Peart
Date of Board Approval: November , 2017	

1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school

A comprehensive needs assessment of the entire school (including the needs of migrant children) with information about the academic achievement of children in relation of the state academic content standards.

Describe the process utilized to conduct the comprehensive needs assessment for this school.

Prior-year assessment data from the Florida State Assessment (FSA); Broward Standards Assessment Tests (BSA); and end-of-the-year tests were compiled with graphs, tables, and charts. Information was organized to show individual teacher, grade level, and school-wide results. Individual student results were given to classroom teachers for their review. Also, a parent survey is sent home each spring to gather input concerning curriculum, environment, and communication. Results from this survey are used to help write goals and objectives for the school.

Teachers and administrators met in a pre-school workshop to review and discuss this data. Teachers analyzed academic achievement results in all core subjects and subgroups including race; gender; economically disadvantaged; students with disabilities (ESE), English Language Learners (ELL), and lowest 25th percentile (all subjects tested). Teachers worked in groups, primary and intermediate, to write specific goals and objectives in all subject areas to improve student achievement. These included school climate, parent participation, and barriers to learning at home. Parents are also a vital part of the process. Parents are invited to meet with administration to discuss student achievement results and strategies for improving scores. Suggestions are discussed with staff and considered for inclusion in school-wide plans.

Multiple reliable data sources are used to tailor student instruction. Key data sources are previous FSA performance, sample FSA assessment questions, FAIR assessments, FAIR, BSA Assessments, WIDA, DRA, and iReady data is used. Each student receives an individual Academic Success Plan (ASP) and data folder which is monitored by their classroom teacher. Cumulative student data is utilized to develop annual academic goals through parent-student conferences. Students are informed of their ongoing progress through 1:1 data chats, and parents are notified of students' progress through mandatory parent-teacher conferences held on a quarterly basis. All progress monitoring data is collected through the various assessment reports and distributed to families in the form of progress monitoring letters, progress grade reports and quarterly report cards.

BSA data is also analyzed by teachers and administration. Weekly data chats are conducted in order to develop grade level Focus Calendars. Focus Calendars are used to outline standards for remediation. Each academic weakness is addressed as a secondary benchmark through targeted activities, small group differentiated instruction centers, intervention pull-out sessions, as well as weekly Target Tutoring sessions. Student progress is monitored via bi-weekly Mini-Assessments,

weekly assessments, FAIR testing for AP1 and AP2, DRA I and II, as well as BSA Assessments. Common planning time is used for teachers to develop thematic units and project-based learning activities. Teams discuss strategies to reinforce key skills across the curriculum. The trends in BSA data and FAIR data are also used to inform Professional Development sessions for faculty PLC meetings as well as vertical planning sessions for articulation purposes at year end. Annual FSA, BSA and FAIR data trends are useful to identify school-wide areas in need of improvement.

2. REFORM STRATEGIES

Reading Goals

Reading Goals			Increase the number of students achieving proficiency on end of year assessments (FSA, EOY Assessments)		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I.A. Students scoring at Proficiency Achievement Level on Standards-based Assessments			1A.1 Teachers will implement close reading activities to increase comprehension of text.	1A.1 Ongoing progress monitoring using standards based curriculum materials, DRA and other evaluation tools. Increase in: <ul style="list-style-type: none"> • Mid-year and end of year assessments using iReady. • weekly assessments, • unit tests, • quarterly projects, daily activities scored by the teachers Class/peer discussions and text-based writing assignments that require students to model the standards based writing assignments	1A.1 Increased proficiency on DRA and FAIR and FSA assessments.
Reading Goal 1A:	2017 Current Level of Performance:*	2018 Expected Level of Performance:*			
(K-2) will emphasize letter and sound recognition, concepts of print (required as promotion criterion), and testing skills.	45%	55%			
Intermediate teachers (K-3) will focus on the reading process, vocabulary development, informational text	65% made learning gains in reading 66% of students in lowest 25th percentile made learning gains		1A.2 Students will practice reading with paired text strategies to increase comprehension and support text-based writing.	1A.2 Ongoing progress monitoring using standards based curriculum materials, DRA and FAIR. Increase in: <ul style="list-style-type: none"> • Mid-year and end of year assessments using iReady. • weekly assessments, • unit tests, • quarterly projects, • daily activities scored by the teachers Class/peer discussions and text-based writing assignments that require students to model the standards based writing assignments. 	1A.2 Increased proficiency on DRA and FAIR and FSA assessments.

and components of story structure. Middle School teachers will continue to focus on Close reading and text-based writing		1A.3 Students will practice guided reading and leveled reading to increase fluency and comprehension.	1A.3 Increase in: <ul style="list-style-type: none"> • Mid-year and end of year assessments using iReady 	1A.3 Increased proficiency on DRA and FAIR and FSA assessments.				
FSA : Students scoring below proficiency level in reading.		1B.1 Students will be placed in Intervention reading based on skill assessments gathered from DRA, FAIR and FSA data.	1B.1 Increase in: <ul style="list-style-type: none"> • Mid-year and end of year assessments using iReady. • weekly assessments, • unit tests, • quarterly projects, daily activities scored by the teachers Text-based writing modeling standards based writing. Vocabulary building activities to enhance writing process.	1B.1 Increased proficiency on DRA and FAIR and FSA assessments.				
Reading Goal 1B: Teachers will utilize prior –year assessments, (Benchmark Assessment Tests) BSA, and FAIRS to identify individual student’s deficiencies. Students will enhance specific skills determined by assessments.	<table border="1"> <thead> <tr> <th>2017 Current Level of Performance:*</th> <th>2018 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>55%</td> <td>45%</td> </tr> </tbody> </table>	2017 Current Level of Performance:*	2018 Expected Level of Performance:*	55%	45%			
2017 Current Level of Performance:*	2018 Expected Level of Performance:*							
55%	45%							
		1B.2 Students will participate in Extended Learning Opportunities (ELO) to address deficiencies in reading. Session will be held after school two days a week. Students will use Ready Florida full curriculum for reading and math to include diagnostic assessments.	1B.2 Teacher will assess progress to determine effectiveness. Differentiated instruction according to student deficiencies	1B.2 Increased proficiency on FAIR administration and BSA assessments. Increased proficiency on FSA ELA reading and writing assessments.				
		1B.3 Reading emphasized in all content areas with a focus on close reading and text-based writing. Use of ACT NOW curriculum to increase the ability for students to use Access Complex Text (ACT NOW).	1B.3 Teacher will assess progress to determine effectiveness. Differentiated instruction according to student identified deficiencies.	1B.3 Increased proficiency on FAIR administration and BSA assessments. Increased proficiency on FSA ELA reading and writing assessments.				
2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.		2B.1.	2B.1.	2B.1.				

Reading Goal 2B: N/A	2017 Current Level of Performance:*	2018 Expected Level of Performance:*			
	N/A	N/A			
			2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.

Mathematics Goals

Mathematics Goals		Increase the number of students achieving proficiency on end of year assessments (FSA, EOY Assessments)		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1.A. FSA : Students scoring at Achievement Level 3 or higher in mathematics.	1A.1 Small Group <u>push-in</u> support targeting specific skill deficiencies identified using:	1A.1 Increase in: <ul style="list-style-type: none"> Mid-year and end of year assessments using 	1A.1	

Math Goal 1A: Students will demonstrate proficiency with answering complex questions.	2017 Current Level of Performance:*	2018 Expected Level of Performance:*	<ul style="list-style-type: none"> Teacher daily instruction (small group) Math intervention materials Math manipulatives Math supplemental materials 	iReady. <ul style="list-style-type: none"> weekly assessments, unit tests, quarterly projects, daily activities scored by the teachers	BSA – Broward Standards Assessment FSA – Florida Standards Assessment EOY assessments (Grades 1,2) GO Math Assessments (K-8)
	55%	60%	1A.2 Small group <u>pull-out</u> sessions targeting common skill deficiencies identified using: <ul style="list-style-type: none"> iReady Diagnostic Curriculum-based diagnostic assessments Vocabulary City to increase math knowledge and concepts 	1A.2 Increase in: <ul style="list-style-type: none"> Mid-year and end of year assessments using iReady. weekly assessments, unit tests, quarterly projects, daily activities scored by the teachers 	1A.2 BSA – Broward Standards Assessment FSA – Florida Standards Assessment EOY assessments (Grades 1,2) GO Math Assessments (K-8)
			1A.3 Teachers will use Mathematical Discourse to increase understanding of math concepts and how to apply the skills.	1A.3 Increase in: <ul style="list-style-type: none"> Mid-year and end of year assessments using iReady. weekly assessments, unit tests, quarterly projects, daily activities scored by the teachers 	1A.3 Written and oral assessments BSA Assessment in Math. iReady Math Program will be used to monitor student growth with math concepts. Ready Florida practice assignments. Math Projects and demonstrations
FSA 2.0: Students scoring below proficiency on FSA in mathematics.			1B.1 Basic skills will be emphasized to all students scoring below –grade level standards. Students will practice with flashcards and computer games and programs.	1B.1 Teachers will assess basic- skill knowledge on a weekly basis. Learning groups will be reviewed and reorganized as needed according to the data.	1B.1 Increased proficiency on math portion of BSA and program monitoring iReady technology
Math Goal 1B: Improve math proficiency – regularly assess, update, and utilize appropriate data	2017 Current Level of Performance:*	2018 Expected Level of Performance:*			
	45%	40%			

<p>to chart and reevaluate individual student's class.</p> <p>Basics skills will continue to emphasize and reevaluation will be implemented for mastery of skills.</p>		<p>1B.2</p> <p>Students lacking the basic skills will need to work on mastery of these skills while moving forward in the curriculum on an individual basis. Students will be placed in appropriate workbooks to master and reinforce basic skills.</p>	<p>1B.2</p> <p>Teachers will assess basic-skill knowledge on a weekly basis. Learning groups will be reviewed and reorganized as needed.</p>	<p>1B.2</p> <p>Increased proficiency on math portion of BSA and progress monitoring iReady technology.</p>						
		<p>1B.3</p> <p>Hands-on activities and use of manipulatives and practice with real-world problems</p>	<p>1B.3</p> <p>Teachers will assess basic- skill knowledge on a weekly basis. Learning groups will be reviewed and reorganized as needed according to the data</p>	<p>1B.3</p> <p>Increased proficiency on math portion of BSA and progress monitoring iReady technology</p>						
<p>2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</p>		2B.1.	2B.1.	2B.1.						
<p>Math Goal 2B:</p> <p>N/A</p>	<table border="1"> <thead> <tr> <th>2017 Current Level of Performance:*</th> <th>2018 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	2017 Current Level of Performance:*	2018 Expected Level of Performance:*							
2017 Current Level of Performance:*	2018 Expected Level of Performance:*									
		2B.2.	2B.2.	2B.2.						

		2B.3.	2B.3.	2B.3.
--	--	-------	-------	-------

Science Goal

Science Goals			Increase the number of students achieving proficiency on end of year assessments (FCAT 2.0)		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A. FCAT 2.0: Students scoring at Achievement Level 3 or higher in science.			1A.1	1A.1	1A.1
Science Goal 1A: Students will apply critical thinking skills to create and solve scientific problems.	2017 Current Level of Performance:*	2018 Expected Level of Performance:*	Science practice activities will be used to supplement instruction: Science Boot Camp Science Coach Science & Technology Science Competition (Science Olympiad)	Increase in: <ul style="list-style-type: none"> • Mid-year and end of year assessments • weekly assessments, • unit tests, • quarterly projects, • daily activities scored by the teachers • FCAT Practice 	BSA Science Assessment Science Fusion – End of Unit Assessment FCAT 2.0
	44%	65%			

		1A.2 Science content will be introduced during reading and mathematics lessons as an interdisciplinary strategy.	1A.2 Increase in: <ul style="list-style-type: none"> • Mid-year and end of year assessments • weekly assessments, • unit tests, • quarterly projects, • daily activities scored by the teachers FCAT Practice	1A.2 BSA Science Assessment Science Fusion – End of Unit Assessment FCAT 2.0				
		1A.3 Science Labs and STEM Activities to provide students with experiences to make real world connections.	1A.3 Mini assessments will be administered weekly and FSA simulation assessments administered twice before actual test in fifth and eighth grade.	1A.3 Mini assessments, oral assessments and Fusion assessment. Increased proficiency on practice tests and FCAT science assessment.				
FCAT 2.0: Students scoring below level 3 in science.		1B.1 Teacher will implement small group instruction that targets specific deficiencies.	1B.1 Small group instruction and Focus Science Camps at end course as intense study sessions.	1B.1 Increased proficiency on practice tests BSA Science, end of Unit Tests and FCAT 2.0 science.				
Science Goal 1B: Students will demonstrate proficiency in FCAT Science Assessment.	<table border="1"> <thead> <tr> <th>2017 Current Level of Performance:*</th> <th>2018 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>56%</td> <td>35%</td> </tr> </tbody> </table>	2017 Current Level of Performance:*	2018 Expected Level of Performance:*	56%	35%			
2017 Current Level of Performance:*	2018 Expected Level of Performance:*							
56%	35%							
		1B.2 Teachers will implement real-life science activities daily to reinforce science concepts.	1B.2 Weekly labs and Science Focus Camps to address the skills and concepts students need to master.	1B.2 Increased proficiency on practice tests BSA Science, end of Unit Tests and FCAT 2.0 science.				

		1B.3 Teachers will utilize additional resources to reinforce understanding of science skills through hands on activities using Science Boot Camp curriculum materials.	1B.3 Teachers will expose students to science related video, real and virtual labs to support concepts being presented. Students will practice skills and get better understanding of science concepts through drill and practice activities and other hands on activities.	1B.3 Increased proficiency on practice tests BSA Science, end of Unit Tests and FCAT 2.0 science.
2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment. Science Goal 2B: N/A	2017 Current Level of Performance:*	2018 Expected Level of Performance:*	2B.1. Not Applicable	2B.1. Not Applicable
			2B.2.	2B.2.
			2B.3.	2B.3.

Writing Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.A. FSA : Students scoring at proficient Achievement Level			1A.1 School will develop schoolwide writing plan to include a writing rubric that will be used school-wide. Teachers will meet in teams to discuss grade-appropriate writing strategies. These will be organized in a binder by the team leader. Emphasis will be placed on writing by responding to a stimulus.	1A.1 Students will follow the rubric in all writing activities. Teachers will follow writing plan for all grade levels. Text-based writing Responding to a writing stimuli Comparing two or more texts	1A.1 Increase proficiency on overall reading scores on FSA reading. Increase scores on writing quarterly assessments
Writing Goal 1A: Teachers will ensure students continually receive research-based writing instruction integrated across the curriculum that is text-based.	2017 Current Level of Performance:*	2018 Expected Level of Performance:*			
	56%% Part of reading score	65 % Part of reading score			
			1A.2 Students will practice writing by responding to text and referencing text to support writing.	1A.2 Monthly simulated writing assessments that are scored and students are given immediate feedback.	1A.2 Increase proficiency on overall reading scores on FSA reading
			1A.3 FSA- type stimuli and comparative texts will be used in grades 3-8 at least twice a month.	1A.3 Monthly Simulated writing assessments that are scored and students are given immediate feedback.	1A.3 Increase proficiency on overall reading scores on FSA reading

2. Implementation of schoolwide **REFORM STRATEGIES**

Describe how the school will provide opportunities for all children to meet proficient and advanced levels of student academic achievement with information about the academic achievement of children in relation to the state academic content standards.

Teachers will use data from all assessments, including FAIR, BSA, FSA, IEPs, and cumulative folders to obtain as much information on individual students. Differentiated instructional styles will be implemented to accommodate different learning styles. Group-based learning, individual one-on-one time, formal and informal assessments will be used to determine instructional effectiveness. Real-world problems and practical application of skills will be employed with students. Integrated, cross-curriculum planning will also help students achieve success.

Students not meeting State and school standards will be quickly identified through assessments and placed in appropriate classes or programs for intervention, tutoring and other academic support that may be provided in classroom, pull out groups or target tutoring groups. Those students failing to make gains or critically low achievers will be placed in the MTSS/RtI process for further assessments.

Students identified as advanced or gifted will be given an advanced curriculum which may include advanced classes, advanced curriculum within their class or special projects and programs taught and monitored by teachers with gifted credentials.

Middle school students have access to advanced classes and have an opportunity to earn high school credit by taking advanced courses in class and online.

Describe how the school will use effective methods and instructional strategies that are based on scientifically based research that:

- **strengthen the core academic program;**
- **increase the amount of learning time;**
- **include strategies for serving underserved populations.**

RISE Academy has an extended instructional day that allows students to allow students more instructional minutes than is required by the State of Florida. Students begin instruction at 7:45am until 3:05pm. Students are in academic classes for more than 6 hours a day.

Methods and strategies to improve student achievement are researched-based will include allowing students to learn and discover content through reading and discussion. Lessons will be developed to include higher-order critical thinking skills. Events are organized to foster skills in science and math through science clubs and competitions. Additionally, instructional Boot Camps are designed to strengthen the academic program, allowing students time for drill and practice.

Students participate in target tutoring on scheduled Tuesdays and Thursdays for one hour from 3:00 – 4:00. Students may also participate in Saturday classes that are structured to address major deficiencies identified through BSA, FAIR, FSA and other summative data. Those students who are not able to attend target tutoring, but still need their needs addressed are targeted during the day/school hours, with a pull-out or push in schedule.

Data will be analyzed on a regular basis to help inform instruction. Instruction will be targeted using information collected from bi-monthly assessments, BSA, FAIR, DRA and curriculum driven assessments. Data will be collected, analyzed and shared using data chats with team leaders and teacher members, teacher and student meetings as well as teacher and parent meetings. Data chats are an embedded part of the progress monitoring. Students and parents are kept abreast of academic progress and specific areas that need to be addressed.

Parent Workshops – parents will be given strategies to support student learning and build confidence in reading and writing at different levels. Families that experience difficulty accessing information are provided with information that is sent home via the student backpack. A computer loaner program has been instituted for students needing access to computers as well as open schedule for computer use after school.

Describe strategies the school will use to address the needs of all children, but particularly low-achieving children and those at risk of not meeting state standards.

Students not meeting standards will be quickly identified through ongoing review of student data. Teachers will organize, at a minimum, the strategies outlined in this document to address their needs. Critically low achievers will be identified through tiered instruction and placed in the RTI process to ensure their needs are met and they are progressing academically.

Teachers will use data from all assessments, including FAIR, FSA, IEPs, and cumulative folders to obtain as much information on individual students. Differentiated instructional styles will be implemented to accommodate different learning styles. Group-based learning, individual one-on-one time, formal and informal assessments will be used to determine instructional effectiveness. Real-world problems and practical application of skills will be employed with primary students. Integrated, cross-curriculum planning will also help students achieve success.

Specific instructional/curriculum materials are used for students performing below level in reading. The intensive reading program for grades 6-8 is called Inside by NGL and the program designed for students in grade 3-5 is called Voyager Passport. These programs are researched based and are designed to increase student reading level by one grade level if used/implemented with fidelity.

Individual and small group pull out and push in sessions are held throughout the day, to address the needs of students who are at risk for not meeting the state standards in reading.

Students not meeting State and school standards will be quickly identified through assessments and placed in appropriate classes or programs for intervention, tutoring and other academic support that may be provided in classroom, pull out groups or target tutoring groups. Those students failing to make gains or critically low achievers will be placed in the MTSS/RtI process for further assessments.

3. Instruction by **STATE CERTIFIED TEACHERS** in all core content area classes

Provide instructional staff and paraprofessionals that are teaching NOT highly qualified (instructional staff only).

List instructional staff and paraprofessionals that are NOT highly qualified (instructional staff only).

The following teachers have not been designated as Highly Qualified: (ESOL endorsement in progress):

All teachers who have not met the requirements for ESOL endorsements are encouraged to enroll in classes throughout the school year to earn the endorsement. All teachers seeking endorsement must enroll in classes through MyLearning Plan.

All classroom teachers are supported as a part of the pre-service professional development for teachers as well as ongoing professional development throughout the school year. Strategies are shared and specific information is provided to teachers in an effort to support their ability to teach ELL's. Additional material is purchased and teachers have access to websites for more materials.

Describe the support and professional development being planned and provided for these professionals

ESOL Chairperson and administration has met with NHQ teachers to develop individualized professional development plans outlining benchmarks towards ESOL endorsement and fulfillment.

4. High quality and ongoing **PROFESSIONAL DEVELOPMENT** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Describe how the school will implement high quality and ongoing professional development for teachers, principals and paraprofessionals to enable all children in the school to meet state academic content standards.

Professional development activities will be planned as a result of data review and a needs-assessment survey given to teachers and administrators. Teachers will also be required to write annual goals addressing their personal objectives.

- Teachers will be provided copies of State, district, and national workshop options and be encouraged to attend.
- Teachers and administrators will also agree to on-campus workshops aimed at improving student achievement as dictated by the data review and needs assessment documents.
- Teachers will sign on to Mylearning Plan to access the current professional development opportunities throughout the school year.

Describe how the school will implement high quality and ongoing professional development for pupil services personnel, parents, and other staff to enable all children in the school to meet state academic content standards (if applicable).

- Professional development activities will be planned as a result of data review and a needs assessment surveys. Workshops will be planned for afterschool and evenings, depending upon input from the surveys.
- Parents will be provided copies of State, district, and national workshop options and be encouraged to attend workshops. Professional Development calendar is developed and sent to families via website, newsletter and RISE APP.
- Monthly calendar developed to outline parent workshops and professional development.

List Professional Development Activities

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Professional Development Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity

Pre-contract workshop for teachers: Data Review and Goal Setting, Highly Effective Teaching	Teacher Salaries	August	School	1200.00
Core Curriculum Training	Consultant	Ongoing	School	1200.00
Math literacy and project-based learning	Math Consultant	Ongoing	School	1200.00
Literacy Workshops	Reading Consultant	Monthly	School	2500.00
iReady Reading and Math	iReady Consultant	August, November, May	School	1250.00
Total:				7350.00

5. Strategies to **ATTRACT HIGH-QUALITY, STATE CERIFIED TEACHERS** to the school

<p>Describe strategies that will be used to attract high quality, highly qualified teachers.</p> <ul style="list-style-type: none"> • Competitive salaries and benefits like 401K employee match. • Opportunity to institute creative teaching methods. • Opportunities to contribute to planning for the school’s growth and development. • Provide professional development opportunities from contracted consultants. • Teacher recruitment through college and career fairs. • Provide professional learning communities during common planning time with Academic Coaches. • Provide beginning teacher/mentoring program. • Provide common planning time for grade level teaching teams. • Offer competitive salaries. • Opportunity for professional growth.

Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring -programs, etc.

- The school has a wonderful, friendly, teacher-centered working environment.
- Teachers and staff participate in professional growth activities with the support of administration.
- Teachers are provided a first-year mentor to support professional growth and provide positive reinforcement.
- Competitive salaries and benefits like 401K employee match.
- Opportunity to institute creative teaching methods.
- Opportunities to contribute to planning for the school's growth and development.
- Provide professional development opportunities from contracted consultants.
- Teacher recruitment through college and career fairs.
- Provide professional learning communities during common planning time with Academic Coaches.
- Provide beginning teacher/mentoring program.
- Provide common planning time for grade level teaching teams.
- Offer competitive salaries.
- Opportunity for professional growth from within the organization.

Strategies to increase **PARENTAL INVOLVEMENT**

****Include a copy of the school's Parental Involvement Policy/Plan (PIP) for this section (Does not apply for schools new to Title I).**

Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program

- Parents will be given a survey at the end of each school year to be used to help design future goals and objectives.
- Parents committees will be asked to meet with administration to discuss parent-centered options to assist in promoting student achievement.
- Parents will be asked to submit recommendations for improving outlined strategies presented in the school wide plan.
- Parent committee members communicate directly with Parent Liaison.

Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.

- The school sends home a bimonthly newsletter via the school's website as well as hard copies to each family. Parents are provided information related to the Title I program, the curriculum, assessments and proficiency levels students are expected to meet and encouraged to participate in decision making opportunities about their children's education.
- Parents are provided with student planners which serve as a communication tool between home and school.
- Parents have access to a Parent Portal of the student grading system where the parents can access student progress on line using an individual password.
- Parents attend data chat meetings that discuss their child's individual performance and identify academic and social goals for the student to achieve.
- RISE APP. (App is used daily to communicate with parents and community)
- RISE Website
- Parent Teacher Organization (PTO)
- Parent Volunteer Commitment

List specific training activities and decision making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Family Involvement Policy/Plan and School-Parent Compacts.)

Parents are invited to attend monthly PTA meetings that include discussions of school wide plans and The Parent Compact.
Parents are required to serve 20 hours of community service and are given a host of opportunities to contribute to their child's education.
Yearly Parent Seminar sponsored by Title I.
Parent Workshop series provided by Title I.

Describe the yearly parental evaluation of the schoolwide program and how this information is will be used to improve the plan.

The Title I parent survey is distributed in May of each year.
The data is disaggregated and communicated to the school.
The school can use this information to draft the new parent involvement plan and school-wide plan.
Input from these surveys will be used to revise future plans.
Parents also provide feedback at end of year through Coach One teacher/school evaluation process.

List of Parent Workshop Trainings

Professional Development Activities	Facilitators	Dates of Activity
Open house back to school night Title I Info Student Planners – Parent Communication Curriculum Overview Powerschool – Parent Communication	Dr. Carmella Morton-Principal	09/26/18
Title I Parent Resource Centers	Ms. Guerra Title I facilitator	10/11/18
School Support Services	Ms. Clark ESE Coordinator Ms. Guerra ESOL/Guidance	10/18/18
Book Fair Parents Night	Ms. Cedras Schools-Parents Liaison	10/30/17
Family Science Night (Understanding FCAT 2.0)	Ms. Rogge and Ms. King science coaches	11/15/17
Family Literacy Night	Dr. Abraham Literacy Coach	12/13/17
Family Science Night	Ms. Rogge Science Coach	02/07/18
Family Literacy Night	Dr. Abraham Literacy Coach	01/24/18
Family Literacy Night	Dr. Abraham Literacy Coach	01/25/18
Family Writing Night	Dr. Abraham Literacy Coach	02/14/18
FCAT and FSA Resources for Parents	Elementary and Middle School Team Leaders	02/28/17
Cyber safety and Social Media	Mr. Sylvester IT Specialist	04/16/18
What to expect in high school- 8 th graders parents	Ms. Rogge Middle School team Leader	04/25/18
K, 5 th and 8 th graduation Ceremony	Classroom Teachers	05/17/18

Describe volunteer and business community partnership programs.

- City of Margate – Teacher of the Month Program
- City of Margate – Community Service (Students visit area nursing home to spread cheer)
- Urban League of Broward County – building teen self-awareness, self-esteem and communication skills
- PACE Program for Girls – building strong young girls
- Chrysalis – Counseling Center
- Banyan Mental Health
- Nova Southeastern University – Sanford Harmony Program
- Men2Boys – Mentoring Program
- British Soccer League – Youth Soccer Club
- Oral Health Institute – Free Dental Exams
- Joe DiMaggio – Safety Town

8. Describe measures for **TEACHERS TO BE INCLUDED IN THE DECISION MAKING** regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Describe how administration and staff will collaborate to analyze data frequently to inform them of student needs.

- Teachers will meet with administration following every reporting period to discuss academic achievement in grade groups and individual students through data chats.
- Administration will meet with individual teachers concerning individual students and class through data chats.
- Admin meets with leadership teams to discuss student and schoolwide data at least twice a month.

Describe how administration and staff will collaborate to record and graph data is to drive instructional plan and group student appropriately.

Administration meets regularly to collect and analyze student and school data. At end of year and prior to new year beginning, admin meets to discuss data and student placement.

The information is shared with teaching teams and individual teachers on a consistent basis. Teachers are also instructed on how to collect and analyze data and to group students accordingly.

Comprehensive data binders are maintained by each teacher. The data binders include sample student data and analysis. Teachers use this data to form literacy groups and other instructional groups.

Describe how administration and staff will collaborate to plan appropriate instructional lessons for diverse learners.

1. Professional Development during preservice week addresses the following topics:
 - a. Differentiated instruction
 - b. Multi-modality in instruction
 - c. Working with Diverse learners
 - d. Use of ESOL strategies
 - e. ESE accommodations
2. Lesson plans are reviewed by admin and teachers are given feedback on a consistent basis.
3. Ongoing professional development
4. Academic Success planning and parent teacher conferences

Describe how a variety of assessments are administered and how administration and staff collaborate to examine student growth.

- Formal and informal assessments are administered by teachers.
- Results are discussed in grade-level, team, and full-faculty meetings.
- Administration will meet with individual teams and teachers as necessary to discuss student data.
- Modify instruction to meet the students needs.
- Modify or make changes in student schedules according to their assessment results.

9. Effective, timely assistance for **STUDENTS HAVING DIFFICULTLY MASTERING PROFICIENT** or academic content standards.

Describe how the school provides effective and timely assistance to students having difficulty mastering proficiency.

- Students are assessed weekly in writing, science, reading, and math to determine strengths and weaknesses.
- Many students are given the opportunity to participate in after school tutoring sessions aimed at helping them master missing skills.
- Teachers' assistants work with small groups of students on a daily basis to work on skill mastery.
- Teacher assistant may push-in to address the needs of students.
- Intervention materials are used in reading to help students with deficiencies.

Describe how students are identified in a timely way to provide information on which to base effective assistance.

- The school gathers data according to the last year's FSA scores, FAIR and this year's BSA scores to determine the weakest benchmarks and develop a plan to meet the students' needs.
- In order to strengthen the students' deficiency areas, the team leaders have developed grade level IFC's that incorporates those benchmarks into weekly intervals so that it remains a point of emphasis for teachers and students will get extra practice.
- Based upon previous year's scores, and BSA 'scores, all level 1, 2, and 3 are targeted for remediation program.
- Primary assessments such as DRA, FKLRS and EOY assessments provide information on which to base effective assistance.

10. **COORDINATION OF SERVICES** of federal, state and local services and programs/funds.

Describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
<ul style="list-style-type: none">Funds are used for personnel (class size reduction & Title I teachers), parent involvement activities, and for Extended Learning Opportunities to supplemental academic programs. Extended Learning Opportunities (ELO) will be in the form of Target Tutoring Programs after school as well as Pull-out and push-in programs that target small group and one-to-one instructional support. Specific materials are also purchased to be used for reading and math intervention.
Title I, Part C- Migrant
Title I, Part D
Title II
Title II funds will be used for professional development activities for instructional personnel and administrators, including district level PD and school level PD. All professional development activities are aligned to the district, school, and individual goals.
Title III
Title X- Homeless

<p>Supplemental Academic Instruction (SAI)</p> <p>Any Supplemental Academic Instruction funds will be used in conjunction with Title I funds to provide additional tutoring for students scoring Level 1 on Reading and Math Portion on the FSA.</p> <p>Administration will analyze FSA subtest data to identify areas in need of supplemental curriculum. Research best practices and research based resources for supplemental curriculum.</p>
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other