

School Improvement Plan (SIP) Data Updates

CHARTER SCHOOL VERSION

Proposed for 2018-2019

A charter school that receives a school grade of “D” or “F” pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor. Sponsors shall monitor the implementation of school improvement plans. Annually, the sponsor shall notify, in writing, each charter school implementing a school improvement plan of the requirement to appear before the sponsor to present information regarding the progress of the approved school improvement plan. The notification shall include the date, time, and location of the publicly noticed meeting at which the director and a representative of the charter school shall appear.

School Name: West Broward Academy School Location Number: 5052

Current Grades Served: K-8 Contract Grades Served: K-8 Year School Opened: 2012

2018-2019 SCHOOL IMPROVEMENT PLAN DATA UPDATES

PART 1: Current School Information

School Information

Complete School Name: West Broward Academy	District: Broward
School Location Number: 5052	
Principal: Donna Baggs	District Superintendent: Robert Runcie
Governing Board Member(s): Bassema Iskandarani – Board Chair Nathaniel Grasch – Board Member Adrew Winninger – Board Member	Date of School Board SIP Approval: Date of School Board Charter Approval: June 13, 2017 Date of Most Recent Contract Renewal: July 26, 2016

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

[School Accountability Reports](#)

Administrators

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%, along with the associated school year)
Principal	Donna Baggs	Bachelors: Elementary Ed Masters: Leadership	2.5 years	5.5 years	Aventura City of Excellence School – 2014 - A Aventura City of Excellence School – 2015 - A The Charter School at Waterstone - 2016 - C West Broward Academy 5052– 2016- 2017 – F West Broward academy 5052 –2017-2018 - C
Assistant Principal	Derrick Hugue	Bachelors: Masters: Ed. Leadership	2.5 years	2.5 years	West Broward Academy 5052– 2016- 2017 – F West Broward academy 5052 –2017-2018 - C

Instructional Coaches, ESE Specialist(s), and ESOL Contact(s):

List your school's Instructional Coaches, ESE Specialist(s), ESOL Contact(s), and briefly describe their certification(s), number of years at the current school, number of years in that area/position, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%). Instructional Coaches, ESE Specialist(s), and ESOL Contact(s) described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach, ESE Specialist, ESOL Contact	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%, along with the associated school year)
Reading /Math	Rosanna Padron	Bachelors: Elementary Education	2.5	1	West Broward Academy – 2016-2017 – F West Broward Academy – 2017-2018 – C
Science/ SS	Dr. Michelle Weiss	Bachelors: ESE Masters: Deaf Education Elementary School Doctorate: Special Education, Curriculum/ Instruction and Educational Leadership	1.3	1.3	West Broward Academy – 2017-2018 - C
ESOL	Madalina Karden		2.2	1.2	West Broward Academy – 2016-2017 – F West Broward Academy – 2017-2018 - C
ESE	Sherri Myers	Bachelors: Elementary Education ESOL Certified ESE Certified	1.8	1.8	West Broward Academy – 2016-2017 – F West Broward Academy – 2017-2018 - C

PART 2: Data Updates of School Improvement Plan for Charter Schools:

1. Academic Data and Student Performance Data Analysis

Provide **detailed** student academic data analysis narratives, by grade bands (K-2, 3-5, 6-8, 9-12) and grade levels, for **the most recent two years** that includes state mandated assessments (FSA, EOC, FLKRS/STAR, ACCESS, etc.), and progress monitoring assessments required to be administered three times per year (FAIR-FS, BAS, iReady, etc.) **including current year to date progress monitoring (AP3 past year, AP1 & 2 current year)**. Include a **comparison analysis** in the detailed narrative that outlines student achievement increases and decreases by grade bands and grade levels.

NOTE: All data reports referenced should have been posted to Charter Tools as part of the 2017-2018 End-Of-Year Progress Monitoring Submission in July 2018. Current school year progress monitoring data should be posted here in chart form by grade band and grade level.

Kindergarten FLKRS Data Chart for 2017-2018

Kindergarten FLKRS

BOY 2017 FLKRS		BOY 2018 FLKRS
538/late emergent	116 point increase	520/late emergent

Data depicts grade level average score. FLKRS is the Florida Kindergarten Readiness Screener. The scores above show the incoming kindergarteners fell within the “Late Emergent Reader” meaning that the students can identify most letters of the alphabet and can match most of the letters to its sounds. Only Kindergarten students participate in this assessment.

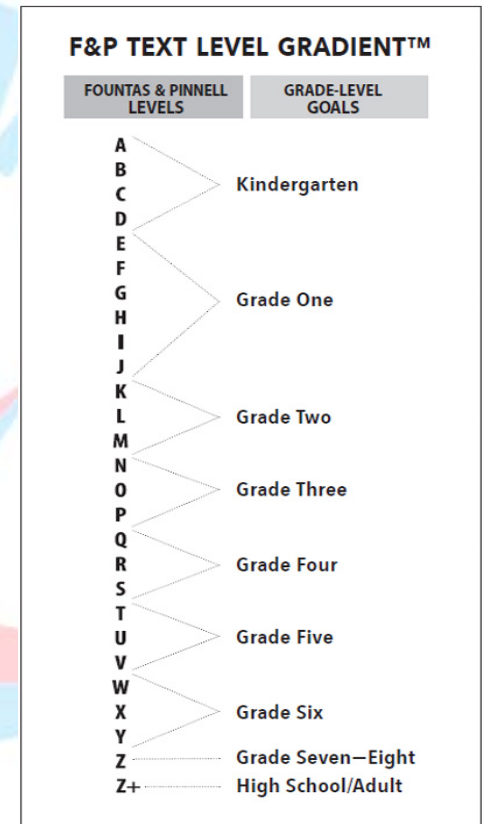
Kindergarten Letter Recognition Data for 2017 - 2018

2017 BOY Letter Recognition		2018 EOY Letter Recognition	2018 BOY Letter Recognition
47% <26 letter names	50% points increase from <26 letter names to = to 52 letter names	97% = to 52 letter names	41% <26 letter names

Data depicts percentage of students able to recognize letter names for BOY and EOY criteria. BOY criteria <26 letter names, EOY criteria = to 52 letter names. Only Kindergarten students participate in this assessment.

Kindergarten – 2nd Grade Data 2017 - 2019

Grade Level	2017	BOY to EOY Comparison	2018	Cohort Comparison	2018
	BOY BAS/RRR		EOY BAS/RRR		BOY BAS/RRR
K	Level A	Increase of 4 levels	Level D	Increase of 1 level	< Level A
1 st	Level D	Increase of 4 levels	Level H	No change to average level	Level F
2 nd	Level J	Increase of 2 levels	Level L		Level H
ESE	K:NR 1 st : Level C 2 nd : Level G	No results Increase 1 level No change	K: NR 1 st : Level D 2 nd : Level G	No results Increase 2 levels Increase 2 levels	K: Level A 1 st : Level F 2 nd : I
GIFTED	N/A		N/A		N/A
ESOL	K: N/A 1 st : D 2 nd : D	No results No change Increase 1 level	K: Level A 1 st : D 2 nd : E	No change Increase 2 levels Increase 2 levels	K: Level A 1 st : F 2 nd : G



The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.

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Benchmark Assessment System (BAS)/ Running Reading Records (RRR) Data Grades K-2 and sub groups

End of Year District Reading Assessment Data – 1st – 2nd Grade

Grade Level	2017	Cohort Comparison	2018
	EOY		EOY
1st	50%	Increase of 29% points	49%
2nd	74%		79%
Grade Band Average	63%	Increase of 1% points	64%
ESE	1 st : 0% 2 nd : N/A	Increase of 100% points	1 st : 14% 2 nd : 100%
Gifted	N/A		N/A
ESOL	1 st : 50% 2 nd : 50%	Decrease of 50% points	1 st : 11% 2 nd : 0%

The data above shows the percent of students scoring a 60% or higher on the EOY District Reading Assessment.

K-2 Baseline Data Reading – Moby Max 2017-2019

Grade Level	2017	Cohort Comparison	2018
	BOY		BOY
756 K	0.1	Increase of 6 months, but still 3 months below current grade level.	0.1
1st	0.9	Increase of 1 year and 3 months. 2 months above current grade level	0.7
2nd	1.8		2.2
ESE	0.6	2 month average grade level increase in grade band	0.8
Gifted	N/A		N/A
ESOL	0	7 month average grade level increase in grade band	0.7

Moby Max is an online program for reading and math. The students take an initial baseline assessment in order to receive lessons tailored to their reading or math level*. An EOY assessment is not required. Moby Max is different than Performance Matters in the sense that Moby Max provides practice assignments or lessons while Performance Matters is a tool used for benchmark assessments only.

The data above shows the average grade level and month equivalency utilized in the Moby Max program. Ex.: 4.5 grade equivalency equals fourth grade and five months.

K-2 Quarterly Benchmark Performance Matters – Reading and Math 2018-20192018 Performance Matters Reading Data – Kindergarten – 2nd Grade

The purpose of Performance Matters is to monitor the students' progress throughout the year. West Broward Academy began administering benchmark assessments through Performance matters in the year 2018-2019. Moby Max and Performance Matters are two different programs which serve a different purpose at WBA.

Grade Level	Quarter 1	Cohort comparisons	Quarter 2
	PM		PM
K	56%	Increase of 8 % points	64%
1st	57%	Decrease of 4% points	53%
2nd	46%	Increase of 7% points	53%
Grade Band Average	53%	Increase of 4% points	57%
ESE	52%	Decrease of 7% points	45%
ESOL	K: 71% 1: 52% 2 nd : 35% Grade Band: 53%	Decrease of 13% pts. Decrease of 8% pts. Increase of 6% pts. Decrease of 5% pts.	K: 58% 1 st : 44% 2 nd : 41% Grade Band: 48%
Gifted	N/A		N/A

The data above shows the average scores for each grade level and grade band. The achievement bands according to Performance Matters are as follows: Not yet developing $\geq 0\%$ - $< 50\%$; Developing $\geq 50\%$ - $< 70\%$; Meets expectations $\geq 70\%$ - $< 90\%$; Exceeds expectations $\geq 90\%$ - 100%

*K-2 Academic Data:***Reading**

In reviewing the 2017 – 2018 primary grade band (grades K – 2) reading data, the Kindergarten FLKRS data displayed an average score of 538, emergent level, in the October of 2017 and an increased emergent level average score of 654 by June of 2018. In October of 2018 Kindergarten students achieved a BOY emergent level of 520.

All K – 3rd grade students at WBA are given the Benchmark Assessment System (BAS)/Running Reading Record (RRR). Proficiency The 2017 – 2018 intermediate grade band (grades K – 2) reading data showed Kindergarten students average RRR for Fall 2017 at a Level A, which is beginning of the year Kindergarten proficiency, and the end of the year average increased to a Level D, which is end of the year Kindergarten proficiency. This average score of D at the end of the year for Kindergarten is considered proficient on the Fountas and Pinnell reading level chart (See graphic). Upon this cohort entering 1st grade in Fall of 2018 the average score was a Level F. Level F, according to the Fountas and Pinnell reading chart, is equivalent to one level above the beginning of the year range for 1st graders. First grade students' RRR beginning of the year 2017 average was a Level D, which is end of the year Kindergarten proficiency, with a May 2018 average of a Level H, which is considered below grade level for end of the year 1st graders. This average is considered a half of a year below grade level proficiency for end of the year 1st graders. Upon this cohort entering 2nd grade in Fall of 2018, the average score was a Level H, still below level for entering 2nd graders. Second grade students' RRR beginning of the year 2017 average was a Level J, which is an end of year 1st grade proficiency. In May of 2018, 2nd grade students averaged a Level L, and increase of 2 levels, but considered a mid-year 2nd grade proficiency. Examining subgroup data for RRR, ESE students in K – 2nd grade band show EOY 2017 data for 1st grade at Level C, a mid-year K proficiency on the Fountas and Pinnell reading level chart. ESE students in 1st grade show a Fall 2018 Level of D, which is an EOY K grade proficiency. Winter 2018 ESE 1st grade subgroup scores showed an increase of 2 levels to a Level F, end of quarter one first grade proficiency. EOY 2017 data for 2nd grade at Level G, a beginning quarter two 1st grade proficiency on the Fountas and Pinnell reading level chart. ESE students in 2nd grade show a Fall 2018 Level of G, which is a beginning quarter two 1st grade proficiency. Winter 2018 ESE 2nd grade subgroup scores showed an increase of 2 levels to a Level I, beginning of quarter four first grade proficiency. ESOL students in K – 2nd grade band show EOY 2017 data for 1st grade at Level D, an EOY Kindergarten proficiency on the Fountas and Pinnell reading level chart. ESOL students in 1st grade show a Fall 2018 Level of D, which is an EOY Kindergarten grade proficiency. Winter 2018 ESOL 1st grade subgroup scores showed an increase of 2 levels to a Level F, end of quarter one first grade proficiency. EOY 2017 data for 2nd grade at Level D, an ESOL Kindergarten grade level proficiency on the Fountas and Pinnell reading level chart. ESOL students in 2nd grade show a Fall 2018 Level of F, which is end of quarter one 1st grade proficiency. Winter 2018 ESOL 2nd grade subgroup scores showed an increase of 2 levels to a Level G, beginning of quarter four first grade proficiency. No students are in the gifted program in this grade band.

Students enrolled at WBA in 2017 – 2018 in Kindergarten through eighth grade utilized Moby Max for baseline data and progress monitoring, but Moby Max was not continued with efficacy through to end of the year data in June 2018. Additionally, after baseline testing was completed in Fall of 2018, WBA discontinued use of Moby Max for quarterly assessments, as the Florida Standards alignment was flawed. Performance Matters replaced Moby Max for quarterly assessments by end of the first quarter in 2018 for all K – 8 students at WBA. According to the available data, in beginning of the year (BOY) 2017 and 2018 on Moby Max grade equivalency assessment, Kindergarten students scored a grade level average grade equivalency of .1, or 1 month of Kindergarten instruction. This score is proficient for K students entering Kindergarten at the beginning of the year. The cohort comparison of data for K students in Fall 2017 will look at the proficiency of these same students as they enter 1st grade in BOY 2018. Their scores show a grade level proficiency of .7, or 7 months of Kindergarten instruction, at the BOY 2018. This score signifies three months below grade level proficiency for 1st graders entering 1st grade at the BOY. In BOY 2017 on Moby Max grade equivalency assessment, 1st grade students scored a grade

level equivalency of .9, 9 months of K instruction. This score is 1 month below grade level equivalency for entering 1st grade students at the BOY 2018. The cohort comparison of data will look at the proficiency of these same students as they enter 2nd grade in BOY 2018. Their scores show a grade level proficiency of 2.2, second grade and 2 months, at the BOY 2018. This score signifies 2 months above on grade level proficiency for 2nd graders entering 2nd grade at the BOY. In BOY 2017 on Moby Max grade equivalency assessment, 2nd grade students scored a grade level equivalency of 1.8, first grade and 8 months. This score is 2 months below grade level equivalency for entering 2nd grade students at the BOY. Examining subgroup data, K - 2 ESE students in 2017 showed an average grade level equivalency of 6 months Kindergarten instruction on the Moby Max Reading baseline. Subgroup data for K – 2 ESE students showed an average grade level equivalency of 0.8 in 2018, which would be considered a grade level equivalent of 8 months of K instruction. In BOY 2017, ESOL students in K – 2 showed an average grade level equivalency of 0, or equivalent to no K instruction on the Moby Max baseline with an increased average of 7 months of K instruction. No students are in the gifted program in this grade band.

Fall 2017 Kindergarten recognition of letter names data showed 47 percent of students were able to name at least 26 letter names. End of the year data showed 97 percent of Kindergarten students were able to identify all 52 letter names. In Fall 2018, 41% of Kindergarten students were able to identify 52 letters. The End of Year Reading Assessment of 2017 for first grade students showed 50% of students scored a 60% or higher. Cohort data for these students taking the EOY District Assessment in Reading in the second grade showed that 79% of this cohort scored a 60% or higher and met or exceeded promotion criteria. In May 2018, 49 percent of all first graders met or exceeded promotion criteria scoring 60% or higher on this assessment. The second grade End of the Year Assessment in Reading for 2017 showed 74% of students scored a 60% or higher. In May 2018, 79 percent of all second graders met or exceeded promotion criteria scoring 60% or higher on this assessment. End of the year data showed an average of 63 percent of K – 2 students meeting promotion criteria of 60% or higher on this assessment in May 2017 and increased 1% point to 64% in May 2018. Examining subgroup data, first grade ESE students in 2017 showed 0% of this subgroup scored a 60% or higher on the EOY District Reading assessment. Cohort data displays this ESE subgroup showed 100% of the subgroup scored a 60% or higher on the EOY District Reading assessment, increasing 100% points. First grade ESE students data on the EOY District Reading assessment in 2018 showed that 14% of this subgroup scored a 60% or higher on this assessment. This is a 14% point increase in first grade ESE scores from 2017 to EOY 2018. Sub group data for first grade ESOL students in 2017 showed 50% of this subgroup scored a 60% or higher on the EOY District Reading assessment. Cohort data displays this ESOL subgroup showed 0% of the subgroup scored a 60% or higher on the 2018 Second Grade EOY District Reading assessment, decreasing 50% points. First grade ESOL students data on the EOY District Reading assessment in 2018 showed that 11% of this subgroup scored a 60% or higher on this assessment. This is a 39% point's decrease in first grade ESOL scores from 2017 to EOY 2018. In second grade 2017, there were 0 students enrolled at WBA in the ESE subgroup. Second grade ESE subgroup data on the EOY District Reading assessment in 2018 shows 100% of subgroup students scored a 60% or higher on this assessment, meeting or exceeding promotion criteria. Subgroup data for second grade ESOL students in 2017 showed 50% of the students scored a 60% or higher on this assessment. Second grade ESOL students in the subgroup in 2018 showed 0% of students achieved a 60% or higher on the EOY District Reading assessment. No students are in the gifted program in this grade band.

In 2018 – 2019, West Broward Academy students participated in benchmark quarterly assessments through Performance Matters. In Fall of 2018, all students in K – 8th grades were assessed using Performance Matters. Students in K through 2nd grades were given reading and mathematics assessments. The Performance Matters benchmark assessments in Quarter 1/October 2018 shows an average overall achievement reading score of 56% in Kindergarten and Quarter 2/December 2018 average overall achievement scores indicate an increase of 8 % points to a 64% average overall achievement score. In Quarter 1/October 2018, the earned average overall achievement score for 1st grade was a 57 percent and in Quarter 2/December 2018 scores indicate a decrease of 4 % points to 53% for average overall achievement score. In Quarter 2/October 2018, second grade

earned an average overall achievement score 46%, with an increase of 7% points in Quarter 2/December 2018 of 53% average overall achievement score.

The grade level band shows an average 4% point increase to the average overall achievement score on the Performance Matters Quarter 1/October 2018 assessment to Quarter 2/December 2018 assessment. Examining ESE K - 2 subgroup data for PM Q1 shows an average score of 52%, with a PM Q2 drop of 7% points to an average score of 45%. ESOL K – 2 subgroup data for PM Q1 shows an average score of 53%, with a PM Q2 drop of 5% points to 48%. These drops in data were addressed through data chats, restructure of small group for teacher and scheduled interventionist small group support, using Journeys Write-In Readers and technology resources. Additionally, to increase achievement from the Quarter 2/December 2018 assessment of Performance Matters reading to the Spring Performance Matters assessments, data chats were held with administration to identify the three lowest standards already taught to develop a schedule and share resources to reteach those standards. Teachers K – 8th grade, then, held data chats with students, added review centers/stations, and pulled small groups to reteach these standards as a secondary benchmark to their regular pacing guide. This should allow for increases once the Spring 2019 Performance Matters scores become available. No students at WBA are in the gifted program in the K – 2 grade band.

Overall, the K – 2 grade band data shows that students are responding to reading instruction throughout the 2018 – 2019 school year, displaying increases in overall grade band scores. Continued use of targeted strategies to improve data, such as; data chats with administration to identify needs, student data tracked on data walls, small group instruction to address deficiencies, and lesson planning to reteach and review lowest standards. These strategies should also assist students in ESE and ESOL subgroups, whose data shows decreases. Additionally, examining Individual Education Plan (IEP) goals to support ESE student growth has been done. Professional Learning Community (PLC) collaboration in the areas ESE accommodations and ESOL strategies have been used, with plans for additional professional development to support classroom instruction of these fragile subgroups to be scheduled next year.

K-2 Moby Max Baseline 2017-2019

Grade Level	2017	Cohort Comparison	2018
	BOY		BOY
K	0.4	Increase to next grade level	0.4
1 st	1.1	Increase of 5 months, but is 4 months below grade level equivalency for BOY	1.0
2 nd	1.7		1.6
ESE	0.7	Increase of 5 months	1.2
Gifted	N/A		N/A
ESOL	0.5	Increase of 3 months	0.8

The data above shows the average grade level and month equivalency utilized in the Moby Max program. Ex.: 4.5 grade equivalency equals fourth grade and five months.

2018 Performance Matters Mathematics Data – Kindergarten – 2nd Grade

Grade Level	Quarter 1		Quarter 2
	PM		PM
K	79%	Decrease of 5 % points	74%
1st	65%	No change to % points	65%
2nd	66%	No change to % points	66%
Grade Band Average	66%	Increase of 2 % points	68%
ESE	69%	Decrease of 3 % points	66%
ESOL	K: 71% 1 st : 61% 2 nd : 61% Grade band: 64%	Increase of 6% pts Increase of 3% pts Decrease of 5% pts Increase of 2% pts	K: 77% 1 st : 64% 2 nd : 56% Grade band: 66%
Gifted	N/A		N/A

The data above shows the average scores for each grade level and grade band. The achievement bands according to Performance Matters are as follows: Not yet developing $\geq 0\%$ - $< 50\%$; Developing $\geq 50\%$ - $< 70\%$; Meets expectations $\geq 70\%$ - $< 90\%$; Exceeds expectations $\geq 90\%$ - $100\%+$

Math

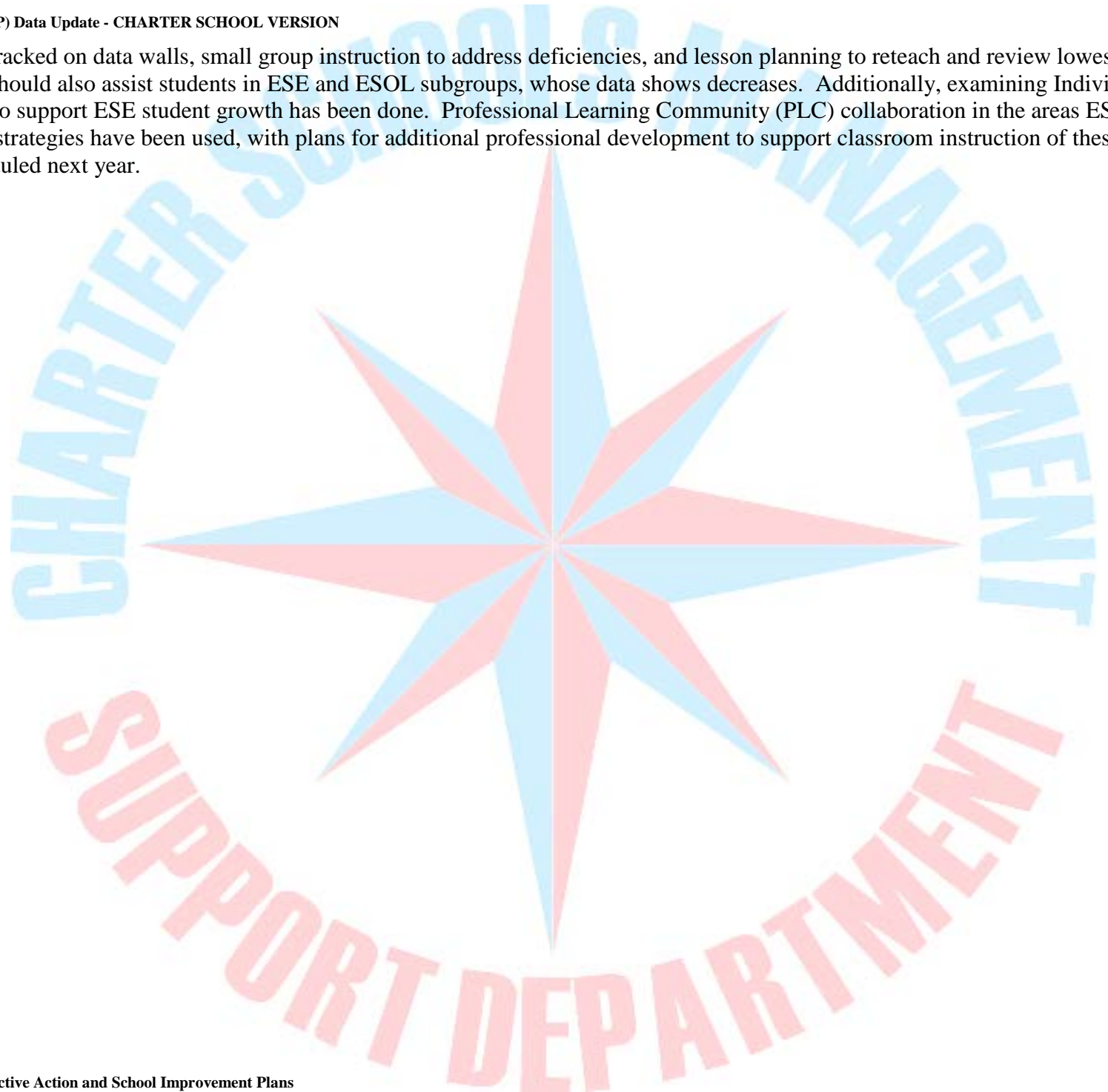
Students enrolled at WBA in 2017 – 2018 in Kindergarten through eighth grade utilized Moby Max for baseline data and progress monitoring, but Moby Max was not continued with efficacy through to end of the year data in June 2018. FSA scores were utilized as end of year (EOY) data in 2018. Additionally, after baseline testing was completed in Fall of 2018, WBA discontinued use of Moby Max for quarterly assessments, as the Florida Standards alignment was flawed. Performance Matters replaced Moby Max for quarterly assessments by end of the first quarter in 2018. According to the available data, in beginning of the year (BOY) 2017 in mathematics Moby Max grade equivalency assessment, Kindergarten students scored a grade level average grade equivalency of .4, 4 months of Kindergarten instructions. This score is 4 months above grade level proficiency for K students entering K at the beginning of the year. The cohort comparison of data will look at the proficiency of these same students as they enter 1st grade in BOY 2018. Their scores show a grade level proficiency of 1.0, first grade and 0 months, at the BOY 2018. This score signifies on grade level proficiency for 1st graders entering 1st grade at the BOY. In BOY 2017 on Moby Max grade equivalency assessment, 1st grade students scored a grade level equivalency of 1.1, first grade and 1 month. This score is 1 month above grade level equivalency for entering 1st grade students at the BOY. The cohort comparison of data will look at the proficiency of these same students as they enter 2nd grade in BOY 2018. Their scores show a grade level proficiency of 1.6, first grade and 6 months, at the BOY 2018. This score signifies 4 months below grade level proficiency for 2nd graders entering 2nd grade at the BOY. In BOY 2017 on Moby Max grade equivalency assessment, 2nd grade students scored a grade level equivalency of 1.7, first grade and 7 months. This score is 3 months below grade level equivalency for entering 2nd grade students at the BOY. Examining subgroup Moby Max data, K - 2 ESE students in 2017 showed an average grade level equivalency of

7 months Kindergarten instruction on the Moby Max mathematics baseline. Subgroup data for K – 2 ESE students showed an average grade level equivalency of 1.2 in 2018, which would be considered first grade and 2 months, showing 5 months of growth from previous year's students. In BOY 2017, ESOL students in K – 2 showed an average grade level equivalency of 0.5, or 5 months of K instruction on the Moby Max baseline with an increased average of 3 months grade level equivalency for the following year's students to 0.8. No students are in the gifted program in this grade band.

The Performance Matters Math benchmark assessments in October 2018 show the average score of 79% in K and December scores indicate a decrease of 5% points to the average score to 74%. This drop may be attributed to teacher transitions in all, but one K classroom. In October 2018, the average PM mathematics data shows and average score of 65% in 1st grade students and the same average score in December. In October 2018, second grade students averaged an overall score of 66% with the same average score in December. The grade level band shows an average of 2% points increase on the Performance Matters mathematics October assessment to December assessment. Examining ESE K - 2 subgroup data for PM Q1 mathematics shows an average score of 69%, with a PM Q2 drop of 3% points to an average score of 66%. ESOL K – 2 subgroup data for PM Q1 shows an average score of 64%, with a PM Q2 increase of 2% points to 66%. These drops in data were addressed through data chats, restructure of small group for teacher and scheduled interventionist small group support, implementing MTSS embedded schedule to support struggling students. Additionally, to increase achievement from the Quarter 2/December 2018 assessment of Performance Matters mathematics to the Spring Performance Matters assessments, data chats were held with administration to identify the three lowest standards already taught to develop a schedule and share resources to reteach those standards. Teachers K – 8th grade, then, held data chats with students, added review centers/stations, and pulled small groups to reteach these standards as a secondary benchmark to their regular pacing guide. This should allow for increases once the Spring 2019 Performance Matters scores become available. No students at WBA are in the gifted program in the K – 2 grade band.

Overall, the K – 2 grade band data shows that students are responding to mathematics instruction throughout the 2018 – 2019 school year, displaying increases in overall grade band scores. Continued use of targeted strategies to improve data, such as; data chats with administration to

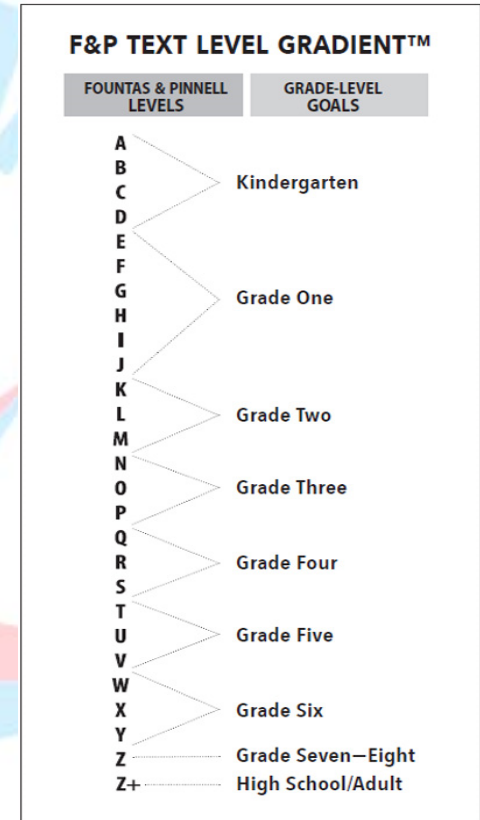
identify needs, student data tracked on data walls, small group instruction to address deficiencies, and lesson planning to reteach and review lowest standards. These strategies should also assist students in ESE and ESOL subgroups, whose data shows decreases. Additionally, examining Individual Education Plan (IEP) goals to support ESE student growth has been done. Professional Learning Community (PLC) collaboration in the areas ESE accommodations and ESOL strategies have been used, with plans for additional professional development to support classroom instruction of these fragile subgroups to be scheduled next year.



Third – Fifth Grade Data 2017 - 2019

Benchmark Assessment System (BAS)/ Running Reading Records (RRR) Data
Grades 3-5

Grade Level	2017	BOY to EOY Comparison	2018	Cohort Comparison	2018
	EOY BAS/RRR		BOY BAS/RRR		MOY BAS/RRR
3 rd *	Level M	Increase of 3 levels	Level P	Decrease of 1 level	Level P
4 th **	Level M	Increase of 1 level	Level N	Increase of 4 levels	Level O
5 th **	Level R		No results		Level R
ESE	Level N	Decrease of 1 level	Level M	Increase of 2 levels	Level O
GIFTED	Level T	Decrease of 1 level	Level S	Increase of 3 levels	Level V
ESOL	Level N	Decrease of 1 level	Level M	Increase of 2 levels	Level O



The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.

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The data above shows the average grade F&P level as determined by the Fountas and Pinnell Reading Level Gradient.

* All 3rd grade students are assessed using the BAS/RRR.

**Only students scoring a Level 1 or 2 on the previous year's FSA ELA assessment are assessed using BAS/RRR.

FAIR Data – Grades 3-5

Grade Level	2017-2018	Cohort Comparison	2018-2019	AP1 to AP2 Grade Level Comparison	2018-2019
	AP3		AP1		AP2
3 rd	38%	-8 percent points	16%	+14 percent points	30%
4 th	18%	+1 percent points	30%	+9 percent points	39%
5 th	20%		19%	+7 percent points	26%
Grade Band Average	25%	-3 percent points	22%	+10 percent points	32%
ESE	14%	-13.2 percent points	0.08%	No change	0.08%
Gifted	100%	No change	100%	No change	100%
ESOL	17%	-16.1 percent points	0.09%	-.09 percent points	0%

The data above shows the percent of students as “Likely for Success” or $\geq .85$ probability of success for each grade level according to FAIR for the school years described above.

Moby Max Reading Data – Grades 3-5

Grade Level	2017	Cohort Comparison	2018
	BOY		BOY
3 rd	3.0	Increase to next grade level plus 2 months	3.2
4 th	3.8	Increase to next grade level	4.2
5 th	4.6		5.0
ESE	2.3	Increase of 5 months	2.8
Gifted	3.7	Increase of 1 year	4.7
ESOL	1.9	Increase of 5 months	2.4

The data above shows the average grade level and month equivalency utilized in the Moby Max program. Ex.: 4.5 grade equivalency equals fourth grade and five months.

FSA ELA Data – Grades 3-5

Grade Level	2017	Cohort Comparison	2018
	FSA		FSA
3 rd	52%	+12 % points	48%
4 th	43%	-11% points	64%
5 th	29%		32%
Grade Band Average	41%	+7% points	48%
ESE	0%	+ 29% points	29%
Gifted	100%	No change	100%
ESOL	0%	No change	0%

The data above shows the percent of students scoring a Level 3 or higher on the Florida Standards Assessment.

2018 Performance Matters ELA Data – Grades 3-5

The purpose of Performance Matters is to monitor the students' progress throughout the year. West Broward Academy began administering benchmark assessments through Performance Matters in the year 2018-2019. Moby Max and Performance Matters are two different programs which serve a different purpose at WBA.

Grade Level	Quarter 1	Cohort Comparison	Quarter 2
	PM		PM
3 rd	41%	Increase of 5% points →	46%
4 th	64%	Increase of 3% points →	67%
5 th	60%	Increase of 10% points →	70%
Grade Band Average	55%	Increase of 6% points →	61%
ESE	51%	Increase of 11% points →	62%
ESOL	44%	Increase of 2% points →	46%
Gifted	81%	Decrease of 1% points →	80%

The data above shows the average scores for each grade level and grade band. The achievement bands according to Performance Matters are as follows: Not yet developing $\geq 0\%$ - $< 50\%$; Developing = $\geq 50\%$ - $< 70\%$; Meets expectations = $\geq 70\%$ - $< 90\%$; Exceeds expectations = $\geq 90\%$ - 100%

Third Grade Keystones Data 2018-2019

Students in 3rd grade at West Broward Academy participate in monthly performance and multiple-choice assessments called Keystones. In addition to taking the Keystone assessments, students are taught the focus and content related standards through the use of the Instructional cycles for each Keystone prior to being assessed. Students must pass all 19 standards, including Reading Literature (RL), Reading Informational (RI), and Language Standards in order for the Keystones or Portfolio assessment to be considered as an alternative criteria for promotion.

Based on the information below, some third grade students will be assessed on RI standards by May 3rd, therefore, third grade teachers at WBA are focusing on re-teaching the RI standards students still need to pass. Guided reading within small group instruction continues being implemented in order to provide the needed support to those students showing deficiencies in the required 3rd grade standards needed to pass the Keystone assessments.

RL standards	RI standards	Language Standards
94%	85%	87%
Extended passages are still pending	There is one more Keystone to be administered by May 3 rd .	Extended passages are still pending

**The scores in this chart indicate the % of students who have passed the Keystone assessments with at least 75% proficiency or in 3/4 opportunities.*

3-5 Academic Data

Reading

All K – 3rd grade students at WBA are given the Benchmark Assessment System (BAS)/Running Reading Record (RRR). However, in fourth and fifth grades, only students scoring a level 1 or 2 on the previous year's FSA ELA are given RRR assessment and it is important to note that the averages will account for a smaller sample of students than in K – 3rd grades. The 2017 – 2018 intermediate grade band (grades 3 – 5) reading data showed third grade students average RRR for Fall 2017 at a Level M, which is end of the year second grade proficiency, and the end of the year average increased to a Level P, which is end of the year third grade proficiency. This average score of M at the end of the year of 3rd grade is considered proficient on the Fountas and Pinnell reading level chart. Upon this cohort entering 4th grade in Fall of 2018, the smaller sample of only Level 1 and 2's scored at a Level O. Level O, according to the Fountas and Pinnell reading chart, is equivalent to a mid-year 3rd grade level or a half year behind. These students were placed on PMPs and intervention groups to support their remediation. Fourth grade students' RRR beginning of the year 2017 average was a Level M, which is end of the year second grade proficiency, with a May 2018 average of a Level N, which is considered beginning of the year third grade proficiency. This average is considered one year below grade level proficiency for end of the year 4th graders. There was slight growth during the 2017 – 2018 academic year of this smaller sample size, but the end of year 2018 score is below grade level proficiency for 4th grade. Examining subgroup data for RRR, ESE students in 3rd – 5th grade band show EOY 2017 data at Level N, a BOY 3rd grade proficiency on the Fountas and Pinnell reading level chart. ESE students in 3rd – 5th grade band show a Fall 2018 Level of M, which is an EOY 3rd grade proficiency. Winter 2018 ESE subgroup scores showed an increase of 2 levels to a Level O, a mid-year 3rd grade proficiency. ESOL students in 3rd – 5th grade band show EOY 2017 data at Level N, a BOY 3rd grade proficiency. ESOL students in 3rd – 5th grade band show a Fall 2018 Level of M, which is an EOY 3rd grade proficiency. Winter 2018 ESOL subgroup scores showed an increase of 2 levels to a Level O, a mid-year 3rd grade proficiency. Gifted students in 3rd – 5th grade band show EOY 2017 data at a Level T, considered BOY 5th grade proficiency. Gifted students in 3rd – 5th grade band show a Fall RRR 2018 Level of S, which is EOY 4th grade proficiency. Winter 2018 Gifted subgroup scores showed an increase of 3 levels to a Level V, EOY 5th grade proficiency on the Fountas and Pinnell reading level chart. To address these struggling students in 2018, these now 5th grade students were provided extra support in MTSS and Intervention groups, which was embedded into the 5th grade level schedule and interventionist's schedule. The latest RRR data on these now 5th grade students shows an average of Level R, which is an improvement, but still a mid-year 4th grade level and considered one year below 5th grade proficiency. These students are on Progress Monitoring Plans (PMP), provided interventions in MTSS, and will continue to be assessed using RRR for monitoring. Gifted student enrichment will be addressed in the overall grade band section.

Intermediate grade band students participated in FAIR testing. This year's 3rd grade student data for FAIR testing in Fall of 2018 (AP1) shows 16% of students likely to succeed and earned a 14% points increase on 2018 AP2 data to 30%. This year's 4th grade student data for FAIR testing in Fall of 2018 (AP1) shows 30% of students likely to succeed with an earned 9% points increase on 2018 AP2 data to 39% likely to succeed. This year's 5th grade student data for FAIR of 2018 (AP1) shows 19% of students likely to succeed and earned a 7% point increase on 2018 AP2 data to 26% likely to succeed. To exam by cohort, previous year's data for incoming 3rd graders is not available as the FAIR is not assessed in grade K – 2. In 3rd grade, AP3 data from May 2018 showed 38 percent of students were likely for success and 46 percent showed median likelihood for success. The examination of cohort data for incoming 4th grade students (previous 3rd grade students) for AP1 data in Fall of 2018 shows 30% of these students were likely for success and 58% showed median likelihood for success. The AP2 data for 2018 for this cohort shows 39% of students were likely for success and 39% of students with median likelihood for success, earning a 9% points increase in likely for success. The data does show a decrease of students in the median likelihood

for success with 9% points moving up to likely for success, but the data also shows an increase to the at high risk students from 12% in AP1 to 21% in AP2. To address the increase in the at high risk student group, an interventionist was put in place to assist with small group intervention instruction. In 4th grade, AP3 data from May 2018 showed 18 percent of students were likely for success and 68 percent showed median likelihood for success. The examination of cohort data for incoming 5th grade students (previous 4th grade students) for AP1 data in Fall 2018 shows 19% of these students were likely for success and 58% showed median likelihood for success. The AP2 data for 2018 for this cohort shows 26% of students were likely for success and 62% showed median likelihood for success, earning a 7% point increase to the likely for success and 3% point decrease to median likelihood for success and at high risk, respectively. Fifth grade AP3 data from May 2018 showed 20 percent of students were likely for success and 67 percent showed median likelihood for success. In Fall 2018, it should be noted that many new incoming 6th graders enrolled at WBA, so when examination of cohort data is done across 5th grade data to 6th grade, many additional, new enrollees are included in the Fall 2018 sixth grade data. For incoming 6th grade students (previous 5th grade students), AP1 data in Fall 2018 shows 9% likely for success and 60% with median likelihood for success. To address the deficient scores in Fall of 2018, two sections of 6th grade students were placed into an intensive support schedule. These students were provided extended reading periods with additional intensive push in support. The AP2 data for 2018 for this cohort shows an increase of 7% points likely for success at 16%, a 2% points decrease to median likelihood for success to 63% (students moving up to likely for success), and a 10% points decrease to at high risk students to 21%. The increases to likely and median likely and decrease to at high risk students can be attributed to the intensive support schedule for our lowest 6th grade students. Examining subgroup data for ESE students in grades 3rd – 5th show an AP3 2018 score of 14% are likely for success. 2018 AP1 data shows a score of .08% of ESE students scoring likely for success and no change to the .08% of ESE students scoring likely for success for AP2 data. ESOL students in grades 3rd – 5th show an AP3 2018 score of 17% are likely for success. 2018 AP1 data shows a score of .09% of ESOL students scoring likely for success and no change to the 0% of ESOL students scoring likely for success for AP2 data. Gifted students in grades 3rd – 5th show an AP3 2018 score of 100% are likely for success. 2018 AP1 data shows a score of 100% of Gifted students scoring likely for success and no change to the 100% of Gifted students scoring likely for success for AP2 data.

Students enrolled at WBA in 2017 – 2018 in first through eighth grade utilized Moby Max for baseline data and progress monitoring, but Moby Max was not continued with efficacy through to end of the year data in June 2018. FSA scores were utilized as end of year (EOY) data in 2018. Additionally, after baseline testing was completed in Fall of 2018, WBA discontinued use of Moby Max for quarterly assessments, as the Florida Standards alignment was flawed. Performance Matters replaced Moby Max for quarterly assessments by end of the first quarter in 2018. According to the available data, in beginning of the year (BOY) 2017 on Moby Max grade equivalency assessment, 3rd grade students scored a grade level average grade equivalency of 3.0, third grade and 0 months. This score is proficient for 3rd graders entering 3rd grade at the beginning of the year. The cohort comparison of data will look at the proficiency of these same students as they enter 4th grade in BOY 2018. Their scores show a grade level proficiency of 4.2, fourth grade and 2 months, at the BOY 2018. This score signifies two months above the on grade level proficiency for 4th graders entering 4th grade at the BOY. In BOY 2017 on Moby Max grade equivalency assessment, 4th grade students scored a grade level equivalency of 3.8, third grade and 8 months. This score is 2 months below grade level equivalency for entering 4th grade students at the BOY, which may be attributed to summer slide often seen in BOY scores, as well as students not taking this computer-based assessment seriously. The cohort comparison of data will look at the proficiency of these same students as they enter 5th grade in BOY 2018. Their scores show a grade level proficiency of 5.0, fifth grade and 0 months, at the BOY 2018. This score signifies on grade level proficiency for 5th graders entering 5th grade at the BOY. In BOY 2017 on Moby Max grade equivalency assessment, 5th grade students scored a grade level equivalency of 4.6, fourth grade and 6 months. This score is 4 months below grade level equivalency for entering 5th grade students at the BOY. Examining subgroup data for BOY 2017 ESE students in 3rd – 5th grade band for Moby Max ELA shows an average grade equivalent of 2.3, or second grade and 3 months. ESE students in BOY 2018 in 3rd – 5th grade band show an increase of 5 months to an average of 2.8, or second grade and 8 months. In 2017, ESOL students in 3rd – 5th grade band for Moby Max ELA shows an average grade equivalent of 1.9., or first

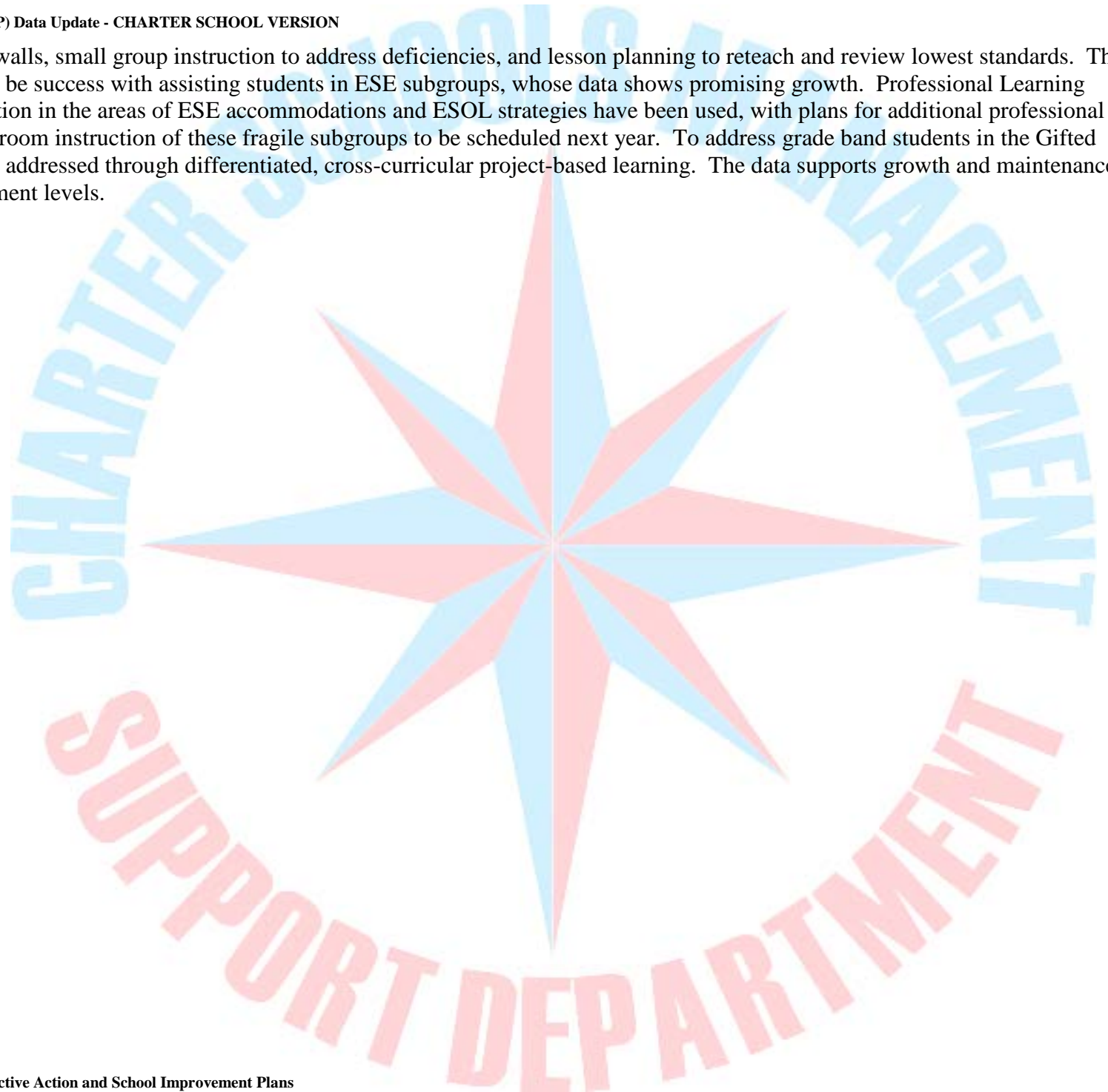
grade and 9 months. ESOL students in BOY 2018 in 3rd – 5th grade band show an increase of 5 months to an average of 2.4, or second grade and 4 months. Gifted students in 3rd – 5th grade band for Moby Max ELA shows an average grade equivalent of 3.7., or third grade and 7 months. Gifted students in BOY 2018 in 3rd – 5th grade band show an increase of 1 year to an average of 4.7, or fourth grade and 7 months.

Florida Standards Assessment (FSA) English – Language Arts (ELA) scores in 2017 showed 52% of 3rd grade students scored a Level 3 or higher, 43 percent of 4th grade students scored a Level 3 or higher, and 29% of 5th grade students scored a Level 3 or higher. On the FSA in Spring 2018, the data showed 48 percent of 3rd grade students scored a Level 3 or higher, 64 percent of 4th grade students scored a Level 3 or higher, and 32 percent of 5th grade students scored a Level 3 or higher. The 2018 FSA ELA scores in third grade show a decrease of 4% points from 2017's 3rd grade scores, 4th grade scores show the same percentage of proficient students at 43% in both 2017 and 2018, and 5th grade scores showed an increase of 3% points to the previous year's 5th gr. scores. Cohort comparisons of FSA ELA 2017 data to FSA ELA 2018 data show an earned increase of 12% points of the same students in 3rd grade in 2017 to their assessments as 4th graders in 2018 (current 5th grade students). Cohort comparisons of FSA ELA 2017 data to FSA ELA 2018 data show an 11% point decrease in of the same students in 4th grade in 2017 to their assessments as 5th graders in 2018 (current 6th graders). The drop in scores within the current 6th grade cohort again supports the reasoning to the intensive support scheduling for low performing students. The grade band average of students scoring proficient at a Level 3 or higher on the 2017 FSA ELA Assessment was 41% with a 7% points increase in the grade level band in 2018 to 48 percent points. Examining 2017 FSA ELA subgroup data for ESE students in grade band 3rd – 5th shows 0% of ESE students scored a Level 3 or higher and an increase of 29% points to 2018 FSA ELA ESE subgroup data to 29% of this subgroup scoring a Level 3 or higher. 2017 FSA ELA subgroup data for ESOL students in grade band 3rd – 5th shows 0% of ESOL students scored a Level 3 or higher and an no increase to percent points to 2018 FSA ELA ESOL subgroup data to 0% of this subgroup scoring a Level 3 or higher. 2017 FSA ELA subgroup data for Gifted students in grade band 3rd – 5th shows 100% of Gifted students scored a Level 3 or higher with the same score in 2018 FSA ELA Gifted subgroup data to 100% of this subgroup scoring a Level 3 or higher.

In Fall of 2018, all students in K – 8th grades were assessed using Performance Matters. Students in 3rd through 5th grades were given ELA and mathematics. Students in 5th grade were also given a science Performance Matters assessment. The Performance Matters benchmark assessments in Quarter 1/October 2018 shows an average overall achievement ELA score of 41% in 3rd grade and Quarter 2/December 2018 average overall achievement scores indicate an increase of 5 % points to a 46% average overall achievement score. In Quarter 1/October 2018, the earned average overall achievement score for 4th grade was a 64 percent and in Quarter 2/December 2018 scores indicate an increase of 3 % points to 67% for average overall achievement score. In Quarter 2/October 2018, fifth grade earned an average overall achievement score 60%, with an increase of 10% points in Quarter 2/December 2018 of 70% average overall achievement score. The grade level band shows an average 6% point increase to the average overall achievement score on the Performance Matters Quarter 1/October 2018 assessment to Quarter 2/December 2018 assessment. To increase achievement from the Quarter 2/December 2018 assessment of Performance Matters ELA to the Spring Performance Matters assessments, data chats were held with administration to identify the three lowest standards already taught to develop a schedule and share resources to reteach those standards. Teachers K – 8th grade, then, held data chats with students, added review centers/stations, and pulled small groups to reteach these standards as a secondary benchmark to their regular pacing guide. This should allow for increases once the Spring 2019 Performance Matters scores become available. Examining subgroup data for ESE students in grade band 3rd – 5th shows an average score of 51% on ELA PM Q1 and an increase of 11% points to a 62% average score on the PM Q2 assessment. ESOL students in grade band 3rd – 5th shows an average score of 44% on ELA PM Q1 and an increase of 2% points to a 46% average score on the PM Q2 assessment. Gifted students in grade band 3rd – 5th shows an average score of 81% on ELA PM Q1 and a decrease of 1% points to an 80% average score on the PM Q2 assessment.

Overall, the 3rd – 5th grade band data shows that students are responding to ELA instruction throughout the 2018 – 2019 school year, displaying increases in overall grade band scores. Continued use of targeted strategies to improve data, such as; data chats with administration to identify needs,

student data tracked on data walls, small group instruction to address deficiencies, and lesson planning to reteach and review lowest standards. These strategies have also shown to be success with assisting students in ESE subgroups, whose data shows promising growth. Professional Learning Community (PLC) collaboration in the areas of ESE accommodations and ESOL strategies have been used, with plans for additional professional development to support classroom instruction of these fragile subgroups to be scheduled next year. To address grade band students in the Gifted program, EP goals have been addressed through differentiated, cross-curricular project-based learning. The data supports growth and maintenance of our Gifted students' achievement levels.



Grades 6-8 Data 2017 - 2019

FAIR Data

Grade Level	2017-2018	Cohort Comparison	2018-2019	Cohort Comparison	2018-2019
	AP3		AP1		AP2
6 th	21%	+23% points	9%	+7 % points	16%
7 th	16%	+2% points	44%	-5% points	39%
8 th	0%		18%	-13% points	5%
Grade Band Average	20/120 or 17%	3% Points	30/149 or 20%	-4 % Points	32/149 or 21%
ESE	0%		11%	-11% points	0%
ESOL	0%	No Change	0%		0.08%
GIFTED	100%		67%	+33% points	100%

The data above shows the percent of students as “Likely for Success” or $\geq .85$ probability of success for each grade level and subgroup according to FAIR for the school years described above.

Grades 6-8 Data 2017 - 2019
FSA ELA Data

Grade Level	2017	Cohort Comparisons	2018
	FSA		FSA
6 th	38%	-1 % points	41%
7 th	21%	+36% points	37%
8 th	N/A		57%
Grade Band Average	30%	+15% Points	45%
ESE	0%	+17% Points	17%
ESOL	0%	No Change	0%
GIFTED	100%	No Change	100%

The data above shows the percent of students scoring a Level 3 or higher on the Florida Standards Assessment

Grades 6-8 Data 2017 – 2019

Moby Max Reading Data

Grade Level	2017	Cohort Comparison	2018
	BOY		BOY
6 th	5.0	Increased 2 reading levels	6.0
7 th	6.5	Increased 2 reading levels	7.1
8 th	7.4		8.55
ESE	3.0	Increased 2.1 reading levels	5.1
ESOL	Grade 6: 2.5 Grade 7: 5.2 Grade 8: 5.7		Grade 6: 5.0 Grade 7: 3.0 Grade 8: 8.3
GIFTED	6.05	Increased 1.25 reading levels	7.3

Moby Max is an online program for reading and math. The students take an initial baseline assessment in order to receive lessons tailored to their reading or math level*. An EOY assessment is not required. Moby Max is different than Performance Matters in the sense that Moby Max provides practice assignments or lessons while Performance Matters is a tool used for benchmark assessments only.

**The data above shows the average grade level and month equivalency utilized in the Moby Max program. Ex.: 4.5 grade equivalency equals fourth grade and five months.*

2018-19 Performance Matters ELA Data- Grades 6-8

Grade Level	Quarter 1	Cohort Comparison	Quarter 2
	PM		PM
6th	50%	+4% Points →	54%
7th	49%	+5% Points →	54%
8th	55%	+ 11% Points →	61%
Grade Band Average	51%	+ 5% points →	56%
ESE	41%	-1% points →	40%
ESOL	40%	No change →	40%
Gifted	69%	+1% points →	70%

The purpose of the Performance Matters assessments is to monitor the students' progress throughout the year. West Broward Academy began administering benchmark assessments through Performance matters in the year 2018-2019. Moby Max and Performance Matters are two different programs which serve a different purpose at WBA.

The data above shows the average scores for each grade level and grade band. The achievement bands according to performance matters are as follows: Not yet developing $\geq 0\%$ - $< 50\%$; Developing $\geq 50\%$ - $< 70\%$; Meets expectations $\geq 70\%$ - $< 90\%$; Exceeds expectations $\geq 90\%$ - 100%

6-8 Academic Data

Reading

The 2017 – 2018 middle school grade band (grades 6 – 8) reading data in 6th grade on FAIR AP3 showed 21 percent of students were likely for success and 61 percent showed median likelihood for success. In 7th grade, AP3 data of the same year showed 16 percent of students were likely for success and 79 percent showed median likelihood for success. 8th grade AP3 data showed 0 percent of students were likely for success and 87 percent showed median likelihood for success. The grade band average for likely for success was a score of 12 percent. The grade band average for median likelihood for success was 76 percent. This year's FAIR data from Fall (AP1) in 6th grade showed 9 percent of students as likely for success and 60 percent as median likelihood for success. The FAIR (AP1) data in 7th grade showed 44 percent of students were likely for success and 51 percent median likely for success. This year's 8th grade FAIR (AP1) data showed 18 percent of the students for likely for success and 73 percent for median likelihood for success. The grade band average for likely for success was a score of 24 percent.

The FAIR AP2 data from winter of 2018 in 6th grade showed 16 percent of students for likely for success and 63 percent of the students for median likelihood for success. The 7th grade AP2 data of the same year showed 39 percent of the students for likely for success and 57 percent for median likelihood for success. The 8th grade FAIR (AP2) data from Winter of 2018 showed 5 percent of the students for likely for success and 95 percent for median likelihood for success.

When comparing the 2017 FAIR (AP3) data from May in 5th grade to this year's 6th grade FAIR AP1 data from the Fall 2018, there was a decrease of 11 percent points. Due to this drop in scores and only having 20% of the students in 5th grade as likely for success as reported in the FAIR from May 2018, West Broward Academy created 3 intensive reading classes for the 2018-19 school year. FSA scores for incoming 6th graders also played a role in the creation of the intensive reading classes. In addition, there has been paraprofessionals working as interventionists for the groups needed the extra support.

The FAIR AP2 data from 2018 in 6th grade showed an increase of 7 percent points from the 2018 AP1.

When comparing the 2018 FAIR AP3 data from May in 6th grade to the 2018 Fall (AP1) data in 7th grade, there is an increase of 23% points. The 7th grade 2018 AP2 data showed a decrease of 5% points from AP1 of the same year. 7th grade also showed a decrease of 1% points in the "high risk" or < .16 likely for success resulting in less than 5% of the 7th graders as "high risk" according to the FAIR assessment.

The 2018 FAIR AP1 in 8th grade showed an increase of 18% points from the 2018 AP3 8th grade scores.

When comparing the 2018 AP3 data from May in 7th grade to the 2018 AP1 data from Fall in 8th grade, there is an increase of 2 percent points. The 2018 AP2 data in 8th grade showed a decrease of 13 percent points from AP1 of the same year. The same AP2 data report in 8th grade also showed zero students in the "high risk" or < .16 probability for success category.

ESOL students in BOY 2018 in 6th -8th grade band show an increase of nearly 1 year. Gifted students in 6th-8th grade band for Moby Max reading show an increase of 1 year and 1 month.

Sixth grade Moby Max reading scores in Fall 2017 displayed an average data of 5.0 indicating that the incoming 6th graders were reading at a beginning 5th grade reading level. The Fall 2017 Beginning of Year assessment (BOY) also indicated that seventh graders had an average of 6.5 (school grade 6, month 5). 2017 Fall average scores for 8th grade students on Moby Max were 7.4 (school grade 7, month 4).

Fall 2018 data shows sixth grade scoring a reading level average of 6.0, seventh grade scored 7.1 and eighth grade scored a level of 8.5.

The Florida Standards Assessment (FSA) reading scores in 2017 showed 38 percent of 6th grade students scored a Level 3 or higher, 21 percent of 7th grade students scored a Level 3 or higher. West Broward Academy did not enroll 8th graders for the year 2016-17. The grade band average of

students scoring proficient on the 2017 FSA Reading Assessment was 30 percent. The Florida Standards Assessment (FSA) reading scores in 2018 show 41 percent of 6th grade students scored a Level 3 or higher, 37 percent of 7th grade students scored a Level 3 or higher, and 57 percent of 8th grade students scored a Level 3 or higher. The grade band average of students scoring proficient on the 2018 FSA Reading Assessment was 45 percent. The 2018 FSA reading scores in sixth grade show an increase of 3 percent points from 2017 scores, and 7th grade scores show an increase of 16 percent points from 2017 data. The 2018 FSA 6th grade reading scores show an increase of 12 percent points compared to the 5th grade scores in 2017. Additionally, the 2018 FSA 7th grade scores show a 1 percent point decrease from the 6th grade data in 2017.

The ESE population in the Spring 2018 FSA 6-8 ELA showed an increase of 17% points. The Gifted and ESOL students showed no change in the percentage of students scoring proficiency.

The 2018 Performance Matters reading average scores in 6th grade were 50 percent in October, benchmark 1, and 54 percent in December, benchmark 2. There was an increase of 4% points from benchmark 1 to benchmark 2. Seventh grade scored an average of 49 percent in October and 54 percent in December. There was an increase of 5% points from benchmark 1 to benchmark 2. A 5% point increase was demonstrated by eighth grade between the October and December assessment benchmarks. Eight graders scored an average of 55% in October and an average of 61% in December. In order to address the overall performance of the students after taking benchmark two, data chats were held examining the scores and reports in order to identify the 3 weakest standards per class and per student including a new testing window in order to monitor the students' progress after re-teaching had taken place during small group instruction.

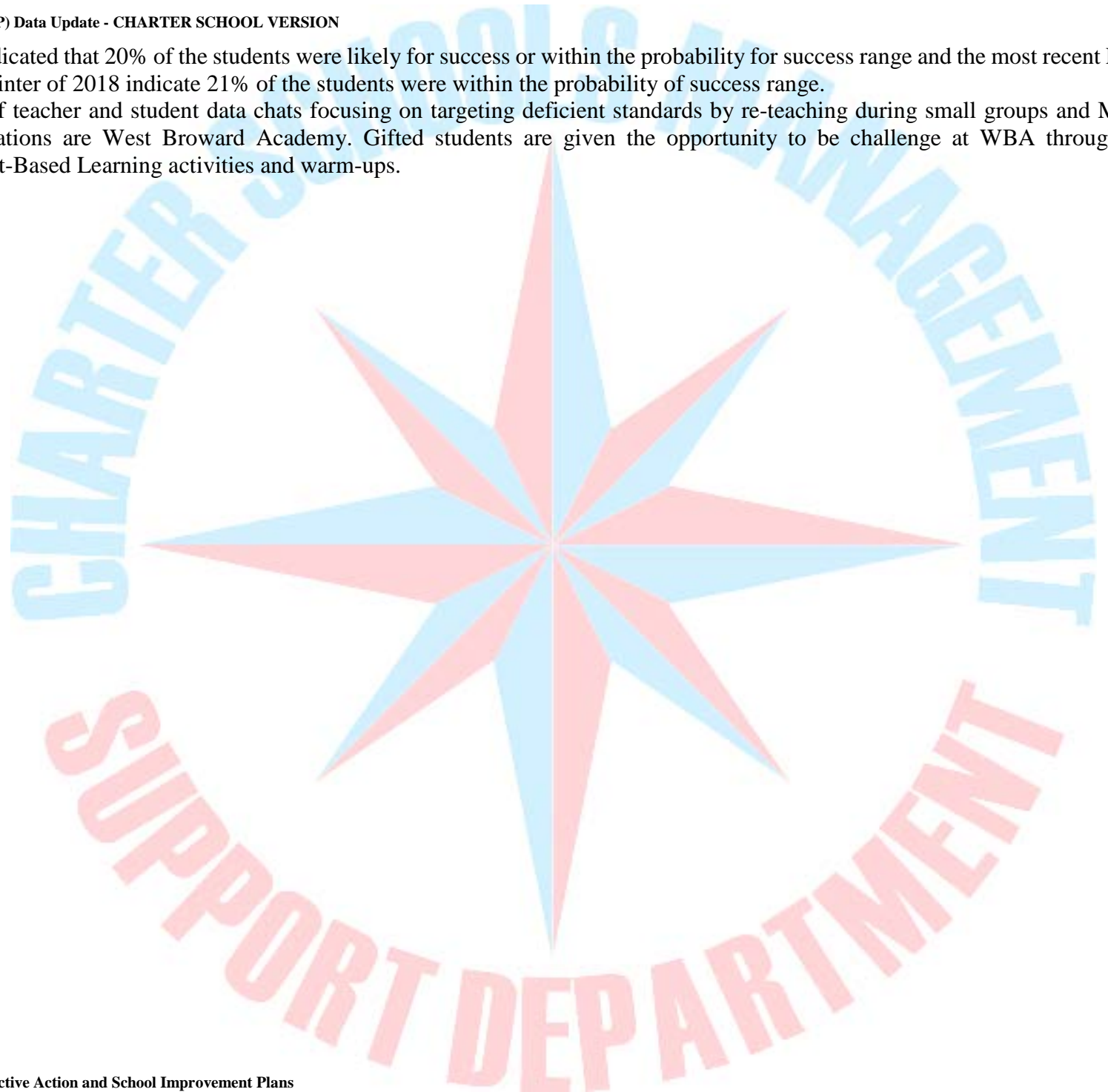
Based on the Performance Matters Reading Assessment, the students with disabilities in grade 6-8 showed an overall decrease of 4 percentage points. 6th grade increased by 1%. 7th grade maintained their scores, and 8th grade had a decrease of 5 percentage points. Overall, the 6th-8th grade band show reading as an area of deficiency. 6th grade had strengths in spelling and author's point of view. Areas of deficiency in 6th grade were with informational text and include the following: use of reference materials (LAFS.6.L.3.4.c), integrating information presented in different media or formats (LAFS.6.RI.3.7), citing textual evidence to support analysis of science and technical text (LAFS.68.RST.1.1) 7th grade had strengths in using affixes and root words to determine meanings, and author's point of view. The areas of deficiency in 7th grade included the following: Analyzing text structure (LAFS.7.RI.2.5), using context clues to determine meaning of words (LAFS.7.RL.2.4), analyzing interactions between individuals, events, and ideas (LAFS.7.KI.1.3)

Eighth grade demonstrated strength in using context clues and figurative language. The areas of deficiency in 8th grade are as follows:

- Integrate quantitative or technical information expressed in words with a version of that information presented visually (LAFS.68.RSI.3.7)
- Evaluate the advantages and disadvantages of using different mediums (LAFS.8.RI.3.7)
- Analyze how lines of a dialogue propel action (LAFS.8.RL.1.3)

Overall, all of the reading assessments shows that West Broward Academy is showing gains from 2017 to this year 2018. In the Spring of 2017 the FSA ELA test showed that the grade band 6-8 had 30% of students scoring a proficiency level of 3 or higher and in the Spring of 2018 the FSA ELA test indicated that 45% of the students in the same grade band 6-8 scored proficiency levels of 3 or higher. The FAIR reading assessment data from May 2018 (AP3) showed that 17% of students in the grade band 6-8 were likely for success or within the probability for success category, thus West Broward Academy implemented intensive reading classes in order to address those deficiencies within the 6-8 grade band. The FAIR scores from the 2018 AP1

data in the grade band 6-8 indicated that 20% of the students were likely for success or within the probability for success range and the most recent FAIR scores from AP2 from the Winter of 2018 indicate 21% of the students were within the probability of success range. Continued implementation of teacher and student data chats focusing on targeting deficient standards by re-teaching during small groups and MTSS time are part of the expectations at West Broward Academy. Gifted students are given the opportunity to be challenged at WBA through the implementation of the Project-Based Learning activities and warm-ups.



Grades 6-8 -Math FSA Data 2017-2019

Grade Level	2017	Cohort Comparisons	2018
	FSA		FSA
6 th	30%	- 1% point	46%
7 th	32%	+ 1% points	29%
8 th	N/A		33%
Grade Band Average	31%	+ 5% points	36%
ESE	17%	-17% points	0%
ESOL	33%	- 16% points	17%
GIFTED	100%	No Change	100%

The data above shows the percent of students scoring a Level 3 or higher on the Florida Standards Assessment

Grades 6-8 Math Moby Max Data 2017-2019

Grade Level	2017	Cohort Comparison	2018
	BOY		BOY
6 th	4.4	Increased 0.6 levels	4.4
7 th	4.6	Increased 0.2 levels	5.0
8 th	4.7		4.8
ESE	4.0		6.6
ESOL	6 th : 2.3 7 th : 3.5 8 th : 3.8		6 th : 4.0 7 th : 6.0 8 th : N/A
GIFTED	4.9		5.3

The data above shows the average grade level and month equivalency utilized in the Moby Max program. Ex.: 4.5 grade equivalency equals fourth grade and five months.

Grades 6-8 Math Data Performance Matters 2018-2019

Grade Level	Quarter 1	Cohort Comparison	Quarter 2
	PM		PM
6 th	37%	Increased 16% Points →	53%
7 th	48%	Increased 15% Points →	63%
8 th	55%	Increased 6% Points →	61%
Grade Band Average	47%	Increased 12% points →	59%
ESE	34%	Decreased 1% point →	33%
ESOL	41%	Decreased 5% points →	36%
Gifted	53%	Increased 9% points →	62%

The data above shows the average scores for each grade level and grade band. The achievement bands according to performance matters are as follows: Not yet developing $\geq 0\%$ - $< 50\%$; Developing $\geq 50\%$ - $< 70\%$; Meets expectations $\geq 70\%$ - $< 90\%$; Exceeds expectations $\geq 90\%$ - $100\%+$

Math

The 2017 – 2018 6th grade BOY Moby Max assessments showed the students scoring an average of 4.4, grade four, month four. The 2018 Math Moby Max BOY assessment showed 6th graders improving 0.6 points, nearly one year growth. In the 2018 BOY math assessment 6th graders scored again an average of 4.4 equivalent to grade 4 and month 4. 7th graders also showed a below grade level average of 4.6 in the 2017 BOY and an average of 5.0 in the fall of 2018. 8th graders scored an average of 4.7 in the 2017 BOY and 4.8 in 2018. ESE students scored 2.6 math levels higher in the 2018 BOY than they did in 2017. The ESOL students had averages of 2.4 in the 6th grade BOY of 2017, 3.5 in the 7th grade BOY of the same year and 8th graders scored an average of 3.8 in the Math Moby Max assessment. The overall average scores for the 6-8 grade band for both the 2017 BOY and 2018 BOY show a grade level proficiency of 4.6, fourth grade and 6 months. Gifted students in the 2018 BOY Moby Max Mathematics assessment show an average grade equivalent of 5.2 or fifth grade and two months. ESOL students scored higher in the 2018 BOY assessment. ESOL students had an average of 5.0, which is equivalent to the fifth grade year. For the remainder of this school year 2018, students in grades 6-8 were assessed through Performance Matters instead of Moby Max due to its lack of alignment with the Florida Standards.

Florida Standards Assessment (FSA) mathematic scores in 2017 showed 30% of 6th grade students scored a Level 3 or higher and 32% of 7th graders scored a Level 3 or higher. WBA did not enroll 8th grade students in the 2016 – 2017 school year. On the FSA in Spring 2018, the data showed 46 percent of sixth grade students scored a Level 3 or higher, 29 percent of seventh grade students scored a Level 3 or higher, and 33 percent of eighth grade students scored a Level 3 or higher. The grade band average of students scoring a Level 3 or higher on the FSA mathematics assessment in 2017 is 31% and showed an increase of 5% points in 2018 to 36%. Analyzing 2017 FSA mathematics subgroup data for ESE students in grade band 6th -8th shows 17% of ESE students scoring proficient with a Level 3 or higher and 0% ESE students scoring proficient in the 2018 FSA Mathematics subgroup data.

2017 FSA Mathematics subgroup data shows a decrease of 16% points in the number of ESOL students who scored proficient in the FSA Mathematics test of the same year 2018 compared to the Spring of 2017. 2017 FSA Mathematics subgroup data for Gifted students shows 100% of Gifted students scored a Level 3 or higher with the same score in 2018 FSA Mathematics Gifted subgroup data.

Even though West Broward continues to show growth in the overall FSA proficiency scores, students in the 6-8 grade band were grouped in the intensive mathematic classes in order to address gaps and deficiencies as indicated by Spring 2018 FSA scores and Performance data.

The Performance Matter benchmark assessments in October 2018 show that 6th grade students scored an average of 37% in October and 53% in December. These scores indicate an increase of 16%. In October 2018, 7th graders scored an average of 48% and the December scores indicate a 15% increase to 63% average scores. In October 2018, 8th grade students averaged a score of 55% and a 6% increase to an average of 61% in December. The grade level band shows an average of 12% points increase from the October assessment to the December assessment. The grade band average in October was 47% and 59% in December. Examining subgroup data for ESOL students in 6th -8th grade band shows an average score of 41% in Benchmark 1 (PM Q1) and an average of 36% in Benchmark 2 (PM Q2), a decrease of 5% points from benchmark 1 to benchmark 2. It should be noted that the Performance Matters benchmark 2 mathematics was a comprehensive assessment and not all topics were taught prior to the administration of the second benchmark. Benchmark 1 assessed topics taught during the first quarter. In order to address the overall performance of the students after taking benchmark two, data chats were held examining the scores and reports in order to identify the 3 weakest standards per class and per student including a new testing window in order to monitor the students' progress after re-teaching had taken place during small group instruction. Gifted students in grade band 6th -8th shows an average score of 53% on Mathematics PM Q1 and an increase of 9% points in PM Q2 assessment.

Additional ESE Analysis

In math, the 6th-8th grade band showed an over 2.5% decrease in percentage points on the Performance Matters Math Assessment. 6th grade showed an increase of 4 percentage points with strengths in decimals, and solving an equation or inequality. The 6th grade students had deficiencies in using variables to represent numbers and write expressions (MAFS.6.E.E.2.6), and positive/negative integers (MAFS.6.NS.3.5) 7th grade students had a 0.5 decrease in percentage points, but showed strengths with proportional relationships and positive/negative integers. The deficiencies in 7th grade included the distributive property (MAFS.7.EE.2.4.a), using algebraic solutions to solve real world problems (MAFS.7.NS.1.3), and interpreting quotients in division (MAFS.7.NS.1.2.b). 8th grade showed a decrease of 6 percentage points. They had strengths in graphing proportional relationships, understanding functions and interpreting scatter plots. The 8th grade had deficiencies with linear equations (MAFS.8E.3.7.a and MAFS.8.F.2.4

The 6-8 grade band overall scores from December 2018 indicate that the students are within the developing range according to Performance Matters after taking the second quarterly assessment, but most importantly Performance Matters shows growth from the October to the December assessment. In addition, the FSA and Moby Max data analysis indicate a need for a focus on having interventionists to provide support to the ESE and ESOL students. West Broward Academy has interventionists in place addressing the concerns described above. In addition, data also shows a need for continued implementation of PD's addressing vocabulary and research based strategies in order to target all sub groups in all core subject areas including Math.

Writing FSA 2017-2018

Grade Level	2017	Cohort Comparison	2018
	FSA Writing		FSA Writing
4 th	38%	decrease of 13% points	71%
5 th	33%	Increase of 32% points	25%
6 th	69%	Increase of 18% points	65%
7 th	79%	unavailable	87%
8 th	No 8 th grade students enrolled in 2016-2017		unavailable

Percent refers to the percent of students scoring at least a 6 out of 10 possible points on the FSA writing assessment.

Writing 4th – 8th Grade

Comparing grade level data, 38% of 4th graders in 2017 scored at least a 6 out of 10 points in 2017 with an increase of 33% points to a 71% of students in 4th grade scoring at least a 6 out of 10 points in 2018. Thirty-three percent of 5th grade students scored at least a 6 out of 10 points in 2017 with a decrease of 8% points to a 25% of 5th graders in 2018. Sixty-nine percent of 6th grade students scored at least a 6 out of 10 points in 2017 with a decrease of 4% points to a 65% of 6th graders in 2018. Seventy-nine percent of 7th graders scored at least a 6 out of 10 points in 2017 with an increase of 8% points to an 87% of 7th graders in 2018. In 2017, WBA did not have any 8th graders enrolled. Eighth grade scores are unavailable for comparison. Cohort comparisons show 4th graders in 2017 decreased their score by 13% points as 5th graders in 2018. Fifth grade 2017 cohort increased their score by 32% points as 6th graders in 2018. Sixth grade 2017 cohort increased their score by 18% points as 7th graders in 2018. Seventh grade 2017 cohort is unavailable for comparison as 8th graders in 2018.

Science and Civics Data 2017-2019

FSA Scores

Grade/Course	2017	2018
8 th grade Science	N/A	19%
Civics	60%	70%

The data above shows the percent of students scoring a Level 3 or higher on the Florida Standards Assessment

Quarterly Benchmark Performance Matters –Science and Civics 2018-19

Grade/Course	October	December
8 th grade Science	53%	50%
Civics	46%	50%

The data above shows the average scores for each grade level and grade band. The achievement bands according to performance matters are as follows: Not yet developing $\geq 0\%$ - $< 50\%$; Developing = $\geq 50\%$ - $< 70\%$; Meets expectations = $\geq 70\%$ - $< 90\%$; Exceeds expectations = $\geq 90\%$ - $100\%+$

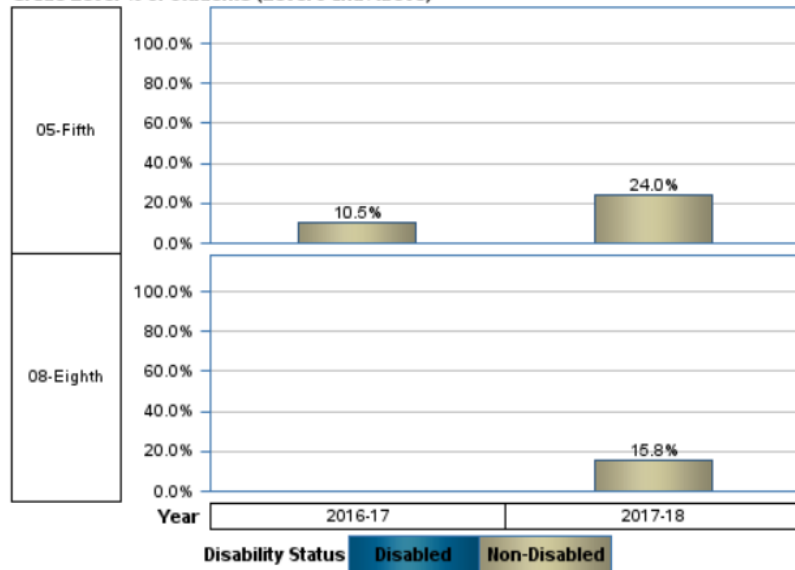
Civics and Science 6-8

Seventh grade students participate in the Civics End of Course Exam. The Spring 2017 Civics EOC shows 60% of students in 7th grade scored a Level 3 or higher. The Spring 2018 Civics EOC Exam data shows 70% of the students scored a Level 3 or higher, this is 10% points increase from the previous 2017 Spring EOC data. Examining subgroup data for ESE students in 7th grade Civics EOC shows 0% of the students scoring a proficiency score of Level 3 or higher. Spring 2018 Civics EOY ESOL subgroup shows 50% of the students scoring a Level 3 or higher. Spring subgroup data reports from 2017 and 2018 Science NGSS EOC show 0% of ESE students scoring a proficient score of 3 or higher and the same score of 0% for the ESOL subgroup.

Student Performance by Disability Status

Applied filters: District equal to 06-BROWARD

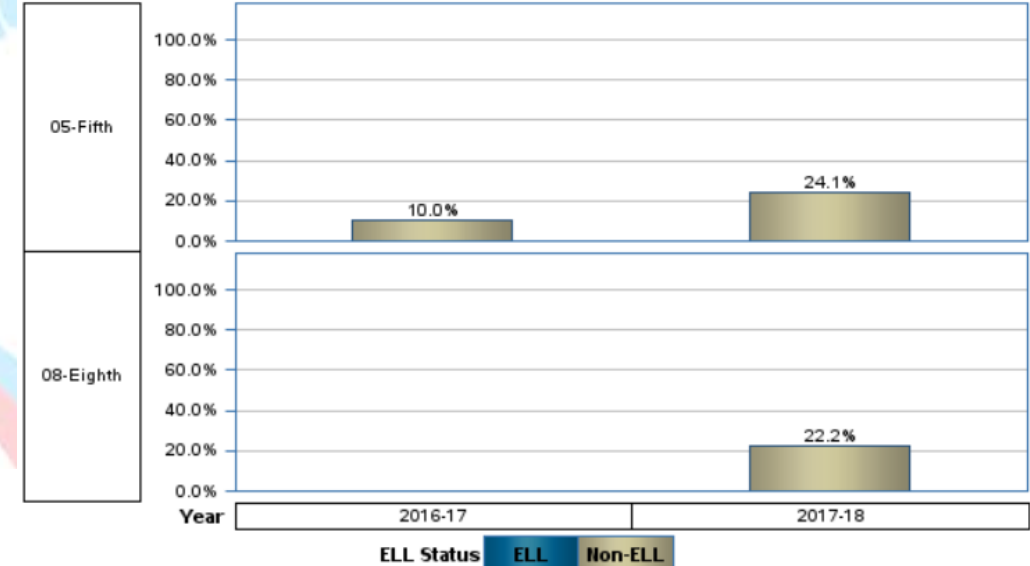
Grade Level % of Students (Level 3 and Above)



Student Performance by ELL Status

Applied filters: District equal to 06-BROWARD

Grade Level % of Students (Level 3 and Above)



The data above shows the % of the ELL student population who scored a Level 3 or higher.

WBA's 2018 FCAT Science 2.0 and Civics EOC data indicates promising growth for Science and Civics students. The eighth grade students took the Science Performance Matters assessment scoring an average of 53 percent in October and an average of 50 percent in December.

Seventh grade students taking the Civics Performance Matters assessment in October (PM1) scored an average of 46% and an average of 50% in December (PM2). A score of at least 50% indicates the students are within the "developing range" according to Performance Matters. It should be noted that PM2 was a comprehensive exam for both Civics and Science, therefore not all standards had been covered by December.

The data above shows the 0% of the ESE student population who scored a Level 3 or higher.

Summary

West Broward Academy continues to implement strategies and practices identified in the 2017-2018 School Improvement Plan. Experiencing minimal teacher turn over throughout the school year and significant teacher retention the school experienced growth in 2017-2018 and maintains this stability in 2018-2019.

The school has identified low attendance and the lack of parental involvement within minority and sub groups as an obstacle to students achieving higher learning gains. The school continues to be dedicated to the increase in parental involvement opportunities and continues to offer opportunities at various times and days of the week to attend events, volunteer in a classroom, assist with tutoring children, training in homework help or to be a part of a committee at the school. Title I Open House, Back to School Open House, Title I meetings, Coffee with the Principal, Parent Academy, STEAM Nights, Family Literacy events, Math and Reading Nights and Data information events are but a portion of the efforts the school provides parents. Letters and articles regarding the importance of student attendance and the impact it has on the student academic success are frequent reminders sent to parents by the principal of the school. Incentives are in place to support arrival, regular attendance and staying the entirety of the school day. Late arrivals and early dismissals are peak concerns on a daily basis for the general student population and a high number of absences are of concern for approximately 44 students. West Broward Academy is considering the Hero K12 System to assist with tracking and rewarding attendance and positive behavior in the next school year, as well as a Social Emotional Learning curriculum through Quwonder.

West Broward Academy continues to identify students that meet the requirements of advanced placement. Students identified as EP are provided extended learning opportunities involving enrichment and project-based learning. Continued support and intervention for our ELL students through peer tutoring/teaching, interventionist placement and support through the curriculum exists in all core areas of instruction. After-school tutoring opportunities for the ESE/ELL students are also available.

West Broward Academy focuses on driving the instructional practices of teachers and student learning based on benchmark data results. Extensive time is spent with teachers, students and parents regarding student growth, or lack thereof. Quarterly benchmark assessments allow the school to identify each student's deficiency by standard then work to hone this skill to a level of mastery, or proficiency. West Broward Academy continues to seek additional opportunities to support students throughout the school day and beyond. Students supporting students through our NJHS (National Junior Honor Society) tutoring is proving effective and favored by students as is the Friend Friday reading initiative. The WBA middle school students have a modified schedule on Friday to address the specific deficiencies of students. A Focus Friday schedule is in place and is determined by student data on benchmark assessments and teacher input. All middle school students are required to receive specific intervention during this time.

West Broward continues to integrate writing and STEAM initiatives throughout all courses. The strategy of RACE can be observed schoolwide and proves to be an effective strategy for our students to implement during the writing process.

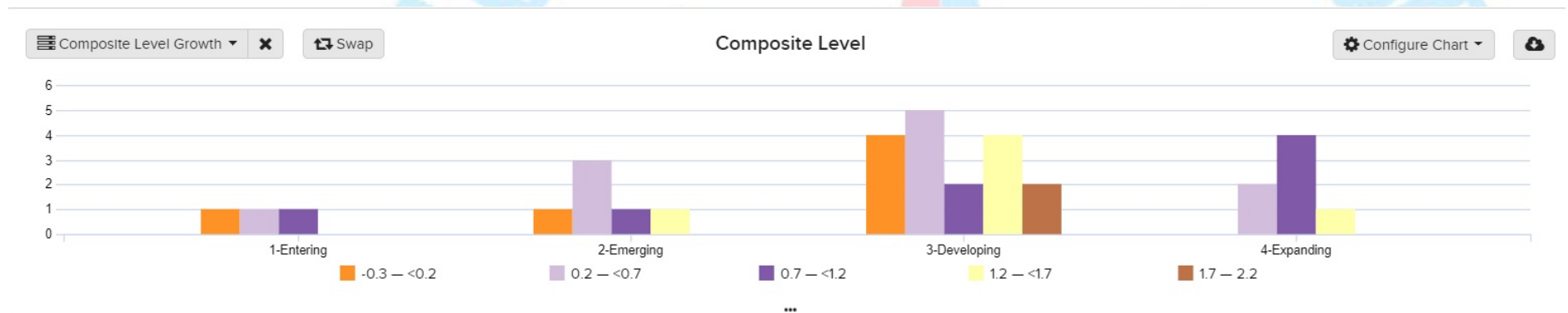
Resources are currently being identified and reviewed for research based behavioral support and social-emotional support curriculum and trainings for all staff. Currently staff are encouraged to utilize resources from Elevation.

The overall K-2 ESE subgroup ELA and Math data reveal that in 3 out of 4 assessments (Moby Max, BAS, Performance Matters and EOY reading) administered since Fall 2017, the students have shown growth. 2018 Performance Matters data shows 7% points decrease when comparing PM1 to PM2. BAS, Moby Max and EOY assessments show growth in students' performance scores for grade band K-2. The ESOL subgroup ELA and Math data shows an increase in average scores in 2 out of 4 assessments administered since Fall 2017. EOY District Reading and Performance Matters data show a decrease in average scores since Fall 2017. 3rd-5th grade band ELA ESE subgroup data shows an increase in average scores in 4 out of 5 assessments administered since Fall 2017. The reading FAIR assessment shows no change in scores from 2018- AP1 to 2018-AP2. 3rd-5th grade band

Math ESE subgroup data shows an increase in scores in 1 out of 3 assessments administered since Fall 2017. Performance Matters benchmark 2 and FSA Spring 2017 to FSA Spring 2018 show a slight decrease in average scores in the 3rd-5th ESE subgroup data reports. 3rd-5th grade band ELA ESOL subgroup shows an increase in average scores in 3 out of 5 assessments administered since Fall 2017 to this year 2018-19. FSA Spring data from 2017 to 2018 show no change in proficiency scores. The reading 2018-AP2 FAIR ESOL subgroup data shows a slight decrease from the 2018-AP1 scores. 3rd-5th grade band Math ESOL subgroup shows an increase in the overall scores in 2 out 3 assessments administered since Fall 2017. Performance Matters data for the 3rd-5th ESOL subgroup shows a slight decrease of 2% points in average scores. The overall 6th-8th ESE ELA subgroup showed an increase in scores in 2 out 4 assessments (FAIR, Moby Max, Performance Matters, and FSA) administered since Fall 2017. The Gifted subgroup in 6th-8th grade band showed no change or an increase in average scores in all four assessments. 6th-8th ESE subgroup showed an increased in one out of three assessments administered since Fall 2017. Both Performance Matters Math benchmark and the FSA scores from Spring 2017 to Spring 2018 showed a slight decrease in scores. 6th-8th ESOL subgroup showed an increase in one out of three math assessments. Fall 2018 Moby Max math scores went up compared to the Fall 2017. Both Performance Matters math and FSA scores showed a decrease in proficiency average scores.

1.1 ELL ACCESS Composite Score Growth Over 2 years

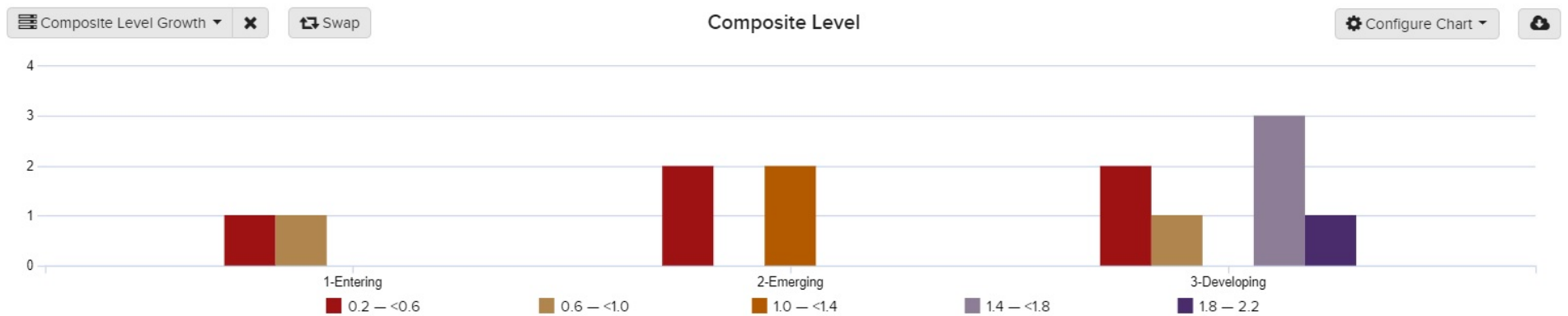
The following section will be looking at ACCESS data over 2 years from students at West Broward Academy in current grades 2 through 8. Grades K and 1 are not part of this analysis, since students in grades K and 1 did not take the ACCESS test twice. The analysis also filters for the students whose language designation is LY (active language learner), and is not including students who have exited the ELL program (LF and LZ). Data from students fulfilling this criteria, who have been in the ELL program only one year, and thus have taken the ACCESS test only once, has also not been used in the analysis, since growth was unmeasurable. After everything has been taken into account, the sample size of students analyzed is 33 students.



The chart above shows ACCESS composite level growth over two years for 33 ELL students at West Broward Academy. The population analyzed is student's grades through 2 to 8, who have taken the ACCESS test at least twice. The height of the bar graphs represents the number of students, while the color of the bar graph represents the different growth explained in the key underneath the graph.

24% of ELL students are showing a significant growth between 1.2 and 2.2 (yellow and brown). 57% of ELL students are showing a moderate growth between 0.2 and 1.2 (light and dark purple). 18% of ELL students are showing a concerning decrease in performance, with a negative growth between -0.3 and 0.2 (orange). Normal distributions are noted within the "Emerging" and "Expanding" classification. A slightly skewed distribution is noticed in the "Developing" group. This is also the group highest in students showing a decrease in performance. This may indicate that more support is needed for ELL students as they are developing their language skills and integrating them as they are developing other academic skills. Further data analysis into each grade level will follow to try to understand the specific issues and attempt to implement grade appropriate strategies with the students showing a decrease in performance across the 2 year analysis.

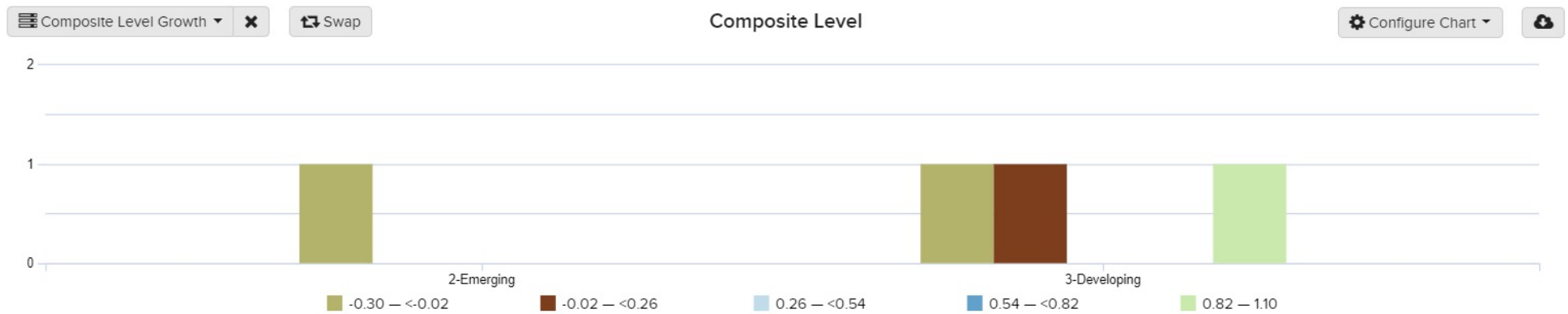
Grade 2



The chart above shows ACCESS composite level growth over two years for 13 ELL students in grade 2. The height of the bar graphs represents the number of students, while the color of the bar graph represents the different growth explained in the key underneath the graph.

All students in 2nd grade are showing growth in their performance on the ACCESS test over 2 years. 46% of students are showing a substantial growth between 1.0 and 2.2 (orange and both shades of purple), while the rest of 54% of students are showing a moderate growth between 0.2 and 1.0. There should be noted that there are no 2nd graders in the “Expanding” category. The reason for this would most likely be that students scoring in that category have already exited the program using the ACCESS exiting criteria.

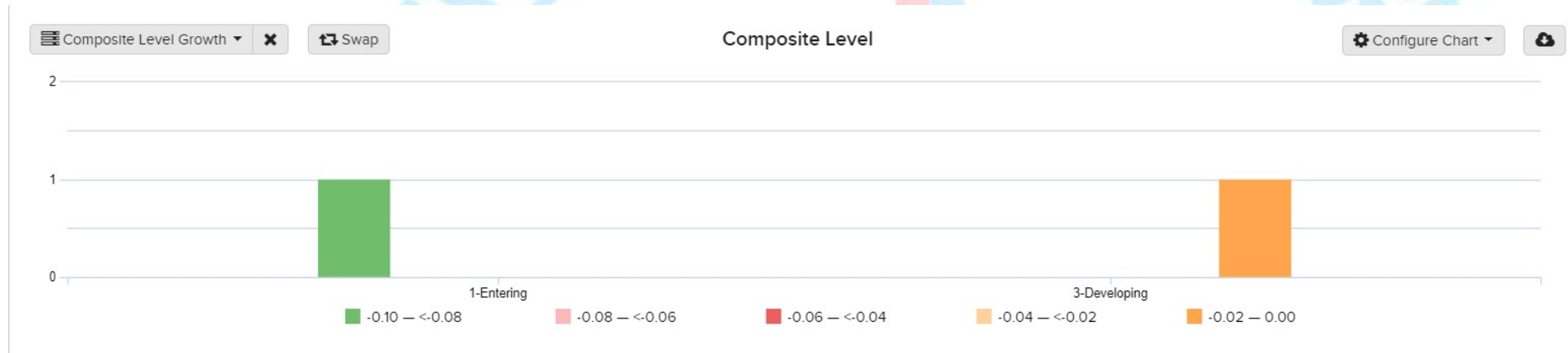
Grade 3



The chart above shows ACCESS composite level growth over two years for 4 ELL students in grade 3. The height of the bar graphs represents the number of students, while the color of the bar graph represents the different growth explained in the key underneath the graph.

Only 1 out of the 4 ELL students is showing a significant growth between 0.82 and 1.10 (light green). Another student is showing some growth, between -0.02 and 0.26 (brown). The other 2 students are showing a concerning decrease in performance between -0.30 and -0.02 (dark green). The analysis will note that there is no middle section showing moderate growth, which is of particular concern. An interventionist will be put in place to aid the classroom teacher and provide extra classroom support for the students in this category. The students' performance will be monitored throughout the school year.

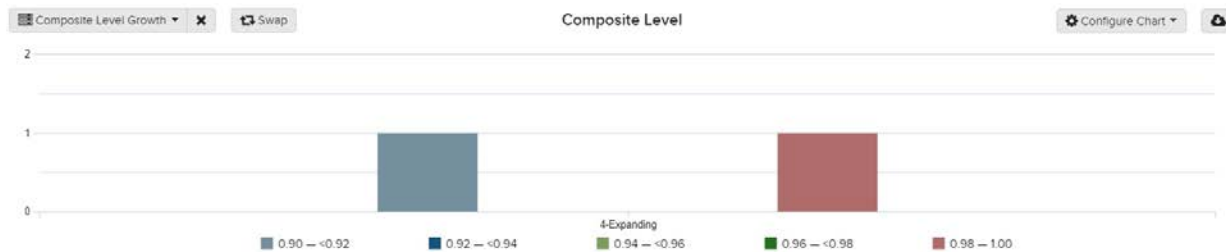
Grade 4



The chart above shows ACCESS composite level growth over two years for 2 students in grade 4. The height of the bar graphs represents the number of students, while the color of the bar graph represents the different growth explained in the key underneath the graph.

Both ELL students whose growth was analyzed show a decrease in performance over the 2 year analysis. While this is concerning, and an interventionist will be put in place to aid the classroom teacher and provide extra classroom support for these students, it is worth taking note of the fact that both students have transferred to West Broward Academy this school year, and have taken both previous ACCESS tests at different school locations. The students' performance will be monitored throughout the school year.

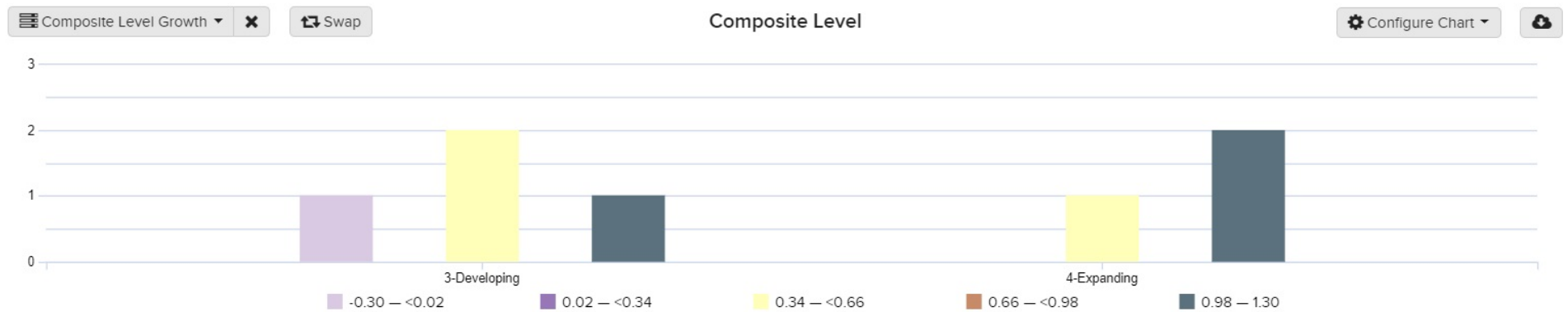
Grade 5



The chart above shows ACCESS composite level growth over two years for 2 students in grade 5. The height of the bar graphs represents the number of students, while the color of the bar graph represents the different growth explained in the key underneath the graph.

Both ELL students in grade 5 show a growth in performance over the 2 year analysis. In addition, both ELL students' performance places them in the "Expanding" category. Taking both of these conclusions into account indicates that 5th grade ELL students are performing well and are on the right path towards mastering the English language and exiting the ELL program.

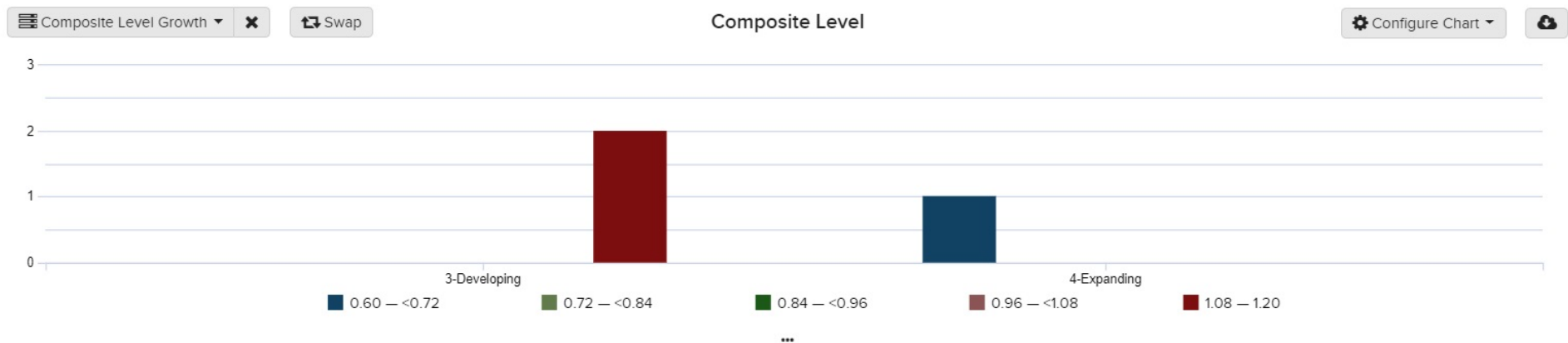
Grade 6



The chart above shows ACCESS composite level growth over two years for 7 students in grade 6. The height of the bar graphs represents the number of students, while the color of the bar graph represents the different growth explained in the key underneath the graph.

42% of 6th grade ELL students are showing a significant growth between 0.98 and 1.30 in their composite level score. Another 42% of 6th grade ELL students are showing a moderate growth between 0.34 and 0.66. 16%, represented by 1 ELL student in 6th grade, is showing a negative growth between -0.30 and 0.02. This student's performance will be monitored throughout the year. Depending on their performance, classroom intervention and extra support may be put in place to aid with specific areas of concern. All students whose data has been analyzed are performing in the "Developing" and "Expanding" categories.

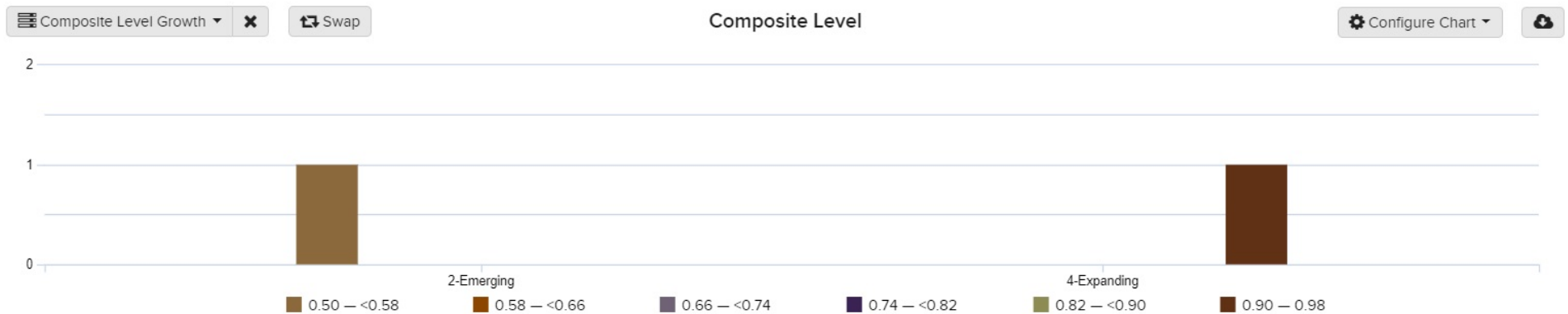
Grade 7



The chart above shows ACCESS composite level growth over two years for 3 students in grade 7. The height of the bar graphs represents the number of students, while the color of the bar graph represents the different growth explained in the key underneath the graph.

All 3 ELL students in 7th grade are showing growth in their ACCESS composite levels over two years. 2 students are showing a substantial growth between 1.08 and 1.20, and 1 student is showing a moderate growth between 0.60 and 0.72. The 2 students with the most growth are performing in the “Developing” category, which the student showing moderate growth is performing in the “Expanding” category. This indicates that all ELL students in 7th grade whose data was analyzed are performing well and are on the right path towards mastering the English language and exiting the ELL program.

Grade 8



The chart above shows ACCESS composite level growth over two years for 2 students in grade 8. The height of the bar graphs represents the number of students, while the color of the bar graph represents the different growth explained in the key underneath the graph.

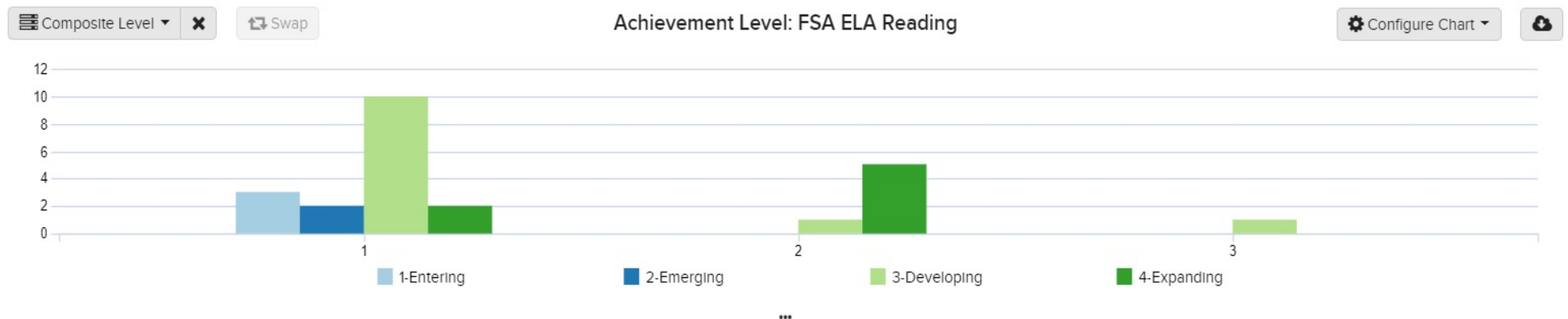
Both ELL students in 8th grade are showing a minimum growth of 0.50 in their composite levels over two years. One student is performing in the “Expanding” category, and one student is performing in the “Emerging” category. The latter student’s performance will be monitored throughout the year. Depending on their performance, classroom intervention and extra support may be put in place to aid with specific areas of concern

In conclusion, the majority of ELL students at West Broward Academy are showing growth in their ACCESS composite level over two years. ELL students in current grades 3 and 4 are in need of more support with their developing of the English language. Intervention will be put in place to aid these students and their teacher and provide better, grade appropriate support. In addition, data analysis has revealed specific students in different grade levels to be monitored closely, with the possibility of intervention needing to be put in place.

1.2 ELL FSA Scores and ACCESS Reading Component

The next part of this section will look at how students in grades 3 through 8 have performed on the FSA, and how their FSA performance correlated to their performance on the ACCESS Test. Since both tests test reading and comprehension abilities, the analysis expects to reveal that students that are performing well on the FSA (levels 3, 4,5) and also performing well on the ACCESS test, and vice versa. Students that are not performing well on the the FSA (levels 1 and 2) are also expected to not perform well on the ACCESS test, and vice versa.

The graph below uses a sample of 24 ELL students. All students have taken the FSA Assessment, therefore all students are in grades 3 through 8. The analysis also filters for the students whose language designation is LY (active language learner), and is not including students who have exited the ELL program (LF and LZ).



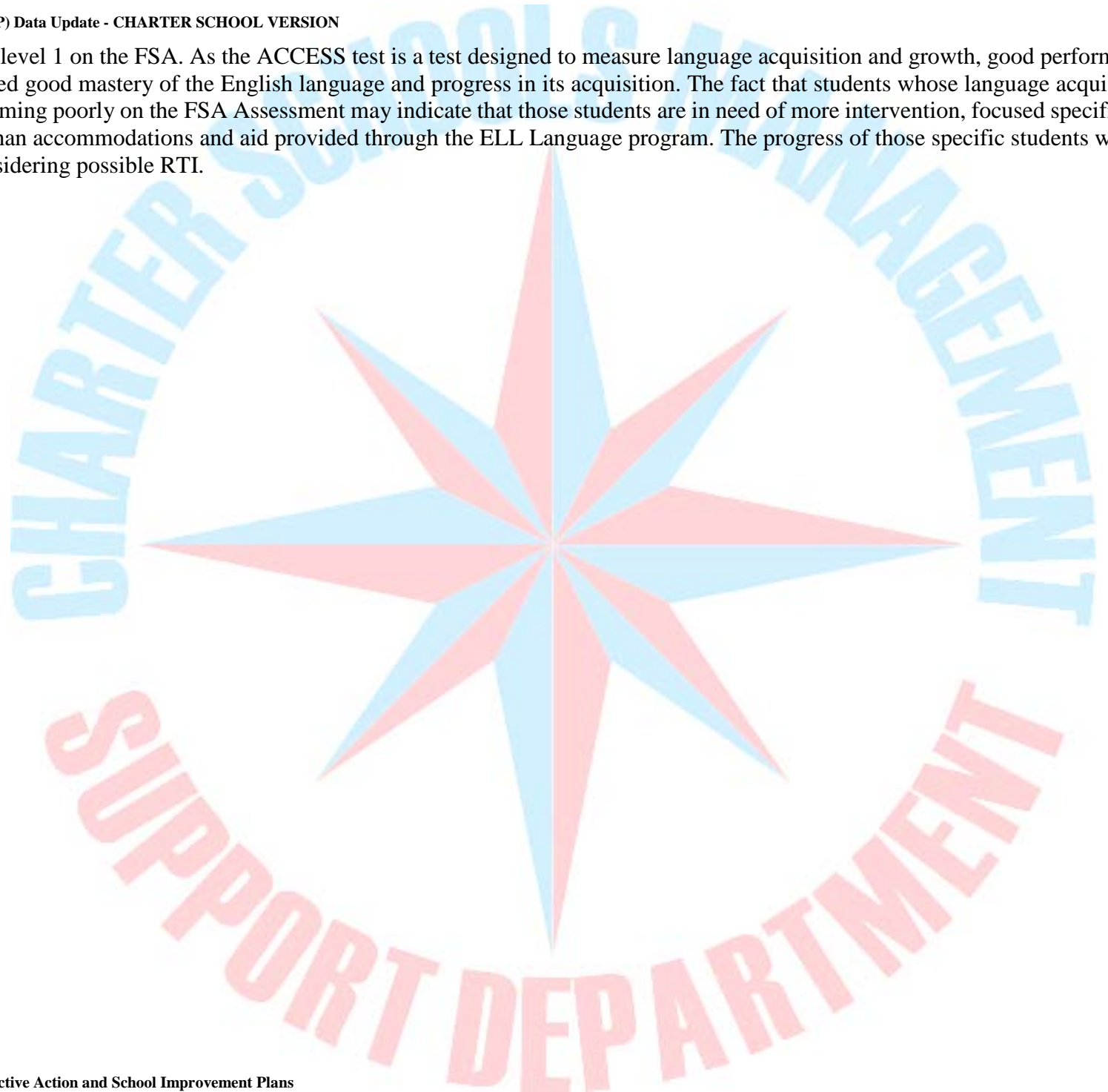
The chart above shows how ELL students' FSA Achievement Level related to their performance on the ACCESS test. The x-axis show the FSA Achievement Level, and scales from 1 to 3. The height of the bars represent the number of students, while the color of the bars represent their performance on the ACCESS test.

Out of the 24 ELL students whose performance has been analyzed, 1 student (4%) has scored a level 3 achievement on the FSA Assessment, 6 students (25%) have scored a level 2 achievement on the FSA Assessment, and 17 students (71%) have a scored a level 1 achievement on the FSA Assessment.

Five students (21%) are “Entering” or “Emerging” on their ACCESS composite level. All 5 of them have scored a level 1 achievement on the FSA assessment, which falls in line with the prediction that students that are not performing well on the FSA are also not performing well on the ACCESS. 7 students (29%) are “Expanding” on their ACCESS composite levels, but have scored either a level 1 or 2 on the FSA assessment. This finding goes against the prediction that good performance on the ACCESS test would indicate good performance on the FSA Assessment. Similarly, 12 students (50%) are “Developing” on the ACCESS, but have mostly scored a level 1 on the FSA (10 out of 12).

Overall, it appears that while poor performance on one test correlates with poor performance on another, good performance on one test is not a good predictor of good performance on the other test. The group that is of most concern is the group of 12 students “Developing” and “Expanding” on the

ACCESS, but only scoring a level 1 on the FSA. As the ACCESS test is a test designed to measure language acquisition and growth, good performance on the ACCESS tests indicated good mastery of the English language and progress in its acquisition. The fact that students whose language acquisition is progressing well are performing poorly on the FSA Assessment may indicate that those students are in need of more intervention, focused specifically on reading comprehension, than accommodations and aid provided through the ELL Language program. The progress of those specific students will be taken into account when considering possible RTI.



9-12 Academic Data:

West Broward Academy does not support grades 9-12

2. Student Achievement Outcomes

Provide a description of **specific** student achievement outcomes to be achieved. Reference your approved School Improvement Plan Student Achievement Objectives. Outline your S.M.A.R.T. Goal(s) in the chart below.

Specific (What do you want to achieve?)	Measurable (numbers and timelines to the goal)	Achievable (based on existing figures and research)	Relevant/Realistic (goal in line with school's broader goals)	Timely/Timeline (goal measurable over specific period of time)	Person Responsible
Literacy Improve the FSA-ELA learning gains of all grades 3-8.	Increase learning gains by five percentage points	Overall, all grades 3-8 FSA-ELA learning gains will improve from 2016=41%, 2017=50% Increase of 9%	Increasing all tested grades learning gains will improve the school's overall student proficiency on the FSA	August - May	Principal Instructional Coach Classroom Teachers
Access/ESOL Students in 3rd and 4th grade	Increase their ACCESS composite scores	In the 2018-2019 ACCESS by a minimum of 0.50	Increasing all tested grades learning gains will improve the school's overall student proficiency on the FSA	August-May	Principal Instructional Coach ESOL contact Classroom teachers
Science Improve 5 th and 8 th grade NGSSS Science learning gains	Increase learning gains by five percentage points	Overall, 5 th grade NGSSS-Science learning gains will improve from 22% to 27% (2016 = 4%, 2017 = 22%). Increase of 18% Overall, 8 th grade NGSSS Science learning gains will improve from 19% to 24% (2016=6%, 2017=19%) Increase of 13%	Increasing all Science learning gains will improve the school's overall student proficiency on state assessments	August - May	Principal Instructional Coach Classroom Teachers
Math Improve FSA-math learning gains for all grades 3-8	Increase learning gains by five percentage points	Overall, all grades FSA-Math learning gains will improve from 38% to 43% (2016=23%, 2017=38%) Increase of 15%	Increasing all tested grades learning gains will improve the school's overall student proficiency on the FSA	August - May	Principal Instructional Coach Classroom Teachers
Civics Improve the EOC Civics learning gains for grade 7.	Increase learning gains by five percentage points	Overall, all 7 th grade Civics learning gains will improve from 69% to 74%	Increasing all Civics learning gains will improve the school's overall student	August - May	Principal Instructional Coach

2018-2019 School Improvement Plan (SIP) Data Update - CHARTER SCHOOL VERSION

		(2016=60%, 2017 69%) Increase of 9%	proficiency on state assessments		Classroom Teachers
3 rd Grade 60% of students with disabilities d grade- ESE	Increase 5% gain in percentage points	on the Spring Performance Matters Reading Assessment	improve their ability to identify key ideas and details in literature through small group instruction as evidenced	August – May	Principal ESE Specialist/Teacher Classroom Teachers
3 rd Grade 60% of students with disabilities d grade- ESE	10% gain in percentage points	Evidenced by a Performance Matters Math Assessment.	will improve their understanding of numbers and operations in base ten through small group instruction and Envisions online intervention	August - May	ESE Specialist/Teacher Classroom Teachers
5 th grade 70% of students with disabilities	a 5% gain in percentage points	Spring Performance Matters Reading Assessment.	will improve their ability to integrate knowledge and ideas in informational text through small group instruction	August - May	ESE Specialist/Teacher Classroom Teachers
Grade 6 50% of students with disabilities in grade 6	by a 5% gain in percentage points	Evidenced on the Spring Performance Matters Reading Assessment.	will improve their ability to use context clues to understand the meaning of unknown words and phrases through small group instruction	August - May	ESE Specialist/Teacher Classroom Teachers
Grade 6 50% of students with disabilities in grade 6	by a 5% gain in percentage points	on the Spring Performance Matters Reading Assessment	will improve their ability to solve problems with negative numbers through small group instruction and	August - May	ESE Specialist/Teacher Classroom Teachers

			Envisions online intervention module as evidenced		
Grade 7 50% of students with disabilities in grade 7	by a 5% gain in percentage points on the Spring	Performance Matters Reading Assessment.	will improve their ability to use context clues to understand the meaning of unknown words and phrases through small group instruction as evidenced	August - May	ESE Specialist/Teacher Classroom Teachers
Grade 7 50% of students with disabilities in grade 7 as evidenced points	by a 5% gain in percentage	Spring Performance Matters Math Assessment	will improve their ability to apply expressions and equations to solve real life problems through small group instruction and Envisions online intervention module	August - May	ESE Specialist/Teacher Classroom Teachers
Grade 8 50% of students with disabilities in grade 8 as evidenced points	by a 5% gain in percentage	Spring Performance Matters Reading Assessment	will improve their ability to integrate knowledge and ideas in informational text through small group instruction	August - May	ESE Specialist/Teacher Classroom Teachers
Grade 8 50% of students with disabilities in grade 8 as evidenced	by a 5% gain in percentage points	Spring Performance Matters Math Assessment	will improve their understanding of linear equations through small group instruction and Envisions online intervention module	August - May	ESE Specialist/Teacher Classroom Teachers

3. SIP Action Steps Updates

Provide a detailed narrative describing the 2017-2018 SIP Action Steps to be updated to improve student achievement for the 2018-2019 school year. What will be added or modified for 2018-2019?

Writing

The K-2 students of West Broward Academy (WBA) formerly became pen pals with students in other CSA schools as documented in the SIP of 2017-2018. Students were to exchange writings quarterly. The informative piece and drawing was exchanged mid-year and an opinion piece and drawing will be exchanged in May 2019. This pen pal exercise is planned to continue into the 2019-2020 school year with exchanges taking place in December and May.

West Broward Academy is currently investigating interactive programs that will better support students in writing, phonics, decoding and basic reading skills. MobyMax has served a purpose for this school year, however the teachers and administration seek a more rigorous program that will meet the needs of the lowest level learner and challenge the on level learner.

Reading

West Broward Academy implemented a quarterly benchmark assessment utilizing Performance Matters (PM) rather than MobyMax as indicated in 2017-2018 School Improvement Plan. WBA discovered the Performance Matters database offered an effective standards based question bank that allowed students to experience FSA style type question and response types. Performance Matters also shares the common language of the Florida Standards Assessment. Weekly support during a planning period was provided by the coach. Student and grade level data, lesson planning, tutoring and instructional strategies were discussed. WBA implemented Reading Buddies on Friday as a schoolwide reading support. Students in grades 5-8 were assigned an elementary class and students paired up to read to one another. Reading Buddies took place the last thirty minutes of the day on Friday beginning in February 2019.

Grade Band 6-8

Grade 6:

In order to continue moving forward, improving the proficiency ELA rate, WBA will continue implementing the RACE writing strategy to support the students in the process of answering and elaborating a response to FSA style writing prompts. In addition, paraprofessionals will work as interventionists for the groups in need of extra support.

When comparing the 2017 FAIR (AP3) data from May in 5th grade to this year's 6th grade FAIR AP1 data from the Fall 2018, there was a decrease of 11% points. Due to this drop in scores and only having 20% of the students in 5th grade as likely for success as reported in the FAIR data from May 2018, West Broward Academy created 3 intensive reading classes for the 2018-19 school year. FSA scores for incoming 6th graders also played a role in the creation of the intensive reading classes. The curriculum utilized in the intensive reading classes is called National Geographic Learning Inside. The bottom quartile population in need of phonics instruction will receive intervention through the Rewards program.

Benchmark assessments through Performance Matters will be implemented this year 2018-19 in order to track the students' progress on a quarterly basis. Admin data chats will be conducted with teachers analyzing the weak standards to be addressed following each benchmark. Teachers will then conduct data chats with their students in order to create attainable goals based on their latest performance.

Grade 7:

FSA scores from the past two years show a positive trend. The 2018 FSA ELA scores show an increase of 16% points from the previous year 2017 FSA ELA scores in 7th grade. Similarly, the 8th grade cohort from 2018 show an increase of 36% points from the 2017 FSA scores in 7th grade. Therefore in order to continue moving towards the goal of increasing 5% points in learning gains for the 2019 Spring FSA, students in 7th grade will continue implementing the RACE writing strategy to support the students in the process of answering and elaborating a response to FSA style writing prompts. Teacher will implement the use of interactive notebooks and the teaching of note taking, as well as the use of graphic organizers to analyze the text. The bottom quartile population will receive intervention in small groups and paraprofessionals will assist with interventions as needed. Benchmark assessments through Performance Matters will be implemented this year 2018-19 in order to track the students' progress on a quarterly basis. Admin data chats will be conducted with teachers analyzing the weak standards to be addressed following each benchmark. Teachers will then conduct data chats with their students in order to create attainable goals based on their latest performance.

Grade 8:

Last Spring 2018, WBA administered the FSA ELA to a cohort of 8th graders for the first time achieving a 57% proficiency score. 8th graders this year are working towards improving this score and obtain a 5% points increase in learning gains. In order to achieve these goals, WBA will continue implementing the RACE writing strategy to support the students in the process of answering and elaborating a response to FSA style writing prompts. In addition, paraprofessionals will work as interventionists for the groups in need of extra support. Teacher will implement the use of interactive notebooks and the teaching of note taking, as well as the use of graphic organizers to analyze the text. The bottom quartile population will receive intervention in small groups and paraprofessionals will assist with interventions as needed. Benchmark assessments through Performance Matters will be implemented this year 2018-19 in order to track the students' progress on a quarterly basis. Admin data chats will be conducted with teachers analyzing the weak standards to be addressed following each benchmark. Teachers will then conduct data chats with their students in order to create attainable goals based on their latest performance.

Civics

In addition to the 30 minute after-school tutoring from September to February students attend tutoring on Tuesday and Thursday for 90 minutes beginning in March. Three Saturday extended tutoring sessions are offered for two hours each day. The SIP states Bobcat Bucks will be given to students attending these tutoring sessions. Bobcat Bucks have not been implemented this year. Students attending these tutoring opportunities will be recognized at the end of the year awards ceremony.

The School Improvement Plan noted that a "Do You Know" would be on the daily announcements. Administration identified this as a lengthy disruption to the instructional environment of all other grades K-6 and 8th. In lieu of this practice an interactive bulletin board was put into place by the coach. This bulletin board provides a rotation of interactive core learning opportunities for all students schoolwide. In addition to phone calls and emails with other CSA teachers the WBA Civics teachers experienced trainings and received additional resources and information via ZOOM meetings monthly.

Science

To address the deficiencies in science scores, for the 2018 – 2019 school year, the 5th grade team utilized a three class period departmentalized model, allowing for every 5th grade student to receive a daily 90-minute block of science instruction. The structured science block utilized Elevate Science, hands-on experiments and investigations that support the essential question, 5 day learning station rotation for science exploration, research, and discovery, small group teacher instruction for reteach and review, and supplemental materials from Science Fusion, Password Vocabulary, Study Island, and Performance Matters. Also, integration of cross-curricular, differentiated project menus were implemented quarterly in the science classroom. To address the deficiencies in science scores, for the 2018 – 2019 school year, the 5th grade team utilized a three class period departmentalized model, allowing for every 5th grade student to receive a daily 90-minute block of science instruction. The structured science block utilized Elevate Science, hands-on experiments and investigations that support the essential question, 5 day learning station rotation for science exploration, research, and discovery, small group teacher instruction for reteach and review, and supplemental materials from Science Fusion, Password Vocabulary, Study Island, and Performance Matters. Also, integration of cross-curricular, differentiated project menus were implemented quarterly in the science classroom. Data chats were held weekly with students. Students tracked data on the data wall and tracked progress in their individual data binders. Students tracked data on the data wall and tracked progress in their individual data binders.

ESE

In Kindergarten through 2nd grade the ESE students all have speech eligibilities. Their teachers will include them in their intervention groups for additional instruction in reading and math.

In 3rd grade the ESE Teacher will provide additional support and meet with students during their scheduled intervention block for reading and math.

In 5th grade, classroom teachers will include ESE students in their intervention groups for additional support in reading and math.

In 6th-8th, ESE teacher will provide additional support working with ESE students in small groups in their classroom focusing on the areas of deficiencies in reading and math.

Gifted students showing growth will work on Problem-Based Learning projects as stated in their EP's.

PART 3: Early Warning System Data (K-12)

Provide Early Warning Systems Data for all students who meet the criteria below. Enter the number of students meeting each indicator by grade level. Some students may exhibit more than one indicator.

Indicators	<u>K-2</u> Grade	<u>3-5</u> Grade	<u>6-8</u> Grade	<u>_____</u> Grade	Totals
Attendance below 90 percent	18	13	13		44
One or more suspensions	0	0	0		0
Course failure in ELA or Math	5	9	12		26
Level 1 on statewide assessment	N/A	Math – 38 ELA – 30	Math – 46 ELA – 38		Math – 84 ELA – 68
Students exhibiting two or more indicators	7	4	11		22

Provide a detailed plan of how intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System will be implemented:

The Attendance, Discipline and RtI committees meet monthly to discuss, brainstorm follow up on interventions specific to the needs of students in need.

Parents with students experiencing attendance issues are notified by the school in writing regarding their child's attendance. This follows the classroom teacher contact with parents. Meetings are then set up to meet with parents to review the attendance policy, to discuss the repercussion of absences/tardy/early departures and the effects these have on student learning and growth. Attempts to resolve the reasons for these matters are discussed. A follow up plan is put into place and the attendance committee remains in contact with families that continue to experience difficulty. Parents are provided with a written copy of the policy and attendance at the meeting. Parents are provided with additional information and agencies for support including Henderson, Multi-Cultural Care Center, and The Pavilion.

The Discipline committee meets monthly to discuss school wide incentives to increase student learning and growth. Incentives include special field day activities, food trucks, movies, and classroom parties. Teachers have individual classroom incentives including treasure box, dance breaks, student preferred activities. The Assistant principal, teacher, and parents meet to discuss concerns and the connection between home and school. The discipline committee meets to brainstorm ideas and interventions for students experiencing discipline concerns within the classroom or within the school day. Various interventions are put into place based on the student grade level, level of need, frequency of behavior requiring intervention and steps already taken to improve the behaviors. Meetings are held with families and teachers to discuss concerns, steps and next steps to the infraction. Follow up with parents takes place as agreed upon in the meetings.

The school uses prepared, attitude, responsible, and respect (PARR) to track and intervene with student discipline. Teachers use PARR as a Tier 1 intervention. If students are removed from the classroom, they are sent home to have a discussion with their families and then return for a meeting with administration.

Students that need additional interventions follow the Broward intervention plan. The RtI committee meets to discuss students and interventions in place for students in tier II or tier III. Parents are encouraged to attend a meeting to discuss their child's progress in the tiered process. The teacher

completes an interest inventory and target one specific behavior. The teacher uses ABC recordings and scatter plots related to the targeted behavior. Teachers implement daily intervention time to students in need of additional academic/behavioral support in the classroom. This information is documented and charted for progress.

An interventionist schedule was put into place based on student need. Student deficiencies were determined by baseline or benchmark scores and/or ESE/ELL needs. Additional instructional support was provided in reading and math as determined by feedback provided by classroom teachers and key assessments. Students that are a level 1 on the FSA have a course recovery program with additional tutoring before and after school and on Saturday morning. Students were encouraged to attend after school tutoring as well as the Extended learning Opportunity offered to students in grades 3-8. ELO tutoring was offered in tested core subject areas from December to March 2018.

PART 4: MTSS/RtI Action Plan

Provide Tier II and Tier III intensive intervention strategies and activities to be implemented that will increase student achievement, Social/Emotional Learning, and positive behavioral outcomes for all students, based on the analysis of student achievement data. Create an action plan to address the multi-tiered systems of support that will be implemented to target students' academic, social/emotional, and behavioral needs. The plan should address the deficiencies of all FSA Level 1 and 2 students with academic needs, as well as, those in need of behavioral support. Supplemental materials used to support ELL learner should be identified as well.

Multi-Tiered Systems of Support: Grade K-2						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention <i>(how often and for how long will the intervention occur)</i>	Timeline <i>(over what span of time will the intervention take place)</i>	Curriculum <i>(what research-based resources will be used)</i>	Progress Monitoring <i>(what form of progress monitoring will be used to assess the response to intervention)</i>	Person Responsible <i>(who will conduct/monitor the intervention)</i>
Literacy	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 30 minutes 30 minutes after school tutoring 	<ul style="list-style-type: none"> 3-5 days a week 1-2 days a week 	<ul style="list-style-type: none"> Journeys 	<ul style="list-style-type: none"> BAS FLCKRS Journey Weekly comprehension assessment Performance Matters End of the year assessment 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 30 minutes 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> Journeys 	<ul style="list-style-type: none"> BAS FLCKRS Journey Weekly comprehension assessment Performance Matters End of the year assessment 	ESE Specialist and Instructional Coach follow up on the RtI process and progress

					<ul style="list-style-type: none"> • Write in Readers • Tool kit 	
Math	<ul style="list-style-type: none"> • Small group intensive 	<ul style="list-style-type: none"> • 30 minutes • 30 minutes after school tutoring 	<ul style="list-style-type: none"> • 3-5 days a week • 1-2 days weekly • 	<ul style="list-style-type: none"> • Envision Math 	<ul style="list-style-type: none"> • Performance Matters • Envisions Topic Tests • End of Year assessments 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> • Individual intensive 	<ul style="list-style-type: none"> • 30 minutes 	<ul style="list-style-type: none"> • Daily 	<ul style="list-style-type: none"> • Envision provides Tier II and Tier III interventions. • Triumphs is implemented for Tier III 	<ul style="list-style-type: none"> • Performance Matters • Envisions Topic Tests 	ESE Specialist and Instructional Coach follow up on the RtI process and progress
Behavioral	<ul style="list-style-type: none"> • Small group intensive 	<ul style="list-style-type: none"> • Integration into curriculum as appropriate over a monthly period 	<ul style="list-style-type: none"> • Lesson introduced and practiced monthly 	<ul style="list-style-type: none"> • Let's Stick Together Character Education program 	<ul style="list-style-type: none"> • Students practiced character traits monthly and were rewarded by the classroom teacher through Class Dojo points, Bobcat Bucks, or other classroom incentives as determined by the teacher. A student modeling the trait at an exemplar level 	<ul style="list-style-type: none"> • Classroom teachers • ESE Specialist • Instructional Coach

					was awarded a Student of the Month certificate at an assembly.	
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 10-15 minutes during RtI time 	<ul style="list-style-type: none"> 1-2 times weekly or as deemed necessary by teacher 	<ul style="list-style-type: none"> Character program Resources provided by ESE Specialist based on student need. 	<ul style="list-style-type: none"> Individual incentives as determined by ESE Specialist and teacher 	<ul style="list-style-type: none"> Classroom teacher ESE Specialist
Social/Emotional Learning	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 15 – 30 minutes 	<ul style="list-style-type: none"> Twice weekly 	<ul style="list-style-type: none"> Social Stories Brain Pop Character lessons Real-World Connection Role play Butter Battle Conflict Resolution Self-Accountability Let's Stick Together 	<ul style="list-style-type: none"> Teacher tracking and parental involvement 	<ul style="list-style-type: none"> Classroom teacher Dean of Students
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 15 minutes or as needed 	<ul style="list-style-type: none"> Twice weekly or as needed 	<ul style="list-style-type: none"> Brain breaks Time-out area with calming music and tools Talk-it-Out! 	<ul style="list-style-type: none"> Teacher tracking and parental involvement 	<ul style="list-style-type: none"> Classroom teacher ESE Specialist Dean of Students

Multi-Tiered Systems of Support: Grade 3-5						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention (how often and for how long will the intervention occur)	Timeline (over what span of time will the intervention take place)	Curriculum (what research-based resources will be used)	Progress Monitoring (what form of progress monitoring will be used to assess the response to intervention)	Person Responsible (who will conduct/monitor the intervention)
Literacy	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 30 minutes 30 minutes after school tutoring Extended Learning Opportunities NJHS Morning tutoring 	<ul style="list-style-type: none"> 3-5 days a week 1-2 days a week ELO-weekly from September to December Tuesday-Thursday mornings for 30 minutes Three days in April 	<ul style="list-style-type: none"> Journeys 	<ul style="list-style-type: none"> BAS Journey Weekly comprehension assessment Performance Matters Monthly Keystones (3rd grade only) End of Year assessments 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 30 minutes 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> Journeys 	<ul style="list-style-type: none"> BAS Journey Weekly comprehension assessment Performance Matters End of Year Assessments 	ESE Specialist and Instructional Coach follow up on the RtI process and progress

Math	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 30 minutes 30 minutes after school tutoring Extended Learning Opportunities NJHS Morning tutoring 	<ul style="list-style-type: none"> 3-5 days a week 1-2 days weekly ELO-weekly from September to December Tuesday-Thursday morning 30 minutes 	<ul style="list-style-type: none"> Envision Math 	<ul style="list-style-type: none"> Performance Matters Envisions Topic Tests End of Year assessments 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 30 minutes 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> Envision provides Tier II and Tier III interventions. Triumphs is implemented for Tier III 	<ul style="list-style-type: none"> Performance Matters Envisions Topic Tests End of Year assessments 	ESE Specialist and Instructional Coach follow up on the RtI process and progress
Science	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 5th grade: 30 minutes 8th grade: 30 minutes <p>All other grades receive a minimum of 15 minutes daily</p> <ul style="list-style-type: none"> Extended Learning Opportunity 	<ul style="list-style-type: none"> Twice a week ELO-weekly from September to December 	<ul style="list-style-type: none"> Pearson Elevate Science Fusion 	<ul style="list-style-type: none"> Performance Matters Elevate Topic Tests End of Year assessments 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 30 minutes 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> Pearson Elevate Science Fusion 	<ul style="list-style-type: none"> Performance Matters 	ESE Specialist and Instructional Coach

		<ul style="list-style-type: none"> 30 minute after school tutoring 	<ul style="list-style-type: none"> Once weekly 		<ul style="list-style-type: none"> Elevate Topic Tests End of Year assessments 	follow up on the RtI process and progress
Behavioral	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> Integration into curriculum as appropriate over a monthly period 	<ul style="list-style-type: none"> Lesson introduced and practiced monthly 	<ul style="list-style-type: none"> Let's Stick Together Character Education program 	<ul style="list-style-type: none"> Students practiced character traits monthly and were rewarded by the classroom teacher through Class Dojo points, Bobcat Bucks, or other classroom incentives as determined by the teacher. A student modeling the trait at an exemplar level was awarded a Student of the Month certificate at an assembly. 	<ul style="list-style-type: none"> Classroom teachers ESE Specialist Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 10-15 minutes during RtI time 	<ul style="list-style-type: none"> 1-2 times weekly or as deemed necessary by teacher 	<ul style="list-style-type: none"> Character program Resources provided by ESE Specialist based on student need. 	<ul style="list-style-type: none"> Individual incentives as determined by ESE Specialist and teacher 	<ul style="list-style-type: none"> Classroom teacher ESE Specialist

Social/Emotional Learning	<ul style="list-style-type: none"> • Small group intensive 	<ul style="list-style-type: none"> • 15 – 30 minutes 	<ul style="list-style-type: none"> • Twice weekly 	<ul style="list-style-type: none"> • Social Stories • Brain Pop • Character lessons • Real-World Connection • Role play • Butter Battle • Conflict Resolution • Self-Accountability • Let's Stick Together • TED Talk 	<ul style="list-style-type: none"> • Teacher tracking and parental involvement 	<ul style="list-style-type: none"> • Classroom teacher • Dean of Students
	<ul style="list-style-type: none"> • Individual intensive 	<ul style="list-style-type: none"> • 15 minutes or as needed 	<ul style="list-style-type: none"> • Twice weekly or as needed 	<ul style="list-style-type: none"> • Brain breaks • Time-out area with calming music and tools • Talk-it-Out! 	<ul style="list-style-type: none"> • Teacher tracking and parental involvement 	<ul style="list-style-type: none"> • Classroom teacher • ESE Specialist • Dean of Students

Multi-Tiered Systems of Support: Grade 6-8						
Support-Area Deficiency	Intervention Tier	Frequency/Duration of Intervention <i>(how often and for how long will the intervention occur)</i>	Timeline <i>(over what span of time will the intervention take place)</i>	Curriculum <i>(what research-based resources will be used)</i>	Progress Monitoring <i>(what form of progress monitoring will be used to assess the response to intervention)</i>	Person Responsible <i>(who will conduct/monitor the intervention)</i>
Literacy	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 30 minutes 30 minutes after school tutoring Two hour Saturday School tutoring beginning in April Extended Learning Opportunities NJHS Morning tutoring 	<ul style="list-style-type: none"> 3-5 days a week 1-2 days a week ELO-weekly from September to December Tuesday-Thursday mornings for 30 minutes Three days in April 	<ul style="list-style-type: none"> Inside 	<ul style="list-style-type: none"> Inside Weekly comprehension assessment End of the year assessment Performance Matters 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 30 minutes 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> Rewards Inside 	<ul style="list-style-type: none"> Rewards and Inside Weekly comprehension assessment Performance Matters End of the year assessment 	ESE Specialist and Instructional Coach follow up on the RtI process and progress

Math	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 30 minutes 30 minutes after school tutoring Extended Learning Opportunities NJHS Morning tutoring 	<ul style="list-style-type: none"> 3-5 days a week 1-2 days weekly ELO-weekly from September to December Tuesday-Thursday morning 30 minutes 	<ul style="list-style-type: none"> Envision Math 	<ul style="list-style-type: none"> Performance Matters Envision Topic Tests End of the Year Assessments 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 30 minutes 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> Envision provides Tier II and Tier III interventions. Triumphs is implemented for Tier III 	<ul style="list-style-type: none"> Performance Matters Envisions Topic Tests End of Year assessments 	ESE Specialist and Instructional Coach follow up on the RtI process and progress
Science	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 5th grade: 30 minutes 8th grade: 30 minutes <p>All other grades receive a minimum of 15 minutes daily</p> <ul style="list-style-type: none"> Extended Learning Opportunity 	<ul style="list-style-type: none"> Twice a week ELO-weekly from September to December 	<ul style="list-style-type: none"> Pearson Elevate Science Fusion 	<ul style="list-style-type: none"> Performance Matters Elevate Topic Tests End of Year assessments 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 30 minutes 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> Pearson Elevate Science Fusion 	<ul style="list-style-type: none"> Performance Matters 	ESE Specialist and Instructional Coach

		<ul style="list-style-type: none"> 30 minute after school tutoring 	<ul style="list-style-type: none"> Once weekly 		<ul style="list-style-type: none"> Elevate Topic Tests End of Year assessments 	follow up on the RtI process and progress
Social Studies	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 30 minutes 60 minute after-school tutoring 2-hour Saturday school tutoring for Civics 	<ul style="list-style-type: none"> Twice weekly Weekly Three weeks in April 	<ul style="list-style-type: none"> National Geographic H/M texts iCivics 	<ul style="list-style-type: none"> Performance Matters Civics and Practices Topic Tests End of Year assessments 	Classroom teachers conduct intervention. ESE Specialist and Instructional Coach
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 30 minute after school tutoring 	<ul style="list-style-type: none"> Once weekly 	<ul style="list-style-type: none"> Teacher generated practice: Kahoot, Plickers, Jeopardy, iCivics, peer practice 	<ul style="list-style-type: none"> Performance Matters Civics and Practices Topic Tests End of Year assessments 	ESE Specialist and Instructional Coach follow up on the RtI process and progress
Behavioral	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> Integration into curriculum as appropriate over a monthly period 	<ul style="list-style-type: none"> Lesson introduced and practiced monthly 	<ul style="list-style-type: none"> Let's Stick Together Character Education program 	<ul style="list-style-type: none"> Students practiced character traits monthly and were rewarded by the classroom teacher through Class Dojo points, 	<ul style="list-style-type: none"> Classroom teachers ESE Specialist Instructional Coach

					Bobcat Bucks, or other classroom incentives as determined by the teacher. A student modeling the trait at an exemplar level was awarded a Student of the Month certificate at an assembly.	
	<ul style="list-style-type: none"> Individual intensive 	<ul style="list-style-type: none"> 10-15 minutes during RtI time 	<ul style="list-style-type: none"> 1-2 times weekly or as deemed necessary by teacher 	<ul style="list-style-type: none"> Character program Resources provided by ESE Specialist based on student need. 	<ul style="list-style-type: none"> Individual incentives as determined by ESE Specialist and teacher 	<ul style="list-style-type: none"> Classroom teacher ESE Specialist
Social/Emotional Learning	<ul style="list-style-type: none"> Small group intensive 	<ul style="list-style-type: none"> 15 – 30 minutes 	<ul style="list-style-type: none"> Twice weekly 	<ul style="list-style-type: none"> Social Stories Brain Pop Character lessons Real-World Connection Role play Butter Battle Conflict Resolution Self-Accountability Let's Stick Together 	<ul style="list-style-type: none"> Teacher tracking and parental involvement 	<ul style="list-style-type: none"> Classroom teacher Dean of Students

				<ul style="list-style-type: none"> • TED Talk 		
	<ul style="list-style-type: none"> • Individual intensive 	<ul style="list-style-type: none"> • 15 minutes or as needed 	<ul style="list-style-type: none"> • Twice weekly or as needed 	<ul style="list-style-type: none"> • Brain breaks • Time-out area with calming music and tools • Talk-it-Out! 	<ul style="list-style-type: none"> • Teacher tracking and parental involvement 	<ul style="list-style-type: none"> • Classroom teacher • ESE Specialist • Dean of Students

PART 5: Graduation Rate Data

Provide specific student achievement outcomes (based on student achievement data) and identify strategies that will be implemented to support an increase in graduation rates. Be sure to include percentages for both in-cohort and post-cohort students.

Student Measurable Outcomes			
Provide specific student achievement outcomes (based on student achievement data) for the following years:			
Baseline Data 2017-18	2018-19	2019-20	2020-21
In- Cohort Student Achievement Data			
FSA/ End Of Course Examination Scores		Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	
2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)	2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 <u>Number</u> of Students That Graduated In-Cohort:	2018 <u>Percent</u> of Students That Graduated In-Cohort:	2019 <u>Expected Number</u> of Students That Will Graduate In-Cohort:	2019 <u>Expected Percent</u> of Students That Will Graduate In-Cohort:
Post- Cohort Student Achievement Data			
<u>Post-Cohort</u> FSA/End of Course Retake Assessments:		<u>Post-Cohort</u> Concordance/Comparative Scores (i.e. ACT, SAT, PERT):	
2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)	2018 <u>Current</u> Level of Performance (% and number of students)	2019 <u>Expected</u> Level of Performance (% and number of students)
FSA-ELA /	FSA-ELA /	ACT /	ACT /
ALG. I-EOC /	ALG. I-EOC /	SAT /	SAT /
Biology-EOC /	Biology-EOC /	PERT /	PERT /
Graduation Data:			
2018 <u>Number</u> of Students That Graduated Post-Cohort:	2018 <u>Percent</u> of Students That Graduated Post-Cohort:	2019 <u>Expected Number</u> of Students That Will Graduate Post-Cohort:	2019 <u>Expected Percent</u> of Students That Will Graduate Post-Cohort:

Graduation Rate Action Plan

State the strategies and activities to be implemented that will increase graduation rates, as well as, support post-secondary college/career readiness. Include all applicable goals and indicate whether the strategies or activities are before school, during school, or after school. Include strategies that will address FSA proficiency (including retake assessments), concordant/comparative scores, and acceleration success.

Strategies to Improve Graduation Rates: Provide specific student achievement strategies to improve graduation rates and post-secondary college/career readiness.			
Action Steps	Person Responsible	Resources needed	Timeline
Example: Conduct FSA and EOC Retake assessment practice during Saturday Academy for juniors and seniors	Literacy Coach Selected Content-Area Teachers	FSA Reading Practice Materials EOC Subject-Area Practice Materials Reading Plus	November 2018-May 2019
Describe strategies for improving student readiness for post-secondary level based on the implementation of “Acceleration Success” programs such as AP, IB, AICE, dual enrollment, and/or Industry Certification:			

APPENDICES

- **Title 1 Addendum**
- **Student Achievement Outcome Example**



PART II: TO BE COMPLETED BY TITLE 1 SCHOOLS ONLY

Complete School Name: West Broward Academy of Math and Science	Principal Name: Donna Baggs
School Location Number: 5052	Grade Levels Served: K-8

1. COMPREHENSIVE NEEDS ASSESSMENT:

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

*Provide a **detailed** description of the process used to conduct the comprehensive needs assessment for this school.*

Kindergarten students are assessed before entry through our Seussville event. Students are tested for basic skills in numbers, patterns, letters and social skills. FLKRS and BAS are also tools indicating levels of students. Grades 1 – 8 are provided a baseline assessment within the first 2 weeks of school to determine their levels in key domains of the FSA standards. Based on the assessments it is determined that students are below proficient levels in reading but show lesser deficits in math and science. Quarterly assessments will be given in October, December and March using Performance Matters to determine growth and areas of deficiency of students by grade/by teacher. Bi-monthly data chats are held with students and teachers, administration meets with grade levels monthly and quarterly to discuss specific data and will hold mid-year admin-parent data chat. Administration holds on-going data reviews and discussions with teachers weekly or based on academic events.

Deficiencies are supported through re-teaching, various tutoring opportunities provided by the school, research based resources and curriculum, and project based learning opportunities and reassessment.

2. STATE CERTIFIED TEACHERS

*Provide a **detailed** description of the strategies that will be used to attract state certified teachers.*

Charter School Associates, management company, has mandated all schools have highly qualified, certified teachers in place. In our search for teachers we continue to pursue those teachers that are certified, in field and experienced. We offer retention and referral incentives and highly effective pay for teachers plus other company benefits. We are developing a deeper focus on the technology available to teachers and students as well as updated resources, professional development and in house support and training. Annual meetings with CSA president, Michael Strader are held to discuss teachers, teacher retention and teacher needs and special requests.

*Provide a **detailed** description of the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.*

West Broward Academy continues to offer retention and referral incentives and highly effective pay for teachers. WBA continues to developing a deeper focus on the technology available to teachers and students as well as updated resources, professional development and in house support and training. Teachers receive Master Plan Points for holding PLC's throughout the year, administration and coaches provide on-going professional development for teachers' weekly/monthly as well as encourage teachers to attend district professional development and trainings. The instructional coaches attend district coaches meetings and share this information with teachers. Teachers hold team meetings weekly in order to collaborate regarding instructional practices, student data and behavior concerns. Teachers attends FETC conference as well as the annual Science conference. Teacher planning days are used, in part, to provide professional development to teachers and team building. The school working environment is conducive to learning and we provide positive surroundings that ensures the feel of safety to our students and staff. Or theme is "BE" and has a tone of Be positive, kind, respectful and so forth.

3. PARENTAL INVOLVEMENT

*Provide a **detailed** description of how parents will be involved in the design, implementation, and evaluation of the school-wide Title I program*

West Broward Academy hosts a number of parent events welcoming parents to provide feedback on the School Improvement Plan, Title I, Parent-School Compact, Parent and Family Engagement Plan and Parental Involvement Allocation funds. Parents are invited to Title I Open House, Back to School Open House, Data and Dine event as well as various parent academies where the SIP and Title I are discussed. Parents are offered an opportunity to make suggestions and provide ideas for consideration. Parents are encouraged to attend Parent Liaison events and monthly parent meetings held by the district of Broward. , then invited to provide this information to other parents. WBA invites parents to attend a variety of meetings to provide information and concerns. Parents are encouraged to complete the Title I Survey and are provided the results of the survey when considering the Title I program for 2019-2020. Parents are provided a snapshot of programs offered in the school; provided by Title I and those that are not provided by Title I. Parents will be encouraged to provide feedback and recommendations for additional programs supported by Title I funds and parental involvement ideas. Parents are encouraged to attend district trainings and school trainings and Parent Academy.

*Provide a **detailed** description of 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.*

Parents are invited to the Title I Open House, held separately from our school Open House. Parents are introduced to the FSA assessment and EOY scores and scales. A discussion is had with parents about how to identify to their child's exact score on the scale and where they are in achieving the next level. WBA hosts a family night centered on Reading and Math. Parents are invited to experience lessons and activities centered on the Journeys and Envision Math programs as well as Pearson Science program. Parents are invited to two STEAM events annually and our annual Invention Convention. They are invited to volunteer in the classroom. Parents are provided the PFEP, Parents-School Compact, Title I Surveys, School Survey, Parent Liaison opportunities, invited to attend the monthly district trainings for parents and monthly Parent Academies. Parents are notified via Powerschool (robo-calls, texts and email) of upcoming diagnostics, quarterly and high stakes testing as well as through teacher newsletters and classroom apps.

*Provide a **comprehensive** list of 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.*

August 2018: Title I Open House- Discussed Assessments, PFEP, Parent-Compact, Parent Liaison opportunities
 September: Parent Academy Math and Science:
 October: Families will visit classrooms to experience reading and math lessons and activities for grades K-8
 Science Spooktacular: October: Parents are invited to visit our STEAM event associated with the Science Spooktacular, attend the Mad Scientist lab to experience hands on activities and dry ice experiments.
 November: Anti-bullying and school safety
 December: Data and Dine MS
 January: Data and Dine ES
 February: FSA Parent Night
 March: Parent-Student Compact Evaluation and Review and PFEP, Literacy and STEAM
 April: Review and parent input of the Title I program, budget and Parent Survey
 May: Invention Convention

*Provide a **detailed** description of the annual parental evaluation of the school-wide Title I program and how this information is will be used to improve the plan.*

West Broward Academy encouraged families to participate in the annual title I Survey. This survey was emailed to parents along with phone calls and emails requesting their participation. Less than 11% of families responded to this opportunity to provide feedback to the school and use their voice to assist in improving the schools current efforts. The school will review and consider the following responses from 59 families:

- Sixty-eight percent of families agree or strongly agree that they receive information from the school regarding the instruction being provided to their child. Sixteen percent state they never received this information.
- Sixty-two percent say they receive information regarding FSA standards while 12 percent indicate they never received the information.

- Sixty-seven percent say they receive information regarding state assessments and 12 percent indicate they never received the information.
- Fifty-three percent strongly agree or agree they received information regarding their child's FSA scores while 33 percent disagree or say it was never received.
- Fifty-four percent strongly agree or agree they receive information about what FSA scores mean while thirty-three percent disagree or say they never received the information.
- Fifty-seven percent strongly agree or agree they receive information regarding their child's growth and retention while twenty-four percent disagree or did not receive information.
- Eighty-one percent strongly agree or agree they are informed about tracking their child's progress while 12% never received the information.
- Sixty-nine percent strongly agree or agree they receive success information on their child while 16% never receive this information.
- Seventy-nine percent strongly agree or agree they receive monitoring information on their child while 16% never received or disagree
- Sixty-five percent receive information about working with teachers to improve their child's achievement while 28% never received or disagree.
- Fifty-nine percent attended a Title I Open House or meeting where goals and activities were discussed while 12% never received the information, and 10% disagree.
- Sixty-four percent receive materials to help their child while 17% never receive the information.
- Forty-seven percent have been shown how to use the materials while 14% never received the information, 21% disagree and 9% strongly disagree
- Forty-three percent attended an event/training on how to use materials, 9% never received, 17% strongly disagree and 21% disagree
- -Ninety-three percent have helped their child with their homework, 9% never received the information, 17% strongly disagree
- Seventy-seven percent strongly agree or agree communication of principal and teachers are effective, while 14% disagree and 10% strongly disagree
- Sixty-six percent strongly agree or agree the school values parent's suggestions for their child's learning while 14% disagree and 10% strongly disagree.
- Forty -seven percent strongly agree or agree the school has asked parents advice for best practices with their child, while 12% did not receive the information, 19% strongly disagree and 18% disagree.
- Seventy-nine percent of families feel respected by the school while 12% strongly disagree
- Seventy-two percent strongly agree or agree they are aware they can participate in the Parent and Family Engagement Plan
- Eighty-nine percent of families strongly agree and agree they know how to contact their child's teacher, 7% strongly disagree
- Eighty-one percent strongly agree or agree school information is easily understood
- Ninety-two percent strongly agree or agree the information is in a language they can understand.
- Forty-one percent strongly agree or agree translators are available at meetings and activities while 49% percent strongly disagree or disagree

- Fifty-nine percent strongly agree or agree they have requested specific activities, meetings or materials from the school while 22% percent strongly disagree
- Eighty-five percent feel welcomed at the school while 11% strongly disagree

West Broward Academy offers numerous opportunities for families to participate in parent nights, family nights/daytime events, parent-teacher conferences, Title I Open House and numerous other Title I meetings. Unfortunately many of our families are not involved to any degree and this continues to be an area of focus by the school. The survey feedback will be considered in all future events, activities and meetings and this information is shared with staff to better inform them of how parents view our school, communication efforts, supply information and so forth.

*Provide a **detailed** description of your school's volunteer and business community partnership programs.*

- WBA volunteers at community clean-up efforts on local beaches during spring break
- Partners with Dunkin Donuts, Applebee's for raising funds for cancer research
- City of Margate Police Department provides security daily at West Broward Academy
- Women Shelter and Local Food Pantry during the holiday season. Over 1,500 canned food items were divided between these facilities in 2018.
- Galaxy Skate-way and McDonald's support WBA family nights
- Chrysalis,
- The Pavilion
- Henderson Mental Health

4. TRANSITIONING FROM EARLY-CHILDHOOD TO ELEMENTARY SCHOOL

Provide a **detailed** description of the plan for assisting pre-school children transitioning from early-childhood programs to local elementary school programs, as applicable. The following information should be included:

- Informing parents of readiness skills during Kindergarten Round-Up
- Offering pre-school programs and collaborating with kindergarten teachers regarding grade level expectations
- Meeting with local pre-school programs to discuss readiness for transitioning students
- Implementing a staggered start schedule during the first week of school
- Allowing classroom visitations for transitioning students and their parents

Pre-K students are assessed and parents are provided updated reports throughout the year. WBA offers school tours for families beginning in January. VPK students are introduced into the kindergarten classes through the Book Buddy program. Kindergarten students welcome VPK into their classroom for a story time and each K student shows the VPK student around their classroom introducing them to various components of the K class. Kindergarten teachers and administration host a meeting with parents and walk-through of classrooms. WBA will implement a committee to visit local VPK schools and invite them to our Kindergarten Parent Night and tour. Parents are provided readiness skills information generated during the Kindergarten Round-Up at the time of the Round-Up.

5. COORDINATION OF SERVICES

Provide a **detailed** description of 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. ***Each section should be completed.***

Title I, Part A: WBA uses Title I funds to provide professional development for teachers in reading, math and science. The school also provides an extended day learning opportunity for students in reading, math and science that is of no cost to students. Funds are provided to purchase food items for Parent Academies and meetings. Funds are also purchasing laptop computers for student use and carts to house the laptops. Magna-tag boards were purchased to track student assessment scores on benchmark assessments. This data is used to identify academic deficiencies in students thus driving the instructional practices in the classroom and tutoring efforts. Title I funds also purchased a portion of the Makerspace initiative that encourages science, math and reading to students. Two resource personnel were hired to assist teachers and students with various components throughout the school day that will increase student learning and growth. Interventionists were placed in classrooms to support student learning in small groups.

Title I, Part C- Migrant: WBA 5052 does not receive Part C funds

Title I, Part D –Neglected and Delinquent: WBA 5052 does not receive Part D funds

Title III - ESOL: WBA 5052 does not receive Title III funds

Title X- Homeless: WBA 5052 does not receive Title X funds

Supplemental Academic Instruction (SAI): WBA 5052 does not utilize SAI

Violence Prevention Programs: WBA implemented the Let's Stick Together Anti-bullying program in 2018-2019
Nutrition Programs: WBA 5052 provides healthy/nutritional newsletters to parents and community visitors that are prepared by SLA Management
Housing Programs: WBA 5052 does participate with any housing programs
Head Start: WBA 5052 has a VPK program not a Head start program
Adult Education: WBA 5052 does not provide Adult Education
Career and Technical Education: WBA 5052 does not provide Career and Technical Education
Job Training: WBA 5052 does not provide Job Training
Other: There are no other

*Provide a **detailed** description of how the school will utilize services and agencies to promote business and community involvement.*

- West Broward Academy partners with
- Margate City Police in many capacities. Officers, Chief of Police and the Mayor attend the school regularly supporting our reading efforts, Safety Patrol Induction and Career Day. The officers patrol our school daily and serve as mentor to our students and provide a sense of security and safety.
- K & D Events is a local catering company in the community that is used at parent academy nights and other social events hosted by the school.
- Dunkin Donuts – provides pastries and coffees for staff at various times throughout the year
- Espresso Yourself – partners with WBA to support teacher appreciation activities hosted by administration
- Pizza Hut – provides discounted food items for parent events and special activities hosted by the school.
- Applebee's – supports the efforts of WBA to raise funds for breast cancer awareness
- School Spirit Builders – provides t-shirts, honor roll car magnets and driveline car tags and banners
- Kid Surge provides a Music to Sports after-school program for students grades K-8
- Joy Deco Dance works with students K-5 in dance and cheerleading
- Local Food Truck industry supports our monthly family nights and multiple evening events each month
- BJ's, McDonalds and Walmart provides donations and assists with family night donations

Student Achievement Outcomes Examples:

Specific <i>(What do you want to achieve?)</i>	Measurable <i>(numbers and timelines to the goal)</i>	Achievable <i>(based on existing figures and research)</i>	Relevant/Realistic <i>(goal in line with school's broader goals)</i>	Timely/Timeline <i>(goal measurable over specific period of time)</i>	Person Responsible
Literacy Improve the FSA-ELA learning gains of all grades 3-8.	Increase learning gains by five percentage points	Overall, all grades 3-8 FSA-ELA learning gains will improve from 2016=41% 2017=50%	Increasing all tested grades learning gains will improve the school's overall student proficiency on the FSA	August - May	Principal Instructional Coach Classroom Teachers
Science Improve 5 th and 8 th grade NGSSS Science learning gains	Increase learning gains by five percentage points	Overall, 5 th grade NGSSS-Science learning gains will improve from 22% to 27% (2016 = 4%, 2017 = 22%). Overall, 8 th grade NGSSS Science learning gains will improve from 19% to 24% (2016=6%, 2017=19%)	Increasing all Science learning gains will improve the school's overall student proficiency on state assessments	August - May	Principal Instructional Coach Classroom Teachers
Math Improve FSA-math learning gains for all grades 3-8	Increase learning gains by five percentage points	Overall, all grades FSA-Math learning gains will improve from 38% to 43% (2016=23%, 2017=38%)	Increasing all tested grades learning gains will improve the school's overall student proficiency on the FSA	August - May	Principal Instructional Coach Classroom Teachers

Civics Improve the EOC Civics learning gains for grade 7.	Increase learning gains by five percentage points	Overall, all 7 th grade Civics learning gains will improve from 69% to 74% (2016=60%, 2017 69%)	Increasing all Civics learning gains will improve the school's overall student proficiency on state assessments	August - May	Principal Instructional Coach Classroom Teachers
Improve English Language Proficiency Scores	Increase number of students scoring proficient by five percent	Number of proficient students will improve from 17 % to 22% in grades K-8	Increasing the number of English Language Proficiency will improve the school's overall scores on FSA ELA.	August – May	Principal ESOL Contact Classroom Teachers
Improve Learning Gains and Proficiency Scores for SWD	Increase number of students scoring proficient by five percent	Number of proficient SWD will improve from 22 % to 27% in grades K-8	Increasing the proficiency of SWD will improve the school's overall scores on FSA ELA/Math, NGSSS Science, and EOC Exams	August - May	ESE Specialist/Teacher Classroom Teachers