

TITLE I SCHOOLWIDE PLAN FOR CHARTER SCHOOLS



Broward County Public Schools

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

SCHOOL INFORMATION

School Name: Central Charter School	District: Broward
Principal: Mr. John Billingsley	Board Chairperson: Mr. Anthony Burrell

1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school

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

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

We have developed our school-wide plan with the participation of individuals who will implement the plan. Those persons involved included all stakeholders which consist of parents, administrators, and staff. Our School Advisory Council (SAC) is made up of all stakeholder groups who participated in the development of the school-wide plan through verbal feedback, parent surveys, and engaging them in planning sessions. We encourage participants to provide input at the planning meetings and through documented reviews. We solicited input from our stakeholders to determine the most effective ways to nurture, motivate, and increase student engagement, as well as improve academic achievement for the 2022 - 2023 school year. Our focus for instruction is driven by an analysis of data from administered school and state assessments used to determine individual student needs. In addition, pre- and post-tests are administered, as well as an evaluation of the individual students' previous years test scores to determine their current level of performance. Tests are administered bi-weekly, at nine-week intervals, and continuously throughout the school year.

ELA Student Performance Data:

Central Charter School's performance data for students who scored at level 3 and above on the Spring ELA Florida Standards Assessment (FSA) for grades 3 through 8 for the 2018-2019 school year are 39% of students in grade 3, 50.8% of the students in grade 4, 39.2% of students in grade 5, 39.1% of students in grade 6, 54.6% students in grade 7, and 47% students in grade 8.

Central Charter School's performance data for students who scored at level 3 and above on the Spring ELA Florida Standards Assessment

(FSA) for grades 3 through 8 for the **2020-2021** school year are 30.4% of students in grade 3, 25.6% of the students in grade 4, 28.1% of students in grade 5, 35.2% of students in grade 6, 36% students in grade 7, and 33.7% students in grade 8.

Central Charter School's **performance data** for students who scored at level 3 and above on the Spring ELA Florida Standards Assessment (FSA) for grades 3 through 8 for the **2021-2022** school year are 37% of students in grade 3, 41.6% of the students in grade 4, 48% of students in grade 5, 40% of students in grade 6, 39% students in grade 7, and 35% students in grade 8.

Central Charter School's **subgroup performance data** for students who scored at level 3 and above on the Spring ELA Florida Standards Assessment (FSA) for the **2018-2019** school year are 19.3% SWD students, 19.2% ELL students, 44.6% of Economically Disadvantaged students, 43.9% Black or African American students, and 50% Hispanic students.

Central Charter School's **subgroup performance data** for students who scored at level 3 and above on the Spring ELA Florida Standards Assessment (FSA) for the **2020-2021** school year are 10.1% SWD students, 6.6% ELL students, 31% of Economically Disadvantaged students.

Central Charter School's **subgroup performance data** for students who scored at level 3 and above on the Spring ELA Florida Standards Assessment (FSA) for the **2021-2022** school year are 17.7% SWD students, 32.6% ELL students, 40.5% of Economically Disadvantaged students.

Mathematics Student Performance Data:

Central Charter School's **performance data** for students who scored at level 3 and above on the Spring Mathematics Florida Standards Assessment (FSA) for grades 3 through 8 for the **2018-2019** school year are 27.6% of students in grade 3, 42.1% of the students in grade 4, 45.7% of students in grade 5, 42.5% of students in grade 6, 35.2% of students in grade 7, and 12.1% of students in grade 8.

Central Charter School's **performance data** for students who scored at level 3 and above on the Spring Mathematics Florida Standards Assessment (FSA) for grades 3 through 8 for the **2020-2021** school year are 11.8% of students in grade 3, 14.3% of the students in grade 4, 11.5% of students in grade 5, 18.5% of students in grade 6, 28.3% of students in grade 7, and 42.7% of students in grade 8.

Central Charter School's **performance data** for students who scored at level 3 and above on the Spring Mathematics Florida Standards Assessment (FSA) for grades 3 through 8 for the **2021-2022** school year are 27% of students in grade 3, 33% of the students in grade 4, 32% students in grade 5, 31% of students in grade 6, 35% of students in grade 7, and 68% of students in grade 8.

Subgroup Performance Data:

Central Charter School's **subgroup performance data** for students who scored at level 3 and above on the Spring Mathematics Florida

Standards Assessment (FSA) for the 2018-2019 school year are 10.9 percent of ESE students, 18.7 percent of ELL students, 36.1 percent of Economically Disadvantaged students, 36 percent of Black or African American students, and 16.5 percent Hispanic students.

Central Charter School's subgroup performance data for students who scored at level 3 and above on the Spring Mathematics Florida Standards Assessment (FSA) for the 2020-2021 school year are 4.9 percent of SWD's, 9.9 percent of ELL's, 19.5 percent of Economically Disadvantaged student.

Central Charter School's subgroup performance data for students who scored at level 3 and above on the Spring Mathematics Florida Standards Assessment (FSA) for the 2021-2022 school year are 20.4 percent of SWD's, 29.4 percent ELL's, 37.6% Economically Disadvantaged students.

Table 1: Grades K – 2 Student Performance as measured by I-Ready AP1 2021-2022

Grade-Levels	Percent Proficient or Above in Reading	Percent Proficient or Above in Mathematics
Kindergarten	53	49
First	31	18
Second	27	22

Table 2: Grades 5 & 8 Science Student Performance Data 2019 – 2022

Grade-Levels	Percent Proficient or Above in Science (5 th Grade)	Percent Proficient or Above in Science (8 th Grade)
2019	32	24
2021	14	27
2022	21	31

The Literacy, Mathematics, Science, and Social Studies departments are working diligently to maximize instructional time. Additionally, we

make all attempts to meet students' academic, behavior, and social and emotional needs. We have analyzed current achievement data that will help teachers identify instructional strategies to maximize student learning. For example, we noticed that the trends indicate a need to improve in the areas of Mathematics and Science across all grade levels. In an effort to assist students with increasing proficiency, teachers will work collaboratively in their Professional Learning Communities (PLC's), on-site professional development workshops, as well as district professional development trainings to gain a deeper understanding of the content as it relates to the F.A.S.T in Mathematics, Reading, Writing, Science, and Social Studies with an emphasis on Curriculum, Assessment, Remediation, and Enrichment (CARE) cycle.

We will increase the reading and writing connection by ensuring students write across content areas. Based on research, students will better understand what they are reading if they make the connection between reading and writing. Classroom teachers conduct data chats with each student to help them understand what they need to do to address learning gaps. The teacher will address the identified need/needs and in cases where student needs cannot be adequately met, students will be referred to the appropriate support staff for intervention. We will use Title I funds to support all of our literacy initiatives by purchasing resources to provide supplemental academic instruction, as well as personnel to facilitate additional instruction to improve reading comprehension, fluency, vocabulary expansion, drawing conclusions, inferring, and developing context clues strategies. Title I funding will be used to increase our fiction and non-fiction leveled book selections for classrooms. We will integrate technology with literacy by purchasing additional laptops and iPads, web based supplemental academic resources, as well as books for students to be used to enhance their learning. We will use Title I funds to provide teachers with professional development courses to assist them with learning how to use technological resources in conjunction with the printed texts to provide strategies to increase academic achievement.

2. REFORM STRATEGIES

ELA-English/Language Art Goals		Problem-Solving Process to Increase Student Achievement							
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group.		Strategy	Process Used to Determine Effectiveness of Strategy						
<p>I.A. FSA 2.0: Students scoring at Achievement Level 3 or higher.</p> <table border="1"> <tr> <td>Reading Goal 1A:</td> <td>Current Level of Performance:*</td> <td>Expected Level of Performance:*</td> </tr> <tr> <td>Enter narrative for the goal in this box.</td> <td>Enter numerical data for current level of performance in this box. 41%</td> <td>Enter numerical data for expected level of performance in this box. 45%</td> </tr> </table> <p>By the end of the 2022 school year, 45% of students in grades 3-8 will Score at level 3 or higher on the F.A.S.T ELA Assessment</p>		Reading Goal 1A:	Current Level of Performance:*	Expected Level of Performance:*	Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box. 41%	Enter numerical data for expected level of performance in this box. 45%	<p>I.A.1</p> <p>1). Teachers will provide extensive explicit instruction, implicit instruction, and guided practice to engage students in strategies to address vocabulary. Teachers will utilize instructional strategies that include: vocabulary word maps; interactive/student-generated word walls; instruction in different levels of content specific words; read from a wide variety of texts; and affix or root word activities. They will provide explicit instruction and guided practice in recognizing word relationships, the study of synonyms/antonyms, identifying the multiple meaning in words, recognizing examples and non-examples of word relationships, and understanding connotative language.</p> <p>2). Teachers will monitor all subgroups frequently in order to provide the necessary interventions to strengthen their listening, speaking, and vocabulary, as well as, incorporate research-based vocabulary strategies (PAVE, Frayer Model, & Concept Map of Definition) that help students determine meaning of words in context.</p> <p>3). The Intensive Reading teachers will utilize <i>Read 180 & Systems 44</i> which is a comprehensive reading program that includes language and writing support.</p>	<p>Evaluation Tool</p> <p>I.A.1:</p> <ol style="list-style-type: none"> Formative Assessments Standards-Based Unit Assessments I-Ready Progress Learning F.A.S.T Assessments Benchmark Advance Assessments
Reading Goal 1A:	Current Level of Performance:*	Expected Level of Performance:*							
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box. 41%	Enter numerical data for expected level of performance in this box. 45%							
		<p>I.A.1:</p> <ol style="list-style-type: none"> Administrators will monitor the instructional practices of teachers through teacher observations and evaluations, classroom walkthroughs, and data analysis. Administrators will review lesson plans; conduct classroom observations; conduct data chats with teachers; and monitor all Professional Development. Administrators and literacy coach will monitor CCRP during the reading block, to ensure that it is implemented with fidelity. Collaborative Planning and Professional Learning Communities meetings will be held weekly. I-Ready and F.A.S.T assessments will be administered (initially, midyear, and end-of-year) the data will be utilized to monitor progress, to adjust instruction, and to adjust learning strategies. Teachers will complete a Professional Growth Plan using the initial i-Ready data. Administration will meet with each teacher to review the goals for increasing student achievement. Teachers will tailor instruction to meet the needs of the individual student. Teachers will monitor students' performance 							

		<p>4). Teachers in grades 3-5 will use the following research-based programs: 1. <i>Benchmark Advance</i> is a research-based, comprehensive English Language Arts program that provides systematic instruction for Reading Literature and Information Text, Foundational Skills, Speaking and Listening, Language, Writing, and English Language Development.</p>	<p>and the instructional strategies used to ensure students are grasping the concepts.</p>	
		<p>IA.2: 1) The Language Arts Teacher will utilize <i>Into Literature</i>, a research-based, nationally recognized English Language Arts program for grades 6-8. Into Literature helps the students develop abilities to analyze complex text, determine evidence, reason critically, and communicate thoughtfully</p>	<p>IA.2: 1). Administrators will monitor the instructional practices of teachers through teacher observations and evaluations, classroom walkthroughs, and data analysis. 2). Teachers will tailor instruction to meet the needs of the individual student. 3). Teachers will monitor students' performance and the instructional strategies used to ensure students are grasping the concepts. 4). Student performance data will be evaluated to determine the effectiveness of the strategy. Data chats will be held quarterly to ensure that students understand what their levels are and what is required of them to reach next level.</p>	<p>IA.2: 1. Formative Assessments 2. Standards-Based Unit Assessments 3. I-Ready 4. Progress Learning 5. F.A.S.T 6. Benchmark Advance Assessments</p>
		<p>IA.3 Students who have mastered the skills and concepts will be given more challenging content. After in-class intervention, students who are experiencing difficulties will be provided intensive instruction during the Math block. In addition, students will participate in extended learning opportunities.</p>	<p>IA.3: Formal and informal assessments will be administered to determine mastery.</p>	<p>IA.3: 1. Formative Assessments 2. Standards-Based Unit Assessments 3. I-Ready 4. Progress Learning 5. F.A.S.T 6. Benchmark Advance Assessments</p>
<p>ELA-English/Language Arts Goals Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group.</p>	<p>Strategy</p>	<p>Problem-Solving Process to Increase Student Achievement</p>		
	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

FSA 2.0: Students scoring below level 3.		IB.1: Teachers collaborate in grade-level PLC's to identify research-based strategies to address the areas of weakness and raise students' test scores. Teachers will use a standards-based instructional focus calendar to ensure that all standards are covered in a timely manner.		IB.1: Instruction will be designed to meet the individual needs of all students. After instruction, students will be assessed to determine effectiveness of instruction. Administrators, Mathematics Curriculum Facilitator, and Math Coach will monitor instruction to ensure that it is implemented with fidelity.		IB.1: 1. Formative Assessments 2. Standards-Based Unit Assessments 3. I-Ready 4. Progress Learning 5. F.A.S.T 6. Benchmark Advance Assessments		
Reading Goal IB: <i>Enter narrative for the goal in this box.</i>	Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	IB.1: Students who are not meeting the standard will be placed in a group and given additional instruction. The teacher will spend more time with this group in order to ensure that students understand the skills and concepts.		IB.2: Students will be assessed using formal and informal assessments to determine effectiveness of the strategy.		IB.2: 1. Formative Assessments 2. Standards-Based Unit Assessments 3. I-Ready 4. Progress Learning 5. F.A.S.T 6. Benchmark Advance Assessments	
By the end of the 2022 school year, 45 % of students in grades 3-8 will Score at level 3 or higher on the F.A.S.T ELA Assessment	30.1 %	45 %	IB.3: Students who have mastered the skills and concepts will be given more challenging content. Students who are having difficulty mastering the standards will be provided intensive instruction during the Mathematics block. In addition, students will participate in extended learning opportunities.		IB.3: Formal and informal assessments will be administered to determine mastery.		IB.3: 1. Formative Assessments 2. Standards-Based Unit Assessments 3. I-Ready 4. Progress Learning 5. F.A.S.T 6. Benchmark Advance Assessments	
English/Language Arts Goals		Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy		Process Used to Determine Effectiveness of Strategy		Evaluation Tool		
IC. Florida Alternate Assessment: Students not meeting proficiency on an alternate assessment.		IC.1. Central Charter School had one (1) student who took the FSAA. The student scored		IC.1.		IC.1.		

Reading Goal 1B:	Current Level of Performance:*	Expected Level of Performance:*	proficient in English Language Arts.		
	Enter numerical data for current level of performance in this box. 92%	Enter numerical data for expected level of performance in this box. 97%			
			IC.2.	IC.2.	IC.2.
			IC.3.	IC.3.	IC.3.

ELA - Writing Goals		Problem-Solving Process to Increase Student Achievement										
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool								
<p>2.A. FSA 2.0: Students scoring at Achievement Level 3 or higher.</p> <table border="1"> <tr> <td>Writing Goal 2A:</td> <td>Expected Level of Performance*</td> </tr> <tr> <td>Enter narrative for the goal in this box.</td> <td>Enter numerical data for expected level of performance in this box.</td> </tr> <tr> <td>By the end of the 2022 school year, 45 % of students in grades 4-8 will Score at level 3 or higher on the F.A.S.T ELA Assessment</td> <td>41 %.</td> </tr> <tr> <td></td> <td>45 %</td> </tr> </table>		Writing Goal 2A:	Expected Level of Performance*	Enter narrative for the goal in this box.	Enter numerical data for expected level of performance in this box.	By the end of the 2022 school year, 45 % of students in grades 4-8 will Score at level 3 or higher on the F.A.S.T ELA Assessment	41 %.		45 %	<p>I.A.1: Students who have met mastery in Writing will participate in writing across the curriculum. Students will use a given template to develop writing prompts based on assigned texts in Reading, Social Studies, and Science. They will identify similarities and differences in the texts and use that information to compose writing prompts. The teacher will review the prompts with each student and make any necessary edits. Students will then utilize the rubrics to write an essay based on each topic. The teacher will keep these prompts for future use with other students. In addition, advanced writers will receive small group writing instruction with a focus on more advanced writing techniques such as Craft Moves, Elaboration Strategies and Sentence Structure</p>	<p>I.A.1: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review K-8 Writing Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly. Monthly writing prompts will be administered to assess writing. The assessment data will be utilized to adjust writing instruction and to adjust learning strategies.</p>	<p>I.A.1:</p> <ol style="list-style-type: none"> 10-Point Writing Rubric Top Score Writing Monthly Sample Writing Assessment Journals Writing Portfolios
Writing Goal 2A:	Expected Level of Performance*											
Enter narrative for the goal in this box.	Enter numerical data for expected level of performance in this box.											
By the end of the 2022 school year, 45 % of students in grades 4-8 will Score at level 3 or higher on the F.A.S.T ELA Assessment	41 %.											
	45 %											
		<p>I.A.2: Teachers will provide instruction in writing narratives to develop real or imagined experiences or events. Teachers provide instruction in writing arguments to support claims in an analysis of substantive topics or text, using valid reasoning, relevant, and sufficient evidence. Teachers will provide instruction in writing informational/expository texts to examine and convey complex ideas, organization, and analysis of content. An ELA Writing Instructional Focus Calendar generated by FSA standards will be utilized to ensure</p>	<p>I.A.2: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review K-8 Writing Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC's) meetings will be held weekly. Monthly writing prompts will be administered to assess writing. The assessment data will be utilized to adjust writing instruction and to adjust learning strategies.</p>	<p>I.A.2:</p> <ul style="list-style-type: none"> 10-Point Writing Rubric Top Score Writing Monthly Sample Writing Assessment Journals Writing Portfolios 								

	strategic and focused instruction.					
<p>1A.3: 1. 10-Point Writing Rubric 2. Top Score Writing 3. Monthly Sample Writing Assessment 4. Journals 5. Writing Portfolios</p>	<p>1A.3: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review K-8 Writing Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly. Monthly writing prompts will be administered to assess writing. The assessment data will be utilized to adjust writing instruction and to adjust learning strategies.</p>					
Problem-Solving Process to Increase Student Achievement						
<p>1A.3: Writing performance tasks will be assessed on a monthly basis. This process will allow students time to improve their understanding of the writing and participate in activities that develop skills in focus, organization, support, and conventions. Teachers will administer and evaluate monthly writing samples and develop lesson plans that expose students to various types of writing. This process will assist with the implementation of writing across the curriculum, as well as, increase achievement in writing.</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>				
<p>1A.1: CCS will implement a school-wide across the Curriculum ELA Writing Program. Teachers will remediate deficiencies in writing during a 30-Minute instructional block. Writing is also integrated in the curriculum throughout the day. During instructional time, teachers will utilize the Language Arts Florida Standards (LAFS) to incorporate learning strategies to remediate deficiencies in writing.</p>	<p>Strategy</p>	<p>1A.1: 1. 10-Point Writing Rubric 2. Top Score Writing 3. Monthly Sample Writing Assessment 4. Journals Writing Portfolios</p>				
ELA - Writing Goals						
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:						
<p>FSA 2.0: Students scoring below level 3.</p> <p>Writing Goal 2B: Enter narrative for the goal in this box By the end of the 2022 school year, 45% of</p>	<table border="1"> <tr> <td>Current Level of Performance:*</td> <td>Expected Level of Performance:*</td> </tr> <tr> <td>Enter numerical data for current level of performance in this box. 41%</td> <td>Enter numerical data for expected level of performance in this box. 45%</td> </tr> </table>	Current Level of Performance:*	Expected Level of Performance:*	Enter numerical data for current level of performance in this box. 41%	Enter numerical data for expected level of performance in this box. 45%	
Current Level of Performance:*	Expected Level of Performance:*					
Enter numerical data for current level of performance in this box. 41%	Enter numerical data for expected level of performance in this box. 45%					

<p>students in grades 4-8 will Score at level 3 or higher on the F.A.S.T ELA Assessment</p>		<p>Teachers will engage students in differentiated flexible small group instruction to reinforce, remediate, and improve writing skills. Literacy coach will model lessons and provide instructional support in writing.</p>	<p>Monthly writing prompts will be administered to assess writing. The assessment data will be utilized to adjust writing instruction and to adjust learning strategies.</p>	
<p>I.A.2: Teachers will provide instruction in writing narratives to develop real or imagined experiences or events. Teachers provide instruction in writing arguments to support claims in an analysis of substantive topics or text, using valid reasoning, relevant, and sufficient evidence. Teachers will provide instruction in writing informational/expository texts to examine and convey complex ideas, organization, and analysis of content. An ELA Writing Instructional Focus Calendar generated by FSA standards will be utilized to ensure strategic and focused instruction</p>	<p>I.A.2: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review K-8 Writing Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly. Monthly writing prompts will be administered to assess writing. The assessment data will be utilized to adjust writing instruction and to adjust learning strategies.</p>	<p>I.A.2: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review K-8 Writing Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly. Monthly writing prompts will be administered to assess writing. The assessment data will be utilized to adjust writing instruction and to adjust learning strategies.</p>	<p>I.A.2: 6. 10-Point Writing Rubric 7. Top Score Writing 8. Monthly Sample Writing Assessment Journals 9. Writing Portfolios</p>	
<p>I.A.3: Writing performance tasks will be assessed on a monthly basis. This process will allow students time to improve their understanding of the writing and participate in activities that develop skills in focus, organization, support, and conventions. Teachers will administer and evaluate monthly writing samples and develop lesson plans that expose students to various types of writing. This process will assist with the implementation of writing across the</p>	<p>I.A.3: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review K-8 Writing Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly. Monthly writing prompts will be administered to assess writing. The</p>	<p>I.A.3: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review K-8 Writing Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly. Monthly writing prompts will be administered to assess writing. The</p>	<p>I.A.3: 1. 10-Point Writing Rubric 2. Top Score Writing 3. Monthly Sample Writing Assessment Journals 4. Writing Portfolios</p>	

	curriculum, as well as, increase achievement in writing.	assessment data will be utilized to adjust writing instruction and to adjust learning strategies.	
Writing Goals			
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:			
2C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			
Writing Goal 2C: Enter narrative for the goal in this box.	Current Level of Performance:*		
	Expected Level of Performance:*		
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	
2C.1. Central Charter School had two (2) students who took the FSAA. The student scored proficient in writing.		2C.1.	2C.1.
2C.2.		2C.2.	2C.2.
2C.3.		2C.3.	2C.3.
Problem-Solving Process to Increase Student Achievement			
Strategy		Process Used to Determine Effectiveness of Strategy	Evaluation/Tool

Mathematics Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.A. FSA 2.0: Students scoring at Achievement Level 3 or higher. Math Goal 3A: Enter narrative for the goal in this box. Math Goal 3A: By the end of the 2022 School Year, 45% percent of students in grades 3-8 will level 3 or above on the Mathematics F.A.S.T Assessment		IA.1: Teachers collaborate in grade-level PLC's to identify research-based strategies to address the areas of weakness and raise students' test scores. Teachers will use a standards-based instructional focus calendar to ensure that all standards are covered in a timely manner.	IA.1: Instruction will be designed to meet the individual needs of all students. After instruction, students will be assessed to determine effectiveness of instruction. Administrators, Dean of Academics, and Math Coach will monitor instruction to ensure that it is implemented with fidelity.	IA.1: 1. Envision Assessment 2. Progress Learning Assessment. 3. I-Ready Assessment 4. FSA
		IA.2: Students who are not meeting the standard will be placed in small groups and given additional instruction using supplemental resources. The teacher will spend more time with this group in order to ensure that students understand the skills and concepts.	IA.2: Students will be assessed using formal and informal assessments to determine effectiveness of the strategy.	IA.2: 1. Envision Assessment 2. Progress Learning Assessment 3. I-Ready Assessment 4. FSA
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Mathematics Goals		Problem-Solving Process to Increase Student Achievement		

Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<p>FSA 2.0: Students scoring below level 3.</p> <table border="1" data-bbox="235 1522 657 1837"> <tr> <td data-bbox="235 1690 300 1837">Math Goal 3B: <i>Enter narrative for the goal in this box.</i></td> <td data-bbox="235 1522 300 1690">Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i></td> <td data-bbox="300 1522 365 1690">Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td data-bbox="300 1690 365 1837">By the end of the 2022 School Year, 45% percent of students in grades 3-8 will level 3 or above on the Mathematics F.A.S.T Assessment</td> <td data-bbox="300 1522 365 1690">38%</td> <td data-bbox="365 1522 430 1690">45%</td> </tr> </table>	Math Goal 3B: <i>Enter narrative for the goal in this box.</i>	Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	By the end of the 2022 School Year, 45% percent of students in grades 3-8 will level 3 or above on the Mathematics F.A.S.T Assessment	38%	45%	<p>IB.1: Teachers collaborate in grade-level PLC's to identify research-based strategies to address the areas of weakness and raise students' test scores. Teachers will use a standards-based instructional focus calendar to ensure that all standards are covered in a timely manner.</p>	<p>IB.1: Instruction will be designed to meet the individual needs of all students. After instruction, students will be assessed to determine effectiveness of instruction. Administrators, Mathematics Curriculum Facilitator, and Mathematics Coach will monitor instruction to ensure that it is implemented with fidelity.</p>	<p>IB.1:</p> <ol style="list-style-type: none"> 1. Envision Assessment 2. Progress Learning Assessment. 3. I-Ready Assessment 4. F.A.S.T
Math Goal 3B: <i>Enter narrative for the goal in this box.</i>	Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>							
By the end of the 2022 School Year, 45% percent of students in grades 3-8 will level 3 or above on the Mathematics F.A.S.T Assessment	38%	45%							
	<p>IB.2: Students who are not meeting the standard will be placed in a group and given additional instruction. The teacher will spend more time with this group in order to ensure that students understand the skills and concepts.</p>	<p>IB.2: Students will be assessed using formal and informal assessments to determine effectiveness of the strategy.</p>	<p>IB.2:</p> <ul style="list-style-type: none"> ○ Envision Assessment ○ Progress Learning Assessment. ○ I-Ready Assessment ○ FSA 						
	<p>IB.3: Students who have mastered the skills and concepts will be given more challenging content. Students who are having difficulty mastering the standards will be provided intensive instruction during the Math block. In addition, students will participate in extended learning opportunities.</p>	<p>IB.3: Formal and informal assessments will be administered to determine mastery.</p>	<p>IB.3:</p> <ol style="list-style-type: none"> 1. Envision Assessment 2. Progress Learning Assessment. 3. I-Ready Assessment 4. FSA 						

Problem-Solving Process to Increase Student Achievement									
Mathematics Goals	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<p>Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:</p> <p>3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</p> <p>Math Goal 3C: Enter narrative for the goal in this box.</p> <table border="1"> <tr> <td>Current Level of Performance:*</td> <td>Expected Level of Performance:*</td> </tr> <tr> <td>100%</td> <td>100%</td> </tr> <tr> <td>Enter numerical data for current level of performance in this box.</td> <td>Enter numerical data for expected level of performance in this box.</td> </tr> </table>	Current Level of Performance:*	Expected Level of Performance:*	100%	100%	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	<p>3C.1. Central Charter School had two (2) students who took the FSAA. The student scored proficient in Mathematics.</p>	<p>3C.1.</p>	<p>3C.1.</p>
Current Level of Performance:*	Expected Level of Performance:*								
100%	100%								
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.								
	<p>3C.2.</p>	<p>3C.2.</p>	<p>3C.2.</p>						
	<p>3C.3</p>	<p>3C.3.</p>	<p>3C.3.</p>						

Science Goals		Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group:		Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher. Science Goal 4A: Enter narrative for the goal in this box. By the end of the 2022 School Year, 35% percent of students in grades 5 and 8 will score level 3 or above on the F.A.S.T Science Assessment.	Current Level of Performance: *	I.A.1: Science in grades 3-5 will be taught for 30 minutes every day. Teachers will use the 5E model to instruct students. In addition, all students are required to have an interactive notebooks that will be used to record important data and information for use through grade 5.	I.A.1: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review 3-8 Science Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held each week.	I.A.1: 1. Florida Science Assessment 2. Progress Learning Assessment. 3. FSA
	Enter numerical data for current level of performance in this box. 26%			
3 or above on the F.A.S.T Science Assessment.	Expected Level of Performance: *	I.A.2: Students will receive science instructions, define problems, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations.	I.A.2: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review 3-8 Science Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly.	I.A.2: 1. Florida Science Assessment 2. Progress Learning Assessment. 3. FSA
	Enter numerical data for expected level of performance in this box. 35%			

		<p>IA.3: 1.) In grades 3-8, teachers will receive professional development in Science.</p> <ul style="list-style-type: none"> In grades 3-8, teachers will receive professional development in the rigors of NGSSS Science. In grades 3-8, students will participate in weekly science labs. In grades 3-8, students will receive a Science ELO three evenings per week. 	<p>IA.3: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review 3-8 Science Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly.</p>	<p>1A.3: 1. Florida Science Assessment 2. Progress Learning Assessment. 3. FSA</p>	
Problem-Solving Process to Increase Student Achievement					
Science Goals					
Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group.					
Statewide Science Assessment: Students scoring below level 3.					
<p>Science Goal 4B: <i>Enter narrative for the goal in this box.</i></p> <p>By the end of the 2022 School Year, 35% percent of students in</p>	<p>Current Level of Performance:*</p> <p><i>Enter numerical data for current level of performance in this box.</i></p> <p>26%</p>	<p>Expected Level of Performance:*</p> <p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>35%</p>	<p>IB.1: The science in grades 3-5 will be integrated into the 2- hours uninterrupted ELA instructional block daily. The grades 6-8 the science instruction will be adjusted to a 60-minutes uninterrupted block.</p>	<p>IB.1: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review 3-8 Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly.</p>	<p>IB.1: 1. Florida Science Assessment 2. Progress Learning Assessment. 3. FSA</p>
Evaluation Tool					

<p>grades 5 and 8 will score level 3 or above on the F.A.S.T Science Assessment.</p>	<p>IB.2: Students will receive science instructions, define problems, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations.</p>	<p>IB.2: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review 3-8 Science Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly.</p>	<p>IB.2: 1. Florida Science Assessment 2. Progress Learning Assessment. 3. FSA</p>
<p>IB.3: In grades 3-8, teachers will receive professional development in Science – the supplemental science program that will be used. • In grades 3-8, teachers will receive professional development in the rigors of NGSSS Science. • In grades 3-8, students will participate in weekly science labs. • In grades 3-8, students will receive a Science ELO on Saturdays using Break Away Science.</p>	<p>IB.3: Administrators will monitor the instructional practices of teachers through Florida Consortium of Charter Schools (FCPCS), the FCPCS Charter School Classroom Teacher Evaluation and data analysis. Administrators will review 3-8 Science Lesson plans, conduct frequent walkthroughs, conduct data chats with teachers, and monitor Professional Development. Collaborative Planning and Professional Learning Communities (PLC) meetings will be held weekly.</p>	<p>IB.3: 1. Florida Science Assessment 2. Progress Learning Assessment. 3. FSA</p>	
<p>Science Goals Based on the analysis of student achievement data, identify and define areas in need of improvement for the following group: 4C. Florida Alternate Science Assessment: Students not meeting proficiency on an alternative assessment.</p>	<p>4C.1.</p>	<p>4C.1.</p>	<p>4C.1.</p>
<p>Problem-Solving Process to Increase Student Achievement</p>		<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

<p>Science Goal 4C: Enter narrative for the goal in this box.</p>	<p>Current Level of Performance:*</p> <p>Enter numerical data for current level of performance in this box.</p>	<p>Expected Level of Performance:*</p> <p>Enter numerical data for expected level of performance in this box.</p>	<p>Central Charter School had no student who took the FSAA in Science.</p>
	4C.2.	4C	4C.2.
	4C.3.	4C.3.	4C.3.

3. Implementation of schoolwide REFORM STRATEGIES

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

Central Charter School is committed to fostering academic growth and development among our students. The school's population is made up of approximately 96% African-American students, 2.1% Hispanic students, and 0.9% White. Central Charter School consists of a large immigrant population, many of which are English Speakers of Other Languages. The school has seen tremendous growth in student numbers and new staff members over the years. With these changes, there is increased need for educational support, which has resulted in the hiring of support staff that is able to effectively train and support teachers. In an effort to develop teachers and build capacity within the organization, we recognize that teachers need to be trained on how to effectively accommodate students, design and facilitate instruction to ensure that students experience academic success. Teachers participate in Professional Learning Communities (PLC's) in order to learn proven research-based strategies that increase students' learning. Therefore, teachers are able to identify best practices and learn how to implement them in the classroom to enhance learning. Within the PLC's, teachers evaluate and discuss students' data. Additionally, District and on-site professional development is provided in an attempt to build the capacity of teachers so that they will be able to provide effective instruction to the students.

- After-school tutoring
- Small group differentiated instruction
- Small group instruction in ELA, Mathematics, and ELL students in the classroom. There are also Reading and Mathematics Interventionists who provide additional instruction.
- Implementation of *I-Ready* and *Progress Learning*
- Measuring Up Science (Grades 5 - 8) and ELA and Math (grades 3-8) will be used to provide supplemental academic instruction
- Differentiated instruction will be utilized to instruct the various subgroups.
- Standards-based Instructional Focus Calendars (ELA, Writing, Mathematics, Civics, World History, American History, and Science)
- Uniformed Lesson Plans
- Uniformed Daily Schedules

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

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

Central Charter School K-8 understands the importance of meeting students' academic needs. As a Title 1 school, we make sure that Title 1 dollars are utilized to purchase resources that will enhance learning. We use Title 1 funds to purchase agendas and homework folders to be used as a communication tool between school and home. Teachers are exposed to the best professional development locally and out of state, which contributes to their increased effectiveness in the classroom. The school has purchased additional resources and materials that are used as remediation, intervention, and enrichment to improve students' academic performance.

Technology

The school has purchased laptops for each student to use for use during instruction. LCD projectors, tablets, Promethean boards, doc cameras have been designated for use in the classroom. Students are able to integrate technology into their daily lessons. They are used for assessment, research, instruction, remediation, and enrichment.

Teachers will use the following research-based programs:

1. **Benchmark Advance** ELA Curriculum (grades K-5) is a research-based, comprehensive English Language Arts program that provides systematic instruction for Reading Literature and Information Text, Foundational Skills, Speaking and Listening, Language, Writing, and English Language Development.
2. **Into Literature** a research-based, nationally recognized English Language Arts program for grades 6-8. Collections helps the students develop abilities to analyze complex text, determine evidence, reason critically, and communicate thoughtfully.
3. **Read 180/Systems 44:** Houghton Mifflin. It is a reading intervention program that aligns the following literacy standards: Reading Comprehension, Word Study, Vocabulary, Language/Grammar, Writing and Fluency.
4. **Rewards** by Voyager Sopris Learning. It is a reading intervention program that aligns the following literacy standards: Reading Comprehension, Word Study, Vocabulary, Language/Grammar, Writing and Fluency.
5. **Envision Math K-8.** SAVVAAS Learning. This curriculum offers an engaging and interactive approach to covering new state standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor.

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

The introduction of a new curriculum and test Florida Assessment of Student Thinking (F.A.S.T) poses a greater challenge to many teachers along with the increased number of students who have not met proficiency at grade-level. As a result, they are faced with the task of learning about the curriculum, test structure and requirements, as well as working diligently to ensure that the students make adequate progress. The coaches support

and assists with training and proper implementation. The team visits with teachers in the classroom to model lessons, develop lesson plans, formative standards-based assessments, and analyze students' assessment data.

Describe how the school will address the needs of all children in the school, especially those of low-achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:

- Counseling, pupil services, and mentoring services
- College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
- The integration of vocational and technical education programs.

Though not overwhelmed with extreme behavioral issues, at Central Charter School, many students are not making adequate academic progress, and some experience behavioral challenges. Students sometimes have significant issues getting along. Some are frequently in trouble, frequently suspended and in danger of expulsion. The COVID-19 pandemic has had long term effects on our students' learning, and the school has had to implement new strategies as well as increase the availability of resources and personnel to mitigate the significant learning loss that exists. Many of our students are between 1-3 grade levels below. The learning loss coupled with the lack of motivation and effort and little guidance and support in the home have negatively impacted student academic gains. The program aims to:

- To pair students with eligible adults who will provide guidance, encouragement and academic support in order to help students succeed socially and academically.
- To support students in achieving academic excellence
- Increase positive attitudes toward school
- Develop higher levels of self-confidence in students
- Improve test scores
- Build school Pride

Central Charter School will provide activities to ensure that students who experience difficulty with mastering the content necessary to realize proficiency in order to achieve increased academic gain shall be provided with effective, timely additional assistance. The leadership team and the SAC will discuss and identify strategies to address the deficiencies that exist. These strategies will address the needs of students, especially for those students who are struggling and experience difficulty mastering the state standards. Students are assessed frequently. Data are analyzed during PLC's to discuss student and teacher needs. This data will be used to drive instruction. Collaborative Problem-solving teams meet to allow teachers to voice concerns about students' progress and refer that student/s to the appropriate staff in order to develop intervention plans. CPST meetings are the gateway for our Response to Intervention (RTI) process. In this process, we systematically increase the interventions for a student through a progressively restrictive tier system. From the additional data collected, we determine the success of the intervention and if placement such as special education should be recommended.

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

Provide instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

List instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only)	
NAME	GRADE/SUBJECT
Pathumporn Kitbamrung	3rd Grade General Eduation
Michelle Oliver	3rd/Math & Science
Daina Moore	6th/World History
Hillary Boothe-Nelson	4th/ELA & Social Studies
Nakitta Bryant	3rd/ ELA & Social Studies
Elficia Buisson	4th/ELA & Social Studies
Danielle Case	6th/Journalism
Kira Gayle	Kindergarten/All
Anna Hatch	Kindergarten/All
Shanys Hawthorne	1st Grade General Education
Jessica Hines-Shaw	1st Grade General Education
Elisia Owens-Mumford	1st Grade General Education
Brittini Powell	1st Grade General Education
Tyree Whitehead	6th Grade Business Education
Describe the support and professional development being planned and provided for these professionals	

The non-highly qualified teachers have been targeted and have been attending from the New Teacher Academy provided by the school district. In addition, teachers have been receiving a series of on-site trainings in English Language Arts, Mathematics, and Science. These conferences are paid for with Title I funds and are geared to expose teachers to research-based professional practices and increase their capacities to facilitate instruction. The Curriculum team also hosts trainings for classroom teachers each week during their daily planning and on early release and teacher planning days so that they will be able to effectively plan and implement instruction. Professional Learning Communities have been formed in each grade-level for elementary teachers, and subject based PLC's in grades 6, 7 & 8. Teachers learn best practices and research-based strategies that are effective in helping students to realize success in the classroom.

In addition, our administration and coaches conduct classroom walkthroughs and observations to identify deficiencies that may exist. They will work one-on-one with the individual teacher in order to address the need by providing him or her with research-based strategies to be implemented in order to realize increased academic achievement.

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

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

In order to provide quality instruction in the classroom, it is imperative that all teachers and instructional leaders are aware of instructional requirements needed to effectively facilitate classroom instruction. Professional development activities are offered at the school level as well as the district level. The school hires individuals from different backgrounds and varied experiences. In order that we display uniformity in our instruction, all individuals who support instruction have to be trained so that they will be current, relevant, and equipped to teach the standards. Gaps are identified through classroom observations, teacher conferences, and student performance data. These areas of need will be addressed through ongoing professional development that addresses the areas of need in order to help teachers become proficient.

We work hard to ensure that professional development is based on the unique needs of our students and staff. Classroom data are analyzed on an ongoing basis and at the end of the year to determine root causes for gaps in achievement. For example, a root cause of a reading weakness was determined to be a lack of instructional time spent on reading across the curriculum. For that reason, we are focusing professional development efforts on literacy across the curriculum this year to raise our students' achievement in our areas of need.

We believe that promoting the continuing education of the faculty and staff promotes the improved education of the student. With this in mind, our plan includes multiple avenues of professional development. Opportunities for professional learning will be determined by student performance

data discussed during weekly Professional Learning Communities (PLC's). Teachers will identify their levels of proficiency in various research-based instructional strategies. On-site training will be given through our curriculum department, and teachers can also select learning opportunities that will enhance the areas of need. These opportunities will be provided throughout the school year. In addition to staff development opportunities at the school, all staff members will have opportunities to participate in professional development offered by the School Board of Broward County. As permitted, staff members are also encouraged to attend conferences, symposiums, and other workshops that enhance a well-rounded educator.

We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example, we will devote resources to improve academic achievement for our students in order to increase teacher efficacy. This is done through planned, consistent and pervasive professional development through and with the support of our instructional coaches during the school day, on teacher planning days and after school hours. To that end, we have dedicated a large portion of our Title I funding for professional development.

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

Central Charter School seeks to promote learning at a high level to all students. In order to accomplish this task, teachers, parents, and staff members need to be aware of what is required for students to excel academically. As a result, it is necessary for all stakeholders to be knowledgeable about the content taught to the students in order to support classroom instruction and continuity. Research has shown that Parental Involvement is key to student success. Central Charter School therefore holds parent-training workshops, open houses, academic fairs, and parent-teacher conferences to educate parents on the tools and resources available to them to assist their student/students at home. Also, they are given hands-on training in Mathematics, Reading, Science and Social Studies as well as resources for reference as they work with their students at home.

List Professional Development Activities (Title I funds and Non-Title I should be included)

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Professional Development Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
iReady Training Grades k – 8	Teachers and administrators participate in I-Ready training. Individuals are trained in how to utilize the product enhance student performance in Mathematics and ELA.	8/10/2022	Title 1	\$1,750.00

Parent Involvement Training	All instructional staff are trained on strategies to increase parent involvement through the identification of best practices.	10/13/2022	School	\$0.00
FCPS Evaluation Training	Teachers are trained on understanding the evaluation rubrics and given exemplars on how to effectively satisfy each rubric to become a highly effective educator.	8/10/2022 Ongoing	School	\$0.00
Schoolwide Behavior Expectations/ CHAMPS	The ESE department provides training on ways to provide accommodations to satisfy individual IEP's.	8/11/2022 Ongoing	School	\$0.00
ESE Support Services	The ESE department provides training on ways to provide accommodations to satisfy individual IEP's.	Ongoing	School	\$0.00
ELL Support Services	Teachers are familiarized with the resources available to meet the needs of ELL students in the classroom. They are provided strategies to facilitate instruction based on students' classifications.	Ongoing	School	\$0.00
RTI/Forming Collaborative Groups/Team Cycle	Review the RTI process. Moving students through the tiers. Understanding and using the Collaborative process. Inputting minutes.	Ongoing	School	\$0.00
Total:				\$1,750.00

6. Strategies to ATTRACT HIGH-QUALITY, STATE CERTIFIED TEACHERS to the school

Describe strategies that will be used to attract high-quality, highly-qualified teachers.

As a Title I school, Central Charter recognizes that in order for us to provide the best education for our students, we must be able to attract and retain high-quality staff that is able to effectively facilitate learning within our diverse student population. In order to achieve this goal, strategies will be implemented to ensure that we acquire the best teachers. We currently have seventy (70) teachers on staff. Of that number, twenty-eight (28) do not meet the highly qualified status. 100% of those teachers hold at least a Bachelor's degree, and is in the process of being certified.

Strategies we will use to attract highly qualified teachers are:

1. **Professional environment**

Central Charter School is determined to maintain a professional environment in which teachers and staff can develop and thrive.

Professional ethics is observed and enforced across the campus to maintain the integrity of the school and the profession. There are rules and procedures that govern the day-to-day operation of the organization, and all individuals on campus are highly valued.

2. **Involved parents**

The involvement of parents as partners in education is encouraged. The administration, faculty, and staff collaborate with our parents to effect change and ensure that students are maximally educated. Parents actively participate in the decision-making process regarding their child's education. This is done through Parent-teacher conferences, School Advisory Council meetings (SAC), and Parent Teacher's meetings. Parents also volunteer for a total of 20 hour per year in their student's classroom or in any non-instructional capacity. We believe that parents who actively participate will have a greater interest in the child's education.

3. **Supportive administration**

The administration of Central Charter provides important support to parents, teachers, staff, and students in order to ensure that our every individual realizes his or her maximum capacity as well as foster camaraderie among members of the organization. Teachers and students are given the necessary tools needed in order to reach their maximum potential.

4. **Adequate support staff**

The school has hired adequate support staff to assist in building capacity within every teacher. The school currently has an Academic Coach, Reading Coach, Math Coach, Science Coach, two (2) Reading interventionist, and two (2) Reading Interventionists. This increased in number of support staff is aimed at supporting both teachers and students in the classroom. Students who are achieving at levels on and two on the Florida Standards Assessment will receive targeted instruction to eliminate the current gaps that exist.

5. **Satisfactory pay**

Central Charter offers competitive salaries to our teachers and staff. The school aims at paying on par with Broward County Public Schools. In addition, every staff member is offered health insurance, retirement, and life insurance.

6. **Job Security**

All staff members are guaranteed to remain in their positions as long as is possible. Yearly contracts are issued to every employee.

7. Child-centered environment

The most important people on the campus are the students. Every resource purchased as well as staff hired is aimed at increasing student academic achievement. This is evident by our mission, which states that, “At Central Charter School, students will be accepted, appreciated, nurtured, and challenged according to their individual needs.”

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

Central Charter School seeks to build a sense of community among parents, students, teachers, and administration. This sense of community enables individuals to share ideas and resources necessary for growth and development, an important ingredient necessary to increase student achievement. Administration recognizes the need for continuous improvement, and as a result exposes teachers and staff to professional development workshops in an effort to increase ability to effectively facilitate instruction in the classroom and meet the needs of the whole child. Professional Learning Communities (PLC's) are functional and allows teachers to collaborate and share best practices in order to be able to successfully communicate information to students in the classroom.

Administration, support staff, and teachers collaborate to disaggregate data and identify instructional strategies that are geared towards meeting the needs of students and closing the achievement gap. Teacher salaries are competitive. They receive retirement benefits, health and dental insurance, and life insurance, among others. New teachers are assigned a seasoned teacher who mentors him/her throughout the year. In addition, they participate in the New Teacher Training program. These new teachers are also priority for training and extra support until supervisors feel that they are able to fully function independently.

7. Strategies to increase PARENT AND FAMILY ENGAGEMENT

****Include a copy of the school's Parent and Family Engagement Policy/Plan (PFEP) for this section (The PFEP does not apply for schools new to Title I).**

**Central Charter School
School-Level Parent and Family Engagement Plan (PFEP)
2022-2023**

Mission Statement

At Central Charter School, students will be accepted, appreciated, nurtured, and challenged according to their individual needs

Engagement of Parents and Families

Central Charter School will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs in this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school's program is exempt from statutory or regulatory provisions, the school may use that process, if such process includes an adequate representation of parents of participating children [Sections 1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

The School Advisory Council will meet in September to review the Title I Parent and Family Engagement Plan. Additionally, the committee will discuss the following:

- a) Services available to parents through the Title I program.
- b) Title I policies
- c) Parental Involvement activities
- d) Effectiveness of Parental Involvement Policies and activities in improving the academic quality of the school.
- e) Active participation in the Parent Teacher Organization and School Advisory Council.
- f) The need for parent volunteers
- g) Academic training for parents
- h) Motivating fathers to become more involved

Coordination and Integration

Central Charter School will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start; Early Reading First; Even Start; Home Instruction Programs for Preschool Youngsters (HIPPY); the Parents as Teachers Program; Voluntary Pre-Kindergarten; public preschool; Title I, Part C; Title I, Part D; Title III; Title IV; and Title VI [Section 1116(e)(4)].

Count	Program	Coordination
1	Parent-Teacher Conferences	Teachers and parents schedule meetings throughout the year to collaborate and address students' academic and behavioral needs. Teachers inform parents about their students' strengths and weaknesses, and together develop and implement strategies to address these needs. A minimum of 3 conferences is required for each student
2	Title III	Title III funds are used to purchase supplemental academic instructional materials and heritage dictionaries to assist students with translation. Parents will be trained in how to assist students at home to succeed in school.

Annual Parent Meeting

Central Charter School will take the following actions to convene an annual meeting, to which all parents and guardians of participating children shall be invited and encouraged to attend, to inform parents and guardians of their school's participation under this part and to explain the requirements of this part, and the right of the parents and guardians engaged. Include the specific activity and/or activities, frequency and duration,

evidence-based research on effective implementation and maintain documentation, ensuring that all parents and guardians are invited and encouraged to attend [Section 1116(c)(1)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Title I Parent Meeting: Grades K - 4	One, September	Partnerships must be forged between homes, schools, and communities, requiring an unprecedented level of contact and communication between parents and educators (Baker & Soden, 2016).	Parent Surveys, Agenda & Sign-in Sheets
Title I Parent Meeting: Grades 5 - 8	One, September	Partnerships must be forged between homes, schools, and communities, requiring an unprecedented level of contact and communication between parents and educators” (Baker & Soden, 2016).	Parent Surveys, Agenda & Sign-in Sheets

Flexible Parent Meetings

Central Charter School will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with funds under this part, transportation, childcare, or home visits, as such services relate to parental involvement [Section 1116(c)(2)].

Central Charter shall host a series of School Advisory Council (SAC), and Parent Teacher Organization (PTO) meetings. These meetings are held once every month. SAC Meetings will be scheduled for 8:30 AM and PTO meetings will be held at 6:00 PM in order to accommodate parents/guardians availability. Administration, faculty, staff, parents, and community stakeholders shall be in attendance at these meetings. Items on the agenda will be focused on the following:

- a) Reinforcing the vision and mission of the school in collaboration with its stakeholders.
- b) Reviewing the School Improvement Plan.
- c) Reviewing the School-Parent Compact.
- d) Developing and reviewing the School-wide Improvement Plan (SWP).
- e) Addressing the operational needs of the school.
- f) Identifying the goals to advance the vision.
- g) Promote active involvement of parents in the learning process

Building Capacity

Central Charter School will implement activities that will build the capacity for effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part – [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents to work with their child to improve their child’s academic achievement, such as literacy training and using technology [Section 1116(e)(2)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Parent & Student Orientations	August	When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs (NEA, 2008)	Parent Surveys, Agenda & Sign-in Sheets
Parent Workshop (Guidance & ESE)	September	A 2010 study published in "American Economic Journal: Applied Economics" found that disruptive students can lower the test scores and academic achievement of an entire classroom.	Parent Surveys, Agenda & Sign-in Sheets
Parent Workshop (Nutrition)	November	Lack of adequate consumption of specific foods, such as fruits, vegetables, or dairy products, is associated with lower grades among students. (CDC)	Parent Surveys, Agenda & Sign-in Sheets
ESOL & ESE Parent Nights	October	When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs (NEA, 2008)	Parent Surveys, Agenda & Sign-in Sheets
Academic Nights	October February	When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs (NEA, 2008)	Parent Surveys, Agenda & Sign-in Sheets

Staff Training

Central Charter School will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Effective Parent-Teacher Conferences	August	"Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school." Henderson, A.T., and K.L. Mapp. 2002. A	Surveys, Minutes, Agenda & Sign-in Sheets
<i>Strategies to Increase Parent Involvement</i>	September	"Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school." Henderson, A.T., and K.L. Mapp. 2002. A	Surveys, Minutes, Agenda & Sign-in Sheets

Other Activities

Central Charter School will develop appropriate roles for community-based organizations and businesses in parent involvement activities; and conduct other activities, such as parent resource centers, the school will conduct these activities to encourage and support parent participation in the education of their children; and shall provide such other reasonable support for parental involvement activities under this section as parents may request [Sections 1116(e)(4), 1116(e)(13) and 1116(e)(14)].

Central Charter School offers extra-curricular activities such as:

- Dance
- Music
- Drama
- Holiday Show (Winter)
- Spring Show

- Quarterly SAC Meetings
- Monthly PTO Meetings
- Parent Training/Workshops
- Step
- Cheerleading
- Clubs

Communication

Central Charter School will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about programs under this part [Section 1116(c)(4)(A)];*
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standard; and [Section 1116(c)(4)(B)];*
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible [Section 1116(c)(4)(C)]; and*
- If the school-wide program plan under Section 1114 (b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local education agency [Section 1116(c)(5)].*

Information for the Annual Title I Parent Meeting is included in this document. The School-Parent compact and Plan is shared at the SAC and PTO meetings. The Compact is distributed during the school year in order to encourage parents/guardians and students to read, sign, and return the compacts to school in a timely manner. Parents of students who do not return their signed copy of the compacts will be contacted by the classroom teacher by telephone, notes home via backpack, or during conferences.

Parents are required to have at least three (3) conferences with their student/students teacher/teachers during the academic year. At these meetings, the teacher further explains expectations of both the parent and the child. In addition, parents, teachers, and students participate in a Collaborative Problem-solving to identify possible barriers to student learning, and identify possible solutions.

The parents are also given the opportunity to complete parent surveys. These results are analyzed and the necessary changes are implemented in order to satisfy the identified need. Parents are also required to volunteer at the school for two 20 hours per year. If they are unable to satisfy these obligations, they will have to make contributions in other tangible forms.

Accessibility

Central Charter School will provide full opportunities for participation in parental involvement activities for all parents and family members (including parents and family members with limited English proficiency, disabilities, and parents and family members of migratory children). Including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand [Section 1116(f)].

Central Charter provides written communication to parents in English, Haitian Creole, and Spanish. Written correspondence is printed in both Creole and Spanish. The school also ensures that parents who do not have a command of the English Language are adequately facilitated through the use of an interpreter. The migrant program is available to families who qualify for these services. Flyers and other information about the program are posted in high traffic areas so that it can be easily accessed. Wheelchair ramps are in place to make it more accessible to the handicapped. We also host a canned food drive, and donations are given to our most needy families.

School-Parent Compact

As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1116(d)].

Provide the LEA electronically the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This School Parent Involvement Plan has been developed jointly with, and in agreement with, parents of children participating in Title I, Part A programs, as evidenced by the School Advisory Council’s meeting minutes.

This plan was adopted by the school on 4/18/2022 and will be in effect during the 2022-2023 school year. The school will make this plan available to all parents of participating Title I, Part A children on or before September 30, 2022.

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

At Central Charter School, we understand that parent involvement in every aspect of the school is imperative for students to realize high-level academic achievement. We therefore encourage parents to participate in the decision-making process via our monthly SAC and PTO meetings, as well as encouraging participation in all other activities. Parents assist with the development of the Schoolwide plan and understand that they are responsible for partnering with the school to ensure that the goals are realized and that students are successful. Parents are expected to participate in all activities, and understand that their opinions matter. Parents meet with their children’s teachers regularly to discuss their progress (academically and behaviorally). They are encouraged to hold teachers and administrators accountable for implementation of academic standards. They work together with the school to ensure that students are doing well in all areas. Parents are allowed to interact with all school data and identify strategies that may be implemented to improve upon the current reality. They, as well as the school are held accountable for any decision made because the plan was developed in joint partnership among all stakeholder groups. The team meets intermittently during the year to discuss and evaluate how well we are doing with the activities implemented. At the beginning of the new school year the SAC meets to analyze the data and address any gaps that exist.

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

In order to develop a relationship with parents and encourage participation in their students’ education, it is important to keep them informed. Central Charter prides itself in the fact that the parents are very involved. Central Charter hosts an annual Title 1 Parent meeting at the beginning of every new school year. Parents are informed about Title 1 programs available to them, and the financial and other benefits students receive. Parent attend monthly trainings offered by Title 1, and the school also hosts parent training on the local campus targeted to improve their knowledge of the education offered by the teachers within the classroom to all subgroups. We keep them informed through monthly newsletters, flyers that go home via backpack, and Parent Link. They are encouraged to participate in all in-school activities. Frequent monthly School Advisory Council (SAC) and Parent Teachers Organization (PTO) meetings are held. We plan for the year, and parents volunteer when the need arises. Frequent conferences are scheduled with parents and teachers so that they are aware of the academic performance of their students, and give information on how to assist with these areas of concerns. The school also hosts parent academic nights, so that they can have opportunities to interact with the curriculum, and learn best practices to assist their students at home. At these parent nights, they are exposed to the content that will be tested. They also get to participate in simulated testing situations where they will complete questions from a sample test. The teacher/s then

demonstrate/s how to solve the problem or respond to a question. Parents are also given information on how to access the resources to assist their student at home

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

1. October 13, 2022 - School-wide Plan Development
2. November 15, 2022 - Presentation of final SWP
3. March 7, 2023 - School-Parent Compact & PFEP Review
4. April 4, 2023 - Parent & Family Engagement Plan (PFEP) Development

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

All stakeholder groups take part in the evaluation and development of the schoolwide plan. Evaluation takes place in the Fall of the new school year, and involves the analysis of standardized test and progress monitoring assessments data. The Dean of Academics presents the data to the committee in a format that is user friendly and easily understood. Data is examined by grade-level and areas of deficiencies are addressed. The committee tries to identify possible causes of the problem and identifies strategies that may be used to address these deficiencies across all subject areas. The performance data is then compared to the Title 1 survey data to identify any patterns or trends that may be evident. Everyone present understands the role that he or she plays in promoting academic achievement and works to create buy-in from the sector that each person represents. That information is later inputted into the newly developed schoolwide plan.

Describe volunteer and business community partnership programs

Central Charter School prides itself in our parent volunteer program. Parents are required to volunteer at the school for two (2) hours each month or twenty (20) hours per school year. At the beginning of the school all parents are required to sign a contract agreeing to do this. For those parents who are unable to do so due to job responsibilities, they are given the option of purchasing needed items for the classroom. Approximately 20% of our parents are diligent with volunteering. The PTA is currently working on strategies to get the other 80% of parents to commit to volunteering or making contributions in the event that they are not able.

Central Charter School is also working on building partnerships with businesses in the community. In the planning meeting, they have devised strategies to get these businesses to contribute in meaningful ways to the school. There are activities planned throughout the year, and we are looking forward to them becoming sponsors of these activities. A committee of parents and teachers has been formed and has been placed in charge of community partnerships.

List Parent and Family Engagement Activities for Parents (Title I funds and Non-Title I should be included)

Parent and Family Engagement Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
Math Parent Night	Worksheets, pens, pencils, and educational games will be provided. Refreshments will be served.	10/28/2021	Title I School	\$300.00
Science Parent Night	Worksheets, pens, pencils, and educational games will be provided. Refreshments will be served.	03/10/2022	Title I School	\$300.00
Literacy Parent Night	Worksheets, pens, pencils, and educational games will be provided. Refreshments will be served.	01/27/2022	Title I School	\$300.00
			Total:	\$900.00

8. Plans for assisting children in the Transition Early Childhood to Elementary or Transition Elementary to Middle or Transition from Middle school programs to high school.

<p>Describe plans for assisting children in transition from early childhood programs to local elementary school programs or transitioning from elementary to middle school or middle school to high school as applicable. The following should be included:</p> <ul style="list-style-type: none"> • Inform parents of readiness skills during Kindergarten Round-Up • Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations • Offer programs and collaborate with elementary, middle and/or high schools regarding expectations • Meet with local preschool programs to discuss readiness for transitioning students • Implement a staggered start schedule during the first week of school • Allow classroom visitations for transitioning students and their parents.

Central Charter School will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering our school throughout the year. Central Charter School not only aims to assist the families of our students that are currently enrolled but the families of students that will join our kindergarten team. The kindergarten students for the upcoming year are invited to visit our school. We partner with the parent resource coordinators from various childcare centers to host a program called Kindergarten Round-up, which is held in May. At this time students and parents are invited to visit kindergarten classrooms and speak with kindergarten teachers. Our Parent Liaison, administrative and support staff will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.

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

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

Central Charter School's administration and staff recognizes that superior instruction yields superior success. It is therefore important for instruction to be geared towards diverse learners. The school comprises students from various ethnic, cultural, and socioeconomic statuses. Some students find it difficult to effectively communicate in using the English language, and therefore accommodations have to be made so that these students will realize learning gains. Lessons are required to be designed so that all students can understand the skills and concepts that are communicated. Teachers have to be mindful of the types of learners, kinesthetic, visual, auditory, audio-visual, learning disabled, ESOL, etc. All needs must be met in a short time during each lesson. Collaboration is important in order to determine the needs of each classroom and how lessons should be designed in order to accommodate every student's learning style and learning needs.

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

Testing data for each grade-level will be disaggregated and graphed. Comparison will be made to historical data from previous years' tests and other classes. The graphed data allows teachers and staff to view gains or losses at a glance. Individuals are also able to identify gaps in instruction. This allows for effective planning in order to meet the needs of staff through training in order to effectively facilitate instruction. In the PLC's teachers will be able to learn about research-based strategies to teach the content to students. The teachers then have the opportunity to share resources used during instruction, as well as model how to teach using the strategy. This collaborative process enable teachers who more successful will be able to offer their colleagues helpful strategies that will result in increased student learning and eventually better academic performance.

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

Testing data for each grade-level will be disaggregated and graphed. Comparison will be made to historical data from previous years' tests and other classes. The graphed data allows teachers and staff to view gains or losses at a glance. Individuals are also able to identify gaps in instruction. This allows for effective planning in order to meet the needs of staff through training in order to effectively facilitate instruction. In the PLC's teachers will be able to learn about research-based strategies to teach the content to students. The teachers then have the opportunity to share resources used during instruction, as well as model how to teach using the strategy. This collaborative process enables teachers who are more successful to teach their colleagues helpful strategies that will result in increased student learning and eventually improved academic performance.

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

The purpose of students attending school and matriculating through the grade-levels is so they may receive a good education in order to be competitive in the global environment. A school's effectiveness is determined by the growth in levels of achievement of its learners. As a result, it is imperative that teachers, staff, and administrators keep track of individual student progress. Based on the data, strategies have to be developed that addresses the individual student needs. After each assessment, data is collected, disaggregated, and graphed. After careful analysis, findings are communicated to the classroom teachers, along with suggestions for a change in instruction. Educational support staff and administration follows up with each teacher to ensure that the lessons are implemented with fidelity. Individual student data is tracked to determine if students are reaching their goals in the desired time. Students who do not show adequate progress are recommended for intervention by the Reading and Math coaches.

10. Effective, timely assistance for STUDENTS HAVING DIFFICULTY MASTERING PROFICIENT or academic content standards.

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

A system has been instituted that assists teachers with identifying students who have difficulty with mastering grade-level content. All students within the classrooms are given tier 1 instruction. Over time, if the teacher recognizes that the students is not being successful, a Collaborative Problem-Solving Team (CPST) is formed which includes parents and teachers to review the Response To Intervention (RTI) process. A meeting is convened to explain the student's level of performance. The parent is informed about the student's move to tier 2 where he/she receives additional intervention using a curriculum designed to address specific needs of the individual student. The student is closely monitored for progress. If the student shows improvement, then the student is moved back to Tier 1 only, and the intervention is removed. If no progress is shown, then the student is recommended for psychological testing and is pulled out by the reading and or Math Coach for individualized intervention.

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

Teachers are trained to identify students with potential learning problems in a timely manner. Student data is tracked by the classroom, and within a few weeks if academic improvements are not evident in that the students is consistently getting low grades. Teachers are encouraged to start documenting and request a Collaborative Problem-Solving Team meeting as soon as possible to inform the parents of the student's level of achievement in comparison to where he/she should be. Intervention begins immediately, in an effort to bring the student up to grade level. This prevents the student from receiving failing grades, which affects his/her impending promotion to the next grade-level because he or she failed the state standardized test in the case of elementary students, and their courses for middle school students. Early identification results in early intervention and prevents a tragic situation.

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

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

**N/A or Not applicable are not acceptable. A statement is required for each section. Ex. "This school does not have a Head Start Program."

<p>Title I, Part A</p>	<p>Central Charter School receives Title I funds that are used for Parental Involvement, Professional Development, and Teacher Salaries. Parental involvement allocation will be used to purchase agendas and folders used for parent-teacher communication. In addition funds are allocated in order to supplement teacher salaries, which frees up other funds within the school to be used to purchase supplemental instructional resources for enrichment and intervention.</p>
<p>Title I, Part C- Migrant</p>	<p>Central Charter School currently has one (1) migrant student identified. The school will provide parents of migrant students with the information necessary to obtain important services for them and their families that will contribute to the students' social and academic development. In addition, we are in the process of identifying other students and their families that may qualify. Information will be sent home informing them of:</p> <ul style="list-style-type: none"> ● Literacy Services ● Instructional Support ● Supportive Services
<p>Title I, Part D – Neglected and Delinquent</p>	<p>All teachers participate in the district child abuse and mental health trainings. The school has developed a mentoring program for all students in order to help to build character. In addition, we have two (2) Guidance Counselors who address the needs of individual students.</p>

<p>Title II – Professional Development (District)</p> <p>Central Charter School receives Title II funds that provide professional development training to teachers. Title II funds are held by Broward County Public Schools District. Professional development offerings are year offered throughout the year, and are made available to teachers and administrators. They are able to choose the activities that are applicable and attend at no cost to the individual.</p>
<p>Title III – ESOL</p>
<p>Central Charter receives Title III funds that provide funds for instructional materials, and Extended Learning Opportunities for ELL students geared towards improving academic performance.</p>
<p>Title X- Homeless</p>
<p>Information is disseminated to parents regarding Title X. Parents who are in need are given the information on how to access related goods and services.</p>
<p>Supplemental Academic Instruction (SAI)</p>
<p>Title I provides funds to Central Charter School to provide supplemental academic instruction to students who are in danger of failing their current grade level. We currently host a tutoring program on Tuesdays and Thursdays between the hours of 3:30 PM and 5:30 PM. All students are instructed in English Language Arts, Mathematics, Science (5th and 8th grades), and Social Studies (7th grade Civics). Students in grades five through eight are tutored in Science.</p>
<p>Violence Prevention Programs</p>
<p>Central Charter School has developed and implemented a mentorship program designed to provide information and give students the tools to help with violence prevention.</p>
<p>Nutrition Programs</p>
<p>The National School Lunch and School Programs (NSLP) is governed by strict USDA guidelines. It provides nutritionally balanced meals during the day, and are free to all students.</p>
<p>Housing Program</p>
<p>The Guidance Counselor works with families in need to provide information on available programs.</p>
<p>Head Start</p>
<p>Central Charter School does not offer Head Start</p>
<p>Adult Education</p>
<p>Central Charter does not offer adult education. Information is disseminated to parents and guardians if they have a need.</p>

Career and Technical Education
Central Charter School does not offer technical courses. However, students and parents are given information about programs offered and how to access those programs.
Job Training
Central Charter does not offer job training. Information is offered upon request about how to access the required training locations.
Other
None
Describe how the school will utilize services and agencies to promote business and community involvement.
The aim of this drive is to build community and business partnerships that will take more active roles in assisting with the development of the school and benefit our students. We expect that they will become sponsors of any major events that are planned. For example, staff appreciations, student awards, and fundraisers. Involvement of the community in the decision-making is important. It helps the administration and staff to understand how to tailor and guide instruction to satisfy the needs of the community.

REQUIRED SIGNATURES

Principal (print name): Mr. John Billingsley

Signature of principal: _____

Title I Liaison (print name): Ms. Erica Crawford

Signature of Title I Liaison: _____

Board Chairperson (print name): Mr. Anthony Burrell

Signature of Board Chairperson: _____