

**TITLE I SCHOOLWIDE PLAN FOR
CHARTER SCHOOLS**

Broward County Public Schools

ESSEA 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: Everest Charter	District: Broward
Principal: Marsha Stokes	Board Chairperson: Jaime Minor

1. A COMPREHENSIVE NEEDS ASSESSMENT of the entire school

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

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

In order to identify the academic needs of all students, the school participates in the Achieve 3000 reading intervention program, i-Ready progress monitoring and interim assessments, and the FSA. The results from these assessments are used to identify the areas in which students are struggling as a whole, subgroups, and also the lowest 25% of students. A data chat is conducted with all teachers to discuss strategies to bridge the learning gaps and deficiencies.

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2. REFORM STRATEGIES

ELA Reading 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. FSA 2.0: Students scoring at Achievement Level 3 or higher in ELA.		IA.1 FSA Bootcamp and Achieve 3000	IA.1 Pre and Post tests to determine if students are mastering standards	IA.1 FSA
Reading Goal IA:	Current Level of Performance:* Expected Level of Performance:*			
Based on the analysis of student achievement data, our reading goal for 2017 -2018 is to have an ELA achievement of 61% using the FSA results.				
	The school's 2016-2017 ELA achievement was 41%. The expected level of performance for 2017-2018 is 61%.			
		IA.2 Resource classes (3 times per week) that provide additional support in language arts using the Florida Instructional Coach curriculum.	IA.2 Bi-weekly mini assessments to ensure that standards are being mastered.	IA.2 i-Ready and FSA
		IA.3 Assigning Study Island lessons for ELA and changing levels of difficulty as students complete all standards.	IA.3 Achievement levels of 80% on all assignments.	IA.3 i-Ready and FSA

FSA 2.0: Students scoring below level 3 in Reading.		IB.1 FSA Bootcamp and Achieve 3000		IB.1 Pre and Post tests to determine if students are mastering standards		IB.1 FSA	
Reading Goal 1B: <i>By the end of the year less than 40% of students will score below level 3 in Reading.</i>	Current Level of Performance:*	Expected Level of Performance:*	IB.2 Resource classes (5 times per week) that provide additional support in language arts using i-Ready curriculum	IB.2 Bi-weekly mini assessments to ensure that standards are being mastered.	IB.2 i-Ready and FSA	IB.2	
	41%	0/0%					
2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment. Reading Goal 2B: Florida Alternate Assessment were not administered			2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A
Reading Goal 2B: Current Level of Performance: * Expected Level of Performance: *			N/A	N/A	N/A	N/A	N/A
IB.3 Assigning Study Island lessons for ELA and changing levels of difficulty as students complete all standards.			IB.3 Achievement levels of 80% on all assignments	IB.3 BSA and FSA			

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

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	Evaluation Tool
I.A. FSA 2.0: Students scoring at Achievement Level 3 or higher in mathematics. Math Goal 1A:		I.A. 1 FSA Bootcamp	I.A.1 FSA
By the end of the school year the percent of students scoring at Achievement Level 3 or higher in mathematics will increase by 64% points		I.A.1 Pre and Post tests to determine if students are mastering standards Process Used to Determine Effectiveness of Strategy	
Current Level of Performance:*	Expected Level of Performance:*		
45%	72%		

		<p>IA.2 Resource classes (2 times per week) that provide additional support in Mathematics using the i-Ready curriculum.</p>	<p>IA.2 Bi-weekly mini assessments to ensure that standards are being mastered.</p>	<p>IA.2 i-Ready interim assessment and FSA</p>	
		<p>IA.3 Assigning i-Ready lessons for Math and adapting levels of difficulty based on student performance.</p>	<p>IA.3 Achievement levels of 80% on all assignments</p>	<p>IA.3 i-Ready interim assessment and FSA</p>	
<p>FSA 2.0: Students scoring below level 3 in mathematics.</p>		<p>IB.1 FSA Bootcamp</p>	<p>IB.1 Pre and Post tests to determine if students are mastering standards</p>	<p>IB.1 FSA</p>	
<p>Math Goal IB:</p>	<p>Current Level of Performance:*</p>	<p>Expected Level of Performance:*</p>			
<p><i>By the end of the school year the percentage of students scoring below level 3 in mathematics will decrease from 55% to 32%.</i></p>	<p>55%</p>	<p>32%</p>			

		1B.2 Resource classes (2 times per week) that provide additional support in Mathematics using i-Ready math curriculum aligned to MAFS standards.	1B.2 Bi-weekly mini assessments to ensure that standards are being mastered.	1B.2 i-Ready interim assessment and FSA
		1B.3 Assigning i-Ready lessons for Math and adapting levels of difficulty based on students' achievement level.	1B.3 Achievement levels of 80% on all assignments	1B.3 i-Ready interim assessment and FSA
2B. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.	2B.1. N/A		2B.1. N/A	2B.1. N/A
Math Goal 2B:	Current Level of Performance:*	Expected Level of Performance:*		
N/A				
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	2B.2.	2B.2.

	2B.3.	2B.3.	2B.3.
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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	Evaluation Tool
I.A. FSA: Students scoring at Achievement Level 3 or higher in science.		IA.1 FCAT Bootcamp	IA.1 FCAT
Science Goal IA:	Current Level of Performance:*	Expected Level of Performance:*	
By the end of the school year the percentage of students scoring at achievement level 3 or higher in science will increase from 26% to 69%	26%	69%	

		<p>1A.2 Resource classes (1 times per week) that provide additional support in Science using the Florida Instructional Coach curriculum.</p> <p>1A.3 Assigning Study Island lessons for Science and changing levels of difficulty as students complete all standards.</p>	<p>1A.2 Bi-weekly mini assessments to ensure that standards are being mastered.</p> <p>1A.3 Achievement levels of 80% on all assignments</p>	1A.2 FCAT
<p>FSA 2.0: Students scoring below level 3 in science.</p> <p>Science Goal 1B: <i>By the end of the year the percentage of students scoring below level 3 in science will decrease from 74% to 50%.</i></p>	<p>Current Level of Performance:*</p> <p>74</p>	<p>1B.1 FCAT Bootcamp</p> <p>1B.2 Resource classes (1 times per week) that provide additional support in Science using the Florida Instructional Coach curriculum.</p>	<p>1B.1 Pre and Post tests to determine if students are mastering standards</p> <p>1B.2 Bi-weekly mini assessments to ensure that standards are being mastered.</p>	1B.1 FCAT
	<p>Expected Level of Performance:*</p> <p>50</p>			

	2B.3.	2B.3.	2B.3.
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2. Implementation of schoolwide **REFORM STRATEGIES**

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

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, by conducting individual and group data chats with students to identify areas in which they will be assessed, areas in which they need to improve, and how they perform in comparison to other students.

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.

The school will use follow the district approved reading plan and will implement research based curriculum such as Go Math, Science Fusion, and National Geographic. Teachers will be provided professional development to ensure understanding of the curriculum and will be sent to district provided trainings in order to increase effectiveness of their instructional practices. The school will increase the amount of learning time by offering before and after school services such as tutoring, small groups, pull-outs and differentiated instruction. Subgroups in the lowest 25% will be identified and will be grouped based on achievement level in order to provide differentiated instruction and remediation.

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 school will administer quarterly i-Ready standards mastery testing and the mid-year i-Ready assessment to identify low-achieving children and those at risk of not meeting state standards. These students will be placed on a progress monitoring plan and RTI.

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.
- Peer mentoring services will be provided to low achieving students. Additionally, all students will participate in a business education class that provides college and career awareness, personal finance education, business planning, and other real world applications.

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

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

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

N/A

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

The support and professional development being planned and provided for all teachers include PD on aligning instruction to state standards, courses provided in my learning plan, RTI and using data to drive instruction.

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

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

The school will implement high quality and ongoing professional development for teachers and principals by participating in courses provided on My learning plan. Teachers and principal will share the information they have acquired in order to create a school learning community. Effectiveness of these courses will be measured by teachers implementing the strategies they have learned in their classroom and measuring student growth.

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).

The school will implement bi-monthly professional learning communities, ELA, Math, and Science nights will be held to inform parents and students of academic content standards and also to provide training and awareness of the intervention programs implemented by the school (tutoring, i-Ready, Achieve 3000, pull-outs, and remediation).

List Professional Development Activities

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Professional Development Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
Understanding Accommodations for ESE/ELL/504 Response to Intervention	ELLevation and EZ-IEP Resources provided by Broward Schools MTSS/RTI site	August 29, 2017 August 8, 2017	None None	\$0 \$0
Achieve 3000 – Reading Intervention	Use of Achieve 3000 for reading intervention	September 15, 2017	None	\$0
Coach One Teacher Evaluation	Using coach one to monitor student growth and learning gains	Ongoing	None	\$0
Total:				

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

Describe strategies that will be used to attract high quality, highly qualified teachers.
 The school will post available positions on teachers-teachers.com and will seek teachers who are certified in their subject area, highly qualified teachers are often offered a sign-on bonus.

Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc. Everest Charter provides a family oriented work environment in which teachers and staff are encouraged to share their ideas, collaborate and grow. Teachers are provided with a coach who serves to assist teachers in becoming highly effective educators.

6. Strategies to increase PARENTAL INVOLVEMENT

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

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

During the schools meet and greet parents will be asked to volunteer to become a part of the school's Title One committee. Ongoing meetings will be held to ensure that parents share ideas regarding parental involvement.

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. Flyers, meetings and parentlink will be used to inform parents about the Title I program, curriculum, assessments and proficiency levels. Volunteer hours will be awarded to parents who attend meetings, in order to encourage them to participate in the decision making opportunities about their child's education.

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

August 17 & 18 – Meeting to select Title I committee and Open House and Compacts

August 25 – Parental Involvement Meeting and Compacts

September 28 – Parental Involvement Meeting for upcoming activities

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

At the end of each school year the schoolwide program will be evaluated by the Title I committee. Academic goals will be evaluated to determine if the goals were met and whether or not the schoolwide plan was effective. This information will be used to modify the plan for the following school year.

Describe volunteer and business community partnership programs.

The school has partnered with local business such as Walmart and Henderson to provide supplies and counseling for students in needs. The school has also partnered with parents to provide in class support, field trip planning, fundraising, and career day activities.

List Parent Involvement Activities for Parents

Include only school-based funded activities/materials and exclude district funded activities /materials.				
Parental Involvement Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
PTO Meeting	n/a	September 28	n/a	n/a
Family Field Day	Parents will donate food, volunteer and activities for field day	November 17	Parent donations	n/a
Art Cultural Festival	Donation of art supplies	November 16	Parents donations	n/a
Family Game Night	Parents are organizing a family night at the ice skating rink	December 15	Parents will cover the cost of their child's tickets	n/a
PTO Meeting	N/a	December 7	n/a	n/a
Career Day	Parents and community partners will visit our school to inform students about various career options.	March 22	n/a	n/a
Total:				

7. Plans for assisting preschool children in the TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable. The following should be included:
- Inform parents of readiness skills during Kindergarten Round-Up
 - Offer preschool programs and collaborate with kindergarten teachers regarding grade level 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.

N/A

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

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

Weekly meetings are held to discuss student behavior, academic performance, and strategies for success. During our team meetings teachers collaborate on ideas to create inter-disciplinary units that reinforces what is being taught in each classroom. Teachers and administrators discuss individual student progress and formulate plans to ensure student growth. Parent conferences are then scheduled and parents meet with all teachers as a team.

Describe how administration and staff will collaborate to record and graph data is to drive instructional plan and group student appropriately. Administration and staff use district created RTI charts to track students' progress on assessments, and progress monitoring assessments such as i-Ready. If the class average on any assessment is less than 80% teachers are instructed to re-teach and then re-assess. Students are grouped based on performance, and students who do not demonstrate growth are placed on progress monitoring plan and RTI.

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

During weekly team meetings, administration and staff discuss strategies to implement culturally responsive pedagogy in the classroom. Teachers create instructional lessons that encourage diverse learners to share cultural experiences. The team collaborates to ensure that students with learning disabilities or English language learners received appropriate accommodations and that strategies are documented on lesson plans and student work.

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

The school utilizes curriculum assessments, progress monitoring assessments such as Achieve 3000, i-Ready, and FSA assessments to examine student growth. Pre and post-tests are also administered at the beginning of each unit in order to determine if students are mastering standards. Students who do not show growth are placed on an RTI and progress monitoring plans are implemented with parent collaboration.

9. 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. During the summer FSA scores are analyzed and level 1 and 2 students, as well as the lowest 25% are identified. Student groups are created prior to beginning of the school year to ensure that students are grouped based on performance level. During the 1st quarter i-Ready is administered to further identify students who should be placed on a progress monitoring plan. Students are given extended reading time, small group interventions are implemented, and tutoring is offered to students who are having difficulty mastering proficiency. With parents' collaboration and input, progress monitoring plans are implemented.

Describe how students are identified in a timely way to provide information on which to base effective assistance. FSA scores are analyzed prior to the beginning of the school year and progress monitoring assessments are administered during the first quarter.

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

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

<p>Title I, Part A – At the beginning of each school year parents will be encouraged to complete the application for Free and Reduced Lunch. Funds provided by Title I, Part A will be used to support methods and instructional strategies that are proven to be effective and that strengthen the core curriculum</p>
<p>Title I, Part C- Migrant – The school will coordinate and integrate Title I, Part C services and programs by supporting high-quality and comprehensive educational programs that reduce educational disruptions and other problems that result from repeated moves. Through partnership with local agencies such as Henderson, the school will provide counseling to students who are in need. The school’s ESE and ELL team will assess students’ needs to ensure that migratory students are provide with appropriate education services, and that opportunities are given for them to meet or exceed State standards.</p>
<p>Title I, Part D – All teachers are required to participate in the districts child abuse program. The school also offers counsel to students who are at risk.</p>
<p>Title II – The school will ensure that administration and staff are state certified in their respective areas. Professional development and Professional Learning Communities will be provided to ensure that teachers are continuously growing. Through a coaching program, teachers will be mentored will be offered opportunities to share their strengths are will receive training to strengthen their weakness.</p>
<p>Title III – Services and programs for Title III students will be coordinated and integrated through our ELL department. Teachers will be given each ELL student’s IEP and will be trained on how to provide the accommodations and strategies needed to ensure that ELL students succeed.</p>
<p>Title X- Homeless Information regarding homeless education and services will be updated on the school’s website as required by law. Services regarding Title X will also be posted in the school and will be available to families as needed.</p>
<p>Supplemental Academic Instruction (SAI) – Supplemental academic instruction will be built into the school schedule to provide additional support to all students in core academic areas including Math, ELA, and Science.</p>
<p>Violence Prevention Programs – The school has partnered with local fire and police departments who have hosted programs to discuss violence prevention and drug abuse with our students. Teachers are also required to participate in child abuse and violent prevention classes.</p>
<p>Nutrition Programs – The school participates in the National School Lunch Program.</p>

Housing Programs

Information regarding homeless education is available on the school's website.

Head Start – N/A

Adult Education – N/A

Career and Technical Education – Students are offered business education classes to teach students about financial management, career options, computer applications, and real-world skills.

Job Training – N/A


Other

Describe how the school will utilize services and agencies to promote business and community involvement.

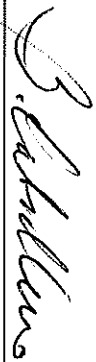
The school participates in an annual career day in which local businesses and parents share information with our students. The school has also partnered with the local fire and police departments in order to educate students, parents, and staff about drug and violence prevention, community events, and services that are offered to local residents.

REQUIRED SIGNATURES

Principal (print name): Marsha Stokes

Signature of principal: 

Title I Liaison (print name): Barbara Caballero

Signature of Title I Liaison: 

Board Chairperson (print name): Jaimee Stewart

Signature of Board Chairperson: 