

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: New Life Charter Academy	District: Broward
Principal: Shirley Brunache	Board Chairperson: Edith Dean

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.
 The school has a leadership team that analyzes student academic student data in order to implement action plans to increase academic success. New Life Charter Academy opened in the 2014-2015 school year. The data belows 3 years of FSA data of testing. The following provides an overview of our academic performance data school-wide by grade levels and assessments.

FSA Yielded Data Results:

Years	Proficiency Percentage in ELA Grades 3-5	Proficiency Percentage in Math Grades 3-5	Proficiency Percentage in Science
2017-2018	32%	56%	50%
2016-2017	44%	64%	27%
2015-2016	23%	27%	NA
2014-2015	NA	NA	NA

The i-Ready assessment tool is administered at least 3 times a year to progress monitor students in English languages arts and math. In 2018-2019 school year, the first administration of i-Ready was administered in the first two full months of school. The following results were yielded from the i-Ready Diagnostic.

Grades	i-Ready ELA Percentage of students with improved placement from August 2018 to December 2018	i-Ready Math Percentage of students with improved placement from August 2018 to December 2018
K	45	37
1	41	44
2	60	12
3	40	54
4	35	52
5	56	63

2. REFORM STRATEGIES

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
1.A. FSA 2.0: Students scoring at Achievement Level 3 or higher in Reading.			1A.1 Students will be exposed to a variety of strategies embedded in the Gradual Release Model using Ready Write LAFS.		1A.1 The teachers will use differentiated instruction to make sure that the students can practice the strategies with fidelity.	1A.1 The i-Ready, an adaptive tool will be administered at least three times during the school year in order to serve as a progress monitoring tool to evaluate students in grades 3-5.
Reading Goal 1A:	Current Level of Performance:*	Expected Level of Performance:*				
The results of the 2018 FSA indicated that the 32% of the students scored level 3 or higher in reading.	32%	50%				
			1A.2 Students will be exposed to instructional technology to assist in a closing achievement gaps.		1A.2 The teacher will provide scaffolding support as students are utilizing instructional technology.	1A.2 The i-Ready Standards Mastery assessments will be administered monthly during the school year in order to evaluate students' response to on-grade level standards.
						1A.3

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
IB. FSA 2.0: Students scoring below level 3 in Reading.			1B.1 Students will be exposed to a variety of strategies embedded in the Gradual Release Model using Ready Write LAFS.		1B.1 The teachers will use differentiated instruction to make sure that the students can practice the strategies with fidelity.	1B.1 The i-Ready, an adaptive tool will be administered at least three times during the school year in order to serve as a progress monitoring tool to evaluate students in grades 3-5.
Reading Goal 1B:	Current Level of Performance:*	Expected Level of Performance:*				
The results of the 2018 FSA indicated that the 68% of the students scored below level 3 in Reading.	68%	40%	1B.2 Students will be exposed to instructional technology to assist in a closing achievement gaps.		1B.2 The teacher will provide scaffolding support as students are utilizing instructional technology.	1B.2 The i-Ready Standards Mastery assessments will be administered monthly during the school year in order to evaluate students' response to on-grade level standards.

		1B.3	1B.3	1B.3
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
1C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.		1C.1.	1C.1.	1C.1.
Reading Goal 1C:	Current Level of Performance:*	Expected Level of Performance:*		
Enter narrative for the goal in this box.				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>		

		1C.2.	1C.2.	1C.2.
		1C.3.	1C.3.	1C.3.

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
2.A. FSA 2.0: Students scoring at Achievement Level 3 or higher in Writing.			2A.1 The students will learn different ways to share their thinking about reading through in explicit mini-lessons as well be exposed to a variety of strategies embedded in the Gradual Release Model using Ready Writing.		2A.1 The teachers will use modeled/shared writing to demonstrate the process and engage the students in the construction of the text.	2A.1 There will be on-going assessments focusing on students' ability to complete assignments as the teachers become the facilitator resulting in the students becoming independent learners.
Writing Goal 2A: The results of the 2018 FSA indicated that the students scored an average of 32%.	Current Level of Performance:* 32%	Expected Level of Performance:* 56%				

	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.			
			2A.2	2A.2	2A.2
			2A.3	2A.3	2A.3
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
2B. FSA 2.0: Students scoring below level 3 in Writing.			2B.1	2B.1	2B.1
Writing Goal 2B: The results of the 2018 FSA indicated that the students scored an average of 56%.	Current Level of Performance:* 56%	Expected Level of Performance:* 40%	The students will learn different ways to share their thinking about reading through in explicit mini-lessons as well be exposed to a variety of strategies embedded in the Gradual Release Model using Ready Writing.	The teachers will use modeled/shared writing to demonstrate the process and engage the students in the construction of the text.	There will be on-going assessments focusing on students' ability to complete assignments as the teachers become the facilitator resulting in the students becoming independent learners.

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			
			2B.2	2B.2	2B.2
			2B.3	2B.3	2B.3
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
2C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			2C.1.	2C.1.	2C.1.

Writing Goal 2C: Enter narrative for the goal in this box.	Current Level of Performance:*	Expected Level of Performance:*			
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3.A. FSA 2.0: Students scoring at Achievement Level 3 or higher in Mathematics.			3A.1 Students will be exposed to a variety of strategies embedded in the Gradual Release Model using Ready Math MAFS.	3A.2 The teachers will use differentiated instruction to make sure that the students can practice the strategies with fidelity.	3A.3 The i-Ready, an adaptive tool will be administered at least three times during the school year in order to serve as a progress monitoring tool to evaluate students in grades 3-5.
Math Goal 3A:	Current Level of Performance:*	Expected Level of Performance:*			
The results of the 2018 FSA indicated that the 56% of the students scored level 3 or higher in mathematics.	56%	70%			
			3A.2 Students will be exposed to instructional technology to assist in a closing achievement gaps.	3B.2 The teacher will provide scaffolding support as students are utilizing instructional technology.	3B.3 The i-Ready Standards Mastery assessments will be administered monthly during the school year in order to evaluate students' response to on-grade level standards.
			3A.3	3A.3	3A.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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. FSA 2.0: Students scoring below level 3 in Mathematics.			3B.1 Students will be exposed to a variety of strategies embedded in the Gradual Release Model using Ready Math MAFS.	3B.2 The teachers will use differentiated instruction to make sure that the students can practice the strategies with fidelity.	3B.3 The i-Ready, an adaptive tool will be administered at least three times during the school year in order to serve as a progress monitoring tool to evaluate students in grades 3-5.
Math Goal 3B:	Current Level of Performance:*	Expected Level of Performance:*			
The results of the 2018 FSA indicated that the 44% of the students did not score a 3 or higher in mathematics.	44%	20%			
			3B.1 Students will be exposed to instructional technology to assist in a closing achievement gaps.	3B.2 The teacher will provide scaffolding support as students are utilizing instructional technology.	3B.3 The i-Ready Standards Mastery assessments will be administered monthly during the school year in order to evaluate students' response to on-grade level standards.
			3B.3	3B.3	3B.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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.			3C.1.	3C.1.	3C.1.
Math Goal 3C: Enter narrative for the goal in this box.	Current Level of Performance:*	Expected Level of Performance:*			
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			
				3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.

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
4.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher in science.			4A.1 The teachers create essential questions aligned with each benchmark and develop science investigations.		4A.1 There will be on-going assessments focusing on students' ability to complete assignments as the students becoming independent learners.	4A.1 New Life Charter Academy will use formative assessments such as the Coach Science, Jump, and Fusion assessments.
Science Goal 4A: The results of the 2018 SSA indicated the students scored an average of 50%.			<u>Current Level of Performance:*</u> 50%	<u>Expected Level of Performance:*</u> 70%		
			Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.		
			4A.2		4A.2	4A.2
			4A.3		4A.3	4A.3

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
4B. Statewide Science Assessment: Students scoring below level 3 in science.			4B.1 The teachers crease essential questions aligned with each benchmark and develop science investigations.		4B.1 There will be on-going assessments focusing on students' ability to complete assignments as the students becoming independent learners.	4B.1 New Life Charter Academy will use formative assessments such as the Coach Science, Jump, and Fusion assessments.
Science Goal 4B:	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>				
The results of the 2018 SSA indicated the students scored an average of 50%.	50%	50%				
			4B.2		4B.2	4B.2

		4B.3	4B.3	4B.3
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
4C. Florida Alternate Science Assessment: Students not meeting proficiency on an alternative assessment.		4C.1.	4C.1.	4C.1.
Science Goal 4C:	<u>Current Level of Performance:*</u>	<u>Expected Level of Performance:*</u>		
Enter narrative for the goal in this box.				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>		

		4C.2.	4C	4C.2.
		4C.3.	4C.3.	4C.3.

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 following action items will take place:

- Implement the Florida Standards Assessments
- Implement Data-Driven Instructions
- Implement Differentiated Instruction
- Provide training for parents through NCLA equipping workshops
- Adhere to instructional focus calendars to ensure that all students are being taught the Florida Standard Assessments
- Integrate the use of instructional technology into the curriculum
- Provide remediation, reinforcement, or enrichment opportunities at or above academic performance levels.

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 i-Ready Diagnostic Adaptive Assessments will be administered to all students in grades K through 5. The school leadership team will meet to discuss and review data on students who are not meeting the state academic content standards. These assessments will be aligned with the Core Instructional Materials, which are approved by the Department of Education of Florida. As a result, the assessments will serve as progress monitoring tools for the school wide program. Data derived from the i-Ready Diagnostic Adaptive Assessments will be used to drive instruction in English Language Arts and Mathematics. Once the data is received from the assessments, the data is disaggregated by the teachers. School-wide data chats will be conducted between the administration , faculty, and students. The teachers will use the data to plan and implement instructional focus calendars which will aid in providing differentiated instruction for all students. The review of the data will target more specific interventions for those students in a form of adding more remediation and reinforcement support for them.

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.

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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.

New Life Charter Academy will have a Multi-Tiered Support System supporting the Response to Intervention process to enhance data collection, data analysis, problem-solving differentiated instruction, and progress monitoring.

The Leadership Team will:

- 1) Monitor academic data evaluating progress;
- 2) Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs;
- 3) Hold regular team meetings;
- 4) Maintain communication with staff for input and feedback, as well as updating them on procedures and progress;
- 5) Provide clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery.

3. 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).

This does not apply to New Life Charter Academy.

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

Highly-qualified teachers will be given opportunities to attend professional development workshops. In addition, the administrative team will be providing scaffolding support in the areas of lesson planning, curriculum mapping, analyzing data, and developing appropriate classroom management techniques.

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 Principal will serve as the Curriculum Coordinator. The Principal will designate different staff members to attend District sponsored workshops that will provide the current information on assessments, instructional strategies, and state academic content standards. There will be on-site professional development workshops to increase each teacher's capacity on the most innovative strategies in the areas of assessments, classroom management, and instructional strategies. The teacher will attend online interactive webinars which consist of the latest educational research to build the capacity of the students.

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).

New Life Charter Academy's Pupil Service Personnel team will be given opportunities to attend workshops conducted by the Broward County Public School District. In addition, the Pupil Service Personnel team will be given opportunities to solicit appropriate resources to address the needs of New Life Charter Academy's student population. Parent Equipping workshops will be hosted by NLCA for parents to become familiar with the appropriate at-home literacy strategies.

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
Data-Driven Instruction	Analyzing Data, Creating and Implementing School-wide instructional Focus Calendars	on-going	school funding	\$100
Attending District Wide Workshops	Learning and Implementing Instructional Strategies	on-going	district funding	free
Total:				\$100

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.

New Life Charter Academy will implement the following strategies:

1. Use job search engines.
2. Conduct structured-screening interview.
3. Conduct follow-up reference calls.
4. Conduct monthly teacher meeting.
5. Offer opportunities to grow as an educator through professional development opportunities.

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

New Life Charter Academy will provide professional collaboration through team building activities that are planning during planning days. Teachers are offered professional development based on individual need as well.

6. 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).**

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

Every parent will complete a survey tool that will evaluate the school-wide program. The survey tool will be derived from the Title I Department of Broward County Public School Systems. The school will institute an open door policy where the parents can meet with the administration team to discuss their input.

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.

- Title I Program information will be sent in hard and soft copies to parents.
- Parents will be given their children's usernames and passwords to i-Ready.
- Every parent will participate in our *Classdojo* program.
- Teachers will be available for conferences before and after school.

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 Compacts.)

- The computer lab will be available on a daily basis of every month of training for i-Ready.
- There will be FSA training session held in the months of January and February.
- There will be meetings held during the Spring to plan, implement, and evaluate the Family Involvement Policy/Plan and School Compact Plans.

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

A meeting will be held at the end of the year to discuss the survey results from the Title I Survey Evaluation tool.

Describe volunteer and business community partnership programs.

The school and parents will reach out to local businesses for the purpose of soliciting donations and resources to address the needs of New Life Charter Academy.

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

Include only school-based funded activities/materials and exclude district funded activities /materials.

Parent and Family Engagement Activities	Description of Resources	Dates of Activity	Funding Source	Budgeted Amount per activity
FSA Literacy Day	Expose parents to FSA like items	January/February	NA	\$100
Parent Compact Plan/Parental Involvement	Create and Implement the Plans	Spring	NA	NA

				Total:	\$100

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.

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- Meet with local preschool programs to discuss readiness for transitioning students
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- Allow classroom visitations for transitioning students and their parents.

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 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.

The i-Ready Diagnostic Adaptive Assessments will be administered to all students in grades K through 5. The school leadership team will meet to discuss and review data on students who are not meeting the state academic content standards. These assessments will be aligned with the Core Instructional Materials, which are approved by the Department of Education of Florida. As a result, the assessments will serve as progress monitoring tools for the school wide program. Data derived from the i-Ready Diagnostic Adaptive Assessments will be used to drive instruction in English Language Arts and Mathematics. Once the data is received from the assessments, the data is disaggregated by the teachers. School-wide data chats will be conducted between the administration , faculty, and students. The teachers will use the data to plan and implement instructional focus calendars which will aid in providing differentiated instruction for all students. The review of the data will target more specific interventions for those students in a form of adding more remediation and reinforcement support for them.

New Life Charter Academy will have a Multi-Tiered Support System supporting the Response to Intervention process to enhance data collection, data analysis, problem-solving differentiated instruction, and progress monitoring.

The Leadership Team will:

- Monitor academic data evaluating progress;
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs;
- Hold regular team meetings;
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress;
- Provide clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery.

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

The data derived from i-Ready will be recorded and graphed in order to make data-driven decisions such as providing differentiated instruction for students.

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

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- Hold regular team meetings;
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress;
- Provide clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery.

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

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The Leadership Team will:

- 6) Monitor academic data evaluating progress;
- 7) Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs;
- 8) Hold regular team meetings;
- 9) Maintain communication with staff for input and feedback, as well as updating them on procedures and progress;
- 10) Provide clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery.

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

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

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New Life Charter Academy will have a Multi-Tiered Support System supporting the Response to Intervention process to enhance data collection, data analysis, problem-solving differentiated instruction, and progress monitoring.

The Leadership Team will:

- Monitor academic data evaluating progress;
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs;
- Hold regular team meetings;
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress;

<ul style="list-style-type: none"> • Provide clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery.
Describe how students are identified in a timely way to provide information on which to base effective assistance.
<p>The i-Ready Diagnostic Adaptive Assessments will be administered to all students in grades K through 5. The school leadership team will meet to discuss and review data on students who are not meeting the state academic content standards. These assessments will be aligned with the Core Instructional Materials, which are approved by the Department of Education of Florida. As a result, the assessments will serve as progress monitoring tools for the school wide program. Data derived from the i-Ready Diagnostic Adaptive Assessments will be used to drive instruction in English Language Arts and Mathematics. Once the data is received from the assessments, the data is disaggregated by the teachers. School-wide data chats will be conducted between the administration , faculty, and students. The teachers will use the data to plan and implement instructional focus calendars which will aid in providing differentiated instruction for all students. The review of the data will target more specific interventions for those students in a form of adding more remediation and reinforcement support for them.</p> <p>New Life Charter Academy will have a Multi-Tiered Support System supporting the Response to Intervention process to enhance data collection, data analysis, problem-solving differentiated instruction, and progress monitoring.</p> <p>The Leadership Team will:</p> <ul style="list-style-type: none"> • Monitor academic data evaluating progress; • Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs; • Hold regular team meetings; • Maintain communication with staff for input and feedback, as well as updating them on procedures and progress; • Provide clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery.

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

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

Title I, Part A
Parents will be encouraged to complete the application for Free and Reduced Lunch at the beginning of the school year. Funds provided by Title 1, Part A will be used to support methods and instructional strategies that are proven to be effective and that strengthens the curriculum.
Title I, Part C- Migrant
The school will coordinate and integrate Title 1, 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, the school will try its best to provide counseling to students who are in the need. The school’s ELL and ESE teams will assess students’ needs to ensure that migratory students are provided with appropriate education services, and that opportunities are given for them to meet or exceed State Standards.
Title I, Part D – Neglected and Delinquent

<p>All teachers are required to participate in the District Child Abuse Program. The school also offers counsels to students who are at risk.</p>
<p>Title II – Professional Development (District)</p>
<p>The school will ensure that administration and staff are state certified in their respective areas. Professional development and learning communities will be provided to ensure that teachers are increasing their capacities. Teachers will be offered opportunities to share their strengths as well increase their capacity.</p>
<p>Title III – ESOL</p>
<p>Services and programs affiliated with Title III will be coordinated and integrated through our ELL department. Teachers will be given each the LEP for each ELL students so that appropriate accommodations and strategies are implemented to ensure the success of the ELL students.</p>
<p>Title X- Homeless</p>
<p>The staff will be responsible to identify homeless students and referring them to the Homeless Education Program. The Homeless Education Program will provide scaffolding support to students and their families in maintaining stable environment outside of school.</p>
<p>Supplemental Academic Instruction (SAI)</p>
<p>Supplemental academic instruction will be built into the school’s schedule to provide additional support to all students in core academic areas.</p>
<p>Violence Prevention Programs</p>
<p>The school will partner with local fire and police departments who have hosted programs to discuss violence prevention and drug abuse with our students. Teachers will be encourage to participate in child abuse and violent prevention classes.</p>
<p>Nutrition Programs</p>

School sites work cooperatively with the NSLP to promote good nutrition and wellness.
Housing Program
The school will work with a social worker to provide families with appropriate resources as it relates to housing needs.
Head Start
N/A
Adult Education
The school does not offer Adult Education courses. Interested parents will be referred to the appropriate agencies that can provide support in those areas.
Career and Technical Education
N/A
Job Training
N/A
Other

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

New Life Charter Academy's school leadership plans to build bridges in the community by partnering with agencies such as Ft. Lauderdale Police Department. As we involve more businesses and community agencies, we will be able to provide our students with more exposure to careers in the business world and parents with participation in fundraising activities.

REQUIRED SIGNATURES

Principal (print name): _____

Signature of principal: _____

Title I Liaison (print name): _____

Signature of Title I Liaison: _____

Board Chairperson (print name): _____

Signature of Board Chairperson: _____