

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: West Broward Academy	District: Broward
Principal: Will Pickens	Board Chairperson: Bassema Iskandarani

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.

K-8 Needs Assessment

All Students, K-8, takes the Performance Matters assessment. The Performance matters assessment is a diagnostic tool that provides an analysis of student achievement data for teachers, parents, and school administrators to use to help serve students. Specifically, the Performance Matters assessment provides individual students achievement data in math, ELA, science, and social studies that highlights the state standards that students mastered, partially mastered, or did not master. The Performance Matters assessment is given three times per year: The fall (August), Winter (December) and Spring (March). Questions that are included on the assessment are aligned to the type of questions that students (3-8) will see on the Florida State Assessment (FSA).

K-5 Needs Assessment

All K-5 students at WBA are given the Benchmark Assessment System (BAS)/Running Reading Record (RRR). The BAS is used to identify our students instructional and independent reading level. The BAS is given three times per year. The RRR assessment is used to gauge a students' reading behaviors as they are reading a text on their level. Students take the BAS three times per year: fall, winter, and spring.

3-8 Needs Assessment

Students in grades 3-8 take the Florida Assessment for Instruction in Reading (FAIR). Students take the FAIR assessment three times per year: fall, winter, and spring.

ESOL Needs Assessments

WIDA

In addition to district-mandated and curriculum -related assessments that ELLs take alongside their non-ELL peers, all our ELL students at WBA take the ACCESS WIDA 2.0 test every spring. This assessment measures the English language development of our ELLs in the four language domains: Listening, Reading, Writing, and Speaking.

IPT Aural/Oral

The IPT Aural/Oral (only Listening & Speaking) is also administered to newcomer ELLs and Kindergarteners whose Home Language Survey (HLS) states that the student either has another first language than English, speaks another language than English at home, or lives in a home where another language than English is spoken. This is administered to determine ESOL program placement.

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.			Differentiated Instruction that is aligned to Florida State reading standards	1A.1 Weekly benchmark assessments	1A.1 Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment
Reading Goal	Current Level of Performance*	Expected Level of Performance*			
For the 18-19 school year, 50%	50% Proficient	55% Proficient			

percent of students scored a 3 or higher on the Florida state assessment. For the 19-20 school year, west Broward Academy set a goal of 55%, which is a 5 point percentage increase from the 18-19 school year.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.			
			1A.2 Afterschool enrichment tutoring for ELA	1A.2 Weekly benchmark assessments Performance matters assessment scores FAIR assessment scores BAS assessment scores	1A.21 Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment
			1A.3 MobyMack Individualized computer program	1A.3 Weekly benchmark assessments Performance matters assessment scores FAIR assessment scores BAS assessment scores MobyMax progress report	1A. 21 Performance Matters assessment 2. FAIR Assessment 3. BAS Assessment
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
FSA 2.0: Students scoring below level 3 in Reading.			Weekly Title I after school tutoring in reading	Weekly benchmark assessments Performance matters assessment scores FAIR assessment scores BAS assessment scores	1 Performance Matters assessment 2. FAIR Assessment 3. BAS Assessment
Reading Goal 1B:	<u>Current Level of Performance*</u>	<u>Expected Level of Performance*</u>			
For the 18-19 school year, 50%	50% Below Proficient	40% Below Proficient			

percent of students scored a 2 or lower on the Florida state assessment. For the 19-20 school year, West Broward Academy set a goal of having 30% of students who scored a level 2 or lower, have at least 1 academic gain on the 19-20 Florida State Assessment	<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>			
			Differentiated Instruction that is aligned to Florida State reading standards	1B. Weekly benchmark assessments	1B. 1 Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment
			1B. Daily TIER 3 Reading groups completed by a reading interventionist	1B.3 Weekly benchmark assessments Intervention student achievement tracker	Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment
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.	Weekly Title I after school tutoring		Weekly benchmark assessments Performance matters assessment scores FAIR assessment scores		1 Performance Matters assessment 2. FAIR Assessment 3. BAS Assessment

Reading Goal 1C:	Current Level of Performance*	Expected Level of Performance*	BAS assessment scores			
<p>For the 18-19 school year, 10 percent of students did not meet proficiency on an alternative assessment. For the 19-20 school year, west Broward Academy set a goal of 5 percent of students not meeting proficiency on an alternative assessment, which is a 5 point percentage decrease from the 18-19 school year.</p>	<p>10% of students not meeting proficiency on an alternative assessment</p>	<p>5% of students not meeting proficiency on an alternative assessment</p>				
			<p>1B. Daily TIER 3 Reading groups completed by a reading interventionist</p>	<p>1B.3 Weekly benchmark assessments Intervention student achievement tracker</p>	<p>Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment</p>	
			<p>1A.3 MobyMack Individualized computer program</p>	<p>1A.3 Weekly benchmark assessments Performance matters assessment scores FAIR assessment scores BAS assessment scores MobyMack progress report</p>	<p>1A. 21 Performance Matters assessment 2. FAIR Assessment 3. BAS Assessment</p>	

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 Writing standards included in every core content subject(i.e. literacy across the curriculum)	2A.1 Teacher graded scores on essays	2A.1 Journey's writing assessment Performance Matters assessment
Writing Goal	Current Level of Performance.*	Expected Level of Performance.*			
For the 18-19 school year, 41% percent of students scored a 3 or higher on the Florida state assessment writing section. For the 19-20 school year, west Broward Academy set a goal of 50%, which is a 9 point percentage increase from the 18-19 school year.	41 % of students proficient	50 % of students proficient			
			2A.2 Weekly essay writing	2A.2 Teacher graded scores on essays	2A.2 My perspective's writing assessment Performance Matters assessment
			Weekly Title I after school tutoring focused on writing	2A.3 Tutoring academic progress reports	2A.3 FSA Writing scores Performance Matters assessment
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			Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

group:					
FSA 2.0: Students scoring below level 3 in Writing.			2A.1 Writing standards included in every core content subject.	2A.1 Teacher graded scores on essays	2A.1 Journey's writing assessment
Writing Goal 2B:	Current Level of Performance:*	Expected Level of Performance:*			
For the 18-19 school year, 59% of students scored a 3 or lower on the Florida state assessment writing section.	<i>59% of students below proficiency</i>	<i>41% of students below proficiency</i>			
For the 19-20 school year, West Broward Academy set a goal of having 30% of students who scored a level 2 or lower, have at least 1 academic gain on the 19-20 Florida State Assessment.			2A.2 Weekly essay writing	2A.2 Teacher graded scores on essays	2A.2 My perspective's writing assessment
			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. Writing Goal 2C:			2C.1. There is no alternative assessment given for Writing FSA	2C.1. There is no alternative assessment given for Writing FSA	2C.1. There is no alternative assessment given for Writing FSA
There is no alternative assessment given for Writing FSA	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.3.		2C.2.	2C.2.	2C.2.	
2C.3.		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.			Differentiated Instruction that is aligned to Florida State reading standards	1A.1 Weekly benchmark assessments	1A.1 Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment
Math Goal 3A:	Current Level of Performance:*	Expected Level of Performance:*			
For the 18-19 school year, 44% of students scored a 3 or higher on the Florida state assessment. For the 19-20 school year, west Broward Academy set a goal of 50%, which is a 6 point percentage increase from the 18-19 school year.	<i>44% of students proficient</i>	<i>50% of students proficient</i>			
			1A.2 Weekly afterschool enrichment tutoring for math	1A.2 Weekly benchmark assessments Performance matters assessment scores FAIR assessment scores BAS assessment scores	1A.21 Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment
			1A.3 MobyMax Individualized computer program	1A.3 Weekly benchmark assessments Performance matters assessment scores FAIR assessment scores BAS assessment scores MobyMack progress report	1A. 21 Performance Matters assessment 2. FAIR Assessment 3. BAS Assessment
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
FSA 2.0: Students scoring below level 3 in mathematics.			Weekly Title I after school tutoring in math	Weekly benchmark assessments Performance matters assessment scores FAIR assessment scores BAS assessment scores Tutoring progress reports	1 Performance Matters assessment 2. FAIR Assessment 3. BAS Assessment
Math Goal 3B:	Current Level of Performance:*	Expected Level of Performance:*			
For the 18-19 school year, 56% percent of students scored a 2 or lower on the Florida state assessment. For the 19-20 school year, West Broward Academy set a goal of having 30% of students who scored a level 2 or lower, have at least 1 academic gain on the 19-20 Florida State Assessment	56% of students below proficient	50% of students below proficient			
			Differentiated Instruction that is aligned to Florida State math standards	1B. Weekly benchmark assessments	1B. 1 Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment
			Daily TIER 3 math groups completed by a math interventionist	Weekly benchmark assessments Intervention student achievement tracker	Performance Matters Assessment 2. FAIR Assessment 3. BAS Assessment
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>3C. Florida Alternate Assessment: Students not meeting proficiency on an alternative assessment.</p> <table border="1" data-bbox="100 302 590 675"> <thead> <tr> <th data-bbox="100 302 296 350">Math Goal 3C:</th> <th data-bbox="296 302 436 350">Current Level of Performance*</th> <th data-bbox="436 302 590 350">Expected Level of Performance*</th> </tr> </thead> <tbody> <tr> <td data-bbox="100 350 296 675"> For the 18-19 school year, 7 percent of students did not meet proficiency on an alternative assessment. For the 19-20 school year, west Broward Academy set a goal of 3 percent of students not meeting proficiency on an alternative assessment, which is a 4 point percentage decrease from the 18-19 school year. </td> <td data-bbox="296 350 436 675"> 7% of students not meeting proficiency on math alternative assessment </td> <td data-bbox="436 350 590 675"> 3% of students not meeting proficiency on math alternative assessment </td> </tr> </tbody> </table>	Math Goal 3C:	Current Level of Performance*	Expected Level of Performance*	For the 18-19 school year, 7 percent of students did not meet proficiency on an alternative assessment. For the 19-20 school year, west Broward Academy set a goal of 3 percent of students not meeting proficiency on an alternative assessment, which is a 4 point percentage decrease from the 18-19 school year.	7% of students not meeting proficiency on math alternative assessment	3% of students not meeting proficiency on math alternative assessment	Daily TIER 3 math groups completed by a reading interventionist	IB.3 Weekly benchmark assessments Intervention student achievement tracker	Performance Matters Assessment FAIR Assessment BAS Assessment
Math Goal 3C:	Current Level of Performance*	Expected Level of Performance*							
For the 18-19 school year, 7 percent of students did not meet proficiency on an alternative assessment. For the 19-20 school year, west Broward Academy set a goal of 3 percent of students not meeting proficiency on an alternative assessment, which is a 4 point percentage decrease from the 18-19 school year.	7% of students not meeting proficiency on math alternative assessment	3% of students not meeting proficiency on math alternative assessment							
	Progress Monitoring Plan (PMP)	Weekly benchmark assessments Intervention student achievement tracker	Performance Matters Assessment FAIR Assessment BAS Assessment						

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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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1.A. Statewide Science Assessment: Students scoring at Achievement Level 3 or higher in science. Science Goal 4A: <u>Current Level of Performance:</u> <u>Expected Level of Performance:</u> For the 18-19 school year, 40% of students scored a 3 or higher on the Florida state assessment. For the 19-20 school year, west Broward Academy set a goal of 45%, which is a 5 point percentage increase from the 18-19 school year.		Differentiated science instruction that is aligned to Florida State science standards	Weekly benchmark assessments	1 Performance Matters Assessment				
	<table border="1"> <tr> <td><i>40 % of students proficient</i></td> <td><i>45 % of students proficient</i></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<i>40 % of students proficient</i>	<i>45 % of students proficient</i>			Weekly hands-on science experiments	Weekly benchmark assessments	Performance Matters Assessment
<i>40 % of students proficient</i>	<i>45 % of students proficient</i>							

		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
Statewide Science Assessment: Students scoring below level 3 in science.		Differentiated science instruction that is aligned to Florida State science standards	Weekly benchmark assessments	Performance Matters Assessment
Science Goal 4B: For the 18-19 school year, 60% percent of students scored a 2 or lower on the Florida state assessment. For the 19-20 school year, West Broward Academy set a goal of having 30% of students who scored a level 2 or lower, have at least 1 academic gain on the 19-20 Florida State Assessment	Current Level of Performance*			
	Expected Level of Performance*			
	60% of students below proficient	45% of students below proficient		
		Weekly Title I afterschool tutoring in science	Tutoring progress reports	Performance Matters Assessment

		MobyMax Individualized computer program	MobyMax progress report	Performance Matters Assessment						
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. Science Goal 4C: <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td>Current Level of Performance*</td> <td>Expected Level of Performance*</td> </tr> <tr> <td>There is no alternative assessment given for Science FSA</td> <td>There is no alternative assessment given for Science FSA</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>		Current Level of Performance*	Expected Level of Performance*	There is no alternative assessment given for Science FSA	There is no alternative assessment given for Science FSA	<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>	There is no alternative assessment given for Science FSA	There is no alternative assessment given for Science FSA	There is no alternative assessment given for Science FSA
Current Level of Performance*	Expected Level of Performance*									
There is no alternative assessment given for Science FSA	There is no alternative assessment given for Science FSA									
<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.

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.

All of the assessment tools mentioned in comprehensive needs portion of the school-wide plan, were used to get baseline data of student academic achievement. This data, along with the 2018-2019 FSA test scores, provided a foundation for teachers and administration. Students are placed in classrooms based on their academic ability. Students who have deficiencies in reading and math, receive additional math and/or reading instruction daily. Further, students who have academic deficiencies also receive after school tutoring twice a week and small group intervention with a reading and/or math interventionist. All students that received a 1 or 2 on the 2018-2019 FSA, were required to have a teacher-parent created progress monitoring plan for the 19-20 school year. Students are achieving on an advanced level, have opportunities to have enrichment tutoring with their teacher. Additionally, advanced level students are given opportunities to do project-based learning.

To Track the performance of students, several research-based assessments are given three times per year. These assessments are aligned to Florida State Assessment and gives a detailed report of each individual's student performance on standards. Teachers and administrators uses this data, to tailor instruction that meets the needs of all 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.

All teachers utilize Marzano's 9 instructional strategies for teaching and learning. These strategies are research based. Administrators visit the classrooms daily to ensure that Marzano's instructional strategies are implemented with fidelity. All observation are recorded using the observe for success tool. After each observation, teachers are automatically emailed the feedback for the administrators to help teachers strengthen their pedagogy.

All teachers participate in monthly professional development that based on their needs and the students' needs. Teachers receive professional development on providing research-based interventions for students who do not master the standards.

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

Students who have deficiencies in reading and math, receive additional math and/or reading instruction daily. Further, students who have academic deficiencies also receive after school tutoring twice a week and small group intervention with a reading and/or math interventionist. All students that received a 1 or 2 on the 2018-2019 FSA, were required to have a teacher-parent created progress monitoring plan for the 19-20 school year. All students receive an additional block(60 minutes) of reading daily.

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.

West Broward Academy provides counseling services to students. The counselor is a licensed professional counselor in the state of Florida. Students are referred to counseling by parents, teachers, and administrators. Students with special needs and have an individualized education plan (IEP) receive additional services from our ESE specialist and resource teacher.

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).

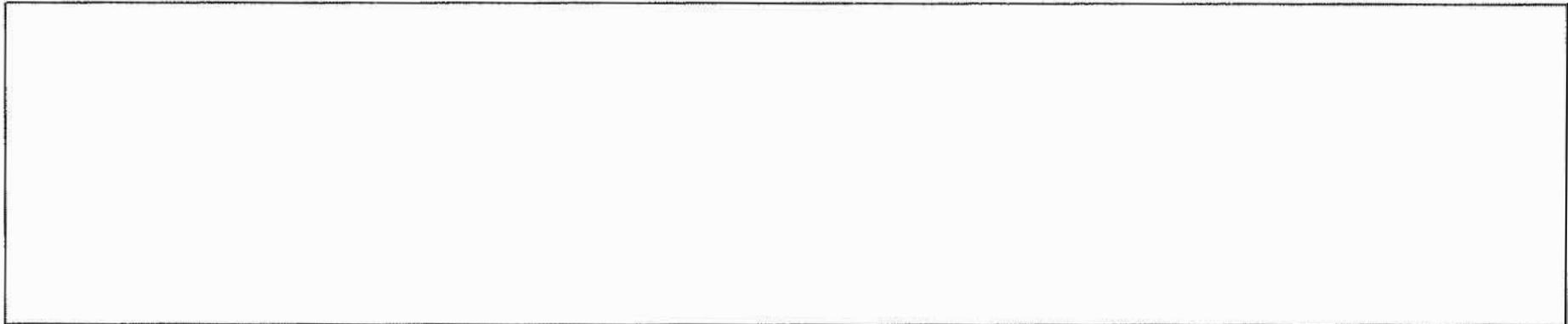
List instructional staff that are not state certified and paraprofessionals that are NOT highly qualified (instructional staff only).

Katherine Henry – KG Teacher
Jervis Hamilton – Coach / Athletics Director
Fritzna Veillard – 6th Grade Reading / Social Studies
Nicole Miranda – Paraprofessional (Interventionist)
Andrea Arias – Paraprofessional (Interventionist)

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

Non-Highly Qualified Paraprofessionals are under the continual observation of Instructional Coach, Principal, and Assistant Principal with best practices being implemented to provide effective interventions. Students' baseline performances are utilized to measure effectiveness and areas of opportunity.

Non-state certified teachers are adopted into Bobcat Institute Mentorship program where they are provided with tools and resources to assist with increasing student performance. These teachers also meet with the organizers of the Bobcat Institute for review and practice for state exams required for teacher certification.

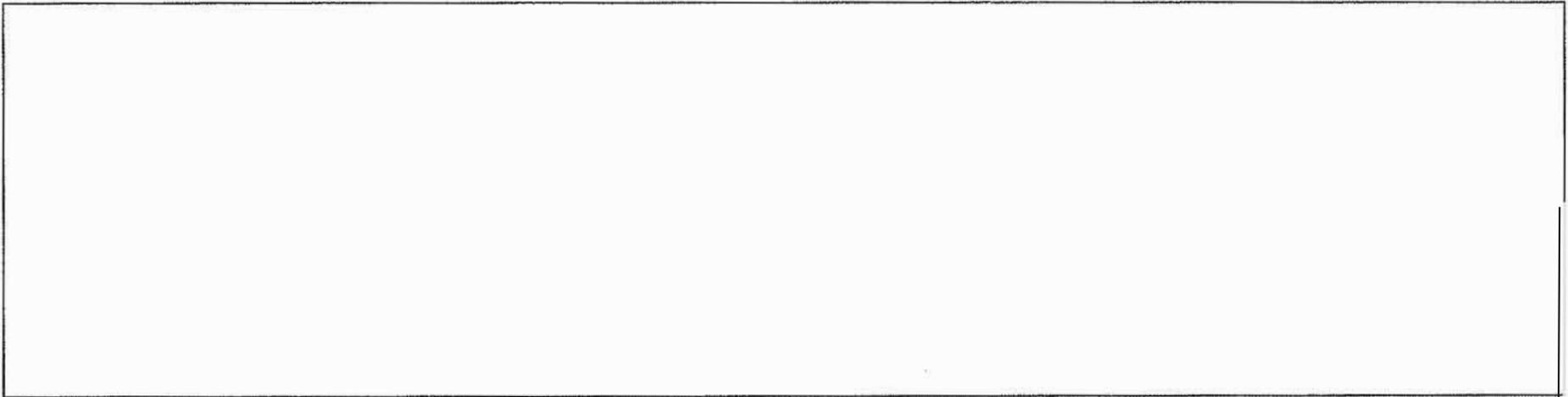


5. High quality and ongoing **PROFESSIONAL DEVELOPMENT** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

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.

West Broward Academy continues to offer ongoing professional development by offering in-house support from administrators, instructional coach and resource teacher, as well as highly qualified team leaders on a weekly and monthly basis. Teacher planning days are used, in part, to provide professional development to teachers as well. Teachers are also offered paid professional days used for attending district professional development and training available through the Broward County LAB training platform. Instructional Coach attends district coaches meetings and share the information with teachers. Principal and Assistant Principal attend regular principal's meetings and retreats as provided by the management company – Charter School Associates.

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).



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
Instructional Block & Curriculum	Curriculum materials for 2019-2020 school year.	August	General Funds / /nternal	\$5000.00
ELA Centers/Stations & Differentiating Centers and Math Differentiated Groups/ RTI & MTSS	Worksheets / Handouts	September	General Funds / /nternal	500.00
ELA – Guided Reading/Skills Based Groups Math – Centers / Stations	Worksheets / Handouts	October	General Funds / /nternal	500.00
Effective Reading Strategies: Alternatives to Round Robin Reading or Popcorn Reading	Worksheets / Handouts	November	General Funds / /nternal	500.00
RTI / Interventions Follow Up Per Grade Level	Worksheets / Handouts	December	General Funds / /nternal	500.00
Growth Mindset Unders tood.org Resources (Phonemic Awareness Video) Best Practices	Worksheets / Handouts	January	General Funds / /nternal	500.00
Guess the Caption from New York times Retention Checklist	Worksheets / Handouts	February	General Funds / /nternal	500.00

FSA Administration Training	Worksheets / Handouts	March	General Funds / Internal	500.00
Student Engagement	Worksheets / Handouts	April	General Funds / Internal	500.00
Total:				

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.
<p>Charter School Associates, management company, has mandated all schools have highly qualified, certified teachers in place. In our search for teachers we continue to pursue those teachers that are certified, in field and experienced. We offer retention and referral incentives and highly effective pay for teachers plus other company benefits. We are developing a deeper focus on the technology available to teachers and students as well as updated resources, professional development and in house support and training. Annual meetings with CSA president, Michael Strader are held to discuss teachers, teacher retention and teacher needs and special requests. The administrators go to teaching fairs in the Florida, New York, and Chicago to recruit highly qualified teachers.</p>
Describe the school's working environment, opportunities for professional growth, professional collaboration, hiring incentives, additional benefits, mentoring programs, etc.
<p>West Broward Academy continues to offer retention and referral incentives and highly effective pay for teachers. WBA continues to developing a deeper focus on the technology available to teachers and students as well as updated resources, professional development and in house support and training. Teachers receive Master Plan Points for holding PLC's throughout the year, administration and coaches provide on-going professional development for teachers' weekly/monthly as well as encourage teachers to attend district professional development and trainings. The instructional coaches attend district coaches meetings and share this information with teachers. Teachers hold team meetings weekly in order to collaborate regarding instructional practices, student data and behavior concerns. Teachers attends FETC conference as well as the annual Science conference. Teacher planning days are used, in part, to provide professional development to teachers and team building. The school working environment is conducive to learning and we provide positive surroundings that ensures the feel of safety to our students and staff.</p>

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).**

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

West Broward Academy hosts a number of parent events welcoming parents to provide feedback on the School Wide Plan, Title I, Parent-School Compact, Parent and Family Engagement Plan and Parental Involvement Allocation funds. Parents are invited to Title I Open House, Back to School Open House, Data and Dine event as well as various parent academies where the SIP and Title I are discussed. Parents are offered an opportunity to make suggestions and provide ideas for consideration. Parents are encouraged to attend Parent Liaison events and monthly parent meetings held by the district of Broward, then invited to provide this information to other parents. WBA invites parents to attend monthly Coffee With The Principal meetings to provide information and concerns. These meetings are hosted on the First Friday of every month. Parents are encouraged to complete the Title I Survey and are provided the results of the survey when considering the Title I program for 2020-2021. Parents are provided a snapshot of programs offered in the school; provided by Title I and those that are not provided by Title I. Parents will be encouraged to provide feedback and recommendations for additional programs supported by Title I funds and parental involvement ideas. Parents are encouraged to attend district trainings and school trainings such as Literacy Night, Math and Reading Nights, Kindergarten Round Up, Curriculum Expo Nights, Test & Tacos (FSA Parent Information Night), etc.

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.

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

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.)

Coffee with Principal- Once a month, all parents are invited to meeting with the school administrators to discuss school-wide improvement. During these meetings, parents are given an opportunity to be a part the of the decision-making process.

School Advisory Committee- Twice per year, parents are invited to attend the school advisory committees. There are two separate committees: K-5 and 6-8. Parents are able to give their input at the school advisory committees.

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

Parents are given an annual parent survey where they can provide feedback to the administrators on their experiences of the school. The results from the survey are shared during one of the school advisory committee meetings. The administration team uses the results from the parent surveys to help provide better services and communication to the parents.

Describe volunteer and business community partnership programs.

Macdonald's is utilized to support our monthly family nights

Galaxy Skating is utilized to help support our monthly family nights

Margate City Hall partners with West Broward Academy to present teacher and student of the month

Margate Police Department Officers, Chief of Police and the Mayor attend the school regularly supporting our reading efforts, Safety Patrol Induction and Career Day. The officers patrol our school daily and serve as mentor to our students and provide a sense of security and safety.

Local Food Truck Industries Local Food Truck industry supports our monthly family nights and multiple evening events each month

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
Coffee With The Principal	Coffee / Donuts from Dunkin Donuts	First Fridays	Internal	\$75.00
Literacy Night	Books, Activities, Worksheets, Manipulatives, Refreshments / Light Dining	10/15/2019	Title I	\$500.00

Dads Take Your Child to School Day	Breakfast, Sports Materials, Reading Materials, Water	09/25/2019	Internal	\$300.00
Curriculum Expo Night	Manipulatives, Display Resources, Supplies, Healthy Snacks/Refreshments, Worksheets	01/16/2020	Internal	\$200.00
Kindergarten Math/Reading Night	Worksheets/Handouts, Light Refreshments	01/28/2020	Internal	\$100.00
Test and Tacos	Worksheets/Handouts, Taco Dinners, Beverages	02/04/2020		
Total:				

8. 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.

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

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.

3 times per year, the administration meets with each grade level individually to perform data chats. During the time, collectively, student achievement data from performance matters. The teachers are empowered to deeply analyze data and construct instructional plans to help meet the needs of all students. During data chats, standards are identified and are categorized as mastered, partially mastered, or not mastered. The instructional plans that teachers create are directly aligned to what standards the students did or did not master. Each quarter, the instructional plan is adjusted based on the assessment scores from performance matters.

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

The administration and staff collaborate every quarter to graph student data on the West Broward Academy Data- Tracker whiteboard, located in the school's conference room. Every student's name is placed on the whiteboard, with color coded magnets that indicates how they performed on each assessment. The code for the magnets are below:

- Blue Magnet- Highly Proficient
- Green Magnet- Proficient
- Yellow Magnet- Approaching proficiency
- Red Magnet- Not proficient

Teachers are required to have data walls in their classrooms that displays student achievement data.

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

The instructional coach routinely meets with teachers to help them plan lessons that are aligned to the Florida state standards. The lesson plan template that teachers submit, require teachers to delineate how they will instruct diverse learners through differentiation. The teacher lesson plan template is programmed to provide a drop-down of all Florida state standards and the teachers select the standards that they are teaching that week. The administrators and instructional coach, check lesson plans on a weekly basis to ensure that lesson plans are up to date and includes differentiated learning to meet the needs of diverse learners.

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

The performance matters, FAIR assessment, and BAS are given three times per year. After the results of the assessment are available, administration and teachers hold data chats to discuss student achievement data and construct instructional plans that meets the needs of all students.

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

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

Students take weekly assessments that provides student achievement data. Students that do not master standards, receive remediation with their classroom teacher and math or reading interventionist. Students are also provided computer adaptive instruction that tailors assignments to their academic ability. Students who have further difficulty are referred to after school tutoring twice per week.

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

Within the first few weeks of school, students take baseline assessments that identifies their academic achievement level. This data is available to administrators and teachers and academic interventions immediately after the data is available.

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.

Title I, Part A
WBA uses Title I funds to provide professional development for teachers in reading, math and science. The school also provides an extended day learning opportunity for students in reading, math and that is of no cost to students. Funds are provided to purchase food items for Parent Academies and meetings. Funds are also purchasing laptop computers for student use and carts to house the laptops. Magna-tag boards were purchased to track student assessment scores on benchmark assessments. This data is used to identify academic deficiencies in students thus driving the instructional practices in the classroom and tutoring efforts. Title I funds also purchased a portion of the Makerspace initiative that encourages science, math and reading to students. Two resource personnel were hired to assist teachers and students with various components throughout the school day that will increase student learning and growth. Interventionists were placed in classrooms to support student learning in small groups. Parents can contact Will Pickens at wpickens@westbrowardacademy.com for more information.
Title I, Part C- Migrant
WBA does not receive Part C funds. Parents can contact Will Pickens at wpickens@westbrowardacademy.com for more information.
Title I, Part D - Neglected and Delinquent
WBA does not receive Title I. Part D funds. Parents can contact Will Pickens at wpickens@westbrowardacademy.com for more information.
Title II - Professional Development (District)
WBA opted to utilize Broward County school's professional development program. Parents can contact Will Pickens at wpickens@westbrowardacademy.com for more information.
Title III - ESOL

WBA does not receive Title III-ESOL funds. Parents can contact Will Pickens at wpickens@westbrowardacademy.com for more information.

Title X- Homeless

WBA does not receive Title X-Homeless funds. Parents can contact Will Pickens at wpickens@westbrowardacademy.com for more information.

Supplemental Academic Instruction (SAI)

WBA does not utilize SAI. For more information, parents can contact Will Pickens at wpickens@westbrowardacademy.com for more information.

Violence Prevention Programs

WBA continually has seminars and townhalls about bullying prevention. For more information, parents can contact Will Pickens at wpickens@westbrowardacademy.com.

Nutrition Programs

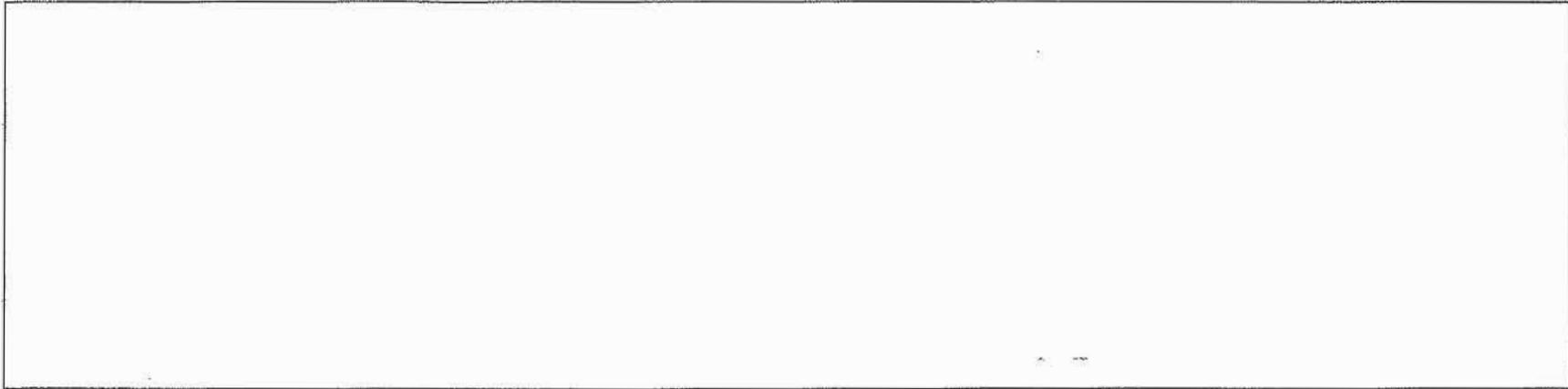
WBA provides healthy/nutritional newsletters to parents and community visitors that are prepared by SLA Management. For more information, parents can contact Will Pickens at wpickens@westbrowardacademy.com.

Housing Program

WBA does not participate with any housing programs. For more information, parents can contact Will Pickens at wpickens@westbrowardacademy.com.

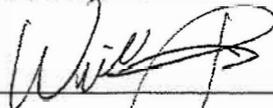
Head Start

Adult Education
WBA does not participate with any Adult Education program. For more information, parents can contact Will Pickens at wpickens@westbrowardacademy.com .
Career and Technical Education
WBA does not provide Career and Technical Education. For more information, parents can contact Will Pickens at wpickens@westbrowardacademy.com .
Job Training
WBA does not provide Job Training. For more information, parents can contact Will Pickens at wpickens@westbrowardacademy.com .
Other
Describe how the school will utilize services and agencies to promote business and community involvement.



REQUIRED SIGNATURES

Principal (print name): Will Pickens

Signature of principal: 

Title I Liaison (print name): Althea Elliott

Signature of Title I Liaison: 

Board Chairperson (print name): Bassem Iskanderani

Signature of Board Chairperson: 