



# BoardOnTrack Board

## Board Meeting

Published on August 7, 2024 at 1:28 PM EDT

Amended on August 7, 2024 at 3:36 PM EDT

---

### Date and Time

Monday July 8, 2024 at 5:00 PM EDT

---

### Orientation

---

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Record Attendance			1 m
	<a href="https://transact-support.zendesk.com/agent/home/tickets">https://transact-support.zendesk.com/agent/home/tickets</a>		
	<a href="https://transact-support.zendesk.com/agent/home/tickets">https://transact-support.zendesk.com/agent/home/tickets</a>		
<b>B.</b> Call the Meeting to Order			
<b>C.</b> Approve Minutes	Approve Minutes		1 m
<b>II. CEO Eval Committee</b>			
<b>III. BOT</b>			

	Purpose	Presenter	Time
A. Presentation	FYI		
IV. Governance			
A. Test for Comments	FYI		
V. Executive			
VI. Finance			
VII. Marketing			
A. Content for this section		Dan Bird	
VIII. Member Success			
IX. Programming			
X. Sales			
XI. Software Development			
XII. Test Committee			
XIII. Vote Poll			
XIV. Other Business			
XV. Closing Items			
A. Adjourn Meeting	Vote		

# Coversheet

## Presentation

<b>Section:</b>	III. BOT
<b>Item:</b>	A. Presentation
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Example of School-Wide-Plan-2017-2018.pdf

2017-2018



# **ABC Charter Academy Example**

## **Title I School-wide Program 2017-2018**

## Part I: Current School Status

ABC Charter Academy was founded in 2009 with just over 200 students. Four years later, the school quickly reached its enrollment cap of 400 students, and was granted our current enrollment of 805 students. ABC offers a comprehensive academic program with a unique K-8 world language program that offers both Russian and Spanish to students beginning in Kindergarten. This is highly remarkable for a Title I school in which more than 80% of the students are at or below the poverty level, 25% of the students are not proficient in English, and over 15% of student have special needs. The school also offers an Extended Day Program, an Early High School Program, and a competitive Athletic Sports Program. ABC was awarded the 21<sup>st</sup> Century Grant starting in 2017, designed to deliver a high quality, cross-curricular after school program for targeted student groups.

The mission of ABC Charter Academy is to deliver a first-class academic program that offers a unique foreign language and multicultural curriculum, empowering students to be global leaders of tomorrow.

The vision statement of ABC Charter Academy is aligned with the mission of Duval County Public Schools; to provide educational excellence that is reflected in every classroom, for every student, every day.

### A. Needs Assessment

ABC Charter Academy is a Title I school located in Duval County. According to the latest school data, over 68% of students are directly certified through SNAP, TANF, and Medicaid. Duval County's poverty level is 16.0% and the state average for Florida is 13.5%. A large number of students that we serve are considered to be at-risk for academic failure and problematic behavior. The school received a "D" grade for the 2016, and moved to a "C" in 2017.

With nearly a third of our student population identified as ELL students, our focus area for improvement this year is literacy.

<b>ABC Charter Academy Demographic Profile</b>	
<b>Enrollment by Ethnicity</b>	<b># of Students / Percentage</b>
Hispanic/Latino	265 (33%)
African American	153 (19%)
White	355 (44%)
Other	32 (4%)
<b>Total Enrollment</b>	<b>805</b>
<b>ELL Students</b>	233 (29%)
<b>Special Education Students</b>	97 (12%)

## FSA Reading Results Spring 2017

Based on our 2016-2017 FSA results, only 42% of our students overall met proficiency in reading and writing, well below the State average (54%) and District average (48%).

### Grade 3 ELA

	% Scored At/Above Goal (5)	% Scored At/Above Proficiency (3-5)
State	9	58
DCPS	7	51
GOCA	5	44

### Grade 4 ELA

	% Scored At/Above Goal (5)	% Scored At/Above Proficiency (3-5)
State	9	56
DCPS	8	52
GOCA	5	40

### Grade 5 ELA

	% Scored At/Above Goal (5)	% Scored At/Above Proficiency (3-5)
State	9	53
DCPS	8	48
GOCA	0	23

### Grade 6 ELA

	% Scored At/Above Goal (5)	% Scored At/Above Proficiency (3-5)
State	8	52
DCPS	6	43
GOCA	3	44

### Grade 7 ELA

	% Scored At/Above Goal (5)	% Scored At/Above Proficiency (3-5)
State	12	55
DCPS	9	44
GOCA	11	44

### Grade 8 ELA

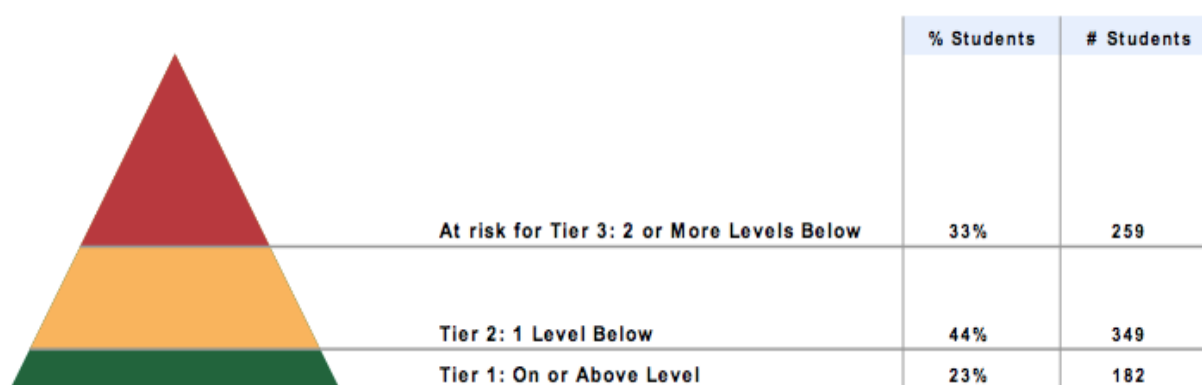
	% Scored At/Above Goal (5)	% Scored At/Above Proficiency (3-5)
State	9	50
DCPS	10	50
GOCA	12	54

## I-Ready School Summary Fall 2017

In order to establish a baseline for the start of the new school year, we administered the I-Ready diagnostic for reading in Kindergarten through grade 8. Results show that 33% of our students in grades K-8 are at risk and perform 2 or more levels below grade level.

### School Summary

790 out of 833 Students Tested



## I-Ready Predicted Proficiency







These reports show the percentage of students who are likely to be proficient (level 3 and above) by the end of the year and the percentage of students predicted to reach each achievement level. These predictions are based on the performance of students who took the diagnostic during the same period at the start of the previous school year.

In order to establish a baseline for the start of the new school year, we administered the I-Ready Diagnostic for reading in Kindergarten through grade 8. Results show that 33% of our students are at risk and perform 2 or more levels below grade level.

### School Summary

School	% Students Likely to be Proficient on FSA by the End of the Year	% Students Predicted in FSA Achievement Levels					Students Assessed	Total Students
		Level 1	Level 2	Level 3	Level 4	Level 5		
CH ACADEMY	45% +/- 3%	28%	28%	25%	15%	5%	490	532

## School Detail by Grade

Grade	% Students Likely to be Proficient on FSA by the End of the Year	% Students Predicted in FSA Achievement Levels					Students Assessed	Total Students
		Level 1	Level 2	Level 3	Level 4	Level 5		
Grade 3	 42% +/- 7%	33%	25%	25%	13%	4%	102	104
Grade 4	 53% +/- 8%	22%	25%	27%	19%	7%	88	88
Grade 5	 49% +/- 9%	21%	31%	29%	16%	4%	76	84
Grade 6	 28% +/- 8%	38%	34%	17%	10%	2%	83	97
Grade 7	 43% +/- 9%	30%	27%	22%	14%	6%	75	84
Grade 8	 55% +/- 9%	19%	26%	27%	18%	10%	66	75

### B. Schoolwide Reform Strategies

(i) provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D); <sup>(1)</sup><sub>(SEP)</sub>

We will be highly implementing and monitoring use of reading and writing interventions web-based programs including Smarty Ants, Achieve 3000, I-Ready, and USA Test Prep. Data will be collected and evaluated weekly, and effectiveness will be monitored on a bi-weekly basis in teacher led Professional Learning Communities (PLC) meetings. Administrators and Instructional Coaches will be taking focus walks to ensure teachers are effectively providing engaging and rigorous lessons. Walk-thru rubrics have been designed, based on the CAST/Danielson framework, to capture observation data. Teachers were given their student data at the start of the year and will be keeping student data notebooks to show progress towards individual student goals.

For writing instruction, teachers will be utilizing Top Score Writing in grade 4, and Step Up To Writing for all other grades. Teachers will be implementing use of the Cornell note-taking system with grade-level modifications.

Additional strategies that will be support student achievement include:

- Individual learning plans for each student with target reach goals
- Interventionists, certified subject-specific teachers who work with our lower quartile (25%)



performing students via small group instruction.

- c) Teacher Assistants placed in all Kindergarten through 3rd grade classes, under the teacher's direction, to help facilitate small group instruction and tutor individual students.
- d) One-to-one computers in grades 3-8 so students can access the web-based platforms used for literacy and math (grades K-2 will have shared carts).

**(ii) use effective methods and instructional strategies that are based on scientifically based research that —**

**(I) strengthen the core academic program in the school:**

- a) In order to address the needs of our students, and build more competence in our teachers, we are implementing a full school instructional coaching model, based on the conclusions by researchers such as John A. Ross, Barrie Brent Bennett, and Jim Knight, that high-impact coaching ensures maximum results. Our coaching program is modeled after Paul Bambrick-Santoyo's "Get Better Faster" 90-day plan. We will have four instructional coaches, two for Math and two for Reading, who will have a schedule dedicated solely to supporting teachers with one-on-one coaching and small group training.
- b) Based on a needs assessment survey with our teachers at the end of the prior school year, we have implemented updated curriculum in reading and writing. Journeys is a reading program that has embedded ESOL learning strategies to meet the needs of our high population of ELL students.
- c) Edgenuity blended learning is being implemented in middle school to supplement our middle school math and civics curriculum. Edgenuity has been shown to significantly increase significant gains in academic achievement ( $p < .05$ ) in grades 6 through 12, based on a study of schools in Florida and across the country.
- d) Step Up to Writing, is another program we have implemented, and has been proven to affect significant growth in expository reading comprehension and writing, for both native English speakers and English language learners.
- e) Created teacher toolkits on a shared Google Drive, that include consistent lesson plan formats, instructional strategies and pacing guides all aligned to the FL standards.
- f) Increased use of web-based platforms that provide real-time student progress data including Achieve 3000, I-Ready and IXL.
- g) Shared planning periods for teachers at grade level and subject level.

**(II) increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum:**

- a) Our Extended Day program provides opportunities for before and after-school tutoring and enrichment activities. Students are provided with a healthy breakfast in the morning and a snack after school. It has been proven that a healthy breakfast enables students to focus better in school and has been linked to improved academic performance (David Just PhD- Cornell Center for Behavioral Economics in Child Nutrition Programs).
- b) ABC has been awarded the 21<sup>st</sup> Century Federal Grant to provide a robust afterschool and summer academic support and enrichment program for students in grades 3 through 8 who meet deficiency criteria in Math or English Language Arts. Our program is called EDGES, Extended Education Designed to Grow & Empower Students, and provides a structured

schedule that includes 180 minutes per day of afterschool core academic and enrichment instruction.

**(III) include strategies for meeting the educational needs of historically underserved populations:**

a) ABC draws a high number of non-English speaking immigrant families because of our geographic location, community connections, and reputation for providing English Language Learning support for both Russian and Spanish speakers. As a Title I school with more than 85% of our families falling at or below the poverty level, we provide a whole school intervention approach, with Special Education and ESOL certified teachers pushing in to the classrooms to work with individual and groups of students.

a) ABC provides a Parent and Family Engagement program with monthly scheduled training events for parents in topics such as homework strategies, technology learning platforms, ESE support and interventions, to help parents become familiar with their child's curriculum and the FL standards.

**(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program, which may include —  
(aa) counseling, pupil services, and mentoring services;**

**(bb) 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; and**

**(cc) the integration of vocational and technical education programs; and**

**(II) address how the school will determine if such needs have been met; and**

**(iv) (iv) are consistent with, and are designed to implement, the state and local improvement plans, if any.**

Providing college and career readiness activities for our low-achieving students is included in the 21<sup>st</sup> CCLCGL after-school program, EDGES. It is an important step to creating Global Leaders of the future. Students will participate in many college and career readiness activities on their enrichment block activity. These activities will include students learning about different career clusters such as: energy, hospitality and tourism, human services, etc. As a culminating activity, students will identify and take notes on different careers, choose the career that they think is the best for them, and complete a career portfolio.

For all of our students, we host Junior Achievement school programs which are facilitated by both the teachers and Junior Achievement volunteers that come to our school and hold workshops with our students. Six sequential themes, each with five hands-on activities, change students' lives by helping them understand business and economics.

**C. Instruction by highly qualified teachers.**

**D. In accordance with section 1119 and subsection (a)(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's student academic achievement standards.**

**E. Strategies to attract high-quality highly qualified teachers to high-need schools.**

ABC has instituted a dedicated Human Resources department this year, and created a new talent recruitment and training program. New initiatives this year included hosting a GOCA job fair in which we drew 30 candidates who were interviewed by teams of teachers and administrators. Hiring bonuses were offered to candidates with certifications in high needs areas such as Math and Science. Also, to retain our qualified teachers, we offered a retention stipend depending on their years of service.

This year for the first time we partnered with Teach for America this year as a recruitment partner and hired 9 teachers from their corps of candidates. With the new recruitment process we have been able to reach a rate of 95% highly qualified teachers in each subject and grade level. Several of our teachers are in the process of getting their ESOL endorsement to keep their certification current.

As mentioned in section B-II-a, we have a robust instructional coaching model this year that is coordinated with our professional development plan. Teacher feedback is solicited during the year and our PD plan is modified as needed.

## GOCA's PD Plan 17-18

Coaches: Dollard, Dozier, Murray., Neal

Example: Phase #, Topic, References, Date, Length

Phase 1 -Summer PD	Phase 2 - Days 1-30	Phase 3 - Days 31-60	Phase 4 - Days 61-90	Phase 5 - Stretch It (GOCA's Choice)
<u>Routines &amp; Procedures</u> <ul style="list-style-type: none"> <li>★ HR presentation</li> <li>★ Operations presentation</li> <li>★ Lunch department presentation</li> <li>★ Attendance presentation</li> <li>★ Utilizing GOCA forms in Google Drive</li> <li>★ Technology Handbook for teachers/Viber training for staff</li> <li>★ Digital curriculum platforms</li> <li>★ <u>ClassDojo</u></li> <li>★ References: The Classroom</li> <li>★ Management Book</li> <li>★ <b>Week of 8/7/17</b></li> <li>★ 3 sessions - 1 hour each</li> </ul> <u>School Culture/Climate</u> <ul style="list-style-type: none"> <li>★ Unified Mission/ Vision-casting activity(B.Matt)/ Classroom Culture (day 1, 45 mins)</li> <li>★ Launching community circles (day 2, model circles, 1 hour)</li> </ul>	<u>Roll Out &amp; Monitor Routines</u> <ul style="list-style-type: none"> <li>★ Curriculum overview by grade &amp; content areas</li> <li>★ Pacing guides</li> <li>★ Lesson plans/ Unit plans</li> <li>★ Standards trackers with data attached</li> <li>★ References:The Classroom</li> <li>★ Management Book</li> <li>★ 8/30/17</li> <li>★ 1 session - 1 hour</li> </ul> <u>Managing Independent Practice</u> <ul style="list-style-type: none"> <li>★ References: Teach Like a Champion</li> <li>★ Research teachers supporting ELA &amp; Math</li> <li>★ <b>Achieve Rep Confirmed</b></li> <li>★ 9/13/17</li> <li>★ 1 session - 1 hour</li> </ul> <u>i-Ready - Use</u> <ul style="list-style-type: none"> <li>• Baseline testing 8/30/17</li> <li>• Data management 8/30/17</li> <li>• Student groupings using profiles 9/13/17</li> </ul>	<u>Engaging Every Student</u> <ul style="list-style-type: none"> <li>★ Response cues/ elicit on task behaviors</li> <li>★ References: Teach Like a Champion</li> <li>★ 9/27/17</li> <li>★ 1 session - 1 hour</li> </ul> <u>Responding to Student Learning Needs</u> <ul style="list-style-type: none"> <li>★ Get Better Faster</li> <li>★ 9/27/17</li> <li>★ IPDP &amp; DAR</li> <li>★ Personality/ learning styles/ multi-modal intelligences of students</li> <li>★ 1 session - 1 hour</li> </ul> <u>Achieve 3000 - Data</u> <ul style="list-style-type: none"> <li>★ References:</li> <li>★ <b>Achieve Rep</b></li> <li>★ 10/11/17 Confirmed for full day</li> <li>★ 1 session - 2:00pm-4:00pm</li> </ul> <u>School Culture/Climate</u> <ul style="list-style-type: none"> <li>★ Online Google surveys for staff "pulse checks"</li> </ul>	<u>Engaged Small Group Work</u> <ul style="list-style-type: none"> <li>★ References: Teach Like a Champion</li> <li>★ <b>10/25/17 i-Ready Rep ??????</b></li> <li>★ RTI tiered interventions</li> <li>★ ESE &amp; ESOL grading and accommodations (Dealing With Differences)</li> <li>★ 1 session - 1 hour</li> </ul> <u>Reteaching 101 and Habits of Classroom Discussion</u> <ul style="list-style-type: none"> <li>★ References: Teach Like a Champion</li> <li>★ 11/1/17</li> <li>★ 1 session - 1 hour</li> </ul> <u>School Culture/Climate</u> <ul style="list-style-type: none"> <li>★ Online Google surveys for staff "pulse checks"</li> </ul>	<u>Strategic Prompts &amp; Conceptual Thinking</u> <ul style="list-style-type: none"> <li>★ References: Get Better Faster, Teach Like a Champion, Higher Order Thinking Questions</li> <li>★ 11/15/17</li> <li>★ 1 session - 1 hour</li> </ul> <u>Achieve - Test Prep</u> <ul style="list-style-type: none"> <li>★ References:</li> <li>★ <b>Achieve Rep</b></li> <li>★ 1/17/18 Confirmed</li> <li>★ 1 session - 2:00pm-4:00 pm</li> </ul> <u>School Culture/Climate</u> <ul style="list-style-type: none"> <li>★ Online Google surveys for staff "pulse checks"</li> </ul> <u>Other PD Topics:</u> <ul style="list-style-type: none"> <li>• PMPs 10/18/17</li> <li>• Model School Conference content 10/18/17, 11/29/17, &amp; 12/13/17</li> <li>(*All attendees at the MSC will present content learned at the conference)</li> <li>• Student Progression Plan for every grade</li> </ul>

F.

## Strategies to Increase Parental Involvement

ABC's parent liaison works closely with the administration to provide parent meetings throughout the year geared towards helping parents support their children in and out of school.

At the start of the year we hold an Open House for all families, so they can meet with classroom teachers and learn about the curriculum their child will be learning. We provide a technology workshop so parents can be informed on how to access the parent grades portal, how to use our parent communication phone app and other tools to help parents stay connected to what's going on at school. Other monthly scheduled workshops throughout the year include:

- Parent panel discussion
- Financial literacy workshop
- Education night for ELA
- Education night for Science/STEAM activities
- High school transition for 8<sup>th</sup> graders

## G. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

To help with transitions, we hold a student orientation for kindergarten students and their parents before the start of school. In scheduling kindergarteners, we take into account our non-English

speaking population and place them with teachers' who are bilingual to better accommodate the needs of younger students and their families.

**H. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

At the close of the prior school year we developed a survey using Google forms to get feedback from teachers on the curriculum materials, pacing guides and support tools such as web-based teacher toolkits. We used this feedback over the summer to help inform curriculum decisions with our administration and instructional coaches. Teacher recommendations included using USA test Prep for some of the grades, and continuing to use Achieve Smarty Ants and I-Ready. We are required to use I-Ready for district reporting on student progress. All three of these programs provide standards-based data that teachers can readily use for improving or modifying instruction.

**I. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

Examples of how instruction is modified to assist students having difficulty attaining the proficient or advanced level on state assessments:

- a) Meet on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Florida Standards
- b) Utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- c) Create a schedule in Reading and Math with an uninterrupted 90-minute reading block and an additional 30-minute block for intensive remediation in reading
- d) Provide instruction aligned with the Florida Standards for their grade level
- e) Administer a minimum of three assessments, which will be used to measure and document student growth throughout the year.
- f) Create Focus Calendar lessons based on student data to drive instruction and increase student achievement.
- g) Ensure students receive push-in/pull-out services for ESE/ELL

**J. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

ABC participates in the National School Lunch Program (NSLP). This is a federally assisted meal and provides nutritionally balanced, low-cost, or no-cost lunches to children each school day.

For career training, we host Junior Achievement school programs which are facilitated by both the teachers and Junior Achievement volunteers who come to our school and hold workshops with our students. Six sequential themes, each with five hands-on activities, change students' lives by helping them understand business and economics.



