

The School District of Palm Beach County

Believers Academy



2015-16 School Improvement Plan

Believers Academy

5840 CORPORATE WAY STE 100, West Palm Beach, FL 33407

<http://www.believersacademyinc.org>

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

83%

Alternative/ESE Center

Yes

Charter School

Yes

2015-16 Minority Rate (Reported as Non-white on Survey 2)

78%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Believers Academy is dedicated to providing ESE students aged fourteen to twenty-one the opportunity to learn and achieve success in a goal driven environment. Student accomplishments have been and will continue to be fostered by an integrated individualized, research-based curriculum where intensive reading instruction, remediate math instruction, and vocational training are the primary focus. Every student at Believers Academy will continue to receive classroom vocational instruction as well as hands-on vocational experience throughout the community. Ongoing assessments will provide feedback to ensure student growth and achievement in all academic areas. The faculty and staff will continue with the successful construction of a classroom climate that allows students to maximize their strengths while addressing their challenges. The personal, academic, and vocational needs of the students can be achieved with collaborative efforts involving colleagues, parents, and the community. We believe that all young people, who are given the appropriate learning experience, can reach their full potential, take ownership of themselves, and become productive citizens. As deficits are minimized we strive to enable students to continue their education in post secondary schooling.

Our ultimate goal is to produce graduates from Believer's Academy that have already entered Corporate America's workforce, or attend post-secondary schooling options.

Provide the school's vision statement

Believers Academy is dedicated to exceptional education students (ESE) aged fourteen to twenty-one who are at risk of dropping out of their comprehensive schools or who already have because of their persistent lack of success in that environment. The main goal of Believers Academy is to meet academic requirements for graduation in a manner that reduces reading and math deficits while building vocational skills that will enable the student to obtain and maintain employment, thereby increasing his or her self-esteem, as well as strengthening their ability to earn an income and thus become a productive citizen. Poor reading skills, poor mathematical skills, the lack of a vocational curriculum and poor behavioral and social skill strategies all contribute directly to ESE students dropping out of school. Employment & internship opportunities will be earned and maintained for each student enrolled at Believers Academy. Believers Academy is based on the conviction that the overall achievement of our students will flourish with the combination of intensive academic instruction and a vocational preparatory program.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Believers Academy prides itself in building relationships to make a difference. In doing so Believers academy utilizes and incorporates ongoing multicultural training into their Pre-School staff Trainings, LTM Topics and Professional Development Plans for staff throughout the year. Additionally, using CHAMPS & Love & Logic Strategies for classroom management breeds an environment that embeds building relationships between students and teachers. Our SwPBS team and staff play an integral role is celebrating success and fostering a very tolerant atmosphere. The first LTM day is a DREAM Day - where all students and staff delve into the depth and breath of the SwPBS matrix and establishing a solidified single school culture. SRA Direct Instruction reading curriculum and our US Government/History courses cover the history of the Holocaust, History of Africans and African

Americans, Hispanic & Women contributions, and integrating the sacrifices of our veterans throughout the instructional content annually. Additionally, Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Believers Academy follows Palm Beach County's references to Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09 (8)(b)(i).

Academics -Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels; All the students are trained in John Maxwell's Youth Max - Anti Bullying and Leadership development Course. Additionally, Believers provides professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Teachers attend bi-weekly learning team meetings where student work and assessments are analyzed to determine areas of strength and weaknesses to drive reteach instruction. Teacher also attend collegial planning providing opportunities for teachers to collaborate thereby develop more rigorous lessons Behavior -Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. The SwPBS Committee has developed a slogan called LIVE THE DREAM, that DREAM Matrix & Universal Guidelines is a list of behaviors that the culture at Believers Academy instills in all students and a code that all students & staff at Believers follow before, during and after school; following our Behavioral Matrix and Teaching expected behaviors, communicating with parents, and monitoring SwPBS. The SwPBS update plans instilling an appreciating for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation and training on Living the Dream & Buster Bucks. Using C.H.A.M.P.S., Love & Logic, and through John Maxwell's Youth Max programs school-wide positive behavioral support in infused

throughout the entire school day.

Climate - The SwPBS Committee has developed a slogan called LIVE THE DREAM, that DREAM Matrix is a list of behaviors that the culture at Believers Academy instills in all students and code that they follow before, during and after school. All Staff (instructional and non-instructional) is readily available students and are posted at duty post before and after school throughout the campus in locations that are easily accessible. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Additionally, teacher develop during pre-school methods on teaching THE DREAM matrix to students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our staff has been trained and utilizes CHAMPS and Love & Logic Strategies. All staff members were trained and re-trained in the Research based and validated program called Love & Logic's 9 Essential Skills for Classroom Management during Pre-School by a certified instructor . The entire school and staff fully implements the SwPBS Team protocols. Universal Guidelines and behavior matrix is taught twice a year to ensure students are aware of school expectations. The Administrative team follows the Discipline Matrix and Protocol of Palm Beach County to ensure a system that is fairly and consistently enforced when disciplinary measures are needed. The entire program is prevention and intervention based, Behavior Intervention Plans are used to minimize poor behavior and while focusing on teaching appropriate replacement behaviors. • School-wide recognition system is in place both at the individual classroom level and school level. During Crisis the staff executes PCM Protocols to ensure the dignity and safety of the child and school environment.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Common Planning meetings & Data Meetings transpire with instructional & support staff meet weekly to identify students with barriers to academic and social success.

Behavior & Communication Monitoring Forms are used in all academic classes, where the students and teachers develop weekly goals in the respective areas and conference on these weekly. Where more attention is needed in skill development a Behavior Intervention Plan is developed.

Additionally, Believers Academy's has developed a relationship with Community Partners where we Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to:

- (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),
- (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and
- (3) Evaluate your intervention and evolve (Evaluation).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Believers uses EDW reports and assessment results to identify students who have attendance, behavioral or academic concerns . We hold meetings and conferences with IEP team to assess the needs of the students and barriers blocking their success and develop a plan and course of action to produce success.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	13	9	5	39	66
One or more suspensions	10	4	1	9	24
Course failure in ELA or Math	11	7	2	20	40
Level 1 on statewide assessment	2	0	0	0	2

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	15	7	2	39	63

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Believers Academy implements evidence-based interventions to close student need gaps related to learning warning systems. SRA REACH reading program & iReady (ELA & Math) - intensive remediation programs are implemented and students progress is monitored, tracked and documented. Additionally, using the i-Ready Diagnostics to identify specific standards that the need addressed and using instructional remediation these needs can be pinpointed and addressed for those students with significant deficits and who are working on access point standards. Using the Performance Matters data and FSA Diagnostics we are able to identify and problem solve the same way for students who are working on Florida State Standards. We have implemented a learning strategies class that will use data for skill remediation of deficiencies on a daily basis for mathematics and science skills. Additionally, all students are enrolled in 100 minutes of ELA instruction daily.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We have an Opening School Meeting for every student and their guardians before the first day of class, this meeting either happens at the school or we go to the students and guardian's house. We use handouts, flyers, Parent Link and our website to announce all school events and encourage parents participation.

Annually, we hold a Title I Parent Meeting where we develop a parent compact plan. We host two additional trainings throughout the year to teach parents strategies that will help their children

succeed academically.

At least annually, we hold IEP Meetings that parents and students are highly encouraged to participate. Parents are able to attend the meetings in person, written input or by phone. We are able to complete 100% students participation in the meetings, however our parent involvement is less than 20%.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

During Open House, curriculum night, etc. Believers Academy ensures non-threatening methods of introducing parents to teachers and administrators. Also during these events parents are afforded the opportunity to learn about and be involved with: interactive tutorials that familiarize parents with PraxiSchool (where school news and students grades/assignments/attendance/discipline are accessed), online curriculum their child is using, and educational technology resources to help them help their children.

Believers Academy has formed corporate partnerships for student interns within the community to assist students with fulfilling their graduation requirements and course credits as well as training and preparing them for the transition from school to work. The school continues to coordinate efforts to provide mentorships, on-the-job training, one-on-one lessons in social and employability skills as well as actual competitive employment opportunities. Some of the business partnerships we have formed with regard to student employment, internships, and on-the-job training are:

Abaco Plumbing
Home Depot
Bicycle World
Cheney Brothers
Costco
Marriott Resort & Spa
Brinks
Publix
Winn Dixie
American Cancer Society
Aqua Tek Pools
Office Depot
European Carstar
Marriott Resort & Spa
Walmart
Elite Secutiry
Duffy's
TGI Friday's
Absolute Hardwood Flooring
B & A Manufacturing
Habitat for Humanity
Hanley Center
Outback Steakhouse
Jupiter Hammerheads
Johnny Rockets
Locks of Love
Kmart
Red Lobster

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Dyer, Lori	Principal
Allen, Kelly	Teacher, ESE
Kelley, Michael	Teacher, ESE
Giscombe, Allyson	Teacher, ESE
Hathaway, Anthony	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

ESE Coordinator is key to organizing and developing the IEP Team and serves as the LEA in the absence of the Principal in IEP Meetings. The function and responsibility of the IEP Leadership Team is to develop an individualized education plan for each student based on formal and informal instructional, social, and vocational data.

Data meetings are held individually with all instructional staff with the principal on a weekly/bi-weekly basis. In addition, the leadership team meets with the entire instructional staff use data to drive instructional decisions in cross curricular settings weekly.

Additionally, the function and responsibility of the leadership team regarding the SIP is the work in committees to develop, monitor, evaluate the SIP. Utilizing the previous year's data the committees establish goals, monitor progress and evaluate effectiveness of action steps throughout the entire year, and focus attention on deficient areas are continuously analyzed.

Areas of focus are, but not limited to the following:

- iReady K-12 Diagnostics scores indicating the lowest 25% of our readers.
- FCAT Diagnostic Results when applicable and FAA previous years scores
- Standard based assessments and EOC data
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.
- Attendance and SwPBS initiatives

Principal will identify what the RTI Process consists of if the school were to ever need to utilize it.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Believers Academy serves all students who have previously been identified as ESE prior to entrance into the school. The Rtl process would be used only for adding eligibility to already existing exceptionalities (EBD, SLD, LI). Our Rtl team would be the same as an IEP team that is developed according to IDEA requirements to determine eligibility.

The school based Rtl Leadership Team is comprised of the following members: Principal, ESE Coordinator & Area Resource Teacher (when necessary), reading teacher, math teacher, and school psychologists (as required).

The principal provides a common vision for the use of data based decision making to ensure:

- * a sound, effective academic program is in place
- * a process to address and monitor subsequent needs is created

- * the IEP Team is implementing Rtl processes
- * assessment of Rtl skills that school staff possesses is conducted
- * fidelity of implementation of intervention support is documented
- * adequate professional development to support Rtl implementation is provided
- * effective communication with parents regarding school based Rtl plans and activities occurs.

Due to the fact that our students are already identified as ESE and we are looking to service their needs that have already met the criteria for which the Rtl process has been implemented to serve a remediation tool for, it really does not apply unless additional eligibilities are being sought. However, our IEP teams meets regularly to review diagnostic data, behavior intervention plans, informal assessment results and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining and addressing PD needs the team will identify students who are not meeting identified academic targets with appropriate accommodation and modifications. The team then implements a process that mirrors the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (these are documented in the student Individual Education Plan) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data
- Evaluate the results of data collected and interventions.

Our school integrates Single School Culture by sharing Universal Guidelines for success, following the behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our Action Plans during learning team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign (YouthMax). Structured lessons and implementation of SwPBS programs.

Title I, Part A

Title I funding will be used to ensure that the students requiring additional remediation are assisted through one-on-one and small group decoding and reading comprehension tutoring to develop their reading skills. Our Teachers will develop their differentiated instructional skills to meet all learners needs while still meeting high expectations. Believers Academy will be implementing Parent Training Nights throughout the school year. The following topics will be the focus of trainings throughout the school year: Helping your child pave their road to Graduation (which covers all aspects of our vocational program and technology Today (which parents will learn how to access web 2.0 tools to aid in their child's learning and growth).

Title I, Part C

If we have eligible migrant students Believers Academy will seek assistance from the Palm Beach County School District Migrant Office.

Title III

In case we need assistance for ELL or LEP students, Believers will contact the multi-cultural department for assistance.

Title X

Believers Academy will utilize the HEART program implemented by the Palm Beach County School District when eligible Homeless Student are enrolled.

Violence prevention programs

District-wide implementation of Single School Culture, CHAMPS, Love & Logic, Youth Max, SwPBS,

as well as Appreciation of Multicultural Diversity.

Nutrition programs

Believers Academy contracts with the school district for these services as such receive no direct funding.

Job training

Believers Academy delivers a HANDS-ON curriculum to get students JOB READY and LIFE READY!

Our comprehensive system: ASSESSES student strengths, preferences and interests, Teaches specific JOB SKILLS while also addressing academics, and Develop LIFE SKILLS for getting and keeping a job, as well as independent living.

Students work with Believers Academy Staff and their parents on Choices which is a state run career exploration program. Additionally, students are enrolled in a research-based and validated career program (Project Discovery) Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation or career placement. Students are also provided an opportunity and are encouraged to explore postsecondary education options. Our Life Coach, Job Coaches and Daily Living Skills Teachers collaboratively work with our student to ensure that full time employment and post-secondary goals (stated in the students' IEP's) are able to be obtained.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Melissa Smith	Business/Community
Bruce Fowler	Business/Community
Lori Dyer	Principal
Mark Manners	Teacher
Rebecca Pelletier	Education Support Employee
Adam Gellis	Business/Community
Kathy Anderson	Parent
Bryan Todman	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Believers Academy's Board of Directors plus others serve as the SAC. The SAC assists in the preparation and evaluation of the school's improvement plan and in the preparation of the school's annual budget, as well as other functions.

The SAC develops a SIP Committee that consists of a SAC member (Principal) and instructional personnel. This committee analyzes data, reflects on previous school improvement plan goals and establishes a new SIP and goals and takes this plan to the SAC for approval. This same committee reflects on the SIP periodically throughout the school year and report academic finding and progress to the SAC during Board Meetings.

SAC determined that a mid-year update was not necessary last year. Due to the unique nature of the school (and the state has yet to develop a diagnostic for the FAA the mid-year assessment results had no direct correlation to the FAA Statewide Assessment that would be administered to determine school improvement rating. The information from mid-years assessment results were used to drive instructional decisions.

Development of this school improvement plan

The SAC appointed committee analyzed the previous years data and identified the areas of improvement. Then the SAC developed subcommittee to address all portions of the school improvement. Finally, the SAC review the plan from each committee and together made appropriate changes and adjustments if needed. Finally, the SAC approved the plan

Preparation of the school's annual budget and plan

The SAC members also serve as the the Board of Directors and annually they approve the entire operating budget and budget amendments for Believers Academy. School Improvement decisions are made using data driven decision making in the highest impact areas. Title I funds are used to impact the entire learning community spanning from student instruction to teacher development all while incorporating parent training in an effort to close learning gaps. All these factors are considered when allocating funds to improve instructional content.

Believers Academy has yet to receive financial award pursuant to the Florida School Recognition Program, but if they did then the SAC, jointly with school staff, determine how to distribute the award, within statutory parameters.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Believers Academy does not have a allocated amount used for school improvement. The annual FTE and Title I allocations are used to better the instruction for our students. The focus this year for students achievement resides with improving our reading and math scores, as our students are still significantly behind their peers. We will be using funds to pay for pull-out tutoring and in class skill remediation for our lowest 25% in reading (\$11,400). Professional Development training using i Ready K-12 Diagnostic Assessment (For Reading, Math) an integral part and new to Believers Academy this year. The data provided from these assessment are aligned with the Florida State Standards. The results identify skills and exact standards that need remediation, skills that are mastered resulting in focused instructional decision making. Additionally the instruction can be differentiated to all learners not by skills mastered by the level of complexity in which the skill can be learned.

The SAC has also allocated funds to continue to improve the school in the following areas:

Believers Academy wants to Increase access to reading which has a direct effect on increased reading skills is a focus for our students - Myon Reading Library \$4000.00.

Incorporating Data Analysis, Reports and Instructional Strategies into our everyday instruction is another focus. Using data driven decisions with instruction through i-Ready K-12 Diagnostics and Curriculum assessment will help students acquire master and identify skills that need remediation and intensive interventions. \$9800.00

Implementing a Scientifically research based math program that will aid in providing in very targeted math instruction with an emphasis on individualized and differentiated instruction. Student's skills will be monitored and tracking components to improve math performance of all learners.

Professional Development for staff in teaching strategies that have the greatest effect on students learning continues to be critical to increasing students scores. \$3,000.00

Increasing parent involvement through educational training held at the school will continue as a means to building relationships and close academic achievement gaps. Additionally, providing an interface system where parents and the school can communicate in real time regarding discipline, attendance, grades and academic happenings. \$2775.00 (Title I - Family Involvement Funding source \$133.00)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Giscombe, Allyson	Teacher, ESE
Allen, Kelly	Teacher, ESE
Dyer, Lori	Principal

Duties

Describe how the LLT promotes literacy within the school

The literacy team is comprised of the following: a reading specialist, an ELA teacher, ESE specialist and an administrator that promote literacy through literacy nights/contests, professional development, leaders coaching and/or modeling, summer literacy tutoring, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. Remediation and pull-out tutoring for our lowest 25% according the iReady K-12 Diagnostic assessment. Each student that is in the lowest 25% will receive an additional hour intensive and individualized reading instruction in after school tutoring programs.

All students receive 100 minutes of ELA instruction and 100 additional minutes of reading & writing infused into cross-curricular courses such as learning strategies, career development, and transition to adult living. Common Planning time is designated for all teachers to work together to design lessons that are rich in literacy skills across all settings.

Using iReady K-12 Diagnostic Assessment will identify all areas of mastery and weakness and allow teachers to make sound instructional decisions and designs. These assessments are used monthly by the literacy team to measure progress towards to the SIP.

The literacy team annually designs a school wide reading initiative. Admin, teachers and students all compete to meet various independent reading goals. Additionally, the literacy team provides parents with resources and materials to access literacy outside of school.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Believers Academy encourages a positive working relationships between teachers through annual team building exercises during pre-school. Another venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings, Common Planning and Data Meetings. The master schedule has been designed to provide consistent time for teachers to meet by content and cross-curricular content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Believers Academy services all ESE students, which means that our school is operating in the teacher shortage area, but we have always been able to find highly qualified personnel. The Principal develops relationships with various Universities (even out of state), attends job fairs, offers her site and educated

staff to various programs a field experience site for teachers in training, using advertising on Believers Academy's website, community services events gives the school a larger word of mouth pool, additionally using AmeriCorp Volunteers in the school - all avenues have proven to be lucrative for the school.

Additionally, teachers are offered a plethora of professional development opportunities and training throughout the entire year during LTM Days, In-Service Days, and During Common Planning Meetings. All Staff has access to all district offered training and professional development opportunities. Believers Academy monitors and assists all applicants and employees with the hiring processes, licensing and renewals to minimize the stress that is associated with the processes and the ensure our staff is always qualified.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Believers Academy's School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New Teachers - must all complete the ESP Program. ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

We have three new Teachers this year to the district but only 1 first year teacher. She is assigned a Mentor and Buddy. Her Mentor is Michael Kelley - He has completed Clin Ed Training, is HQT, and has received effective annual evaluation scores. Additionally, the other veteran teachers who are new teachers to the district /school who will be assigned mentors that have completed Clin Ed Training, that are HQT, and have received effective annual evaluation scores. This team is able to help new teachers with various strategies that will allow our struggling students to succeed across curricular settings. They have extensive experience with curriculum development and lesson planning. Each new teachers will be assigned a buddy, Anthony Hathaway, who has garnered his educational leadership certificate with FLDOE, he has HQT status and has consistently received effective evaluations. He is strong in the areas discipline and behavior intervention and will assist with making sure the new teacher is sound in these areas. Additionally, the new teachers have a planning period and common planning with a team of teachers. Finally the ESP team meets regularly to ensure all components are completed.

The veteran teachers new to the school, as mentioned above are paired with a mentor and 1 buddy to aid in transition to the new school and all the requirements. Also we have a 3rd year teacher on campus that continues to have a buddy to ensure the process for professional license is completed and she remains confident and secure to continue to make a difference. Finally, due to the unique nature of the school, we offer continuous mentoring even for veteran teachers. ESE Coordinator serves in the mentor capacity regarding all IDEA and special education issues on a weekly basis at Data Meetings.

Believers Academy employs the philosophy that Professional Development is a key ingredient and is offered throughout the school year. Additionally, all trainings and professional development opportunities that are offered to Palm Beach County School District is also available to our staff and incorporated into our life long learning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Believers Academy use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies). All curriculum and instructional materials are aligned with Florida Standards. Teachers develop instructional calendars based on the standards that must be taught. Teachers use planning periods, common planning and LTM days to unpack standards and teacher the depth and breath of the skills to the students. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Standard & skill mastery are tested on a regular basis to drive instructional focus.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Believers Academy identifies baseline skills in reading and math upon entry to determine instructional needs and focus. Due to the unique nature of the school, all students are significantly behind their peers and are taught using researched based curriculum in reading, math and career exploration to ensure the students receive the greatest opportunity to make academic gains. Additionally, continuous assessment results are used to drive instructional decisions.

Believers Academy employs the following strategies listed below:

- Common Planning meetings weekly - to make decisions about literacy instruction in the school.
- Data Meetings are held weekly - where Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS), Behavioral strategies are used at this time too.
- During a 100 minute reading block (E/LA). Our E/LA program is Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs, as well as a rotation that incorporates technology and literacy. Assessments are delivered on a regular basis to assess instructed standards. Admin and teachers are Monitoring progress at the class and grade level during Data Meetings and data is used to drive instructional decisions. Using data to provide instruction aligned with the Language Arts Florida Standards for their grade level differentiated to the academic performance level is infused throughout all courses. Believers Academy incorporating E/LA and writing standards in cross-curricular units in readings strategies/ career development/transition to adult living.
- The lowest 25% will be scheduled for an additional 60 minute reading block in a pull-out focused instructional session.
- Providing resources to support instruction (extensive classroom libraries, leveled books for small group instruction, myon reading library where students self select materials, and technology resources in all academics)
- Monitoring progress at the class and grade level during Data Meetings
- Conducting data chats with students
- Creating units of study based on current data

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Pull-out reading enrichment activities - SRA REACH instructional practices are used to accelerate deficient skills. Independent reading and comprehension skill application through independent reading using Myon reading library and assessments. Focused Instructional Practice using iReady Curriculum. FSA Diagnostic Assessment results are used to identify instructional needs as well.

Strategy Rationale

To increase the amount of instructional time for students who struggle the most learning and increase the amount of time they spend reading.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Giscombe, Allyson, allyson@believersacademyinc.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lexile scores will be monitored every 4 books or two weeks. Time on task will be monitored as well. Mastery Test Results in the SRA Curriculum are used to monitor skill mastery. iReady K-12 Reading Diagnostic assessment is used to evaluate growth and instructional needs, as well as Performance Matters/FSA Diagnostic Assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- Scheduling and taking students on college visits
- Counseling services that help students and their family's walk through the process of entering post-secondary schooling options
- Enrolling students with college aspirations into the academically rigorous courses that will prepare

them for their entrance exams.

- Complete career interest surveys and vocational assessment that help the students align their current abilities and performance levels with the appropriate career avenue.
- Developed with corporate partners that employ the students and offer paid certification opportunities for the students in that specific career field.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Transition IEP's are developed annually to address the transition towards graduation and life after graduation. Students work with Believers Academy Staff and their parents on Choices which is a state run career exploration program. Additionally, students are enrolled in a research-based and validated career program (Project Discovery) Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation or career placement. Students are also provided an opportunity and are encouraged to explore post-secondary education options. Our Life Coach, Job Coaches and Daily Living Skills Teachers collaboratively work with our student to ensure that full time employment and post-secondary goals (stated in the students' IEP's) are able to be obtained. All students are exposed to variety of hands-on training careers to prepare our students entry-level work by developing "marketable skills." Relevant instruction helps students relate schoolwork to success in the workplace. The students are offered the following courses of study:

Auto Detailing
Carpentry
Child Care Assistant
Food Service Assistant
General Office Assistant
Horticulture/Greenhouse/Nursery Worker
Retail Trades
Landscaping & Lawn Care
Construction Trades
Caregiver
Cleaning & Maintenance
Hair & Nail Care
Grocery Clerking
Animal Care
Advertising
Auto Body Repair
Consumer Services
Drafting
Graphic Artists
Dental Care
Biotechnology & Lab Science
Banking & Credit
Accounting and Bookkeeping
Electricity
Law Enforcement
Masonry
Sewing
Health & Nutrition
Printing Processes
Plumbing
Meteorology
Small Engine Repair

Using the skills sets acquired and revealed in these courses, internships and job are developed for the students.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Believers Academy delivers a HANDS-ON curriculum to get students JOB READY and LIFE READY! Our comprehensive system: ASSESSES student strengths, preferences and interests, Teaches specific JOB SKILLS while also addressing academics, and Develop LIFE SKILLS for getting and keeping a job, as well as independent living. The entire program encompass the following:
Career Development: Over 400 careers for students to explore! Real life job skills with actual tasks and tools while reinforcing core academic skills.

Skills Training: Train your students to be Job Ready for most popular entry level jobs in such areas as Child Care, Retail, Care-Giving, and Construction.

Lifelong Learning: Teaches Independent Living Skills in areas like Banking, Buying a Car, and Getting and

Keeping a Job; Teaches Self-Confidence and Social Interactions Skills like Teamwork, Friendship Basics, Bullying, Internet Safety, and Conflict Resolution; Teaches Health and Nutrition Skills like Making Healthy Choices, Food Labels, Weight Control & Physical Activity.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

IEP's are developed annual by the IEP team to review the individuals specific needs an to provide assistant along with a plan of actions to aid that child. Classroom guidance is conducted coupled with individualized meetings with students.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

See Attached file

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

See Attached file

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase the level of instruction and rigor to improve students performance in the FAA
- G2.** Increase the instructional time for the lowest 25% performing students
- G3.** Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the level of instruction and rigor to improve students performance in the FAA 1a

G069760

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	100.0
FAA Mathematics Achievement	100.0
One or More Suspensions	15.0

Resources Available to Support the Goal 2

- Pull-out and remediation tutoring
- Myon reading Library, STAR Assessments, Accelerated Math 2.0, Project Discovery, SRA Direct Instruction
- Hands-on Applications and Community Based Experiences
- Multimedia & Technology resources (Moby Max, Khan Academy, etc....)
- Professional development using research based strategies that increase student learning
- Google Learning tools and educational apps

Targeted Barriers to Achieving the Goal 3

- Attendance
- Poor skill readiness, poor skill retention, poor study and learning habits, difficulties understanding content

Plan to Monitor Progress Toward G1. 8

i--Ready K-12 Diagnostic results, FAA & FSA Results Results

Person Responsible

Lori Dyer

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment results & Evaluations

G2. Increase the instructional time for the lowest 25% performing students 1a

G069761

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	100.0

Resources Available to Support the Goal 2

- Pullout and remediation tutoring with educational consultant
- My Reading Coach Supplemental Program
- SRA Direct Instruction
- STAR Reading Assessments
- Myon Reading Library

Targeted Barriers to Achieving the Goal 3

- Attendance
- Learning Disabilities and Mental Health Obstacles

Plan to Monitor Progress Toward G2. 8

i-ready Reading Results, FAA Results, FSA Diagnostics and Scores

Person Responsible

Lori Dyer

Schedule

Monthly, from 10/5/2015 to 6/2/2016

Evidence of Completion

Score Reports

G3. Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status. **1a**

 G069762

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	10.0
One or More Suspensions	15.0

Resources Available to Support the Goal **2**

- Parent Liaison Parent Contacts
- Parent Education
- Teacher & Job Coach Parent Contacts
- Food - basic needs
- Home visits - take the ideas and education to them
- Health Education
- Anti-bullying Training

Targeted Barriers to Achieving the Goal **3**

- Parents feel threatened and inferior to the schools
- Importance of school in realm of their basic needs and daily obligations

Plan to Monitor Progress Toward G3. **8**

Overall Parental Involvement & Survey Results

Person Responsible

Mark Manners

Schedule

On 6/2/2016

Evidence of Completion

Parental Involvement Survey results

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the level of instruction and rigor to improve students performance in the FAA **1**

 G069760

G1.B1 Attendance **2**

 B181479

G1.B1.S1 Attendance initiatives implemented school-wide **4**

 S193034

Strategy Rationale

increase students ability to master their skills

Action Step 1 **5**

Students will be rewarded by earning a ticket for each week that they are present every day that school is in session.

Person Responsible

Lori Dyer

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Attendance reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

SWPBS team will monitor the data

Person Responsible

Kelly Allen

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

SWPBS meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Attendance Data

Person Responsible

Kelly Allen

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting Minutes

G1.B1.S2 Before & After school assistance programs, and building in a learning strategies class during the school day to assist with all deficits 4

 S193035

Strategy Rationale

Action Step 1 5

Implementing extra instructional Time

Person Responsible

Lori Dyer

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

FSA Results, FAA Results, Course grades and i-Ready K-12 Diagnostics

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B6 Poor skill readiness, poor skill retention, poor study and learning habits, difficulties understanding content **2**

 B181484

G1.B6.S1 Using Professional Development opportunities to better understand and utilize all the research based proven strategies by Robert Marzano to better the instruction strategies and differentiate learning for the students. **4**

 S193039

Strategy Rationale

To increase instructional techniques that improve academic performance

Action Step 1 **5**

Teachers will study elements from Marzano's book "The Art and Science of Teaching text and workbook and develop a training that Pre-tests knowledge, teaches the concepts, models the techniques across all curricular content, create a component where participants implement the strategies over the next month and complete a post - test.

Person Responsible

Rebecca Pelletier

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

LTM Sign-in Sheets and Agenda Topics

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

PD Training with Agenda , Handouts, Presentation

Person Responsible

Rebecca Pelletier

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Meeting with Principal after the LTM Training, conference notes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Lesson Plans & Walk through evaluations

Person Responsible

Lori Dyer


Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015


Evidence of Completion

Evaluations


G2. Increase the instructional time for the lowest 25% performing students 1

 G069761

G2.B1 Attendance 2

 B181485

G2.B1.S2 Pullout instruction with educational consultants daily to double up on the amount focused instruction during the days they are in attendance 4

 S193041

Strategy Rationale

Increase the achievement of the lowest 25% in ELA and Math

Action Step 1 5

AmeriCorp members will provide supplemental instruction to the lowest 25% daily

Person Responsible

Allyson Giscombe

Schedule

Weekly, from 9/1/2014 to 7/9/2015

Evidence of Completion

Attendance Schedule, Myon reading statistics, SRI Mastery Test results, STAR Reading Results

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Reading Specialist will meet with the AmeriCorps member weekly to disaggregate data and develop lesson plans for the next week.

Person Responsible

Allyson Giscombe

Schedule

On 6/4/2015

Evidence of Completion

Checked lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Mastery Tests, STAR Reading Assessments, Myon Reading Stats, i-Ready Assessment results

Person Responsible

Allyson Giscombe

Schedule

Biweekly, from 8/31/2015 to 6/2/2016

Evidence of Completion

Score Reports

G2.B2 Learning Disabilities and Mental Health Obstacles 2

B181486

G2.B2.S1 Increase instructional time throughout the day that allows for deliberate focus on instructional deficits or skill acceleration. 4

S193043

Strategy Rationale

SWD students often times need extra instructional time to master content, this is a measure to ensure their needs are being met.

Action Step 1 5

Increasing focused instructional time during the school day

Person Responsible

Lori Dyer

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Assessment Results

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Data will drive individual instructional needs and focused instruction on skill deficits or skill acceleration will be designed.

Person Responsible

Lori Dyer

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Assessment results, course work completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student Grades, Assessment Results will be monitored

Person Responsible

Lori Dyer


Schedule

Semiannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

FSA Results, FAA results, i-Ready Diagnostics and curriculum skill mastery sheets


G3. Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status. 1

 G069762

G3.B2 Parents feel threatened and inferior to the schools 2

 B181489

G3.B2.S1 Parent Education Opportunities 4

 S193044

Strategy Rationale

Action Step 1 5

Parent Trainings

Person Responsible

Mark Manners

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Sign-in Logs, Parent contact logs, home visit logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Parent Surveys and Gold Report data will be analyzed

Person Responsible

Mark Manners

Schedule

Semiannually, from 9/1/2015 to 6/2/2016

Evidence of Completion

Gold Reports, EDW, Survey Results, Parent Involvement log

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Parents will develop a working knowledge of academics and ways to help their child - adding value to education. Parents will develop a cooperative working relationship with the school and become aware of all the program opportunities that are available to help them.

Person Responsible

Schedule

Quarterly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Parent Involvement logs and attendance records

G3.B3 Importance of school in realm of their basic needs and daily obligations **2**

 B181490

G3.B3.S1 Educate the parents on the programs that are available to assist them, how to help their child reach graduation status. Also Offering child care and food during trainings. **4**

 S193045

Strategy Rationale

Action Step 1 **5**

Providing parents with resources that will help them with satisfying their family's needs

Person Responsible

Kelly Allen

Schedule

Semiannually, from 9/1/2015 to 6/2/2016

Evidence of Completion

Order supplies for parent training, PraxiSchool (Online subscription) to enhance Parent Communication for those instances when they can't come to the school

Action Step 2 **5**

Providing parents with resources that will help them with satisfying their family's needs

Person Responsible

Kelly Allen

Schedule

Semiannually, from 8/31/2015 to 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Parent surveys will be administered and parent participating will be tracked

Person Responsible

Mark Manners

Schedule

Semiannually, from 9/1/2015 to 6/2/2016

Evidence of Completion

Parent Involvement logs, Students Vocational Tracking logs, Survey Results

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Parent Participation Rates and Students dismissal from employment logs

Person Responsible

Mark Manners

Schedule

On 6/2/2016

Evidence of Completion

Parent Involvement logs and employment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students will be rewarded by earning a ticket for each week that they are present every day that school is in session.	Dyer, Lori	8/17/2015	Attendance reports	6/2/2016 monthly
G1.B1.S2.A1	Implementing extra instructional Time	Dyer, Lori	8/17/2015	FSA Results, FAA Results, Course grades and i-Ready K-12 Diagnostics	6/2/2016 daily
G1.B6.S1.A1	Teachers will study elements from Marzano's book "The Art and Science of Teaching text and workbook and develop a training that Pre-tests knowledge, teaches the concepts, models the techniques across all curricular content, create a component where participants implement the strategies over the next month and complete a post - test.	Pelletier, Rebecca	8/17/2015	LTM Sign-in Sheets and Agenda Topics	6/3/2016 monthly

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Believers Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A1	AmeriCorp members will provide supplemental instruction to the lowest 25% daily	Giscombe, Allyson	9/1/2014	Attendance Schedule, Myon reading statistics, SRI Mastery Test results, STAR Reading Results	7/9/2015 weekly
G2.B2.S1.A1	Increasing focused instructional time during the school day	Dyer, Lori	8/17/2015	Assessment Results	6/2/2016 daily
G3.B2.S1.A1	Parent Trainings	Manners, Mark	8/17/2015	Sign-in Logs, Parent contact logs, home visit logs	6/2/2016 quarterly
G3.B3.S1.A1	Providing parents with resources that will help them with satisfying their family's needs	Allen, Kelly	9/1/2015	Order supplies for parent training, PraxiSchool (Online subscription) to enhance Parent Communication for those instances when they can't come to the school	6/2/2016 semiannually
G3.B3.S1.A2	Providing parents with resources that will help them with satisfying their family's needs	Allen, Kelly	8/31/2015		6/2/2016 semiannually
G1.MA1	i--Ready K-12 Diagnostic results, FAA & FSA Results Results	Dyer, Lori	8/18/2014	Assessment results & Evaluations	6/4/2015 quarterly
G1.B1.S1.MA1	Attendance Data	Allen, Kelly	8/18/2014	Meeting Minutes	6/4/2015 quarterly
G1.B1.S1.MA1	SWPBS team will monitor the data	Allen, Kelly	8/18/2014	SWPBS meeting notes	6/4/2015 monthly
G1.B6.S1.MA1	Lesson Plans & Walk through evaluations	Dyer, Lori	8/18/2014	Evaluations	6/4/2015 every-2-months
G1.B6.S1.MA1	PD Training with Agenda , Handouts, Presentation	Pelletier, Rebecca	8/25/2014	Meeting with Principal after the LTM Training, conference notes	6/4/2015 quarterly
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S2.MA1	[no content entered]			once	
G2.MA1	i-ready Reading Results, FAA Results, FSA Diagnostics and Scores	Dyer, Lori	10/5/2015	Score Reports	6/2/2016 monthly
G2.B2.S1.MA1	Student Grades, Assessment Results will be monitored	Dyer, Lori	8/17/2015	FSA Results, FAA results, i-Ready Diagnostics and curriculum skill mastery sheets	6/2/2016 semiannually
G2.B2.S1.MA1	Data will drive individual instructional needs and focused instruction on skill deficits or skill acceleration will be designed.	Dyer, Lori	8/17/2015	Assessment results, course work completion	6/2/2016 monthly
G2.B1.S2.MA1	Mastery Tests, STAR Reading Assessments, Myon Reading Stats, i-Ready Assessment results	Giscombe, Allyson	8/31/2015	Score Reports	6/2/2016 biweekly
G2.B1.S2.MA1	Reading Specialist will meet with he AmeriCorps memeber weekly to disaggregate data and develop lesson plans for the next week.	Giscombe, Allyson	9/1/2014	Checked lesson plans	6/4/2015 one-time
G3.MA1	Overall Parental Involvement & Survey Results	Manners, Mark	9/1/2015	Parental Involvement Survey results	6/2/2016 one-time
G3.B2.S1.MA1	Parents will develop a working knowledge of academics and ways to help their child - adding value to education. Parents will develop a cooperative working relationship with the school and become aware of al the program opportunities that are available to help them.		9/1/2015	Parent Involvement logs and attendance records	6/2/2016 quarterly
G3.B2.S1.MA1	Parent Surveys and Gold Report data will be analyzed	Manners, Mark	9/1/2015	Gold Reports, EDW, Survey Results, Parent Involvement log	6/2/2016 semiannually
G3.B3.S1.MA1	Parent Participation Rates and Students dismissal from employment logs	Manners, Mark	9/1/2015	Parent Involvement logs and employment data	6/2/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1	Parent surveys will be administered and parent participating will be tracked	Manners, Mark	9/1/2015	Parent Involvement logs, Students Vocational Tracking logs, Survey Results	6/2/2016 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the level of instruction and rigor to improve students performance in the FAA

G1.B6 Poor skill readiness, poor skill retention, poor study and learning habits, difficulties understanding content

G1.B6.S1 Using Professional Development opportunities to better understand and utilize all the research based proven strategies by Robert Marzano to better the instruction strategies and differentiate learning for the students.

PD Opportunity 1

Teachers will study elements from Marzano's book "The Art and Science of Teaching text and workbook and develop a training that Pre-tests knowledge, teaches the concepts, models the techniques across all curricular content, create a component where participants implement the strategies over the next month and complete a post - test.

Facilitator

Teachers & Principal

Participants

Teachers

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Students will be rewarded by earning a ticket for each week that they are present every day that school is in session.				\$0.00
2	G1.B1.S2.A1	Implementing extra instructional Time				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3400 - Believers Academy	General Fund		\$40,000.00
3	G1.B6.S1.A1	Teachers will study elements from Marzano's book "The Art and Science of Teaching text and workbook and develop a training that Pre-tests knowledge, teaches the concepts, models the techniques across all curricular content, create a component where participants implement the strategies over the next month and complete a post - test.				\$681.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3400 - Believers Academy	Title I Part A		\$681.00
			<i>Notes: Marzano Resource Library - Instructional Professional Development (iObservation online Subscription \$1500)</i>			
4	G2.B1.S2.A1	AmeriCorp members will provide supplemental instruction to the lowest 25% daily				\$6,126.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3400 - Believers Academy	Title I Part A		\$6,126.00
			<i>Notes: AmeriCorps Consultant (2 Members @ 4,800 each = \$9600)</i>			
5	G2.B2.S1.A1	Increasing focused instructional time during the school day				\$0.00
6	G3.B2.S1.A1	Parent Trainings				\$0.00
7	G3.B3.S1.A1	Providing parents with resources that will help them with satisfying their family's needs				\$137.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3400 - Believers Academy	Title I Part A		\$100.00
			<i>Notes: PraxiSchool to enhance Parent Communication for those instances when they can't come to the school. Online subscription \$175.00/month.</i>			
			3400 - Believers Academy	Title I Part A		\$37.50
			<i>Notes: Supplies for Events - food, materials, paper, pens, etc..</i>			
8	G3.B3.S1.A2	Providing parents with resources that will help them with satisfying their family's needs				\$0.00

Budget Data	
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Total:	\$46,944.50
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