

Columbia County School District

Belmont Academy



2015-16 School Improvement Plan

Belmont Academy

1476 SW WALTER AVE, Lake City, FL 32024

www.belmontacademy.com

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	10%

School Grades History

Year	2014-15	2013-14
Grade	A*	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Columbia County School Board on 11/10/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Create an accelerated learning environment through visionary leadership, qualified and capable teachers, and dedicated, involved parents.

Provide the school's vision statement

Excellence for all students, through visionary leadership, empowered teachers, and involved parents.

School Environment

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

Students are free to discuss cultures from which they came, and teachers encourage this type of discussion; however, we stress the fact that we are all the same, regardless of background from which they came. There is a process that facilitates this, including short speeches and teacher-led discussions that builds relationships between teachers and students.

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

Belmont Academy provides students with a safe environment by ensuring adequate supervision at all times. School wide behavioral expectations are taught, modeled, and reinforced throughout the school year.

There are thorough plans for responses to emergency situations that may occur including fire, weather, weapon on campus, dangerous person on campus, bomb threat, etc. Drills are conducted multiple times during the school year.

Students feel safe at school upon arrival and at dismissal because they are greeted by an Arrival and Dismissal Team that consists of adult volunteers and student safety patrol officers. This team opens car doors for all students and escorts Pre-K children to their classroom.

Our school is located a great distance from a secondary road. The front door to the school is locked during school hours; visitors that have checked in with our Raptor System must be "buzzed through", so the door is opened.

The school has extra personnel on campus that volunteer throughout the school day to supervise children as they walk throughout the building, eat lunch in the pavilion area, and in the classrooms.

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

The school's charter includes a behavior contract that parents sign when they enroll their children at Belmont Academy. This behavior contract states that if a child's behavior significantly interferes with the learning of other students three times, the child will not be allowed to continue attending Belmont. Teachers manage classroom behavior by using effective classroom management strategies, such as "Moving Clips" and withholding privileges, such as Recess and other favored activities. For behavioral issues beyond what is manageable in the classroom, the teacher sends the student to the front office to speak to the principal.

Teachers receive professional development on student engagement strategies and classroom management strategies. They are receive support when communicating with families regarding student behavior.

The secondary teachers have implemented a "Guideline Infraction" behavior system, in which students are given guideline infractions and develop an action plan with teacher for disruptive behaviors.

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

At quarterly data meetings, teachers and administrators discuss all students' behavioral and social-emotional needs. Teachers provide valuable information that can help the entire team design action plans to support each student. The goal of each data meeting is to walk away from the table with identifiable needs and an action plan for any struggling student.

Belmont Academy weaves character education into our daily curriculum. Each week, a school-wide character trait is targeted. Teachers receive ideas to implement in their classrooms and document activities in lesson plans. The school's principal focuses on these traits with reinforcing messages to all students using the intercom system. The character traits are posted on our school calendar.

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

- Attendance below 90 percent
- Course failure in any subject
- One or more suspensions, whether in school or out of school
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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
	K	2	3	4	5	6	7	8	9	10	
Attendance below 90 percent	1	1	2	0	1	4	4	4	1	1	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	6	3	3	0	1	2	16

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

Indicator	Grade Level		Total
	7		
Students exhibiting two or more indicators	1		1

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

Small group assistance, individualized tutoring, school to home communication, behavior contract

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?

No

PIP Link

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

Description

Parents are provided opportunities to access tools (i.e., Renaissance Learning, school planners, and parent conferences) to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child. Parents are given the opportunity to participate in student advisement. Parents and students are provided clear academic course expectations that emphasize rigorous and relevant coursework to assist in career choices.

Intervention needs are coordinated and focused on providing effective support to students and their families within their regular education and community environment. Parent access to students' Renaissance Learning's performance and content housed within the ConnectEd platform allow parents access to their children's progress. Teachers schedule parent meetings to provide information about student performance at times that are more convenient for the parents (i.e., in the evening or on weekends), and the school schedules Open House and Parent Workshops in the evenings and on weekends as well to encourage participation.

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

The administration actively seeks communication with local business leaders in an effort to establish business partnerships. The principal meets regularly with the school's governing board to share the goals and progress of the school and to seek input and support. The governing board continues to seek support from the community.

Belmont Academy secured several sponsors and built partnerships with the local community prior to opening the charter school's doors August 2013. The school serves students of families that have a diverse set of skills and abilities; these families have donated their time and money to assist our school with purchasing big budget items and completing projects, such as building walkway corridors and laying sod. Our Belmont Academy families have great ownership and pride in our school, as they built the school and fully support our efforts.

The school displays art and written work at a local Little Caesar's Pizza and receives Belmont Writes Awards from the restaurant for students to redeem. The school also receives fundraising support from Moe's Southwest Grill and Texas Roadhouse.

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
Cady, Michael	Principal
Ward, Dominique	Assistant Principal
Barker, Ron	Assistant Principal
Unrau, Lawton	Other

Duties

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

School Administration provides a common vision understanding data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessments of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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

Members of the MTSS leadership team at Belmont Academy are directly involved in the development of the School Improvement Plan. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; set clear expectations for instruction (Rigor, Relevance, and Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The MTSS Leadership Team at Belmont Academy provides support in the following ways: (1) provides strong administrative support to ensure commitment and resources (2) facilitates strong teacher support to share in the common goal of improving student performance and/or behavior and (3) leads in building staff support, internal capacity, and sustainability over time.

The MTSS/RTI Leadership team will meet quarterly and use the problem-solving approach to:

- 1) Oversee the MTSS model of service delivery.
- 2) Based on student data, the team will recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through: Intervention during the school day in small groups; determine school-wide professional development needs of faculty and staff, and arrange trainings aligned with SIP goals; organize and support systematic data collection; and strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management of resources, and providing professional development in research-based instruction.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Cady	Principal
Goshen Holmes	Parent
Ron Barker	Principal
Dominique Ward	Principal
Jared Cady	Business/Community
Sergio Herndandez	Parent
Darrell Turner	Parent
Susan Beamsley	Education Support Employee
Jim Zuber	Business/Community
Laurie Tyler	Teacher
Erin Adams	Teacher

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

The School Leadership team and Literacy Leadership team reviewed the 2014-2015 School Improvement Plan before editing to create the 2015-2016 plan.

Development of this school improvement plan

The School Advisory Council Team met on September 15, 2015 to review and approve the School Improvement Plan to be submitted to the Columbia County School District on September 18, 2015. This plan is a working document and will be modified as FSA data is released from the state. The SAC members collaborated in the development of the School Improvement Plan. Grade level teachers assisted in creating goals. The School Leadership Team and Literacy Leadership Team will review student data when its available and modify goals if necessary.

Preparation of the school's annual budget and plan

N/A, as Belmont Academy Charter School's Governing Board prepares and manages our annual budget and plan.

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

Any available school improvement funds will be used to purchase trade books for school library and math manipulatives for K-11 classrooms.

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
Brown, Becky	Instructional Coach
Peace, Leanne	Teacher, K-12
Cully, Christina	Teacher, K-12
Hopkins, Annie	Teacher, K-12
Infantino, Kelly	Teacher, K-12
Tillotson, Apryll	Teacher, K-12
Pierce, Stephanie	Teacher, K-12
Hutchinson, Seana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT functions under the direction of the principal and assistant principals. The LLT meets quarterly to discuss concerns, curriculum, student data, appropriate interventions and intervention schedules. Members of this team are charged with the dissemination of information back to their own team members. The LLT is also responsible for setting targets, establishing goals, identifying resources and barriers, and choosing strategies to reach targets for the Reading Section of the SIP.

Planning effective Literacy Professional Development relating to effective reading and writing strategies.

Increasing students' reading levels to proficiency by addressing phonemic awareness and vocabulary skills when reading grade-level texts.

Increasing students' reading levels to proficiency by addressing fluency and comprehension across curricular areas.

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

Belmont Academy teachers will meet with a professional learning community twice/month. The professional learning communities for the 2015-2016 school year are Student Engagement and Standards-Based Teaching.

School-wide council members (i.e., literacy, math, writing, science, and social studies) meet quarterly to make school-based decisions relating to benchmark guidelines, incentive award parties, competitions (i.e., science fair, Belmont Writes, spelling bee, and math bee). Following all meetings, the information is shared with colleagues.

Elementary teachers work collaboratively with their grade-level teams weekly to plan and review classroom data to assess for standard progression.

Secondary teachers plan with their department team quarterly to assess for standard progression. (vertical alignment)

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

Mr. Michael Cady, Principal, attended a Valdosta State University Job Fair Spring 2013 to recruit college graduates.

Belmont Academy's web-site has maintained an active link for interested applicants to apply and submit

resume. These applications are continually reviewed and saved for future vacancies. The principal selects a group of highly qualified teachers to interview.

Belmont Academy also welcomes interns and pre-interns from St. Leo University.

Teacher retention will occur by providing sufficient teacher professional development during teacher planning times and classroom support during the instructional day.

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

All returning staff members are encouraged to support and meet the needs of teachers who are joining our staff.

Belmont Academy utilizes Edivate, which is a professional development software program. Beginning teachers will work through Edivate's Teacher Induction program.

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

The core curriculum is selected by the school administration with guidance from highly qualified teachers and purchased from Florida Book Depository. It has been adopted by Florida as being aligned with Florida's standards. In addition, classroom instruction and lesson plans are monitored by school-based administration.

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

Teachers and administrators meet quarterly to closely examine classroom and district data. Depending on student needs, intervention plans are designed for students. Resources and personnel support are allocated based on school's targeted areas and students demonstrating a need for extra support.

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: Extended School Day

Minutes added to school year: 30

Belmont Academy's school day is extended 30 minutes beyond our Sponsor's schools for all students. Students read independently and have opportunities to take comprehension quizzes during this time. A

Strategy Rationale

This extended day provides additional time for Reading and Math intervention for students that receive Core Support and RTI Tier 2 level of support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ward, Dominique, dominique.ward@belmontacademy.com

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

The students that receive Core Support Intervention, Tier 2, and Tier 3 support during this extended day time period will be assessed three times/year using STAR Reading to monitor effectiveness of the intervention.

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

Families of future Kindergarten students apply for the upcoming school year during the Enrollment Period of their Pre-K school year. In the fall, when school begins, new kindergarten students and their parents have an opportunity to conference with their child's classroom teacher prior to the first day of school.

During the first thirty days of school, teachers administer the FLKRS; this screening is used to provide parents with useful information about a child's readiness for Kindergarten. It is also used to calculate a readiness rate for public and private school providers of the VPK Education Program.

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

Belmont Academy offers the following:

- College and Career Resource Room that helps coordinate all college and career activities
- College bulletin board that displays pertinent college information
- FGC Dual Enrollment courses taught by our own faculty members

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

N/A at this time.

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

N/A at this time.

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

All Belmont Academy students are carefully monitored to ensure that all students have an opportunity to be college ready upon graduation. School administrators work with students on their post-graduation plan so that each student who graduates has a plan before leaving Belmont Academy.

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.

N/A

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.

N/A

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.** By using rigorous standards-based teaching, at least 85% of Belmont Academy students in grades 3-11 will demonstrate proficiency, according to FSA English Language Arts state assessment data.
- G2.** Belmont Academy will provide differentiated instruction in Math to increase the students scoring at level 3 or higher to 85% as measured by FSA Mathematics and Algebra End of Course Exams.
- G3.** Belmont Academy will continue school-wide emphasis on writing across content areas to increase writing proficiency rate to 65%.

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. By using rigorous standards-based teaching, at least 85% of Belmont Academy students in grades 3-11 will demonstrate proficiency, according to FSA English Language Arts state assessment data. 1a

G074830

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	85.0

Resources Available to Support the Goal 2

- Reading Eggs
- Mcgraw Hill's Wonders Intervention curriculum is used for students requiring Reading intervention.
- Saxon Phonics
- Reading Eggs/Reading Eggspress
- Study Island

Targeted Barriers to Achieving the Goal 3

- Student engagement

Plan to Monitor Progress Toward G1. 8

STAR Reading

Person Responsible

Dominique Ward

Schedule

Triannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Students will increase at least 3 scaled score points weekly (12 points monthly).

G2. Belmont Academy will provide differentiated instruction in Math to increase the students scoring at level 3 or higher to 85% as measured by FSA Mathematics and Algebra End of Course Exams. 1a

G074831

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	85.0
Algebra I EOC Pass Rate	85.0

Resources Available to Support the Goal 2

- Core Math Curriculum
- Renaissance Learning's Accelerated Math
- Renaissance Learning's Math Facts in a Flash

Targeted Barriers to Achieving the Goal 3

- Limited computers

Plan to Monitor Progress Toward G2. 8

STAR Math

Person Responsible

Dominique Ward

Schedule

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

Evidence of Completion

Increase of 2 scaled score points/weekly

G3. Belmont Academy will continue school-wide emphasis on writing across content areas to Increase writing proficiency rate to 65%. 1a

G074832

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	68.0

Resources Available to Support the Goal 2

- Core English Language Arts Curriculum
- Saturday Writing Camps
- Highly Qualified Teachers

Targeted Barriers to Achieving the Goal 3

- The amount of writing practice needed/desired to improve writing scores on a consistent basis.

Plan to Monitor Progress Toward G3. 8

Belmont Writes

Person Responsible

Dominique Ward

Schedule

Triannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Writing assessments, lesson plans, classroom walkthroughs

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. By using rigorous standards-based teaching, at least 85% of Belmont Academy students in grades 3-11 will demonstrate proficiency, according to FSA English Language Arts state assessment data. **1**

 G074830

G1.B1 Student engagement **2**

 B195404

G1.B1.S1 Teachers will use high impact strategies in the classrooms to include questioning and text-based discussions. **4**

 S207084

Strategy Rationale

Text-based discussions and questioning are strategies to improve student engagement while reading.

Action Step 1 **5**

Teachers will implement at least one student engagement strategy per subject area/class.

Person Responsible

Dominique Ward

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plan documentation and Observation 360 data

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

Classroom Walkthroughs

Person Responsible

Dominique Ward

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Observation 360 performance ratings

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

Classroom Walkthroughs

Person Responsible

Dominique Ward

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Observation 360 performance ratings

G2. Belmont Academy will provide differentiated instruction in Math to increase the students scoring at level 3 or higher to 85% as measured by FSA Mathematics and Algebra End of Course Exams. 1

 G074831

G2.B1 Limited computers 2

 B195405

G2.B1.S1 Use chromebooks in the classrooms 4

 S207085

Strategy Rationale

Students need additional online time to practice skill areas.

Action Step 1 5

Elementary Chromebooks will be checked out on a weekly rotation to grades 3-6 classrooms.

Person Responsible

Ron Barker

Schedule

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

Evidence of Completion

Accelerated Math, Study Island Math progress reports

Action Step 2 5

Secondary Math classes will utilize secondary tech lab weekly with the course instructor.

Person Responsible

Ron Barker

Schedule

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

Evidence of Completion

Accelerated Math, Study Island Math progress reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom Observations

Person Responsible

Ron Barker

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Observation check sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

STAR Math

Person Responsible

Dominique Ward

Schedule

Triannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

STAR math scores

G3. Belmont Academy will continue school-wide emphasis on writing across content areas to Increase writing proficiency rate to 65%. 1

G074832

G3.B1 The amount of writing practice needed/desired to improve writing scores on a consistent basis. 2

B195406

G3.B1.S1 Provide training on implementing writing in all classes- DBQ in Social Studies classes at the secondary level. 4

S207086

Strategy Rationale

Writing across the curricular areas increases writing opportunities for students.

Action Step 1 5

Lessons on specific writing traits will be implemented, based on rubrics used in grading Belmont Writing artifacts.

Person Responsible

Ron Barker

Schedule

Monthly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Language Arts Teachers will document on their lesson plans that they are teaching writing skills.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom Writing Activities

Person Responsible

Dominique Ward

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Belmont Writes

Person Responsible

Dominique Ward

Schedule

Triannually, from 8/10/2015 to 5/27/2016

Evidence of Completion

Increase of Belmont Writes Rubric-Scored Points

G3.B1.S2 Explicit process writing and responding to text instruction will be given to all students using small group instruction. 4

 S207087

Strategy Rationale

Students need access to direct instruction for specific writing traits and text-based writing skills.

Action Step 1 5

Saturday Writing Camps

Person Responsible

Dominique Ward

Schedule

Weekly, from 1/9/2016 to 3/19/2016

Evidence of Completion

Writing pieces

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Belmont Writes

Person Responsible

Dominique Ward

Schedule

Quarterly, from 9/1/2014 to 3/13/2015

Evidence of Completion

Increase in Proficiency Points on Belmont Writes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Classroom Walkthrough

Person Responsible

Dominique Ward

Schedule

Monthly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Observation 360 performance ratings

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	Teachers will implement at least one student engagement strategy per subject area/class.	Ward, Dominique	8/10/2015	Lesson plan documentation and Observation 360 data	5/27/2016 daily
G2.B1.S1.A1	Elementary Chromebooks will be checked out on a weekly rotation to grades 3-6 classrooms.	Barker, Ron	8/17/2015	Accelerated Math, Study Island Math progress reports	6/3/2016 weekly
G3.B1.S1.A1	Lessons on specific writing traits will be implemented, based on rubrics used in grading Belmont Writing artifacts.	Barker, Ron	8/10/2015	Language Arts Teachers will document on their lesson plans that they are teaching writing skills.	6/3/2016 monthly
G3.B1.S2.A1	Saturday Writing Camps	Ward, Dominique	1/9/2016	Writing pieces	3/19/2016 weekly
G2.B1.S1.A2	Secondary Math classes will utilize secondary tech lab weekly with the course instructor.	Barker, Ron	8/17/2015	Accelerated Math, Study Island Math progress reports	6/3/2016 weekly
G1.MA1	STAR Reading	Ward, Dominique	8/10/2015	Students will increase at least 3 scaled score points weekly (12 points monthly).	5/27/2016 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom Walkthroughs	Ward, Dominique	8/10/2015	Observation 360 performance ratings	5/27/2016 monthly
G1.B1.S1.MA1	Classroom Walkthroughs	Ward, Dominique	9/21/2015	Observation 360 performance ratings	5/27/2016 monthly
G2.MA1	STAR Math	Ward, Dominique	8/17/2015	Increase of 2 scaled score points/ weekly	6/3/2016 triannually
G2.B1.S1.MA1	STAR Math	Ward, Dominique	8/17/2015	STAR math scores	5/27/2016 triannually
G2.B1.S1.MA1	Classroom Observations	Barker, Ron	8/17/2015	Observation check sheets	5/27/2016 weekly
G3.MA1	Belmont Writes	Ward, Dominique	8/10/2015	Writing assessments, lesson plans, classroom walkthroughs	5/27/2016 triannually
G3.B1.S1.MA1	Belmont Writes	Ward, Dominique	8/10/2015	Increase of Belmont Writes Rubric-Scored Points	5/27/2016 triannually
G3.B1.S1.MA1	Classroom Writing Activities	Ward, Dominique	8/10/2015	Lesson plans	5/27/2016 weekly
G3.B1.S2.MA1	Classroom Walkthrough	Ward, Dominique	8/4/2014	Observation 360 performance ratings	5/29/2015 monthly
G3.B1.S2.MA1	Belmont Writes	Ward, Dominique	9/1/2014	Increase in Proficiency Points on Belmont Writes	3/13/2015 quarterly

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. By using rigorous standards-based teaching, at least 85% of Belmont Academy students in grades 3-11 will demonstrate proficiency, according to FSA English Language Arts state assessment data.

G1.B1 Student engagement

G1.B1.S1 Teachers will use high impact strategies in the classrooms to include questioning and text-based discussions.

PD Opportunity 1

Teachers will implement at least one student engagement strategy per subject area/class.

Facilitator

Dominique Ward

Participants

All Language Arts teachers

Schedule

Daily, from 8/10/2015 to 5/27/2016

G3. Belmont Academy will continue school-wide emphasis on writing across content areas to increase writing proficiency rate to 65%.

G3.B1 The amount of writing practice needed/desired to improve writing scores on a consistent basis.

G3.B1.S1 Provide training on implementing writing in all classes- DBQ in Social Studies classes at the secondary level.

PD Opportunity 1

Lessons on specific writing traits will be implemented, based on rubrics used in grading Belmont Writing artifacts.

Facilitator

Dominique Thomson

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2015 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	Teachers will implement at least one student engagement strategy per subject area/class.				\$0.00
2	G2.B1.S1.A1	Elementary Chromebooks will be checked out on a weekly rotation to grades 3-6 classrooms.				\$0.00
3	G2.B1.S1.A2	Secondary Math classes will utilize secondary tech lab weekly with the course instructor.				\$0.00
4	G3.B1.S1.A1	Lessons on specific writing traits will be implemented, based on rubrics used in grading Belmont Writing artifacts.				\$0.00
5	G3.B1.S2.A1	Saturday Writing Camps				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$4,000.00
					Total:	\$4,000.00