

The School District of Palm Beach County

Belle Glade Excel Charter School



2016-17 Schoolwide Improvement Plan

Belle Glade Excel Charter School

555 SW 16TH ST, Belle Glade, FL 33430

www.ecs.lsfnet.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/2/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	25
Appendix 3: Budget to Support Goals	25

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Belle Glade Excel Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Belle Glade Excel Charter School's mission is to provide an exemplary personalized learning program in a supportive, resource-rich learning environment. We are dedicated to excellence and committed to nurturing passionate lifelong learners.

b. Provide the school's vision statement.

Belle Glade Excel Charter School's vision is committing to empower, nurture, trust, and yielding higher student achievement (academically and socially).

2. School Environment

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

The staff at Belle Glade Excel Charter take an active role in the community around them. Parents are encouraged to come to the school and observe their child's classroom. Teachers develop strong parent communication early on in the school year. During the 2016-2017 school year, Belle Glade Excel Charter will hold parent nights throughout the year where parents can come into the school to see where their child is learning everyday and students can show their parents the progress they have made.

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

The teachers and staff at Belle Glade Charter School respect every student. The school maintains a clean environment where students can focus on learning. Classrooms are lightened by vibrant colors to spark imagination in learning. Students have access to a library equipped with new furniture and books. Murals are painted on the library walls depicting those in history who have impacted the world. The school is equipped with cameras in the hall for the students' and staff safety. The front office is locked and can only be opened by staff in the office. Procedures are put into place for events such as a Fire, Lockdown, Tornado and drills (bus evacuation and bomb threats) are conducted as required by district.

c. 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.

Belle Glade Excel has implemented PBS (Positive Behavior Support) school-wide for the 2016-2017 school year. Teachers attended PBS training prior to the start of school. PBS posters were created and posted throughout the school and in each teacher's classroom. The three pillars utilized for students success include: Respect, Responsibility, Safety. Students were taught expectations for all activities (Classroom, Bus, Cafeteria and Library) during the first few weeks of school. To ensure the system is fairly and consistently enforced, discipline matters are closely monitored for students and teacher success. Students and teachers who are not successful will be re-taught. In addition to PBS, Belle Glade Excel will implement a school-wide recognition system that is aligned to the school-wide positive behavior support system. Students exhibiting respect, responsibility and/or safety will receive

paper-created money. Each time a student receives this money, their name and the reason they earned it is written. This reinforces the PBS expectations. Students are then able to save money for future use in the Belle Glade School Store. The Belle Glade School store is accessible to all students and items found in it will vary by month and will be purchased based on suggestions/ideas from parents, staff and students.

d. 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.

The School Based Team (SBT) meets at least monthly to discuss students needs both academically or behaviorally (to include social-emotional). During these meetings, individual students are identified and discussed. During these meetings data (classroom observations, grades, assessments, parent input and teach input) is discussed. For some students it might be determined that they would benefit from an intervention plan in order to fill a gap in the child's' learning necessary for academic success or age appropriate behaviors. Some students may not necessary need an intervention plan but they do need close monitoring. No matter what category the child falls in, progress monitoring data is taken and tracked by the SBT. Throughout this process, Belle Glade Excel will continuously discuss progress with parents. Involving the parents allows for consistent support both at home and at school. Students needing help beyond what Belle Glade Excel can offer will be referred to appropriate outside agencies.

3. Early Warning Systems

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

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

Attendance is taken daily and logged into the Student Information System. Reports will be printed weekly to review for attendance. Parents are notified when students are not present and meetings with the parents or guardians are held for truant students.

Suspensions are monitored by progressive discipline process. Students must follow a series of steps prior to being suspended. Students must have documented in class interventions, school based intervention by administration and parent conferences. Students identified with frequent out of class interventions will be recommended for RtI.

Upon enrollment at Belle Glade Excel Charter, Administration accesses a students' records. A review of each students records will identify students who have been retained, who have a course failure in English Language Arts or Mathematics and who score a Level 1 on the statewide standardized assessments will be referred to the SBT for follow-up. Also upon enrollment, students identified in special programs (gifted, ESOL, ESE, MTSS) will be referred to the appropriate staff for follow-up.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	0	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	15	18	16	13	9	4	0	0	0	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	14	10	10	0	0	0	0	0	0	0	34

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	12	9	4	0	0	0	0	0	0	0	26

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

Students who have been identified as scoring a Level 1 on the statewide standardized assessment in English Language Arts or Mathematics, have been retained, or who have a course failure in English Language Arts or Mathematics receive small group intensive reading and math instruction in the classroom. These students have also been referred to the SBT for review. Students consistently performing low are put into the MTSS process per the Palm Beach School District. They are given additional intervention time outside of the classroom in small groups as identified by their intervention plan. Also, students scoring a Level 1 in English Language Arts participate in weekly pull-out instruction with a certified reading teacher.

Students who are absent in class will receive a phone call home. Teachers will log that information each time a child is absent. After 5 days of absences, the school will contact the parent by phone to discuss the importance of attendance and the negative affects on a child's progress. Once a student has been absent for 10 days, administration will arrange for a parent/teacher conference to discuss the absences in person. Students may also be referred to Lutheran Services for further assistance through the CINS/FINS program.

Belle Glade Excel charter implements Positive Behavior Intervention Supports throughout the whole class through PBS. Students demonstrating multiple suspensions are referred to the SBT team to consider more intense intervention throughout the MTSS process.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parents are encouraged to participate in their child's learning by attending Title 1 meetings monthly, parent-night and student-led conferences. Teachers are encouraged to communicate with parents on a weekly basis via telephone, email or face-to-face meetings. Newsletters are sent home monthly outlining what students are doing in school and upcoming events.

2. 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.

Belle Glade Excel has built and sustained local community partners with the City of Belle Glade, Palm Beach College, Lutheran Services, Bridges and Peppi Head Start. To build and sustain these partnerships, Belle Glade Excel, Excel will continue to participate in the local meetings.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Henley, Altoria	Principal
Patterson-Young, Arrissa	Assistant Principal
Corinthian, Ida	Instructional Coach

b. Duties

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

Altoria Henley (Principal) is responsible for coordinating SIP implementation, communicating SIP goals to instruction staff and monitoring progress through the use of data. Arrissa Patterson-Young (Assistant Principal, ESE Teacher) is responsible for creating monthly meeting agendas and tracking support for discipline and ESE students. Ida Corinthian (Intensive Reading Teacher) is responsible for delivering and conducting individual progress monitoring for each student receiving instructional interventions related to Response to Intervention students.

2. 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.

The School Based Team (SBT) identifies students struggling academically, behaviorally, socially or emotionally who might require interventions. As a team, data is collected and interventions are provided based on individual student needs. After enough data has been collected, the SBT reconvenes to discuss progress and success of interventions. The SBT helps students meet or exceed grade-level expectations by identifying and providing interventions.

Title 1 funds were used to: hire an Intensive Reading Teacher, purchase a school license to both iReady and IXL, provide professional development to instructional staff, adopt the districts' literacy model, support family involvement activities and hire paraprofessionals to provide small group

instruction to targeted students. The Intensive Reading Teacher provides targeted intensive instruction to student identified by the SBT and supports teachers in using a variety of reading strategies in the classroom to meet the needs of all students. Purchasing a school license for access to both iReady and IXL provides individualized instruction for students in a user-friendly online environment. iReady is a diagnostic and instructional online programs where students take a targeted diagnostic (by grade and subject). Based on performance students are given individualized instruction and practice. IXL is an online interactive program that allows students to practice grade level skills in a game-like environment. Providing professional development to instructional staff prior to the start of the school year allowed for teacher to review student data to drive decision making in the classroom. Adopting the district's Literacy Model allows for the implementation of a state adopted curriculum aligned to Florida's standards to increase literacy. Belle Glade Excel acknowledges that family involvement plays an integral piece in student achievement. Funds are used to keep parent informed of activities and events through open houses, parent workshops, meetings, school newsletter and websites. Paraprofessionals were hired to provide small group targeted instruction to students based on state assessment and classroom data as well as to push-into the classroom and provide support to classroom teachers.

Title II funds are used to receive professional development by the school district and to implement a nutrition program. Receiving professional development from the school district allows the instructional staff to remain current in learning strategies, behavioral interventions, progress monitoring and so much more. Implementing a school-wide nutrition program to provide health snacks for all students is beneficial to students and can help with student attention.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Altoria Henley	Principal
Arissa Patterson-Young	Teacher
Dr. Angela Combs	Education Support Employee
Ruth Crawford	Parent
Vernon Thornton	Business/Community
Colin Walkes	Business/Community
Dr. Card	Business/Community
John Frerking	Business/Community
Susan Hanas	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's plan was reviewed with the leadership and staff to determine the goals and strategies for 2016-2017. The Governing Board reviewed the draft copy to make recommendations.

b. Development of this school improvement plan

The development of school improvement plan included the review of last year's plan, governing board, current Florida Standards Assessment data and parent input.

c. Preparation of the school's annual budget and plan

Title I funds allocated for the 2016-2017 school year will be used to enhance school performance through the development and implementation of the School Improvement Plan.

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

Belle Glade Excel Charter did not receive school improvement funds last year.

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

No

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

Belle Glade Excel Charter will be using a governing board will adhere to the section 1001.452 to function as the sole body responsible for the final decision-making at the school relating to the implementation of the SIP.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Henley, Altoria	Principal
Patterson-Young, Arrissa	Assistant Principal
Corinthian, Ida	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy within the school by: collaborating across grade levels to increase reading proficiencies and sharing best practices in reading literacy across subject areas.

D. Public and Collaborative Teaching

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

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

Teachers are encouraged to work with each other during their common planning period after students are dismissed. Administration and teachers will meet on a bi-weekly basis to discuss student achievement.

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

Belle Glade Excel retains teachers by providing training opportunities and time to attend training. Our Human Resource Department does a great job in marketing to agencies along with websites that have proven to be successful in garnering qualified applicants. We offer graduate courses to all new hires along with a stipend for all returning teachers, we participate in college recruitment events throughout the school year. The Charter school pays for staff that have obtained a college degree and an opportunity to take the Florida Teacher Exam. Returning staff receive, on their anniversary date, a step increase annually.

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

Belle Glade Excel Charter School administration works collaboratively with the staff to garner understanding and information of their job and performance goals for students. Support is provided through bi-weekly meetings and ongoing training / chats about student academic performance. Belle Glade Excel will also be participating in the Districts' Educator Support Program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Belle Glade Excel Charter ensures every teacher contributes to literacy improvement of every student by:

Holding meetings on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

Providing instruction based on student needs

Providing instruction aligned with the Language Arts Florida Standards for each grade level

Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

Administering assessments which measure instructed standards

Monitoring progress at the class and grade level

Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

Students receiving push-in/pull out services for ESE

b. Instructional Strategies

1. 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.

Belle Glade Excel uses data to group students in the classroom by skill level. Those skill groups are then provided triple i (iii) time to work on those skills. Direct, small group instruction occurs during this time. Students then practice these skills in independent centers allowing for mastery. Student who continue to struggle are sent to the SBT and their needs are addressed on a more individual basis and intensive intervention is provided.

2. 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: 81,000

Students on a rotated basis will have additional academic support for 90 minutes daily in the areas of reading, writing, math, and technology.

Strategy Rationale

Students given additional support should produce academic gains

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Patterson-Young, Arrissa, arrissa.patterson@lsfnet.org

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

Students diagnostic data is printed from technology based academic support programs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

In the Fall, Belle Glade Excel school partners with the local head start providers with a collaborating meeting regarding students transition from pre-k to Kindergarten as well as working together to provide academic support.

In the Spring, the administrative team will hold kindergarten round-up meetings with local head start programs. They will provide information for the readiness kit along with onsite tours. Kindergarten teachers will pre-plan with head start teachers.

b. College and Career Readiness

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

Belle Glade Excel will use the curriculum "My Future is Bright with College in Sight."

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

n/a

3. 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

4. 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.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Belle Glade Excel meets the needs of all students through the implementation of effective and relevant instruction, then students in grades 3-5 will make learning gains as measured by performance on state-wide standardized assessments by the end of the 2016-2017 school year.

Strategic Goals Detail

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

G1. If Belle Glade Excel meets the needs of all students through the implementation of effective and relevant instruction, then students in grades 3-5 will make learning gains as measured by performance on state-wide standardized assessments by the end of the 2016-2017 school year. 1a

G084077

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	75.0
ELA/Reading Gains	35.0
Math Gains	35.0

Targeted Barriers to Achieving the Goal 3

- Foundational skills are below grade level

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady, Study Island, Reading Eggs, IXL
- Reading Resource Teacher
- iPads, Mac airs, mimio boards

Plan to Monitor Progress Toward G1. 8

Monthly parent meetings will be held to train parents on the SIP initiatives to support students. Provide data analysis of students performance in collaboration with parent attendance and parent feedback questionnaire.

Person Responsible

Altoria Henley

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, Sign in Sheets, Minutes from Meeting Classroom Walkthrough Findings, Current Data

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Belle Glade Excel meets the needs of all students through the implementation of effective and relevant instruction, then students in grades 3-5 will make learning gains as measured by performance on state-wide standardized assessments by the end of the 2016-2017 school year. 1

 G084077

G1.B1 Foundational skills are below grade level 2

 B223388

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspiration of each learner. 4

 S235678

Strategy Rationale

Providing targeted instruction will increase student performance.

Action Step 1 5

Provide pull-out support for Level 1 & 2 students based on FSA along with district diagnostic tests.

Person Responsible

Ida Corinthian

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule, roster of students, sample of lesson plans, student data, tracking evidence

Action Step 2 5

Provide push-in support for grades K-3 students focusing on core academics.

Person Responsible

Kenneth McDonald

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule, roster of students, sample of lesson plans, student data, tracking evidence

Action Step 3 5

Provide push-in support for grades K-3 students focusing on core academics.

Person Responsible

Zenobia Willis

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule, roster of students, sample of lesson plans, student data, tracking evidence

Action Step 4 5

Adaptive technology will be implemented in grades K-5 targeting specific reading and math deficiencies.

Person Responsible

Altoria Henley

Schedule

Daily, from 10/3/2016 to 6/2/2017

Evidence of Completion

Classroom schedule, usage reports by students, lesson plans

Action Step 5 5

Increase the number of high interest reading materials for the classroom and reading room and provide student response boards.

Person Responsible

Altoria Henley

Schedule

On 10/31/2016

Evidence of Completion

Paid invoices

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

Meet with reading resource teacher and paraprofessionals to review data and determine student groups for targeted instruction.

Person Responsible

Altoria Henley

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Observation notes, meeting notes in which data was reviewed, student data

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

Review iReady usage reports with teachers and admin team to make data driven decisions.

Person Responsible

Altoria Henley

Schedule

Weekly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Individual student reports, notes from admin meetings regarding student progress and plans for instruction

G1.B1.S2 Provide parents with instructional strategies in reading and math to support learning at home.

4

 S235679

Strategy Rationale

Parents supporting academics will increase student performance.

Action Step 1 5

Parents will be provided materials during parent trainings and Kindergarten Round-up for increasing reading and math strategies that will be used to support academics at home.

Person Responsible

Arrissa Patterson-Young

Schedule

Quarterly, from 10/10/2016 to 4/14/2017

Evidence of Completion

Flyers/invitations, agendas, sign-in sheets, evaluations

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

Admin will meet with staff to determine parent trainings based on data from iReady and student academic needs.

Person Responsible

Arrissa Patterson-Young

Schedule

Quarterly, from 10/3/2016 to 4/28/2017

Evidence of Completion

Meeting notes from admin meetings, Reflection Template

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

Biweekly monitoring meetings will be held with each grade level. Meetings will include SIP implementation, data analysis, classroom walkthrough finding and action plans for "next steps".

Person Responsible

Altoria Henley

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

agendas, sign in sheets, SIP implementation documentation/notes, action plans, classroom walkthrough Findings, current data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A5 A303877	Increase the number of high interest reading materials for the classroom and reading room and...	Henley, Altoria	10/3/2016	Paid invoices	10/31/2016 one-time
G1.B1.S2.A1 A303878	Parents will be provided materials during parent trainings and Kindergarten Round-up for increasing...	Patterson-Young, Arrissa	10/10/2016	Flyers/invitations, agendas, sign-in sheets, evaluations	4/14/2017 quarterly
G1.B1.S2.MA1 M309241	Admin will meet with staff to determine parent trainings based on data from iReady and student...	Patterson-Young, Arrissa	10/3/2016	Meeting notes from admin meetings, Reflection Template	4/28/2017 quarterly
G1.B1.S1.MA1 M309238	Meet with reading resource teacher and paraprofessionals to review data and determine student...	Henley, Altoria	8/15/2016	Observation notes, meeting notes in which data was reviewed, student data	5/31/2017 biweekly
G1.B1.S1.MA2 M309239	Review iReady usage reports with teachers and admin team to make data driven decisions.	Henley, Altoria	11/1/2016	Individual student reports, notes from admin meetings regarding student progress and plans for instruction	5/31/2017 weekly
G1.MA1 M309242	Monthly parent meetings will be held to train parents on the SIP initiatives to support students...	Henley, Altoria	8/15/2016	Agendas, Sign in Sheets, Minutes from Meeting Classroom Walkthrough Findings, Current Data	6/2/2017 monthly
G1.B1.S1.A1 A303873	Provide pull-out support for Level 1 & 2 students based on FSA along with district diagnostic tests.	Corinthian, Ida	8/9/2016	Schedule, roster of students, sample of lesson plans, student data, tracking evidence	6/2/2017 daily
G1.B1.S1.A2 A303874	Provide push-in support for grades K-3 students focusing on core academics.	McDonald, Kenneth	8/9/2016	Schedule, roster of students, sample of lesson plans, student data, tracking evidence	6/2/2017 daily
G1.B1.S1.A3 A303875	Provide push-in support for grades K-3 students focusing on core academics.	Willis, Zenobia	8/9/2016	Schedule, roster of students, sample of lesson plans, student data, tracking evidence	6/2/2017 daily
G1.B1.S1.A4 A303876	Adaptive technology will be implemented in grades K-5 targeting specific reading and math...	Henley, Altoria	10/3/2016	Classroom schedule, usage reports by students, lesson plans	6/2/2017 daily
G1.B1.S2.MA1 M309240	Biweekly monitoring meetings will be held with each grade level. Meetings will be include SIP...	Henley, Altoria	8/15/2016	agendas, sign in sheets, SIP implementation documentation/notes, action plans, classroom walkthrough Findings, current data	6/2/2017 biweekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide pull-out support for Level 1 & 2 students based on FSA along with district diagnostic tests.				\$17,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	4010 - Belle Glade Excel Charter School	Title I, Part A	0.5	\$17,850.00
			Notes: Salary and benefits for I. Corinthian.			
2	G1.B1.S1.A2	Provide push-in support for grades K-3 students focusing on core academics.				\$10,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	4010 - Belle Glade Excel Charter School	Title I, Part A	0.5	\$10,875.00
			Notes: Salary and benefits for K. McDonald (4 hr. para)			
3	G1.B1.S1.A3	Provide push-in support for grades K-3 students focusing on core academics.				\$21,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	4010 - Belle Glade Excel Charter School	Title I, Part A	1.0	\$21,750.00
			Notes: Salary and benefits for Z. Willis (8 hr para)			
4	G1.B1.S1.A4	Adaptive technology will be implemented in grades K-5 targeting specific reading and math deficiencies.				\$5,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	4010 - Belle Glade Excel Charter School	Title I, Part A		\$5,300.00
			Notes: iReady on-line subscription			
5	G1.B1.S1.A5	Increase the number of high interest reading materials for the classroom and reading room and provide student response boards.				\$4,638.24
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	4010 - Belle Glade Excel Charter School	Title I, Part A		\$4,638.24
			Notes: High interest reading materials and 100 response board (\$570)			
6	G1.B1.S2.A1	Parents will be provided materials during parent trainings and Kindergarten Round-up for increasing reading and math strategies that will be used to support academics at home.				\$2,547.06
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Palm Beach - 4010 - Belle Glade Excel Charter School - 2016-17 SIP
Belle Glade Excel Charter School

	6150	510-Supplies	4010 - Belle Glade Excel Charter School	Title I, Part A		\$2,547.06
			<i>Notes: Supplies for parent trainings and Kindergarten Round-up (\$2,047.06) and refreshments (\$500)</i>			
Total:						\$62,960.30