

School District of Osceola County, FL

Bellalago Charter Academy



2017-18 Schoolwide Improvement Plan

Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	83%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

**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

N/A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bellalago Charter Academy

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission at Bellalago Academy is to achieve lifelong learning by exploring education that is anchored in excellence.

b. Provide the school's vision statement.

We, the Mariners of Bellalago Academy, will accomplish our mission by creating a challenging learning environment, fostering mutual respect, honoring diversity, and establishing a safe, nurturing community.

2. School Environment

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

Teachers build relationships with students in many ways. One way is by the teachers taking advantage of parent communications tools such as remind.com, writing in the student agenda, utilizing of our improved school website, and holding parent/teacher conferences when requested. Parents have the opportunity to enroll in our new FOCUS system, which will give parents more access to their children's grade and allow parents to e-mail the teacher directly. All of these efforts will allow parent communication with the teacher which in turn will build relationships with the students. Teachers also participate in after school activities such as the Fall Festival and attending athletic events. This allows the parents, teachers and students to interact outside of the normal class day. Bellalago has begun the Parent Academy to keep parents informed.

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

At Bellalago, we follow and promote the five (5) Anchors of Success: Respect, Kindness, Responsibility, Teamwork, and Integrity. Staff members encourage positive interactions from all students which support the 5 Anchors of Success. Bellalago Academy staff members participate in a positive referral program. Any staff member can fill out a referral for a student who is seen or has shown positive attitudes, behaviors or actions that support the Anchors of Success while on campus. We have two staff members who serve in the role as dean of students. These individuals, along with the administrative and leadership team, are visible before, during and after school. Everyone is available to see a student should the need arise. Bellalago Academy also has a School Resource Officer three days a week. The SRO is visible on campus throughout the day and supports the school should any need arise.

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.

Bellalago Academy follows a behavior intervention program called, Time To Teach. Time To Teach is a consistent classroom management system that recovers precious instructional time and fosters the relationships between teachers and students. Students must have a conversation with the teacher upon re-entry into the classroom to discuss the reason for the chosen behavior and how to prevent

this behavior from occurring again. Teachers received training with this program. The school Dean of Students provides trainings for new teachers and refresher training for those in need of additional support with the program.

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.

Two school counselors are available daily to all of our students. School counselors also coordinate outside services to support our students in need. In addition, the Problem-Solving Team meets weekly to discuss the needs of any students who may need further support. Teachers are assigned a member of the Problem-Solving team to discuss concerns that may arise so that all students have an advocate within the school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- After 3 absences, teachers are responsible for contacting parents concerning attendance. Students are then referred to the Attendance clerk, who continues to monitor attendance.
- Students are placed on an Individual Behavioral Plan.
- GAP Recovery and tutoring for course failure.
- Students in middle school are placed in Intensive Reading and/or Intensive Math classes.
- Students in elementary are placed in intensive remediation through MTSS

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	1	1	1	1	4	8	4	0	0	0	0	21
One or more suspensions	1	4	5	12	15	12	9	13	14	0	0	0	0	85
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	27	19	24	29	29	31	0	0	0	0	159
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	1	1	5	3	0	0	0	0	0	13

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

An Intervention Problem Solving Team (PST) meets weekly to look at student data and make decisions regarding support needs based on what the data shows as well as teacher and parent input. iReady is used to determine student performance levels, the level of support needed for a student as

well as to progress monitor the intervention that is being given throughout the year.

Based on what the data shows, the student will be given either differentiated instruction within Tier 1, small group instruction in Tier 2 or one on one/small group pull-out support from a Para-Professional for Tier 3 intervention.

After school and during school remediation are provided for students identified as in need of remediation.

attendance meetings are held with parents of students who are chronically tardy or absent to create a plan for getting the student to school and on time.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

- The school holds various events throughout the year including but not limited to parent information nights, reading nights, meet the teacher, festivals, book fairs and other activities as decided annually.
- The school has an active SAC and PTO.
- The school website contains information which also includes links to various resources for parents, students, community and staff.
- The school participates in a Partners in Education program, in which we partner with area businesses who provide support for students and student achievement.
- the Foundation for Osceola Education works with the school to provide resources as needed.
- AV Homes partners with the school to provide resources and to assist in communication with the community.
- The Mariner's Log Parent Newsletter is distributed monthly to keep parents informed of upcoming events, resources and other important information.

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.

- The school participates in a Partners in Education program, in which we partner with area businesses who provide support for students and student achievement.
- A business partner liaison meets with area businesses, including, but not limited to, Hair Cuttery, Publix, 4 Rivers, Smokehouse, Raise the Barre, United Academy of Martial Arts, and Central Florida Homes, to create a business partner plan for the current school year.
- Bookmark Reading Buddies is utilized with struggling 3rd grade students. Community member come in weekly to work one-on-one with a struggling student to help increase their reading skills.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Rasmussen, Jonathan	Principal
Torres, Millie	Dean
Troop, Marie	Instructional Coach
Armour, John	Dean
Rodgers, Kelly	Assistant Principal
Jones, Deborah	Assistant Principal
Tattoli, Christine	Instructional Coach
Maniace, Renee	

b. Duties

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

Learning Resource Specialist -MTSS Coach-facilitate meetings, assemble testing packet, communicate with parents regarding their student's MTSS needs and progress-part of the Problem Solving Team (PST).

School Psychologist – assesses student's academic and behavioral needs using diagnostic tools and observations-provides recommendations to the PST regarding a student's level of support based on testing/observation outcomes-part of the PST

Reading/Math Coaches-Provide support to the teachers regarding Tier 1 curriculum and instruction, Tier 2 & Tier 3 interventions and progress monitoring-Part of the PST

Elementary & Middle School Deans-Provide support for behavior interventions-creating behavior plans and facilitating the progress monitoring of them-part of the PST

Administration-sit in on PST meetings in order to communicate any instructional concerns to teachers/staff, help to insure that curriculum and interventions are being provided to students with fidelity-part of the PST

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.

An Intervention Problem Solving Team meets weekly to look at student data and make decisions regarding support needs based on what the data shows as well as teacher and parent input iReady Testing is used to determine the level of support needed for a student as well as to progress monitor the intervention that is being given

Based on data the student will be given either differentiated instruction within Tier 1, small group instruction in Tier 2 or one on one pull-out support from a Para-Professional

Bellalago Academy participates in the "Families in Transition" program established at the district level. Parents complete a Domicile questionnaire. The guidance counselors are in contact with the district and the families.

Bellalago Academy receives SAI funding directly from the state. Funding is used to support additional teaching units, ELL and ESE paraprofessional units, and other positions necessary to provide

adequate instruction for all students.

Safe Schools funding supports an onsite School Resource Officer. Time to Teach classroom management and anti-bullying initiatives are also funded.

Bellalago Academy participates in the federally funded district food program.

Bellalago Academy currently supports two CTE programs in the Middle school levels, Computer Applications and STEM.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jonathan Rasmussen	Principal
Vicki Phillips - Co Chair	Parent
Tara Alderman - Co Chair	Parent
Shellee DeFreitas - Secretary	Parent
Tashania Anderson - Treasurer	Parent
Joyce Thimgan	Parent
Marisol Rodriguez	Teacher
Georgia Gooden	Parent
Douglas Gooden	Parent
Betsy Clayton	Education Support Employee
Janet Toy	Teacher
Judy Taylor	Teacher
Abraham Mendez	Parent
Jennifer Samaroo	Parent
Shirhonda Matthews	Teacher
Brenda Bustamantes	Teacher
Ingrid Murray	Parent
Brenda Rondon	Parent
Rose Garcia-Corrigan	Parent
Holly Robertson	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC meets to review the plan monthly. They discuss strategies that worked and where they feel improvement is needed. The SIP is updated accordingly. SAC met in September to finalize and approve the SIP for 2017.

b. Development of this school improvement plan

The SAC begins discussing SIP goals and strategies at the final meeting of the previous year and again at the first meeting of the new year. Half way through, usually January, the SAC reviews and amends the plan based on current student data.

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

SAC will discuss areas that need the greatest improvement and resources available to assist students to determine where funding will be allocated.

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

SIP funds are extremely limited. Funds are allocated based on need. School Faculty and Staff must complete a SAC/SIP Funds Request. The requests will be presented to the SAC, discussed and voted on. Allocations are based on these requests. All requests must correlate to the SIP.

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

Yes

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

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
Rasmussen, Jonathan	Principal
Johnson, Amberlee	Teacher, K-12
Maniace, Renee	Teacher, K-12
Crespo, Olga	Teacher, K-12
Troop, Marie	Instructional Coach
Taylor, Judith	Teacher, K-12

b. Duties

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

-One of the goals is to promote more parent and school communication. The committee will be analyzing the SIP to look at weaknesses and strengths and come up with ideas that will help with meeting the school goals.

-Parent Meetings as part of the Parent Academy - parents will be offered the opportunity to go review the new standards for learning, review the new state assessment and be given strategies on how to help their child succeed.

-Literacy Committee Book Study-Book choice, "Comprehension Shouldn't Be Silent"

-Book Choice-"20 Literacy Strategies to Meet the Florida Standards"

-School-wide book fair including a special event inviting kindergarten and first grade parents to help promote early literacy.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school has established Professional Learning Communities within grade levels and departments. Professional Learning Communities will build consensus and create a better understanding of the standards and grade level expectations. Grade Level teams and departments meet a minimum of 3 Wednesdays per month to discuss items including: Common assessments, Common planning of a lesson (or a unit, etc.), Discussion about recent data (iReady, formative, last chapter test), Reviewing STANDARDS and how they relate to our district, school and classroom goals and reviewing fsassessments.org

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

Strategies include:

Professional development presented at District office
Professional development presented at school
Mentoring programs at school level
Collaboration with colleagues
Administrative support

Administration and the Leadership team as well as Department and Grade Level Chairs will help facilitate these strategies.

Teachers work in grade level and vertical PLC teams to support one another. New teachers to the school are assigned a mentor teacher to help them as they become familiar with the facility and resources available.

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

All newly hired teachers are assigned a buddy, "Bellalago Shipmate", as a resource and point of contact. Meetings are held throughout the year to answer questions, provide mentorship and support for all newly hired staff to include classroom management, curriculum and orientation to school initiatives. In addition, teachers holding a temporary certificate are assigned a peer mentor. The peer mentor assists the teacher working to complete the Professional Development New Educator Training portfolio. The portfolio consists of required in-service, observations, work samples, and state tests in which the new educator demonstrates competency for the sixteen required competencies of an effective teacher. Mentors meet minimally two times each semester observing and providing feedback for the new educator. Mentors are selected by administration and must have demonstrated a minimum of three years as an effective teacher and must complete Clinical Educator training. Peer mentors are assigned by content area or grade level pairs.

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.

The school follows district and state guidelines, utilizing state adopted curriculum, district curriculum maps, using state standards to drive instruction. Teachers have a resource called CPalms that will guide them as they teach our students the Florida Standards on a daily basis and monitor for proficiency of these standards.

Administrators take part in classroom walkthroughs, informal and formal observations. Academic coaches do walkthroughs in classrooms and give teachers positive feedback on their lessons. Bi-monthly leadership meetings afford the team time to look at trends identified during walkthroughs and observations.

Lesson plans are filed electronically and contain standards being taught during each lesson. These are monitored by administration.

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.

In grades K-8, all students take the iReady test a minimum of 4 times per year. iReady is formative in nature and that teachers can identify strengths, weaknesses and improvements in the areas of math and reading. After each session is administered, teachers are provided with immediate feedback and based on the results the teacher modifies instruction to meet the needs of his/her class and individual students. Students below level in reading and math (as indicated on the FSA or iReady) are enrolled in Intensive classes for each subject. Students receive additional activities and instruction to help remediate and close the instructional gap as they strive to become proficient in math and reading. Students showing 2 years or below grade level in reading and math receive additional support through the MTSS process.

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: Extended School Day

Minutes added to school year: 7,920

Provide before and after school tutoring in Math, Science, ELA, and Algebra 1

Strategy Rationale

To increase student success and provide ongoing progress monitoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data is taken from iReady, classroom assessments, CIM, AR Testing, Data Director for Science, Kidbiz/Teenbiz, and the State data bank.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Bellalago Academy follows the Pupil Progression Plan for the School District of Osceola County. We do not have preschool at Bellalago but are the next step for students living in our zone as they begin kindergarten. This is supported by the school hosting Kindergarten Round-up in the spring prior to the next school year.

Bellalago hosts a 6th grade parent information night for incoming 6th graders and their parents. Here they are exposed to the expectations of 6th grade and middle school in general. Outgoing 8th grade students are visited by school counselors from their zoned school to select electives and ask questions regarding their upcoming 9th grade year. Students can also attend open house for their zoned high school and it is advertised at Bellalago Academy. 8th grade students are also given orientations to Osceola County's magnet high schools, PATHS and OCSA,

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.

The school promotes career planning so that each student's course of study is personally meaningful offering electives for all students. These electives are as follows: STEM, AVID, Chorus, Drama, Art, Computer Education, Peer Counseling, Band, Team Sports and Health.

The school promotes academic planning so that each student's course of study is a personally meaningful offering rigorous courses and promotion of post-secondary education. The promotions and courses are as follows: AVID – school wide college awareness week, college banners and information in all middle school classrooms; Career Day, Honors and Advanced Courses, Advanced Reading.

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

Teachers use real-world situations and problems to be solved that correlate with their current learning in each integrated class. Students are able to apply their new knowledge along with previous knowledge to see the relationship between their subjects as it relates to their future.

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

The school promotes career planning so that each student's course of study is personally meaningful offering electives for all students. These electives are as follows: STEM, AVID, Chorus, Drama, Art, Computer Education, Peer Counseling, Band, Team Sports and Health.

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.

The school promotes academic planning so that each student's course of study is personally meaningful offering rigorous courses and promotion of post-secondary education. The promotions and courses are as follows: AVID – school wide college awareness week, college banners and information in all

middle
school classrooms; Career Day, Honors and Advanced Courses, Advanced Reading.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 all faculty work in high functioning collaborative teams to establish expectations for high quality instruction aligned to Florida standards; utilizing common formative assessments to provide students with immediate specific feedback in all content areas and improve instructional practice, then academic achievement will increase for all students.

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 all faculty work in high functioning collaborative teams to establish expectations for high quality instruction aligned to Florida standards; utilizing common formative assessments to provide students with immediate specific feedback in all content areas and improve instructional practice, then academic achievement will increase for all students. 1a

G095437

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement - SWD	25.0
FSA ELA Achievement - ELL	25.0
FSA Mathematics Achievement	59.0
Math Gains	63.0
Math Lowest 25% Gains	56.0
FSA Math Achievement - SWD	25.0
FSA Math Achievement - ELL	30.0
FSA ELA Achievement	60.0
Algebra I EOC Pass Rate	92.0
Statewide Science Assessment Achievement	65.0
Bio I EOC Pass	99.0
Civics EOC Pass	81.0

Targeted Barriers to Achieving the Goal 3

- Identifying and understanding essential standards
- Effective analysis and utilization of data to drive individual student instruction
- Student attendance (more than 10% of student population with 10+ absences)

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G1. 8

Leadership team and PLCs will utilize student data to ensure student growth

Person Responsible

Jonathan Rasmussen

Schedule

Monthly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Common formative assessment data, iReady diagnostics, District progress monitoring data, Reflective visit 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 all faculty work in high functioning collaborative teams to establish expectations for high quality instruction aligned to Florida standards; utilizing common formative assessments to provide students with immediate specific feedback in all content areas and improve instructional practice, then academic achievement will increase for all students. 1

G095437

G1.B1 Identifying and understanding essential standards 2

B256958

G1.B1.S1 Identifying and understanding essential standards 4

S271839

Strategy Rationale

Effective identification of essential standards will increase student achievement

Action Step 1 5

PLCs identify and unpack essential standards

Person Responsible

Jonathan Rasmussen

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Scales created by collaborative teams

Action Step 2 5

Create scales for essential standards

Person Responsible

Jonathan Rasmussen

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Scales are aligned to DOK

Action Step 3 5

Grading for proficiency of standards

Person Responsible

Kelly Rodgers

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Collaborative teams agree on student evidence that shows proficiency of a standard

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

Leadership team will be members of each grade level/subject area team

Person Responsible

Deborah Jones

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

PLC scales, grading policies

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

Leadership is part of PLC groups and classroom observations

Person Responsible

Deborah Jones

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Classroom observations, Scales, grading policies

G1.B2 Effective analysis and utilization of data to drive individual student instruction **2**

 B256959

G1.B2.S1 Effective analysis and utilization of data to drive individual student instruction. **4**

 S271840

Strategy Rationale

Teachers will be able to target critical skills and standards to close achievement gaps with all students

Action Step 1 **5**

PLCs focus on data analysis and utilization of data

Person Responsible

Millie Torres

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

PLC minutes, Student groups are fluid and developed based on individual student needs through data

Action Step 2 **5**

Utilize PORT and SAIL based on individual student data

Person Responsible

Kelly Rodgers

Schedule

Weekly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Improved data for intervention and enrichment groups

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Each member of the leadership team will be a member of a grade level/subject area team

Person Responsible

Jonathan Rasmussen

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, student grouping, leadership team observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

PLCs will analyze student data and create action steps for improving student achievement

Person Responsible

Kelly Rodgers

Schedule

Monthly, from 9/6/2017 to 5/24/2018

Evidence of Completion

Student data, teacher lesson plans and intervention/enrichment plans

G1.B3 Student attendance (more than 10% of student population with 10+ absences) 2

 B256960

G1.B3.S1 Increase student attendance 4

 S271841

Strategy Rationale

Students with more than 10 absences are at higher risk for retention and falling behind

Action Step 1 5

Partner with area high schools to create student-mentor program

Person Responsible

Kelly Rodgers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Improved attendance

Action Step 2 5

Parents Academy

Person Responsible

Jonathan Rasmussen

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Parent surveys, increased parent participation for SAC and PTO

Action Step 3 5

Attendance Incentives

Person Responsible

Deborah Jones

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Improved attendance

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Leadership team will create topics for Parent Academy and assign mentors in partnership with the AVID class.

Person Responsible

Kelly Rodgers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student mentoring program, attendance and participation at Parent Academy and activities, attendance reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Leadership team will regularly review data and adjust action steps as necessary

Person Responsible

John Armour
















Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data from attendance to show improvement

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M390066	Leadership team and PLCs will utilize student data to ensure student growth	Rasmussen, Jonathan	9/6/2017	Common formative assessment data, iReady diagnostics, District progress monitoring data, Reflective visit data	5/24/2018 monthly
G1.B1.S1.MA1  M390060	Leadership is part of PLC groups and classroom observations	Jones, Deborah	8/3/2017	Classroom observations, Scales, grading policies	5/24/2018 weekly
G1.B1.S1.MA1  M390061	Leadership team will be members of each grade level/subject area team	Jones, Deborah	8/3/2017	PLC scales, grading policies	5/24/2018 weekly
G1.B1.S1.A1  A364528	PLCs identify and unpack essential standards	Rasmussen, Jonathan	8/3/2017	Scales created by collaborative teams	5/24/2018 weekly
G1.B1.S1.A2  A364529	Create scales for essential standards	Rasmussen, Jonathan	8/3/2017	Scales are aligned to DOK	5/24/2018 weekly
G1.B1.S1.A3  A364530	Grading for proficiency of standards	Rodgers, Kelly	8/3/2017	Collaborative teams agree on student evidence that shows proficiency of a standard	5/24/2018 weekly
G1.B2.S1.MA1  M390062	PLCs will analyze student data and create action steps for improving student achievement	Rodgers, Kelly	9/6/2017	Student data, teacher lesson plans and intervention/enrichment plans	5/24/2018 monthly
G1.B2.S1.MA1  M390063	Each member of the leadership team will be a member of a grade level/subject area team	Rasmussen, Jonathan	8/10/2017	Lesson plans, student grouping, leadership team observations	5/24/2018 weekly
G1.B2.S1.A1  A364531	PLCs focus on data analysis and utilization of data	Torres, Millie	8/3/2017	PLC minutes, Student groups are fluid and developed based on individual student needs through data	5/24/2018 weekly
G1.B2.S1.A2  A364532	Utilize PORT and SAIL based on individual student data	Rodgers, Kelly	8/3/2017	Improved data for intervention and enrichment groups	5/24/2018 weekly
G1.B3.S1.MA1  M390064	Leadership team will regularly review data and adjust action steps as necessary	Armour, John	8/10/2017	Data from attendance to show improvement	5/24/2018 monthly
G1.B3.S1.MA1  M390065	Leadership team will create topics for Parent Academy and assign mentors in partnership with the...	Rodgers, Kelly	8/10/2017	Student mentoring program, attendance and participation at Parent Academy and activities, attendance reports	5/24/2018 monthly
G1.B3.S1.A1  A364533	Partner with area high schools to create student-mentor program	Rodgers, Kelly	8/10/2017	Improved attendance	5/24/2018 monthly
G1.B3.S1.A2  A364534	Parents Academy	Rasmussen, Jonathan	8/10/2017	Parent surveys, increased parent participation for SAC and PTO	5/24/2018 monthly
G1.B3.S1.A3  A364535	Attendance Incentives	Jones, Deborah	8/10/2017	Improved attendance	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. If all faculty work in high functioning collaborative teams to establish expectations for high quality instruction aligned to Florida standards; utilizing common formative assessments to provide students with immediate specific feedback in all content areas and improve instructional practice, then academic achievement will increase for all students.

G1.B1 Identifying and understanding essential standards

G1.B1.S1 Identifying and understanding essential standards

PD Opportunity 1

Grading for proficiency of standards

Facilitator

Instructional Coaches

Participants

All instructional staff

Schedule

Weekly, from 8/3/2017 to 5/24/2018

G1.B2 Effective analysis and utilization of data to drive individual student instruction

G1.B2.S1 Effective analysis and utilization of data to drive individual student instruction.

PD Opportunity 1

PLCs focus on data analysis and utilization of data

Facilitator

Instructional Coaches and Administration

Participants

Instructional staff

Schedule

Weekly, from 8/3/2017 to 5/24/2018

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	PLCs identify and unpack essential standards	\$0.00
2	G1.B1.S1.A2	Create scales for essential standards	\$0.00
3	G1.B1.S1.A3	Grading for proficiency of standards	\$0.00
4	G1.B2.S1.A1	PLCs focus on data analysis and utilization of data	\$0.00
5	G1.B2.S1.A2	Utilize PORT and SAIL based on individual student data	\$0.00
6	G1.B3.S1.A1	Partner with area high schools to create student-mentor program	\$0.00
7	G1.B3.S1.A2	Parents Academy	\$0.00
8	G1.B3.S1.A3	Attendance Incentives	\$0.00
Total:			\$0.00