2013-2014 SCHOOL IMPROVEMENT PLAN

Believers Academy
5840 CORPORATE WAY STE 100
West Palm Beach, FL 33407
561-340-2507
http:www.believersacademyinc.org

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	Yes	*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Believers Academy

Principal
Lori Dyer

School Advisory Council chair
Melissa Smith

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mark Manners	Operation Director/Teacher
Kelly Allen	ESE Coordinator

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of our SAC members serve as our governing board members. President (SAC Chair) - Melissa Smith a local attorney, Vice President - Adam Gellis a local investment consultant, Treasurer - Bruce Fowler - a local engineer, Secretary - Lisa Shank a local community member with a child that has disabilities and a former Believers Academy students, Board Member - Gigi English - parents of a current Believers Academy Student, Board Member - Carolyn Savage - local bank manager, Teacher - Mark Manners - teaches our vocational courses, Educational Support Employee -Rebecca Pelletier is an Administrative Assistant at Believers Academy , Student - William Barker -serves on the board as a student member, Principal - Lori Dyer

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will continue to monitor the schools performance during the months of November, February, April ,May . The committees will continue to report the academic data to the board.

Projected use of school improvement funds, including the amount allocated to each project

Believers Academy does not have a allocated amount used for school improvement. The annual FTE and Title I allocations are used to better the instruction for our students.The focus this year for students achievement resides with improving our reading scores, as our students are still significantly behind their peers. We will be using funds to pay for pull-out tutoring and skill remediation for our lowest 25% in reading. Professional Development training using Google will be integral part of Believers Academy this year. Our teachers will continue to use Google as a instructional tool both in their delivery of instruction and also our students vehicle of assignment completion.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lori Dyer		
Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	Masters of Science with major in Educational Leadership Bachelor of Science with major in Sport Industry, Coaching and minor in Psychology.
Performance Record	According to 2013 Florida adopted Leadership Evaluation tool, Lori scored a 4.0 Highly Effective. According, BA's 2012-2013 Testing Results: Reading FCAT 2.0 - 1 Students took it - 1 Student was level 3 or higher - 100% proficiency. Reading FAA - 17 Students above level 7 - 100% proficiency. Writing FCAT 2.0 - 1 student - 1 Student at 3.5 or higher - 100% Proficient Writing FAA - 6 Students above level 4- 100% proficiency Math FCAT -N/A Math FAA - 1 Student tested level 4,5,6; 15 students tested level 7 or above - 94% proficiency. Science FAA - 11 student tested level 7 or higher - 100% proficiency

Classroom Teachers

# of classroom teachers
8

 # receiving effective rating or higher
(not entered because basis is < 10)

 # Highly Qualified Teachers
100%

 # certified in-field
8, 100%

 # ESOL endorsed
0, 0%

 # reading endorsed
1, 13%

 # with advanced degrees
3, 38%

 # National Board Certified
0, 0%

 # first-year teachers
1, 13%

 # with 1-5 years of experience
3, 38%

 # with 6-14 years of experience
4, 50%

 # with 15 or more years of experience
1, 13%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Believers Academy services all ESE students, which means that our school is operating in the teacher shortage area, but we have always been able to find highly qualified personnel. The Principal develops relationships with various Universities (even out of state), offers her site and educated staff to various programs a field experience site for teachers in training, using advertising on Believers Academy's website, community services events gives the school a larger word of mouth pool,

additionally using AmeriCorp Volunteers in the school - all avenues have proven to be lucrative for the school.
Additionally, teachers are offered a plethora of professional development opportunities and training throughout the entire year during LTM Days, In-Service Days, and During Common Planning Meetings. All Staff has access to all district offered trainings and professional development opportunities.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New Teachers - must all complete the ESP Program.
We have one new Teacher this year. She is assigned a Mentor and Buddy. Her Mentor is Allyson Dinin Giscombe - She has completed Clin Ed Training, is a reading Specialist, HQT, and has received effective evaluation scores. She is able to help new teachers with reading strategies that will allow our struggling students to succeed across curricular settings. Her buddy is Lisa Hess Davis, who is completing the Clin Ed training, she has HQT status and has consistently received effective evaluations. She has developed her own curriculum and is a great asset to helping new teachers with lesson planning.
Due to the unique nature of the school, we offer continuous mentoring even for veteran teachers.
Kelly Allen serves in the mentor capacity regarding all IDEA and special education issues on a weekly basis at Common Planning Meetings.
Professional Development is a key ingredient that is offered throughout the school year. Additionally, all trainings and professional development opportunities that are offered to Palm Beach County School District is also available to our staff and incorporated into our life long learning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Believers Academy serves all students who have previously been identified as ESE prior to entrance into the school. The RtI process would be used only for adding eligibility to already existing exceptionalities (EBD, SLD, LI). Our RtI team would be the same as an IEP team that is developed according to IDEA requirements to determine eligibility.
The school based RtI Leadership Team is comprised of the following members: Principal, Operations Director, ESE Coordinator & Area Resource Teacher (when necessary), reading teacher, math teacher, and school psychologists (as required).
The principal provides a common vision for the use of data based decision making to ensure:
* a sound, effective academic program is in place
* a process to address and monitor subsequent needs is created
* the IEP Team is implementing RtI processes
* assessment of RtI skills that school staff possesses is conducted
* fidelity of implementation of intervention support is documented
* adequate professional development to support RtI implementation is provided
* effective communication with parents regarding school based RtI plans and activities occurs.
Due to the fact that our students are already identified as ESE and we are looking to service their needs that have already met the criteria for which the RtI process has been implemented to serve a

remediation tool for, it really does not apply unless additional eligibilities are being sought. However, our IEP teams meets regularly to review diagnostic data, behavior intervention plans, informal assessment results and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining and addressing PD needs the team will identify students who are not meeting identified academic targets with appropriate accommodation and modifications. The team then implements a process that mirrors the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (these are documented in the student Individual Education Plan) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings.
The four steps of the Problem Solving Model are:
- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data
-Evaluate the results of data collected and interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function and responsibility of the IEP Leadership Team regarding the school's MTSS is to ensure that the RtI process is followed with fidelity when applicable. Addtionally, the function and responsbility of the IEP leadership team regarding the SIP is the work in committees to develop, monitor, evaluate the SY14 SIP. Utilizing the previous year's data the committees establish goals, monitor progress and evaluate effectiveness of action steps throughout the entire year,
and focus attention on deficient areas are continuously analyzed.
Areas of focus are, but not limited to the following:
- SRI scores indicateing the lowest 25% of our readers.
- FCAT Diagnostic Results when applicable and FAA previous years scores
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.
- Attendance and SwPBS initiatives
Principal will identify what the RTI Process consists of if the school were to ever need to utilize it.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Baseline and midyear assessments are used to develop and measure progress before state testing. Pre-Post Tests are used to monitor students daily and weekly progress towards mastery of state standards. Common Planning meetings are held weekly with the teachers and the Principal monitors assessment results on a monthly basis.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

FAA - students we use pre-post tests and all other state required diagnostics (STAR MATH/SRI) to monitor mastery
FCAT - teachers usel CORE K12 assessments, diagnostics and FCAT scores

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Annual IEP meetings are held to discuss the progress according to formal and informal assessment with the IEP Team, the students and their parents. If progress is not being made, then interventions are implemented, monitored and evaluated.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Allyson Dinin Giscomber	Reading Specialist
Lori Dyer	Principal
Kelly Allen	ESE Coordinator

How the school-based LLT functions

School-based LLTs monitoring the progress of reading and writing proficiency at BA, ensuring reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. Weekly common planning meetings are held to deal with the literacy, academic and behavioral challenges of our population. Using data driven decision making framework, we pre-post test all standards to identify immediately areas of struggle and design remediation and acceleration activities. Students and teachers have embedded in their classrooms various ways to track and celebrate successes.

Major initiatives of the LLT

Remediation and pull-out tutoring for our lowest 25% according the SRI assessment. Each student will receive an additional hour per day of intensive and individualized reading instruction.

Using pre-post testing strategies on all Standards will identify all areas of mastery and weakness and allow teachers to make sound instructional decisions and designs.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

On a monthly basis, the Principals will review lesson plans and instructional focus calendars.
The unique nature of our school allows for our instructional teachers to meet with our Reading Specialist every week to assist in implementing literacy throughout their instruction. The entire school is rich in literacy across all settings. Our schools focus is remediating academic skills and developing work skills. Therefore, all content has vocational, independent living and reading aspects embedded throughout the course and instruction. For example: Our Project Discovery program teaches 44 different careers and each career is aligned with the SSS reading, writing, math, science and communication standards.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The students transition IEP drives the instructional course of action. Four times per years these IEP's are monitored for progress. If progress is not being made, then they IEP team reconvenes to identify the barriers and develop a plan to meet the students needs.

Strategies for improving student readiness for the public postsecondary level

Believers Academy delivers a HANDS-ON curriculum to get students JOB READY and LIFE READY! Our comprehensive system: ASSESSES student strengths, preferences and interests, Teaches specific JOB SKILLS while also addressing academics, and Develop LIFE SKILLS for getting and keeping a job, as well as independent living. The entire program encompass the following:
Career Development: Over 400 careers for students to explore! Real life job skills with actual tasks and tools while reinforcing core academic skills.
Skills Training: Train your students to be Job Ready for most popular entry level jobs in such areas as Child Care, Retail, Care-Giving, and Construction.
Lifelong Learning: Teaches Independent Living Skills in areas like Banking, Buying a Car, and Getting and
Keeping a Job; Teaches Self-Confidence and Social Interactions Skills like Teamwork, Friendship Basics, Bullying, Internet Safety, and Conflict Resolution; Teaches Health and Nutrition Skills like Making Healthy Choices, Food Labels, Weight Control & Physical Activity.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	100%	Yes	45%
American Indian				
Asian				
Black/African American	38%	100%	Yes	44%
Hispanic				
White				
English language learners				
Students with disabilities	38%	100%	Yes	45%
Economically disadvantaged	38%	100%	Yes	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		100%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	17	100%	100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	94%	Yes	45%
American Indian				
Asian				
Black/African American	38%	94%	Yes	44%
Hispanic				
White				
English language learners				
Students with disabilities	38%	94%	Yes	45%
Economically disadvantaged	38%	94%	Yes	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	15	94%	100%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	11	100%	100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		10
Participation in STEM-related experiences provided for students	11	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	11%	10%
Students in ninth grade with one or more absences within the first 20 days	6	56%	50%
Students in ninth grade who fail two or more courses in any subject	4	36%	30%
Students with grade point average less than 2.0	30	42%	30%
Students who fail to progress on-time to tenth grade	3	27%	20%
Students who receive two or more behavior referrals	5	7%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	10%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	37	28%	20%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Opening School Meeting/Home Visits	110	100%	100%

Area 10: Additional Targets

Additional targets for the school

SRA DIrect Instruction reading curriculum and our US Government/History courses will be covering the history of the Holocaust, History of Africans and African Americans, Hispanic & Women contributions, and integrating the sacrifices of our veterans throughout the instructional content.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

G2. The lowest 25% of readers will improve their SRI scores by at least 100 lexiles.

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

G4. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

Goals Detail

G1. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

Targets Supported
- Writing
- Science - High School
- Parental Involvement
- Additional Targets

Resources Available to Support the Goal
- Pull-out and remediation tutoring
- My Reading Coach program, My Reading Coach, Accelerated Math Exercises, Project Discovery, SRA Direct Instruction
- Hands-on Applications and Community Based Experiences
- Multimedia & Technology resources (Google, etc....)
- Professional development using research based strategies that increase student learning
- Google Learning tools and apps

Targeted Barriers to Achieving the Goal
- Attendance
- Time
- Lack of Interest
- Poor skill readiness, poor skill retention, poor study and learning habits, difficulties understanding content

Plan to Monitor Progress Toward the Goal

Teacher Evaluations, FAA & FCAT Results

Person or Persons Responsible
Principal

Target Dates or Schedule:
Annually

Evidence of Completion:
Assessment results & Evaluations

G2. The lowest 25% of readers will improve their SRI scores by at least 100 lexiles.

Targets Supported

Resources Available to Support the Goal
- Pullout and remediation tutoring with educational consultant
- My Reading Coach Supplemental Program
- SRA DIrect Instruction

Targeted Barriers to Achieving the Goal
- Attendance

Plan to Monitor Progress Toward the Goal

SRI Scores, FAA Results

Person or Persons Responsible
Principal

Target Dates or Schedule:
3 times per year SRI FAA results annually

Evidence of Completion:
Score Reports

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

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Liaison Parent Contacts

- Education

- Teacher & Job Coach Parent Contacts

- Food - basic needs

- Home visits - take the ideas and education to them

Targeted Barriers to Achieving the Goal

- Fear of losing their SSI because their child makes too much money

- Lack of technology

Plan to Monitor Progress Toward the Goal

Overall Parental Invovlement & Survey Results

Person or Persons Responsible
Admin

Target Dates or Schedule:
Annually

Evidence of Completion:
Parental Involvement Survey results

G4. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

Targets Supported

Resources Available to Support the Goal

- Pull-out and remediation tutoring

- Accelerated Math Exercises, FASST Math

- Hands-on Applications and Community Based Experiences

- Multimedia & Technology resources (Google, etc....)

- Professional Development using Renaissance Math

Targeted Barriers to Achieving the Goal

- Attendance

- Time

- Behavior Problems

Plan to Monitor Progress Toward the Goal

FAA Results

Person or Persons Responsible
Admin

Target Dates or Schedule:
Annually

Evidence of Completion:
FCAT & FAA

Action Plan for Improvement

Problem Solving Key

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

G1. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

G1.B1 Attendance

G1.B1.S1 Attendance initiatives implemented school-wide

Action Step 1

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

Person or Persons Responsible

The principal

Target Dates or Schedule

Every Friday Tickets are handed out during lunch with an additional prize

Evidence of Completion

Attendance reports

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

SWPBS team will monitor the data

Person or Persons Responsible

Michael Kelley - SWPBS Data member

Target Dates or Schedule

Principal

Evidence of Completion

SWPBS meeting notes

Plan to Monitor Effectiveness of G1.B1.S1

Attendance Data

Person or Persons Responsible

SWPBS Committee

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Meeting Minutes

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 Lack of Interest

G1.B5.S1 Using technology and Google apps to increase interest and parent involvement.

Action Step 1

Teachers will be trained using Google Apps to enhance and supplement their instruction.

Person or Persons Responsible

Principal

Target Dates or Schedule

Summer training 2 day session

Evidence of Completion

Lesson Plans

Facilitator:

Principal (train the trainer method)

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Using strategies taught in google training - Lesson plans will demonstrate the use of technology and google apps to enhance learning

Person or Persons Responsible

Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans & Observations

Plan to Monitor Effectiveness of G1.B5.S1

Pre-Post tests on the state standards will be monitored

Person or Persons Responsible

teachers/principal

Target Dates or Schedule

weekly/monthly

Evidence of Completion

Pre-Post Test results

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

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

Action Step 1

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

Person or Persons Responsible

All instructional Teachers

Target Dates or Schedule

Monthly at LTM's

Evidence of Completion

LTM Schedule

Facilitator:

Teachers & Principal

Participants:

Teachers

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

Agenda , Handouts, Presentation

Person or Persons Responsible

ESE Coordinator

Target Dates or Schedule

After every LTM

Evidence of Completion

Meeting with Principal after the LTM Training

Plan to Monitor Effectiveness of G1.B6.S1

Lesson Plans & Walk through evaluations

Person or Persons Responsible

Principal

Target Dates or Schedule

Lesson Plans after every LTM & Monthly 2x/Semester atleast - evaluations

Evidence of Completion

Evaluations

G2. The lowest 25% of readers will improve their SRI scores by at least 100 lexiles.

G2.B1 Attendance

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

Action Step 1

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

Person or Persons Responsible

AmeriCorps

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Schedule, Fluency Charts and SRI Scores

Action Step 2

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

> **Person or Persons Responsible**
>
> AmeriCorps
>
> **Target Dates or Schedule**
>
> Daily
>
> **Evidence of Completion**
>
> Attendance Schedule, Fluency Charts and SRI Scores

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

Reading Specialist will meet with he AmeriCorps memeber weekly to disagregate data and develop lesson plans for the next week.

> **Person or Persons Responsible**
>
> Reading Specialist
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S2

Fluency Records, SRI Scores and Mastery Test Results

> **Person or Persons Responsible**
>
> AmeriCorps & Reading Specialist
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Score Reports

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

G3.B5 Fear of losing their SSI because their child makes too much money

G3.B5.S1 Having someone from SSI do a presentation on how SSI works as a benefit for those who get more hours and work full time.

Action Step 1

Host a training regarding how SSI works for parents and students

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

Parent Night - During Semester 2

Evidence of Completion

Agenda

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Parent Survey

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

Immediately after the presentation

Evidence of Completion

Google Survey Results

Plan to Monitor Effectiveness of G3.B5.S1

Job retention rates, Students employed : Students graduated, Attendance

Person or Persons Responsible

Vocational Department & Data Processor

Target Dates or Schedule

Monthly - vocational department & attendance reports

Evidence of Completion

Vocational Data Reports & Attendance Reports

G3.B6 Lack of technology

G3.B6.S1 Mailing information home

Action Step 1

Important information will be mailed home, sent home with student, and published on the Believers Academy website in addition to phone calls and reminders via Parent Link and Home visits as necessary. Additionally, providing snacks at our Parent Training.

Person or Persons Responsible

Admin

Target Dates or Schedule

As needed with supplies and 3 x per year Believers Academy will host training parents

Evidence of Completion

Parent Involvement Documentation

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Having students return important information signed for incentive

Person or Persons Responsible

Admin

Target Dates or Schedule

As neccessary

Evidence of Completion

Signed verification forms

Plan to Monitor Effectiveness of G3.B6.S1

Attendance and participation in events and their child's education

Person or Persons Responsible

Admin

Target Dates or Schedule

As neccessary

Evidence of Completion

Attendance

G4. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

G4.B1 Attendance

G4.B1.S1 Attendance initiatives implemented school-wide

Action Step 1

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

Person or Persons Responsible

The principal

Target Dates or Schedule

Every Friday Tickets are handed out during lunch with an additional prize

Evidence of Completion

Attendance reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1

SWPBS team will monitor the data

Person or Persons Responsible

Michael Kelley - SWPBS Data member

Target Dates or Schedule

Principal

Evidence of Completion

SWPBS meeting notes

Plan to Monitor Effectiveness of G4.B1.S1

Attendance Data

Person or Persons Responsible

SWPBS Committee

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Meeting Minutes

G4.B3 Time

G4.B3.S1 Target deficits for implementing individualized instruction

Action Step 1

Professional Development using i Observation resource Library and book study that focus on the best instructional strategies that improve student learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly Common Planning Meetings and Monthly LTM Meetings

Evidence of Completion

Using computer based webinar worksheets, teacher observation results and peer presentations, LTM Activities

Facilitator:

R. Marzano & Train the Trainers

Participants:

Teachers & Staff

Action Step 2

Teacher will be trained using the Renaissance Math program to identify deficits and develop practice and mastery lessons

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Using computer based webinars

Evidence of Completion

Data Analysis

Facilitator:

Renaissance Math Webinars and Believers Academy Account Manager

Participants:

Math Teacher

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Unit and standard based assessments

Person or Persons Responsible

teacher

Target Dates or Schedule

10-15 lessons

Evidence of Completion

Assessment Results

Plan to Monitor Effectiveness of G4.B3.S1

Computer program monitors and recycles skills until 90% is met.

Person or Persons Responsible

Teacher/Admin

Target Dates or Schedule

weekly/3x per year

Evidence of Completion

Assessment Results and growth charts

G4.B4 Behavior Problems

G4.B4.S1 Implement a behavior lunch bunch, when students who are exhibiting behaviors that impede their success in class are able to develop replacement skills in a non-threatening environment.

Action Step 1

Students identified as having behaviors that impede their success will be asked to join the lunch group. During this time students will work through ABC data of their behaviors and learn replacement behaviors.

Person or Persons Responsible

Behavior Teacher

Target Dates or Schedule

as needed daily

Evidence of Completion

Lunch bunch roster

Plan to Monitor Fidelity of Implementation of G4.B4.S1

BMF forms that are completed by each teacher for each students

Person or Persons Responsible

Teachers/Behavior Teacher/ ESE Coordinator

Target Dates or Schedule

Daily

Evidence of Completion

BMF's and weekly common planning meeting agendas

Plan to Monitor Effectiveness of G4.B4.S1

BMF, referral and intervention logs

Person or Persons Responsible

Teachers & SWPBS

Target Dates or Schedule

Monthly

Evidence of Completion

SwPBS Meeting minutes & BMF'S, Common Planning meeting minutes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Title I, Part A

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

Violence prevention programs

District-wide implementation of Single School Culture, CHAMPS, Love & Logic, Youth Max, SwPBS, as well as Appreciation of Multicultural Diversity.

Nutrition programs

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

Job training

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

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

G1.B5 Lack of Interest

G1.B5.S1 Using technology and Google apps to increase interest and parent involvement.

PD Opportunity 1

Teachers will be trained using Google Apps to enhance and supplement their instruction.

Facilitator

Principal (train the trainer method)

Participants

Teachers

Target Dates or Schedule

Summer training 2 day session

Evidence of Completion

Lesson Plans

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

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

PD Opportunity 1

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

Facilitator

Teachers & Principal

Participants

Teachers

Target Dates or Schedule

Monthly at LTM's

Evidence of Completion

LTM Schedule

G4. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

G4.B3 Time

G4.B3.S1 Target deficits for implementing individualized instruction

PD Opportunity 1

Professional Development using i Observation resource Library and book study that focus on the best instructional strategies that improve student learning

Facilitator

R. Marzano & Train the Trainers

Participants

Teachers & Staff

Target Dates or Schedule

Weekly Common Planning Meetings and Monthly LTM Meetings

Evidence of Completion

Using computer based webinar worksheets, teacher observation results and peer presentations, LTM Activities

PD Opportunity 2

Teacher will be trained using the Renaissance Math program to identify deficits and develop practice and mastery lessons

Facilitator

Renaissance Math Webinars and Believers Academy Account Manager

Participants

Math Teacher

Target Dates or Schedule

Using computer based webinars

Evidence of Completion

Data Analysis

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students will be able to improve their FAA performance score or maintain a performance level greater than 7.	$300
G2.	The lowest 25% of readers will improve their SRI scores by at least 100 lexiles.	$11,400
G3.	Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status.	$160
G4.	Students will be able to improve their FAA performance score or maintain a performance level greater than 7.	$2,830
	Total	$14,690

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Other	Total
Title I	$7,474	$300	$160	$7,934
Title 1	$0	$830	$0	$830
FEFP	$2,000	$0	$3,926	$5,926
Total	$9,474	$1,130	$4,086	$14,690

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

G1.B5 Lack of Interest

G1.B5.S1 Using technology and Google apps to increase interest and parent involvement.

Action Step 1

Teachers will be trained using Google Apps to enhance and supplement their instruction.

Resource Type

Professional Development

Resource

Google Training & Web 2.0 Tools & Resources, Instructional website development

Funding Source

Title I

Amount Needed

$300

G2. The lowest 25% of readers will improve their SRI scores by at least 100 lexiles.

G2.B1 Attendance

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

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Pull-out/ Student Assisted Learning

Funding Source

Title I

Amount Needed

$7,474

Action Step 2

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

Resource Type

Other

Resource

Consultant = pull out / Student Assisted Learning

Funding Source

FEFP

Amount Needed

$3,926

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

G3.B6 Lack of technology

G3.B6.S1 Mailing information home

Action Step 1

Important information will be mailed home, sent home with student, and published on the Believers Academy website in addition to phone calls and reminders via Parent Link and Home visits as necessary. Additionally, providing snacks at our Parent Training.

Resource Type

Other

Resource

Parent Communications/Involvement - Supplies, postage, stamps, snacks

Funding Source

Title I

Amount Needed

$160

G4. Students will be able to improve their FAA performance score or maintain a performance level greater than 7.

G4.B3 Time

G4.B3.S1 Target deficits for implementing individualized instruction

Action Step 1

Professional Development using i Observation resource Library and book study that focus on the best instructional strategies that improve student learning

Resource Type

Professional Development

Resource

Developing teachers use of the best instructional practices by 1. using Dr. Robert Marzano professional development library (iObservation). 2, Completing a best practice book study as a staff

Funding Source

Title 1

Amount Needed

$830

Action Step 2

Teacher will be trained using the Renaissance Math program to identify deficits and develop practice and mastery lessons

Resource Type

Evidence-Based Program

Resource

Classroom Instruction and teacher development, data analysis

Funding Source

FEFP

Amount Needed

$2,000