

School District of Osceola County, FL

# Bellalago Charter Academy



## 2019-20 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>29</b>

# Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

## Demographics

Principal: Melanie Cleveland

Start Date for this Principal: 7/17/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: B (58%) 2016-17: B (59%) 2015-16: B (55%) 2014-15: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

N/A

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	27
Budget to Support Goals	29

## Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	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	84%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

### School Board Approval

N/A

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**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.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Rasmussen, Jonathan	Principal	Responsible for the operation and management of all activities and functions which occur within the school; all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. Responsible to develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Torres, Millie	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. Server as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. Specific areas of focus with social/emotion and student services.
Rodgers, Kelly	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. Server as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. Specific areas of focus with academic achievement and instruction.
Rosario, Ysmenia	Dean	Head of discipline for grades 6-8. Teacher Mentor/Mentee Coordinator. Professional Development lead.
Troop, Marie	Instructional Coach	K-8 Literacy Instruction, Literacy Professional Development, Core Connections Professional Developmmnet, Reading programs coordinator, Social Studies support, Literacy interventionist.
Clemons, Calena	Instructional Coach	K-5 Math and Science instructional lead, K-5 Math and Science professional development, K-5 Math and Science program coordinator, K-5 Math and Science Interventionist
Hartman, Andrew	Dean	Head of discipline grades PreK-5, Bulling Coordinator, HERO Coordinator, Athletic Director
Matthews, Shirhonda	School Counselor	Counselor for grades K-2, Families in Transition Coordinator, Classroom guidance
Davies, Thomas	School Counselor	Counselor grades 6-8, Middle school scheduling, Classroom guidance lessons, Career classroom lessons

Name	Title	Job Duties and Responsibilities
Merkel, Allison	Other	MTSS Coordinator, Literacy Interventionist, Data coordinator, School-wide PLC Lead
Rivas, Natalie	School Counselor	Grades 3-5 Counselor, Classroom Lessons, Testing Coordinator
Egan, Daniela	Instructional Coach	Grades 6-8 Math and Science Instruction, Grades 6-8 Math and Science Professional Development, Grades 6-8 Math and Science Interventions

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	135	104	153	146	163	173	190	218	204	0	0	0	0	1486
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	0	1
One or more suspensions	0	0	3	1	0	4	4	2	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	9	13	14	0	0	1	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	1	18	24	33	24	28	0	0	0	0	128

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		0	0	0	1	8	10	4	2	2	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		3	2	5	0	0	0	0	0	0	0	0	0	10
Students retained two or more times		2	0	0	1	0	1	6	5	19	0	0	0	34

FTE units allocated to school (total number of teacher units)

108

Date this data was collected or last updated

Wednesday 10/9/2019

### Prior Year - As Reported

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	15	11	12	11	10	15	14	12	14	0	0	0	0	114	
One or more suspensions	1	3	5	5	8	5	18	11	22	0	0	0	0	78	
Course failure in ELA or Math	0	0	11	9	9	10	0	0	0	0	0	0	0	39	
Level 1 on statewide assessment	0	0	0	19	34	18	26	32	16	0	0	0	0	145	
One or more in-school suspensions	0	0	0	0	0	0	0	1	2	0	0	0	0	3	

**The number of students with two or more early warning indicators:**

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

**Prior Year - Updated**

**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	15	11	12	11	10	15	14	12	14	0	0	0	0	114	
One or more suspensions	1	3	5	5	8	5	18	11	22	0	0	0	0	78	
Course failure in ELA or Math	0	0	11	9	9	10	0	0	0	0	0	0	0	39	
Level 1 on statewide assessment	0	0	0	19	34	18	26	32	16	0	0	0	0	145	
One or more in-school suspensions	0	0	0	0	0	0	0	1	2	0	0	0	0	3	

**The number of students with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	56%	61%	55%	56%	57%
ELA Learning Gains	53%	57%	59%	54%	59%	57%
ELA Lowest 25th Percentile	51%	55%	54%	45%	54%	51%
Math Achievement	48%	52%	62%	54%	50%	58%
Math Learning Gains	50%	55%	59%	58%	55%	56%
Math Lowest 25th Percentile	46%	49%	52%	51%	52%	50%
Science Achievement	48%	49%	56%	60%	47%	53%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	67%	75%	78%	76%	71%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	135 (0)	104 (0)	153 (0)	146 (0)	163 (0)	173 (0)	190 (0)	218 (0)	204 (0)	1486 (0)
Attendance below 90 percent	0 (15)	0 (11)	0 (12)	0 (11)	0 (10)	0 (15)	0 (14)	0 (12)	1 (14)	1 (114)
One or more suspensions	0 (1)	0 (3)	3 (5)	1 (5)	0 (8)	4 (5)	4 (18)	2 (11)	0 (22)	14 (78)
Course failure in ELA or Math	0 (0)	0 (0)	0 (11)	9 (9)	13 (9)	14 (10)	0 (0)	0 (0)	1 (0)	37 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (19)	18 (34)	24 (18)	33 (26)	24 (32)	28 (16)	128 (145)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	51%	0%	58%	-7%
	2018	63%	51%	12%	57%	6%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	55%	51%	4%	58%	-3%
	2018	54%	48%	6%	56%	-2%
Same Grade Comparison		1%				
Cohort Comparison		-8%				
05	2019	46%	48%	-2%	56%	-10%
	2018	53%	50%	3%	55%	-2%
Same Grade Comparison		-7%				
Cohort Comparison		-8%				
06	2019	54%	48%	6%	54%	0%
	2018	57%	46%	11%	52%	5%
Same Grade Comparison		-3%				
Cohort Comparison		1%				
07	2019	48%	47%	1%	52%	-4%
	2018	60%	46%	14%	51%	9%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	47%	49%	-2%	56%	-9%
	2018	57%	52%	5%	58%	-1%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	54%	2%	62%	-6%
	2018	63%	51%	12%	62%	1%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	55%	53%	2%	64%	-9%
	2018	54%	53%	1%	62%	-8%
Same Grade Comparison		1%				
Cohort Comparison		-8%				
05	2019	43%	48%	-5%	60%	-17%
	2018	43%	52%	-9%	61%	-18%
Same Grade Comparison		0%				
Cohort Comparison		-11%				
06	2019	33%	45%	-12%	55%	-22%
	2018	33%	43%	-10%	52%	-19%
Same Grade Comparison		0%				
Cohort Comparison		-10%				
07	2019	22%	30%	-8%	54%	-32%
	2018	33%	29%	4%	54%	-21%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
08	2019	36%	47%	-11%	46%	-10%
	2018	46%	43%	3%	45%	1%
Same Grade Comparison		-10%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	45%	-2%	53%	-10%
	2018	52%	49%	3%	55%	-3%
Same Grade Comparison		-9%				
Cohort Comparison						
08	2019	32%	42%	-10%	48%	-16%
	2018	48%	42%	6%	50%	-2%
Same Grade Comparison		-16%				
Cohort Comparison		-20%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	67%	33%
2018	98%	68%	30%	65%	33%
Compare		2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	73%	-12%	71%	-10%
2018	74%	70%	4%	71%	3%
Compare		-13%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	49%	28%	61%	16%
2018	74%	52%	22%	62%	12%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	44%	41%	57%	28%
2018	0%	39%	-39%	56%	-56%
Compare		85%			

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	45	49	10	31	34	18	33			
ELL	37	50	54	32	44	38	23	37			
ASN	81	70		81	61						
BLK	58	56	53	49	52	50	43	63	88		
HSP	52	52	52	44	48	46	43	63	78		
MUL	52	50		33	42						
WHT	58	48	33	59	53	44	64	75	88		
FRL	45	51	53	38	44	48	35	54	65		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	45	44	20	41	40	18	31			
ELL	33	52	46	28	38	36	26	53	67		
ASN	90	84		87	68		79				
BLK	62	58	50	49	44	34	55	73	82		
HSP	56	56	45	47	46	46	51	69	72		
MUL	52	50		62	43		55				
WHT	65	61	50	57	54	55	72	87	88		
FRL	55	56	48	47	46	46	52	72	73		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	28	30	18	47	44	4				
ELL	32	48	49	38	51	48	29	30			
ASN	87	72		80	62		83				
BLK	49	51	44	46	58	48	48	71	82		
HSP	53	52	44	52	56	52	60	70	81		
MUL	70	58		60	63		91				
WHT	59	60	57	60	61	52	63	89	87		
FRL	50	53	45	47	55	52	57	73	84		

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on School Grade, Math Learning Gains - Lowest 25% was the lowest performing area at 46%. Contributing factors were several new teachers in tested grade levels that were struggling with cultural differences, classroom management and learning the new curriculum/resources. We had multiple long term substitutes in classrooms along with negative, disruptive student behaviors across the school. The ESSA data reflects that our SWD performance is at a 31%. Contributing factors were difficulties pairing the right VE teacher with the Reg. Ed classroom teachers, creating a schedule that provides as much support as possible and high expectations for the staff and students alike.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science dropped by 9 percentage points from the previous year. Contributing factors were several new teachers in 5th grade and the science department. We had multiple long-term substitutes and challenges with classroom management. Despite many attempts with support from coaches, administration and professional development, little improvement was made on the part of a few of the adults. Many of the teachers who were part of this group no longer work at the school.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement overall had the greatest gap when compared to the state, but specifically grades 5-8. A lot of the focus during intervention time trending towards supporting ELA. This year, we have a specific time designated for math interventions that does not conflict with ELA interventions in grades K-5. In middle school, interventions have been redesigned by the middle school teachers to ensure all subject areas have priority days that do not conflict with other subjects.

#### Which data component showed the most improvement? What new actions did your school take in this area?

The area that showed the most improvement was in ELA Learning Gains with students in the lowest quartile. Last school year, we were more intentional with our intervention groups and assuring students were receiving the support they needed as early as possible.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students with less than 90% attendance and students scoring level 1 on FSA.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Ensure high levels of learning for all students in literacy.
2. Ensure high levels of mathematics achievement for all students.
3. Ensure high levels of science achievement for students.
4. Ensure a school-wide post-secondary culture for all students.
5. Strengthen collaborative processes to ensure that the learning needs of all students are met.

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Ensure high levels of learning for all students in literacy.
<b>Rationale</b>	Higher level learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations.
<b>State the measurable outcome the school plans to achieve</b>	All student subgroups will increase proficiency by 5%.
<b>Person responsible for monitoring outcome</b>	Jonathan Rasmussen (jonathan.rasmussen@osceolaschools.net)
<b>Evidence-based Strategy</b>	Tier 1 instruction must be on grade level with instruction aligning to state standards. The expectation and the curriculum will not be altered for any student regardless of indicators or circumstance. According to "Taking Action: Handbook for RTI at Work," 'to learn at high levels, students must have access to grade level curriculum each year.' Principal will share and update the Chief of Staff and Assistant Superintendents during their mid-point check in on progress of the Area of Focus through the School Stocktake Model.
<b>Rationale for Evidence-based Strategy</b>	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Grade levels 1-5 will be departmentalized in order to allow teachers to focus on a few content areas.</li> <li>2. Teacher PLC teams will be responsible to identify essential standards for each grade level or course and create unit plans based off essential standards. Marie Troop and Allison Merkel will provide support to PLC teams. Leadership team members will be responsible for monitoring the effectiveness of their individual PLC team's progress.</li> <li>3. Teacher teams will be responsible to implement the team teaching-assessing cycle, giving common formative assessments for essential standards, using the data from the assessments to identify students for Tier 2 support by student, by standard and to reflect on an improve instruction.</li> <li>4. Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. Tier 1 Core instruction will be strengthened by the provision of ongoing professional development provided by the District for all grades K-8.</li> <li>5. Tier 2 instruction will be based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Tier 3 will be based on prior-years' gaps in instruction and targeted by student by standard. Tier 3 remediation will be provided by the interventionists and select classroom teachers. Tier 3 instruction will be based on gaps in literacy foundations: phonics, phonemic awareness and fluency.</li> <li>6. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</li> <li>7. SWD will receive grade level instruction. The work will be scaffolded to meet their needs</li> </ol>

- and will be supported by the VE teacher when applicable and tiered intervention based on individual needs.
8. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure the correct processes are being by monitoring the analysis of student data and planning for student achievement.
  9. District formative assessments will be given every four and a half weeks in all accountability areas.
  10. Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual students' needs as a collaborative team.
  11. The Literacy Coach, Marie Troop, will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observations and data. Development sessions are data driven based off of data collected through Leadership walkthroughs, Stocktake meetings, coaching for implementation and rigor walks, and District Learning Cycle visits.
  12. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year and district formative assessments quarterly.
  13. Teachers deliver daily content-specific knowledge and experience in the classroom by ensuring standarized lessons and using differentiated instruction for ELL and ESE students. Monitored by ECS and RCS.

<b>Person Responsible</b>	Marie Troop (marie.troop@osceolaschools.net)
---------------------------	--

---

#2	
<b>Title</b>	Ensure high levels of mathematics achievement for all students.
<b>Rationale</b>	If we guarantee standards-based instruction at the appropriate depth of knowledge in all classrooms for all students and provide appropriate interventions by student by standard, then student proficiency in mathematics will increase.
<b>State the measurable outcome the school plans to achieve</b>	All student subgroups will increase proficiency by 5%.
<b>Person responsible for monitoring outcome</b>	Kelly Rodgers (kelly.rodgers@osceolaschools.net)
<b>Evidence-based Strategy</b>	Professional Learning Communities. Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community. Principal will share and update the Chief of Staff and Assistant Superintendents during their mid-point check in on progress of the Area of Focus through the School Stocktake Model.
<b>Rationale for Evidence-based Strategy</b>	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as, individual student needs. Students also learn to take account of their own learning set measurable goals, and identify their strengths and weaknesses.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Grade levels 1-5 will be departmentalized in order to allow teachers to focus on a few content areas.</li> <li>2. During pre-planning and throughout the school year, teacher PLC teams will be responsible to identify essential standards for each grade level or course and create unit plans based off essential standards. Shawn Clemons and Daniela Egan will provide support to PLC teams. Leadership team members will be responsible for monitoring the effectiveness of their individual PLC team's progress.</li> <li>3. Teacher teams will be responsible to implement the team teaching-assessing cycle, giving common formative assessments for essential standards created by PLCs and the District, using the data from the assessments to identify students for Tier 2 support by student, by standard and to reflect on an improve instruction.</li> <li>4. Professional development will be provided to each collaborative team through the year as needs are identified based on PLC data.</li> <li>5. Tier 2 remediation and extension will be based on teacher-team created common formative assessment. Tier 3 will be based on prior-years' gaps in instruction and targeted by student by standard. Tier 3 remediation will be provided by the interventionists and select classroom teachers.</li> <li>6. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</li> <li>7. District formative assessments will be given every four and a half weeks in all</li> </ol>

accountability areas.

8. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.

9. SWD will receive intervention based on their Tier 3, Tier 2 and Tier 1 individual needs.

10. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. Monitored by the ECS and RCS.

11. Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math. Math Tier 2 interventions will occur within math instruction by grade level math teachers and Tier 3 interventions will occur outside the math block using an interventionist or math coach.

**Person  
Responsible**

Calena Clemons (calena.clemons@osceolaschools.net)

---

#3	
<b>Title</b>	Ensure high levels of science achievement for all students.
<b>Rationale</b>	If we guarantee standards-based instruction at the appropriate depth of knowledge in all classrooms for all students and provide appropriate interventions by student by standard, then student proficiency in science will increase.
<b>State the measurable outcome the school plans to achieve</b>	All student subgroups will increase proficiency by 5%.
<b>Person responsible for monitoring outcome</b>	Kelly Rodgers (kelly.rodgers@osceolaschools.net)
<b>Evidence-based Strategy</b>	Research states, when teachers utilize high yield strategies to increase the students' science vocabulary knowledge, informational reading strategies and allow time for quality hands-on science activities, then student achievement increases. Classroom teachers will use district created Curriculum Unit Plans for Tier 1 instruction. District and PLC developed formative assessments will be used to frequently assess student progress and uploaded into School City for PLCs to analyze for grade level intervention decision making. Intervention opportunities will be offered by high-qualified instructional staff using district adopted science curriculum. Principal will share and update the Chief of Staff and Assistant Superintendents during their mid-point check in on progress of the Area of Focus through the School Stocktake Model. Principal and Leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.
<b>Rationale for Evidence-based Strategy</b>	Providing quality classroom science instruction with researched validated characteristics make a measurable, positive impact on all students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Grade levels 1-5 will be departmentalized in order to allow teachers to focus on a few content areas.</li> <li>2. During pre-planning and throughout the school year, teacher PLC teams will be responsible to identify essential standards for each grade level or course and create unit plans based off essential standards. Shawn Clemons and Daniela Egan will provide support to PLC teams. Leadership team members will be responsible for monitoring the effectiveness of their individual PLC team's progress.</li> <li>3. Teacher teams will be responsible to implement the team teaching-assessing cycle, giving common formative assessments for essential standards, using the data from the assessments to identify students for Tier 2 support by student, by standard and to reflect on an improve instruction. Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.</li> <li>4. Professional development will be provided to each collaborative team through the year as needs are identified based on PLC data.</li> <li>5. Tier 2 remediation and extension will be based on teacher-team created common</li> </ol>

formative assessment.

6. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

7. During PLC's, teachers will continue to view student data and determine next steps based on individual students' needs.

8. District formative assessments will be given every four and a half weeks in all accountability areas.

9. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher, when applicable.

10. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.

11. Teachers deliver daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. Monitored by the RCS and ECS.

**Person**

**Responsible**

Daniela Egan (daniela.egan@osceolaschools.net)

---

#4	
<b>Title</b>	Ensure a school-wide post-secondary culture for all students.
<b>Rationale</b>	If students are exposed to a variety of post-secondary options, including but not limited to, university, technical training, military or the workforce, then they are to have a successful future. Schools must convey the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education. School culture and climate directly affect student learning and engagement, as well as, college aspirations and preparation. When high expectations are set, a growth mindset is developed, and academic preparations and tools are present, students will meet or exceed academic results. Principal will share and update the Chief of Staff and Assistant Superintendents during their mid-point check-in on progress of the Area of Focus through the School Stocktake Model.
<b>State the measurable outcome the school plans to achieve</b>	Increase acceleration by 5%.
<b>Person responsible for monitoring outcome</b>	Millie Torres (millie.torres@osceolaschools.net)
<b>Evidence-based Strategy</b>	Post-secondary culture refers to the environment, attitudes, and practices in schools and communities that encourage students and families to obtain the information, tools, and perspective to enhance access to and have success in post-secondary education.
<b>Rationale for Evidence-based Strategy</b>	If we expose students to the post high school career options, ranging from college to technical training, and trade school, they will be more likely to choose one of these paths.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Schedule all 8th grade students who scored a level 3 or higher into Algebra/Geometry and Biology (when eligible). Continue to schedule all eligible students into accelerated courses: World History Honors, US History Adv, Civics Adv, Physical Science Honors, 6th grade math accelerated, 7th grade math advanced.</li> <li>2. Schedule all students who score a level 5 in mathematics into an accelerated math class (5th and 6th grade math).</li> <li>3. Schedule students who scored a high level 2 in reading into Language Arts Advanced.</li> <li>4. Schedule the majority of 6th grade students into AVID.</li> <li>5. AVID Site Team driving the researched-based non-negotiable strategies for all teacher in all subject areas grades 5-8.</li> <li>6. Career/Post-Secondary lessons taught through the social studies classes and guidance team.</li> <li>7. Incorporate post-secondary activities into parent nights based on the theme.</li> <li>8. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</li> <li>9. Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</li> </ol>

**Person Responsible** Thomas Davies (thomas.davies@osceolaschools.net)

---

#5	
<b>Title</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met.
<b>Rationale</b>	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase. Principal will share and update the Chief of Staff and Assistant Superintendents during their mid-point check in on progress of the Area of Focus through the School Stocktake Model.
<b>State the measurable outcome the school plans to achieve</b>	All content areas will increase proficiency and learning gains by 5 percentage points in all subgroups.
<b>Person responsible for monitoring outcome</b>	Jonathan Rasmussen (jonathan.rasmussen@osceolaschools.net)
<b>Evidence-based Strategy</b>	Professional Learning Communities
<b>Rationale for Evidence-based Strategy</b>	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teams will collaborate weekly during early release, as well as an additional hour weekly (paid by Title I funds) outside of contract hours, and at least two planning periods monthly, with the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual students' needs as a collaborative team. All teachers will be active participants in the PLC process at minimum six meetings per month.</li> <li>2. A team of over 20 teachers, representing all grade levels and content areas attended the PLC Summer Institute.</li> <li>3. Professional development will be provided to each collaborative team with a strong focus on Common Formative Assessments.</li> <li>4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual students' needs. Teachers will use the data to form groups for intervention and extension on essential standards. Teachers attended School City training at the beginning of the year. Instructional coaches will monitor results of assessments.</li> <li>5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. The majority of the leadership team attended the PLC Summer Institute. Leadership team members will bring areas of concern to the Stocktake meetings.</li> <li>6. District formative assessments will be given. Data from these assessments, combined with data from PLC team formative assessments, will be utilized to determine standards-based intervention and extension opportunities for students. Instructional coaches will monitor the effectiveness and frequency of interventions monthly through Stocktake.</li> </ol>

7. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

**Person Responsible** Allison Merkel (allison.merkel@osceolaschools.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

#### PFEP Link

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

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

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of

opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

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

The Bellalago Academy Problem-Solving Team meets twice a month, minimum, to discuss and place students in appropriate interventions, based on data provided by classroom teachers, interventionists, counselors and other personnel involved.

#### Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

#### Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

#### Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

#### Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

#### Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

#### Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Ensure high levels of learning for all students in literacy.</b>				<b>\$53,760.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	0932 - Bellalago Charter Academy	Title, I Part A		\$925.00
			<i>Notes: Parent Literacy Night</i>			
	6400	130-Other Certified Instructional Personnel	0932 - Bellalago Charter Academy	General Fund		\$52,835.00
			<i>Notes: Literacy Coach</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Ensure high levels of mathematics achievement for all students.</b>				<b>\$21,197.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	0932 - Bellalago Charter Academy	Title, I Part A		\$625.00
			<i>Notes: Parent Math Night</i>			
	5100	100-Salaries	0932 - Bellalago Charter Academy	General Fund		\$20,572.50
			<i>Notes: OPS Contract Pay for Certified Remediation for Math and Literacy</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Ensure high levels of science achievement for all students.</b>				<b>\$910.45</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	0932 - Bellalago Charter Academy	Title, I Part A		\$65.45
			<i>Notes: Science Parent Night Flyers</i>			
	6150	310-Professional and Technical Services	0932 - Bellalago Charter Academy	Title, I Part A		\$845.00
			<i>Notes: Science Center Cost</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Ensure a school-wide post-secondary culture for all students.</b>				<b>\$0.00</b>

<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.</b>				<b>\$73,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	100-Salaries	0932 - Bellalago Charter Academy	General Fund		\$12,000.00
			<i>Notes: PLC Summer Institute for 12 participants</i>			
	5100	100-Salaries	0932 - Bellalago Charter Academy	Title, I Part A		\$61,000.00
			<i>Notes: PLCs to Analyze Student Data for Instructional Decisions</i>			
<b>Total:</b>						<b>\$148,867.95</b>