



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Belle Glade Excel Charter School**

555 SW 16TH ST  
Belle Glade, FL 33430  
561-257-2511  
[www.ecs.lsfnet.org](http://www.ecs.lsfnet.org)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 99%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> NOT GRADED	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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**

Belle Glade Excel Charter School

**Principal**

Dr. Williams

**School Advisory Council chair**

Ms Corinthia

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

Name	Title
Mary Rainey	Assistant Principal
Marvin McCall	PE Teacher
Courtney Williams	1st grade teacher
Miram White	K Teacher

**District-Level Information**

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

1/27/2014

### 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**

- Ida Corthinia
- Carlton Corthinia
- Vontreca Hodges
- Shasquasha Upshur
- Miriam White
- Courtney Williams
- Marvin McCall
- Stephanie Jefferson
- Renada Harris
- Mary Rainey

**Involvement of the SAC in the development of the SIP**

School board approved plan for SIP and PIP will be presented during the January 2014 board meeting. Any changes the board suggest would be made and sent to parents as an update. Parent representative of the board was also given a chance to review and give feedback of current plan.

**Activities of the SAC for the upcoming school year**

The SAC will have monthly meetings and will be introduced to parents at our annual meeting. The SAC will be invited to the Feb 2014 board meeting .

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

Meeting agenda paper, flyers for meeting, refreshments

**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**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Dr. Williams**

Principal

Years as Administrator: 9

Years at Current School: 9

**Credentials**

Doctoral in Educational Leadership  
Ed.D

**Performance Record**

**Mary Rainy**

Asst Principal

Years as Administrator: 6

Years at Current School:

**Credentials**

Masters plus 30 hours

**Performance Record**

**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**

2, 25%

**# reading endorsed**

2, 25%

**# with advanced degrees**

4, 50%

**# National Board Certified**

, 0%

**# first-year teachers**

3, 38%

**# with 1-5 years of experience**

4, 50%

**# with 6-14 years of experience**

0, 0%

**# with 15 or more years of experience**

1, 13%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

0, 0%

**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**

School retain teacher by providing training opportunities and time to attend training. Our HR department does a great job in marketing to agencies along with websites that have proven to be successful in garnering qualified applicants.

**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**

Belle Glade Excel Charter School has a assistant principal that works collaboratively with the Principal to garner understanding and information of their job and performance goals for students.



Support is gained through bi weekly meeting and ongoing training / chats about student academic performance.

### **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**

Belle Glade Excel uses technology driven tools along with benchmark testing

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

The team is to monitor and make adjust as needed according to student performance.

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

Classroom observations, monitoring student data, referral for students to RTI, and reports from technology driven assessments

**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**

The data sources are students result on testing along with three week progress reporting. The data is analyzed and discussed with students , parents and staff every three weeks from progress report events at school.

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

The staff will have biweekly data chat meeting and parents will be notified with three week progress report.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 8,550

Students during the last 45 minutes of school follow and academic enrichment calendar. The academic areas of focus are as follows: reading, writing and math.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Mrs Rainey assistant principal  
Mrs Harris lead teacher

**Literacy Leadership Team (LLT)**

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

Name	Title
Mrs Rainey	assistant Principal
Ms Chilous	teacher
Mr McCall	teacher
Mrs Harris	lead teacher/ese

**How the school-based LLT functions**

The team participates in IEP meeting, RTI , transition meeting along with team meeting to discuss student performance. The team consist of assistant principal, ese/leader teacher, certified reading teacher and PE teacher that meet monthly to discuss date/student performance.

**Major initiatives of the LLT**

Increase reading with student using the daily reading log.

**Every Teacher Contributes to Reading Instruction**

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

Teachers attend training and support from teacher certified in reading. Teachers meet bi weekly to discuss reading goals.

**Preschool Transition**

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

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

In the Spring the administrative team will hold kindergarten round up meeting with local head start programs. We will provide information for the readiness kit along with onsite tours. Our kindergarten teacher will preplan with head start teachers in the spring.

## Expected Improvements

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

### 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**

Parents will attend progress report night, review notes from teacher through student agendas. Parents will be a monthly news letters from school to showcase school events.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased parent involvement with meetings and activites			

## Goals Summary

- G1.** Professional Development opportunities for staff
- G2.** To increase parent involvement by 25%
- G3.** 5% of third grade students will be reading on grade level

## Goals Detail

### G1. Professional Development opportunities for staff

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- Staff to attend professional development meeting and conferences

**Targeted Barriers to Achieving the Goal**

- Locating PD that is beneficial to staff professional growth

### Plan to Monitor Progress Toward the Goal

Topics that support PD growth

**Person or Persons Responsible**

Ms Rainey

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

agenda's / staff training

### G2. To increase parent involvement by 25%

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent night, Awards programs with data chats and progress report night

**Targeted Barriers to Achieving the Goal**

- Getting parents interested in students academics

### Plan to Monitor Progress Toward the Goal

list of attendance on sign in sheet

**Person or Persons Responsible**

Mary Rainey Marvin McCall

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

sign in sheets, agendas

### G3. 5% of third grade students will be reading on grade level

**Targets Supported**

**Resources Available to Support the Goal**

- 
- IPAD and extended 45 minutes once daily along with two hour reading block . The students will also use Reading eggs supplemental program to work on reading skills

**Targeted Barriers to Achieving the Goal**

- Students not having prior knowledge of basic reading skills

### Plan to Monitor Progress Toward the Goal

Three week progress report

**Person or Persons Responsible**

Mary Rainey Renada Harris

**Target Dates or Schedule:**

Every three weeks

**Evidence of Completion:**

sign in sheets and FCAT summer 2014

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Professional Development opportunities for staff

#### G1.B1 Locating PD that is beneficial to staff professional growth

##### G1.B1.S1 Conferences and district meetings

#### Action Step 1

register for conferences

#### Person or Persons Responsible

Dr Williams

#### Target Dates or Schedule

As often as open

#### Evidence of Completion

Agenda's from meetings

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

PD that supports professional growth

#### Person or Persons Responsible

Mary Rainey

#### Target Dates or Schedule

As often as open

#### Evidence of Completion

Agenda's

## Plan to Monitor Effectiveness of G1.B1.S1

Have staff share information with staff

### Person or Persons Responsible

Ms Rainey

### Target Dates or Schedule

Monthly

### Evidence of Completion

Agenda's

## G2. To increase parent involvement by 25%

### G2.B1 Getting parents interested in students academics

**G2.B1.S1** Have parent events that offer information sessions along with celebrating students academic success. Open house and progress night

#### Action Step 1

Parent meetings

#### Person or Persons Responsible

Mary Rainey Marvin McCall

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Sign in sheets

#### Facilitator:

Mary Rainey

#### Participants:

All Teachers



**Action Step 2**

Parent events

**Person or Persons Responsible**

Mary Rainey Marvin McCall

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

agenda, sign in sheets

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

sending communication with parents

**Person or Persons Responsible**

Mary Rainey

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign in sheets, call out to parents of meetings and flyers

**Plan to Monitor Effectiveness of G2.B1.S1**

Communicate with parents about meetings

**Person or Persons Responsible**

Mary Rainey Marvin McCall

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign in sheets

**G3. 5% of third grade students will be reading on grade level**

**G3.B1 Students not having prior knowledge of basic reading skills**

**G3.B1.S1 Reading eggs to supplement students reading areas of defiances**

**Action Step 1**

Purchase software for reading program

**Person or Persons Responsible**

Vice President

**Target Dates or Schedule**

fall 2013

**Evidence of Completion**

purchase order

**Facilitator:**

Renada Harris

**Participants:**

All Teachers

**Action Step 2**

Purchase IPAD

**Person or Persons Responsible**

Vice President

**Target Dates or Schedule**

July 2013

**Evidence of Completion**

Purchase orders

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

Teachers observation and reading eggs student report

**Person or Persons Responsible**

Renada Harris, Mary Rainey

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Teacher observation forms and reading eggs report

### Plan to Monitor Effectiveness of G3.B1.S1

Compare diagnostics to FCAT

**Person or Persons Responsible**

Mary Rainey

**Target Dates or Schedule**

June 2014

**Evidence of Completion**

See learning gains

### G3.B1.S2 Two hour reading block daily

**Action Step 1**

Student schedule

**Person or Persons Responsible**

Renada Harris

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Embedded in student master schedule

**Action Step 2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B1.S2**

Monitoring student reading level with program

**Person or Persons Responsible**

Mary Rainey

**Target Dates or Schedule**

Bi weekly

**Evidence of Completion**

Reading egg report/ biweekly data meetings

**G3.B1.S3** 45 minutes reading enforcement skills once weekly

**Action Step 1**

Students will have 45 minutes of reading the end of the day on monday

**Person or Persons Responsible**

Mary Rainey Renada Harris

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Teacher observation

**Plan to Monitor Fidelity of Implementation of G3.B1.S3**

Teacher observation

**Person or Persons Responsible**

Mary Rainey Renada Harris

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

teacher observations/ teacher chats

**Plan to Monitor Effectiveness of G3.B1.S3**

Monitor students gains with reading egg program

**Person or Persons Responsible**

Mary Rainey

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data meeting

## 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

Title I funds are used to purchase ipads for student usage. Computer based program will be purchased for k-3 students. Materials training will be purchased to support trainings in the academic content areas.

## 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.*

### G2. To increase parent involvement by 25%

#### G2.B1 Getting parents interested in students academics

**G2.B1.S1** Have parent events that offer information sessions along with celebrating students academic success. Open house and progress night

##### PD Opportunity 1

Parent meetings

##### Facilitator

Mary Rainey

##### Participants

All Teachers

##### Target Dates or Schedule

Monthly

##### Evidence of Completion

Sign in sheets

**G3. 5% of third grade students will be reading on grade level**

**G3.B1 Students not having prior knowledge of basic reading skills**

**G3.B1.S1 Reading eggs to supplement students reading areas of defiances**

**PD Opportunity 1**

Purchase software for reading program

**Facilitator**

Renada Harris

**Participants**

All Teachers

**Target Dates or Schedule**

fall 2013

**Evidence of Completion**

purchase order



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Professional Development opportunities for staff	\$4,700
G2.	To increase parent involvement by 25%	\$800
G3.	5% of third grade students will be reading on grade level	\$40,192
Total		\$45,692

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$45,042
Title I		\$650
Total		\$45,692

### Budget Details

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

#### G1. Professional Development opportunities for staff

##### G1.B1 Locating PD that is beneficial to staff professional growth

##### G1.B1.S1 Conferences and district meetings

#### Action Step 1

register for conferences

#### Resource Type

Evidence-Based Program

#### Resource

To attends conferences on common core, literacy, national youth at risk .

#### Funding Source

Title I

#### Amount Needed

\$4,700

**G2.** To increase parent involvement by 25%

**G2.B1** Getting parents interested in students academics

**G2.B1.S1** Have parent events that offer information sessions along with celebrating students academic success. Open house and progress night

**Action Step 1**

Parent meetings

**Resource Type**

Evidence-Based Program

**Resource**

Purchase supplies such as paper,ink, markers, folders, pens ,chart paper and refreshments for parent training.

**Funding Source**

Titile I

**Amount Needed**

\$650

**Action Step 2**

Parent events

**Resource Type**

Evidence-Based Program

**Resource**

Paper, ink , refreshments

**Funding Source**

Title I

**Amount Needed**

\$150

**G3. 5% of third grade students will be reading on grade level**

**G3.B1 Students not having prior knowledge of basic reading skills**

**G3.B1.S1 Reading eggs to supplement students reading areas of defiances**

**Action Step 1**

Purchase software for reading program

**Resource Type**

Evidence-Based Program

**Resource**

Computer based program such as Reading Eggs.

**Funding Source**

Title I

**Amount Needed**

\$3,892

**Action Step 2**

Purchase IPAD

**Resource Type**

Evidence-Based Program

**Resource**

Purchase of IPAD bundles for Reading Eggs program.

**Funding Source**

Title I

**Amount Needed**

\$36,300