2013-2014 SCHOOL IMPROVEMENT PLAN

Bellalago Charter Academy

3651 PLEASANT HILL RD
Kissimmee, FL 34746
407-933-1690
www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	70%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	83%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	B	B

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.

Table of Contents

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
Bellalago Charter Academy

Principal
Wendy Honeycutt

School Advisory Council chair
Abe Mendez

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

Name	Title
Wendy Honeycutt	Principal
Mark Ferguson	Asst Principal
Matt DeRight	Asst Principal
Joann Dorries	Dean
John Armour	Dean
Marie Troop	Literacy Coach
Sue Lourcey	Math/Science Coach
Danielle Saunders	Elem Guidance Counselor
Nuria Clark	Middle Guidance Counselor

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
10/15/2013

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

Abe Mendez, SAC Chair, Business Partner/Community Member
Benton Glover, Co-Chair, Parent
Lorena Bruneau, Secretary, Employee/Parent
Marie Troop, Treasurer, Employee
Wendy Honeycutt, Principal
Denise Santana, Parent
Mayra Velez, Parent

Orlando Erivez, Parent
Mayra Velez, Parent
Pedro Correa, Parent
Lauren Taylor, 1st Gr Teacher
Ruth Dourves, 2nd Gr Teacher
Joanne Husbands, 3rd Gr Teacher
Adam Paunwar, 4th Gr Teacher
Paul Podraza, 7th Gr Teacher/Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will meet monthly, the second Monday of each month. During this time the SAC will discuss school activities, review and amend the SIP, and decide how SAC funding will be expended.
Sponsor clubs/programs throughout school
Support Positive Recognition program
Provide professional development opportunities for staff
Collaborate on SIP and Mid-year Review
Review Trend Data

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

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

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

SAC will continue to recruit parents/community members at school events.
Reminders will be sent home with students.
Bellalago will utilize the IRIS outdial to remind about meetings.
Meeting dates are posted on the marquee, in the newsletter, and on the Website.
Offer incentives to students who's parents attend SAC meetings.

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
3

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

Administrator Information:

Wendy Honeycutt		
Principal	Years as Administrator: 9	Years at Current School: 10

Credentials	Bachelor of Science in Elementary Education Masters of Science in ESOL Education Masters of Science in Educational Leadership She holds Certification in Elementary Education, ESOL K-12, Educational Leadership and School Principal.
Performance Record	School Rating of "B", as determined by the State of Florida, each year as School Principal

Mark Ferguson		
Asst Principal	Years as Administrator: 23	Years at Current School: 2

Credentials	Bachelor of Arts in Elementary Education Masters of Science in Educational Leadership He holds certifications in Elementary Education, Middle Grades English, Middle Grades Mathematics, ESOL Endorsement and School Principal.
Performance Record	School Rating of "B", as determined by the State of Florida, each year at Bellalago Academy.

Matthew DeRight		
Asst Principal	Years as Administrator: 7	Years at Current School: 4

Credentials	Bachelor of Science degree in Business Administration Masters of Science in Educational Leadership He holds certifications in Business Education Marketing, Middle Grades Mathematics, Educational Leadership and School Principal.
Performance Record	School Rating of "B", as determined by the State of Florida, each year at Bellalago Academy.

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marie Troop		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3

Areas Reading/Literacy

Credentials
Educational Leadership/All Levels
Elementary Education Grades K-6
English For Speakers of Other Languages/Endorsement
Reading/Endorsement

Performance Record
Highly Effective
2012/2013 School Grade: B

Sue Lourcey		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas Mathematics, Science

Credentials
Elementary Education Grades K-6
English For Speakers of Other Languages/Endorsement
Gifted Endorsement
District Science Leadership Team

Performance Record
Highly Effective
2012/2013 School Grade: B

Classroom Teachers

# of classroom teachers
95

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
94, 99%

 # ESOL endorsed
54, 57%

 # reading endorsed
14, 15%

 # with advanced degrees
28, 29%

 # National Board Certified
1, 1%

 # first-year teachers
8, 8%

 # with 1-5 years of experience
36, 38%

 # with 6-14 years of experience
40, 42%

 # with 15 or more years of experience
11, 12%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

Strategies include:
Professional development presented at District office.
Professional development presented at school.
Mentoring programs at school level.
Collaboration with colleagues.
Administrative support.
Administration and the Leadership team as well as Dept and Grade level chairs will help facilitate these strategies.

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

All newly hired teachers are assigned a buddy, "Bellalago Shipmate", as a resource and point of contact. Meetings are held throughout the year to answer questions, provide mentorship and support for all newly hired staff to include classroom management, curriculum and orientation to school initiatives. In addition, teachers holding a temporary certificate are assigned a peer mentor. The peer mentor assists the teacher working to complete the Professional Development New Educator Training portfolio. The portfolio consists of required in-service, observations, work samples, and state tests in

which the new educator demonstrates competency for the sixteen required competencies of an effective teacher. Mentors meet minimally two times each semester observing and providing feedback for the new educator. Mentors are selected by administrating and must have demonstrated a minimum of three years as an effective teacher and must complete Clinical Educator training. Peer mentors are assigned by content area or grade level pairs.

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

An Intervention Assistance Team (IAT) meets weekly to look at student data and make decisions regarding support needs bases on what the data shows as well as teacher and parent input
Star Testing is used to determine the level of support needed for a student as well as to progress monitor the intervention that is being given
Based on what the data shows the student will be given either differentiated instruction within Tier 1, small group instruction in Tier 2 or One on one pull-out support from a Para-Professional

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

Elementary School counselor -MTSS Coach-facilitate meetings, assemble testing packet, communicate with parents regarding their student's MTSS needs and progress-part of the IAT
School Psychologist – assesses student's academic and behavioral needs using diagnostic tools and observations-provides recommendations to the IAT regarding a student's level of support based on testing/observation outcomes-part of the IAT
Reading/Math Coaches-Provide support to the teachers regarding Tier 1 curriculum and instruction, Tier 2 & Tier 3 interventions and progress monitoring-Part of the IAT
Elementary & Middle School Deans-Provide support for behavior interventions-creating behavior plans and facilitating the progress monitoring of them-part of the IAT
Administration-sit in on IAT meetings in order to communicate any instructional concerns to teachers/ staff, help to insure that curriculum and interventions are being provided to students with fidelity-part of the IAT

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

Tier 1 & Tier 2 interventions are monitored for fidelity based on data looked at during IAT meetings. The IAT makes suggestions to Administration based on what the data shows
Tier 3 interventions are monitored by attendance logs and progress monitoring timelines being met

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

STAR Reading/ Math
Data director
Osceola Writes
FCAT explorer
LLI Assessments

Kid Biz/Teen Biz
Oral Reading Fluency

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

Monthly MTSS grade level meeting with teachers and MTSS coach in order to discuss any changes within MTSS and also to address any concerns the teachers may have
PLC's will be specifically looking at math and Reading data in order to discuss Tier 1 and its effectiveness
Third Grade FCAT night to help parents have a better understanding of this assessment and its importance
Upon parent or teacher request the MTSS coach will meet with a parent in order to discuss any concerns, answer any questions or provide a progress update

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: Before or After School Program

Minutes added to school year: 7,920

Provide after school tutoring in Math, Science, Writing, Algebra 1

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is taken from FAIR, STAR Enterprise Math & Reading, Classroom assessments, CIM, AR Testing,
Data Director for Science

Who is responsible for monitoring implementation of this strategy?

Teachers, Reading Coach, Math/Science Coach, Administration

Literacy Leadership Team (LLT)

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

Name	Title
Marie Troop	Literacy Coach
Julissa Rosa	5th Grade Teacher

Name	Title
Renee Maniace	4th Grade Teacher
Kimberly Taylor	Media Specialist
Megan Mynczywor	3rd Grade Teacher
Holly Gratza	Kindergarten Teacher
Samuel Wion	8th Grade ELA
Wendy Honeycutt	Principal

How the school-based LLT functions

The Literacy Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning. The LLT promotes positive impact on student learning, transfers teacher learning into the classroom and is a catalyst for school-wide literacy change.

Major initiatives of the LLT

One of the goals is to promote more parent and school communication. The committee will be analyzing the SIP to look at weaknesses and strengths and come up with ideas that will help with meeting the school goals.
Parent Workshops
• Pirates of the Caribbean January 16th
• Mystery in the Middle Thursday, November 13th\
. Literacy Committee Book Study
• Book choice, "Comprehension Shouldn't Be Silent" by Michelle J. Kelley and Nicki Clausen-Grace. Postponed until January.
• 20 Literacy Strategies to Meet the Common Core

Every Teacher Contributes to Reading Instruction

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

The focus of reading across the curriculum will be emphasized in a variety of venues to all teachers (faculty meetings, PLC meetings, and grade level/department meetings). This focus will be reinforced throughout the school year and supported by the school's Literacy Coach and members of the Literacy Team. All teachers will also be receiving professional development on reading strategies that they can implement in their respective classes.

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

Bellalago Academy follows the Pupil Progression Plan for the School District of Osceola County. We do not have preschool at Bellalago but are the next step for students living in our zone as they begin Kindergarten.

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

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

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 school promotes career planning so that each student's course of study is personally meaningful offering electives for all students. These electives are as follows: STEM, AVID, Chorus, Drama, Art, Computer Education, Health, Band, Team Sports and Health.
The school promotes academic planning so that each student's course of study is personally meaningful offering rigorous courses and promotion of post-secondary education. The promotions and courses are as follows: AVID – school wide college awareness week, college banners and information in all middle school classrooms; Career Day, Honors and Advanced Courses, Advanced Reading.

Strategies for improving student readiness for the public postsecondary level

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 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	61%	59%	No	65%
American Indian	59%	0%	No	63%
Asian	69%	85%	Yes	72%
Black/African American	55%	51%	No	60%
Hispanic	60%	57%	No	64%
White	71%	74%	Yes	74%
English language learners	44%	38%	No	50%
Students with disabilities	30%	32%	Yes	37%
Economically disadvantaged	57%	56%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	413	29%	34%
Students scoring at or above Achievement Level 4	443	30%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	708	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	169	63%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	135	67%	73%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	78	38%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	77	37%	42%

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	207	61%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	134	40%	44%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	51%	No	58%
American Indian	41%	0%	No	47%
Asian	77%	85%	Yes	79%
Black/African American	46%	42%	No	51%
Hispanic	53%	46%	No	57%
White	62%	71%	Yes	66%
English language learners	39%	35%	No	45%
Students with disabilities	34%	26%	No	41%
Economically disadvantaged	50%	47%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	265	26%	31%
Students scoring at or above Achievement Level 4	204	20%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	697	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	177	66%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	44	92%	100%
Middle school performance on high school EOC and industry certifications	44	92%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	54%	50%
Students scoring at or above Achievement Level 4	18	38%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	28%	50%
Students scoring at or above Achievement Level 4	47	28%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	22%	42%
Students scoring at or above Achievement Level 4	19	19%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	7		10
Participation in STEM-related experiences provided for students	857	57%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	198	38%	41%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0		
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	63	6%	4%
Students retained, pursuant to s. 1008.25, F.S.	40	4%	2%
Students who are not proficient in reading by third grade	5	0%	0%
Students who receive two or more behavior referrals	5	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	5%	3%
Students who fail a mathematics course	4	0%	0%
Students who fail an English Language Arts course	4	0%	0%
Students who fail two or more courses in any subject	4	0%	0%
Students who receive two or more behavior referrals	19	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	22	3%	2%

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

Increase participation in all school events especially those most geared to student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Literacy Nights	308	20%	25%
SAC Parental Involvement	15	1%	5%

Goals Summary

G1. To increase student engagement in all subject areas, focusing on Mathematics and ELA, by differentiating instruction and integrating Common Core Standards.

G2. PLCs will build consensus and create a better understanding of the purpose of PLCs and ensure that data driven decisions are being made.

G3. To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.

Goals Detail

G1. To increase student engagement in all subject areas, focusing on Mathematics and ELA, by differentiating instruction and integrating Common Core Standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

Resources Available to Support the Goal

- Literacy Coach Math/Science Coach Professional Development Media Specialist Teacher Resource Room Administrative Support Common Core Flip-charts Computer Based Programs New Adopted Curriculum-Journeys/Springboard

Targeted Barriers to Achieving the Goal

- Teachers familiarity with complex text

- Understanding of Common Core standards

Plan to Monitor Progress Toward the Goal

Review of data from common assessments Review of Lesson Plans

Person or Persons Responsible
Administration Coaches

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Minutes from Meetings iObservation Professional Development Sign-in

G2. PLCs will build consensus and create a better understanding of the purpose of PLCs and ensure that data driven decisions are being made.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- EWS

- EWS - Elementary School

- EWS - Middle School

- Additional Targets

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- PLC lacked structure and direction.

- Purpose of PLC's unclear to some staff members.

Plan to Monitor Progress Toward the Goal

Will meet with PLC's to offer guidance Walk Throughs

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Attendance sheets and Minutes

G3. To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Algebra 1 EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- STEM

- CTE

Resources Available to Support the Goal

- Administration Instructional Coaches Academic Dean Achieve 3000 Technology Committee STAR Reading/Math Moby Max SumDog Math

Targeted Barriers to Achieving the Goal

- Limited opportunities for teachers to learn all technology options.

- Having appropriate and rigorous non-fiction and fiction text for all grade levels.

- Lack of money to provide technology.

Plan to Monitor Progress Toward the Goal

TeenBiz/KidBiz STAR Reading/Math Accelerated Reader Moby Max SumDog Math

Person or Persons Responsible

Administration Instructional Coaches Academic Dean Media Specialist

Target Dates or Schedule:

Ongoing/Monthly

Evidence of Completion:

Data Results

Action Plan for Improvement

Problem Solving Key

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

G1. To increase student engagement in all subject areas, focusing on Mathematics and ELA, by differentiating instruction and integrating Common Core Standards.

G1.B3 Teachers familiarity with complex text

G1.B3.S1 Pair teachers of specific core subjects to assist in becoming familiar with text complexity.

Action Step 1

Professional Learning Communities

Person or Persons Responsible

Literacy Coach Math/Science Coach Administration

Target Dates or Schedule

3rd Wednesday of each Month

Evidence of Completion

Sign in Sheets, PLC Minutes

Facilitator:

Literacy Coach Math/Science Coach Outside Trainers

Participants:

Teachers, Administration, Coaches

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

Reviewing PLC Minutes Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC Minutes Lesson Plans iObservations

Plan to Monitor Effectiveness of G1.B3.S1

Scores from common assessments/STAR Enterprise for Math & Reading

Person or Persons Responsible

Teachers Coaches Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data from common assessments Date from STAR

G1.B3.S2 Common vocabulary across curriculum

Action Step 1

Integrating vocabulary in all subjects.

Person or Persons Responsible

Teachers Administration Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans PLC minutes Walk-Thoughs

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Teacher Lesson Plans Classroom walkthroughs i-Observations

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs PLCs

Plan to Monitor Effectiveness of G1.B3.S2

STAR Data Reading/Math Science Formative s Common Assessments

Person or Persons Responsible

Classroom Teachers Instructional Coaches Administration Academic Dean

Target Dates or Schedule

Monthly Weekly Ongoing

Evidence of Completion

STAR Data-Reading/Math Science Formative s Lesson Plans Common Assessments

G1.B3.S3 Professional Development for Common Core and Text Complexity

Action Step 1

Teacher training on Common Core writing with Complex Text

Person or Persons Responsible

Instructional Coaches Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Sign in Sheets

Facilitator:

Core Connections Writing Training

Participants:

2nd Grade Teachers 3rd Grade Teachers 4th Grade Teachers MS Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Sign-in from PD Teacher Lesson Plans Classroom Walkthroughs iOservation

Person or Persons Responsible

Administration Instructional Coaches Academic Dean

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In from PD

Plan to Monitor Effectiveness of G1.B3.S3

Sign-in from PD Teacher Lesson Plans Classroom Walkthroughs iOservation

Person or Persons Responsible

Administration Instructional Coaches Academic Dean

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In from PD

G2. PLCs will build consensus and create a better understanding of the purpose of PLCs and ensure that data driven decisions are being made.

G2.B1 PLC lacked structure and direction.

G2.B1.S1 Facilitators will attend a training to get a better understanding of the PLC structure and attend two additional days later in the school year to continue their growth and understanding of effective PLCs and CCSS. Admin. will map out PLC's on master calendar to include grade level, whole faculty (vertical) and (horizontal) meetings throughout each month.

Action Step 1

Professional Development on PLC's

Person or Persons Responsible

Administration District Trainer Instructional Coaches

Target Dates or Schedule

Wednesday Afternoon's-2:15pm-3:15pm Grade Levels/Department Meetings

Evidence of Completion

Agendas/Minutes from meetings Surveys

Facilitator:

District Trainer Instructional Coaches

Participants:

PLC Leads All staff members

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

Monitoring of STAR Reading/Math Science Formative Osceola Writes

Person or Persons Responsible

Administration Leadership Team Instructional Coaches

Target Dates or Schedule

Ongoing/Biweekly

Evidence of Completion

Data STAR Reading/Math Science Formative Classroom Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Student Growth

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Wall

G2.B2 Purpose of PLC's unclear to some staff members.

G2.B2.S1 Facilitators attend training to be able to better assist staff with purpose of PLC's Presentation by district for facilitators to explain process and purpose of professional learning communities.

Action Step 1

Will meet twice a week for PLCs Will share key ideas learned at training to staff and choose NORMS for meeting. Will schedule common planning time for each grade level team for 45 minutes daily.

Person or Persons Responsible

Facilitators

Target Dates or Schedule

One Wednesday afternoon and during their common planning time on Tuesdays.Barrier

Evidence of Completion

Meeting minutes, unit/lesson plans, scale/rubrics, etc. Notes and attendance roster for meetings.

Facilitator:

District Trainer- Gladys Morretta Literacy Coach & Math/Science Coach

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Will meet with PLC's to offer guidance and PD. Walk Throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Survey Records/minutes and master schedule

Plan to Monitor Effectiveness of G2.B2.S1

Will have effectively collaborated and created common assessments and lessons. Will reflect on PLC process.

Person or Persons Responsible

Administration Facilitator Whole Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Proficiency in core subjects will increase as a result of collaboration and effective PLC's. Data will be reviewed to monitor effectiveness of PLC.

G3. To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.

G3.B1 Limited opportunities for teachers to learn all technology options.

G3.B1.S1 Use technology for more rigorous text.

Action Step 1

Teachers and students will receive additional training on how to use technology. PLC's will be structured and dedicated with the purpose of analyzing text and it's complexity across subjects

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plan. Sign in sheets, agenda/minutes Teacher reflection and data collected.

Facilitator:

District Trainer Achieve 3000 Trainers Instructional Coaches

Participants:

Teachers

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

Teacher PLC Facilitator Administration Barrier Instructional Coaches

Person or Persons Responsible

Teacher documents in lesson plans when technology is used. PLC minutes Each teacher will use rigorous text within their subject taught

Target Dates or Schedule

Weekly and Ongoing.

Evidence of Completion

Lesson Plans Classroom Walk Through s

Plan to Monitor Effectiveness of G3.B1.S1

Teachers Administration

Person or Persons Responsible

Lesson plans would reflect how technology would be utilized. Watch teacher videos or discuss during PLC meeting.

Target Dates or Schedule

Monthly/Ongoing

Evidence of Completion

Reading and math data would show student improvement. PLC agendas/minutes would reflect discussions.

G3.B1.S2 Dedicate PLC time to assess text .During PLC time teachers will share/collaborate information and ideas on how to use more rigorous text. Use technology when instructing students in reading and math.

Action Step 1

Utilize technology in reading and math when possible. Teachers may observe teachers who utilize technology in the classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans. PLC agendas/minutes. Classroom Walk Throughs

Facilitator:

Instructional Coaches Academic Dean

Participants:

All Staff Members

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

Teachers Administration Instructional Coaches

Person or Persons Responsible

PLC minutes. Each teacher will use rigorous text within their subject taught

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Lesson PLans PLC Minutes Classroom Walk Throughs

Plan to Monitor Effectiveness of G3.B1.S2

Teachers and administration Instructional Coaches Administration Academic Dean IT Tech

Person or Persons Responsible

Lesson plans would reflect how technology would be utilized.

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Lesson Plans Walk Through s PLC Minutes/Agendas

G3.B2 Having appropriate and rigorous non-fiction and fiction text for all grade levels.

G3.B2.S1 Teachers will have the opportunity to discuss and use more nonfiction text in their daily instruction.

Action Step 1

Text Complexity Writing in response to text

Person or Persons Responsible

Core Connections Trainers Literacy Coach Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Walk-through I-observation

Facilitator:

Core Connections Facilitators Literacy Coach

Participants:

2nd Grade Teachers 3rd Grade Teachers 4th Grade Teachers MS LA

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Text Complexity in all Subject Areas

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Lesson Plans I-Observation Walk Throughs

Plan to Monitor Effectiveness of G3.B2.S1

Integrating more nonfiction into all subject areas.

Person or Persons Responsible

Administration Instructional Coaches Academic Dean

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans I-Observation Walk Throughs

G3.B3 Lack of money to provide technology.

G3.B3.S1 Teachers will have the opportunity to observe other teachers who use technology in the classroom for instruction.

Action Step 1

Teachers Observing Other Teachers

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Teachers personally escorted by Instructional Coach Scheduled by Instructional Coach

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Lesson Plans Classroom Walkthroughs

Person or Persons Responsible

Administration Instructional Coaches Academic Dean

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs iObservatons Increase in test scores on STAR Reading and Math, Science Formatives and Common Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Lesson Plans Classroom Walkthroughs

Person or Persons Responsible

Administration Instructional Coaches Academic Dean

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthroughs iObservatons Increase in test scores on STAR Reading and Math, Science Formatives and Common Assessments

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

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

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

Safe Schools funding supports the salaries of 2 part-time and 1 full-time campus monitor. Funding also supports an onsite School Resource Officer. Time to Teach classroom management and anti-bullying initiatives are also funded.

Bellalago Academy participates in the federally funded district food program.

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

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. To increase student engagement in all subject areas, focusing on Mathematics and ELA, by differentiating instruction and integrating Common Core Standards.

G1.B3 Teachers familiarity with complex text

G1.B3.S1 Pair teachers of specific core subjects to assist in becoming familiar with text complexity.

PD Opportunity 1

Professional Learning Communities

Facilitator

Literacy Coach Math/Science Coach Outside Trainers

Participants

Teachers, Administration, Coaches

Target Dates or Schedule

3rd Wednesday of each Month

Evidence of Completion

Sign in Sheets, PLC Minutes

G1.B3.S3 Professional Development for Common Core and Text Complexity

PD Opportunity 1

Teacher training on Common Core writing with Complex Text

Facilitator

Core Connections Writing Training

Participants

2nd Grade Teachers 3rd Grade Teachers 4th Grade Teachers MS Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Sign in Sheets

G2. PLCs will build consensus and create a better understanding of the purpose of PLCs and ensure that data driven decisions are being made.

G2.B1 PLC lacked structure and direction.

G2.B1.S1 Facilitators will attend a training to get a better understanding of the PLC structure and attend two additional days later in the school year to continue their growth and understanding of effective PLCs and CCSS. Admin. will map out PLC's on master calendar to include grade level, whole faculty (vertical) and (horizontal) meetings throughout each month.

PD Opportunity 1

Professional Development on PLC's

Facilitator

District Trainer Instructional Coaches

Participants

PLC Leads All staff members

Target Dates or Schedule

Wednesday Afternoon's-2:15pm-3:15pm Grade Levels/Department Meetings

Evidence of Completion

Agendas/Minutes from meetings Surveys

G2.B2 Purpose of PLC's unclear to some staff members.

G2.B2.S1 Facilitators attend training to be able to better assist staff with purpose of PLC's Presentation by district for facilitators to explain process and purpose of professional learning communities.

PD Opportunity 1

Will meet twice a week for PLCs Will share key ideas learned at training to staff and choose NORMS for meeting. Will schedule common planning time for each grade level team for 45 minutes daily.

Facilitator

District Trainer- Gladys Morretta Literacy Coach & Math/Science Coach

Participants

All staff

Target Dates or Schedule

One Wednesday afternoon and during their common planning time on Tuesdays.Barrier

Evidence of Completion

Meeting minutes, unit/lesson plans, scale/rubrics, etc. Notes and attendance roster for meetings.

G3. To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.

G3.B1 Limited opportunities for teachers to learn all technology options.

G3.B1.S1 Use technology for more rigorous text.

PD Opportunity 1

Teachers and students will receive additional training on how to use technology. PLC's will be structured and dedicated with the purpose of analyzing text and it's complexity across subjects

Facilitator

District Trainer Achieve 3000 Trainers Instructional Coaches

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plan. Sign in sheets, agenda/minutes Teacher reflection and data collected.

G3.B1.S2 Dedicate PLC time to assess text .During PLC time teachers will share/collaborate information and ideas on how to use more rigorous text. Use technology when instructing students in reading and math.

PD Opportunity 1

Utilize technology in reading and math when possible. Teachers may observe teachers who utilize technology in the classroom

Facilitator

Instructional Coaches Academic Dean

Participants

All Staff Members

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans. PLC agendas/minutes. Classroom Walk Throughs

G3.B2 Having appropriate and rigorous non-fiction and fiction text for all grade levels.

G3.B2.S1 Teachers will have the opportunity to discuss and use more nonfiction text in their daily instruction.

PD Opportunity 1

Text Complexity Writing in response to text

Facilitator

Core Connections Facilitators Literacy Coach

Participants

2nd Grade Teachers 3rd Grade Teachers 4th Grade Teachers MS LA

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Classroom Walk-through I-observation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase student engagement in all subject areas, focusing on Mathematics and ELA, by differentiating instruction and integrating Common Core Standards.	$26,877
G3.	To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.	$23,029
	Total	$49,906

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Discretionary		$11,746	$11,746
Descretionary		$22,173	$22,173
Disceretionary		$15,987	$15,987
Total		$49,906	$49,906

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

G1. To increase student engagement in all subject areas, focusing on Mathematics and ELA, by differentiating instruction and integrating Common Core Standards.

G1.B3 Teachers familiarity with complex text

G1.B3.S2 Common vocabulary across curriculum

Action Step 1

Integrating vocabulary in all subjects.

Resource Type

Evidence-Based Program

Resource

SpringBoard for grades 6-8 Reading

Funding Source

Discretionary

Amount Needed

$11,746

G1.B3.S3 Professional Development for Common Core and Text Complexity

Action Step 1

Teacher training on Common Core writing with Complex Text

Resource Type

Evidence-Based Program

Resource

Achieve 3000-Kidbiz, Teenbiz

Funding Source

Descretionary

Amount Needed

$15,131

G3. To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.

G3.B1 Limited opportunities for teachers to learn all technology options.

G3.B1.S1 Use technology for more rigorous text.

Action Step 1

Teachers and students will receive additional training on how to use technology. PLC's will be structured and dedicated with the purpose of analyzing text and it's complexity across subjects

Resource Type

Evidence-Based Program

Resource

STAR Reading Enterprise Accelerated Reading Enterprise

Funding Source

Discretionary

Amount Needed

$15,987

G3.B1.S2 Dedicate PLC time to assess text .During PLC time teachers will share/collaborate information and ideas on how to use more rigorous text. Use technology when instructing students in reading and math.

Action Step 1

Utilize technology in reading and math when possible. Teachers may observe teachers who utilize technology in the classroom

Resource Type

Evidence-Based Program

Resource

Star Math Enterprise

Funding Source

Descretionary

Amount Needed

$7,042