
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	29
V. Reading Achievement Initiative for Scholastic Excellence	29
VI. Title I Requirements	32
VII. Budget to Support Areas of Focus	0

Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cleveland, Melanie	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
Perlaza, Dania	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. Serve 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
Johnston, Benjamin	Instructional Coach	MTSS Coordinator, Literacy Interventionist, Data Coordinator: Duties include organization and facilitation of PLC problem-solving team meetings with leadership members on a rotating basis, planning for data collection and guiding teachers in the process, classroom walk throughs with admin and instructional coaches to include teacher feedback, data tracking and reporting for academics attendance, and behavior, identifying and providing curriculum materials and developing high yield instructional practices for interventions.
Troop, Marie	Reading Coach	Literacy Expert, Coach, and Data Collector: Duties include active participation in PLC problem-solving team meetings with leadership members on a rotating basis, planning for data collection and guiding teachers in the process, classroom walk throughs with admin and other instructional coaches to include teacher feedback and modeling of lessons, data tracking and progress monitoring, identifying and providing curriculum materials and developing high yield instructional practices for MTSS including Tier 1 instruction in reading and writing.
Zilinskas, Susan	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. Serve 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.

Name	Position Title	Job Duties and Responsibilities
Purnell, Jennifer	Math Coach	Math and Science Expert, Coach, and Data Collector: Duties include active participation in PLC problem-solving team meetings with leadership members on a rotating basis, planning for data collection and guiding teachers in the process, classroom walk throughs with admin and other instructional coaches to include teacher feedback and modeling of lessons, data tracking and progress monitoring, identifying and providing curriculum materials and developing high yield instructional practices for MTSS including Tier 1 instruction in math and science.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Involving all stakeholders in the development of our SIP is essential to ensure a comprehensive and well-rounded approach to our school's overall performance. Stakeholders will include, students, parents, teachers, administrative staff, and community members. The steps we will take will include: 1) Identification of stakeholders; 2) Form a diverse planning team; 3) Hold initial meetings (LT, SAC, Student Gov.); 4) Gather input via forms; 5) Analyze data; 6) Draft the plan; 7) Review and revise the plan; 8) Communicate draft with stakeholders and request input; 9) Finalize the plan and publish.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring the effectiveness of our SIP will require a data driven and systematic approach. Steps will include: 1) Collect and analyze baseline data; 2) Establish Goals; 3) Monthly Stocktake data collection and analysis of multiple data sources; 4) Regular MTSS/PST/PLT meetings to identify successes and challenges and make adjustments/adaptions; 5) Maintain long-term tracking of student progress and report to all stakeholders at least biannually; 6) Plan Do Check Act = CIM cycle The SIP is a living document and may be adjusted as determined best for meeting our goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%

2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	13	17	19	25	20	24	21	20	187
One or more suspensions	0	0	0	0	0	1	0	3	1	5
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	2	33	23	43	48	46	195
Level 1 on statewide Math assessment	0	0	0	0	5	22	34	61	48	170
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	10	13	16	0	0	0	0	0	51

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	2	4	9	4	10	14	10	55

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	19	21	25	15	24	18	27	30	199
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	1	1	2
Level 1 on statewide ELA assessment	0	0	0	4	14	40	42	44	43	187
Level 1 on statewide Math assessment	0	0	0	5	21	36	70	57	48	237
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	2	11	13	16	15	58

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	3	5	2	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	20	19	21	25	15	24	18	27	30	199	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	2	2	
Course failure in Math	0	0	0	0	0	0	0	1	1	2	
Level 1 on statewide ELA assessment	0	0	0	4	14	40	42	44	43	187	
Level 1 on statewide Math assessment	0	0	0	5	21	36	70	57	48	237	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	1	2	11	13	16	15	58	

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	2	4	3	5	2	0	0	0	0	16	
Students retained two or more times	0	0	0	0	0	0	0	0	0		

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	48	53	50	50	55	50		
ELA Learning Gains				49			45		
ELA Lowest 25th Percentile				38			39		
Math Achievement*	45	47	55	40	42	42	42		
Math Learning Gains				46			36		
Math Lowest 25th Percentile				50			33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	43	46	52	45	45	54	45		
Social Studies Achievement*	84	67	68	78	53	59	86		
Middle School Acceleration	79	75	70	56	45	51	73		
Graduation Rate		77	74		46	50			
College and Career Acceleration		59	53		67	70			
ELP Progress	37	53	55	55	73	70	52		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	3
ELL	36	Yes	1	
AMI				
ASN	74			
BLK	56			
HSP	54			
MUL	44			
PAC				
WHT	67			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	2
ELL	44			
AMI				
ASN	61			
BLK	47			
HSP	51			
MUL	43			
PAC				
WHT	59			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			45			43	84	79			37
SWD	11			14			3	47			6	18
ELL	30			29			25	55			6	37
AMI												
ASN	64			84							2	
BLK	43			42			34	90	91		7	32
HSP	45			42			44	81	80		7	35
MUL	50			38							2	
PAC												
WHT	56			52			56	87	71		6	
FRL	38			37			35	82	73		7	39

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	50	49	38	40	46	50	45	78	56			55
SWD	15	33	27	9	34	35	15	57				24
ELL	32	44	40	32	44	43	22	69	56			55
AMI												
ASN	67	44		62	61		70					
BLK	46	47	38	30	39	56	42	74	43			58
HSP	50	49	38	41	47	46	43	78	58			55
MUL	32	50		40	50							
PAC												
WHT	54	54	55	48	52	70	55	88	57			
FRL	42	46	34	33	45	52	40	74	49			54

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	50	45	39	42	36	33	45	86	73			52
SWD	18	24	22	8	27	23	19	67				31
ELL	31	43	37	30	34	33	24	76	20			52

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	74	42		63	37		58					
BLK	48	40	33	39	36	22	45	85	91			
HSP	49	46	37	41	35	32	46	87	63			49
MUL	40			35								
PAC												
WHT	53	53	55	51	39	50	40	77	82			
FRL	42	41	37	34	31	28	37	80	63			49

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	40%	44%	-4%	54%	-14%
07	2023 - Spring	39%	39%	0%	47%	-8%
08	2023 - Spring	44%	40%	4%	47%	-3%
04	2023 - Spring	61%	49%	12%	58%	3%
06	2023 - Spring	42%	39%	3%	47%	-5%
03	2023 - Spring	52%	44%	8%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	40%	3%	54%	-11%
07	2023 - Spring	38%	39%	-1%	48%	-10%
03	2023 - Spring	53%	49%	4%	59%	-6%
04	2023 - Spring	53%	48%	5%	61%	-8%
08	2023 - Spring	40%	48%	-8%	55%	-15%
05	2023 - Spring	30%	41%	-11%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	35%	-2%	44%	-11%
05	2023 - Spring	37%	40%	-3%	51%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	40%	37%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	36%	64%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	63%	21%	66%	18%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Overall Math, specifically Fifth grade math. In the subject of Math, there were missing teachers in 6-8 grade. In 5th grade math there were inconsistencies with the knowledge of the depth of the standards and implementation classroom procedures.

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

Science in 5th and 8th grade both showed a decline in scores from the prior year. There was inconsistency in the 8th grade science teacher which once assigned needed support in areas of classroom management and implementation of learning standards. In 5th grade science, there were inconsistencies with the knowledge of the depth of the standards and implementation classroom procedures

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.

5th, 7th, and 8th grade math all had low performance and experienced inconsistency in classroom teachers due to FMLA, substitutes filling in and teacher changes.

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

3rd grade ELA and ELA in general. Teachers created questions by using the question stems from the benchmark in all grade levels with the assistance of the literacy coach.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data, the area of Math had 195 students that scored a level 1 in the PM3 FAST Math assessment. In the area of ELA had 170 students that scored a level 1 in the PM3 FAST Reading assessment.

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

School Culture with focus on teacher recruitment and retention, Math K-8 instruction and interventions with a focus on grades 5 and 8 where significant gaps have existed over time, services for SWD in grades K-8 in both Math and ELA.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 school data, ELA proficiency was 46%, learning gains was 49%. ESSA subgroups (SWD, ELL and ED) proficiency was 28%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The outcome goal for the 2023-24 school year is to increase ELA proficiency by 10% to 56% and increase learning gains to 50% in all subgroups.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. PLC facilitator will monitor PLT weekly meetings through agendas and PLT visits during established meeting times.
2. Literacy coach will attend PLT meetings during elementary planning times, middle school PLTs during Wednesday afternoons.
3. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus. Stocktake updates will include data from progress monitoring assessments (FAST, Renaissance STAR), common formative assessments administered by PLTs in School City platform.
4. Administrators will monitor classroom observations for high-yield instructional strategies aligned to FTEM.
5. Literacy coach and MTSS coach will monitor classroom observations of instructional best practices in literacy instruction and student learning, and improvement in student achievement on formative assessments.
6. Leadership team will monitor ESSA subgroups (ESE, ELL, and ED subgroups) through formative assessments. Monthly data will be shared by PLTs during problem solving team meetings and Stocktake meetings.

Person responsible for monitoring outcome:

Marie Troop (marie.troop@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Following the district decision tree, literacy interventions for Tier 2 and Tier 3 may include the following curriculum resources to support the science of reading: Open Court (K-5), Early Interventions in Reading(K-3), HD Word (6-8), Corrective Reading (3rd), Lexia (K-5), Achieve3000 (6-8), Lexia English for ELL students, Saavas Quick Reads (K-5), FCRR activities (K-5), Benchmark intervention materials (K-5), Words Their Way(6-8) Worldly Wise (K-8), Study Sync intervention resources (6-8), Magnetic Reading from iReady (3-5), Soday Systems for phonics (K-3), UFLI Foundation resources, Achieve the Core (6-8).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Multiple research-based interventions are used to support individual student needs as aligned to data. Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented,

can effectively double the speed of learning, (William, 2007), (Marzano, 2003).

FCRR student Center Activities (Phonics .70, Vocabulary .63, Comprehension .55, Direct Instruction .60

Corrective Reading: Strong

Early Interventions in Reading: Potentially Positive Effects

Words Their Way: Phonics .70, Vocabulary .63

Open Court: Strong

Sonday System: Phonics .70, Vocabulary .63, Direct .60

Lexia Core 5: Strong

Lexia English for ELL students: Strong

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The literacy coach will identify best practices aligned to reading decision tree and the reading process. Present a one-pager to leadership team for feedback and preparation for sharing and training leadership team for problem-solving team.

Person Responsible: Marie Troop (marie.troop@osceolaschools.net)

By When: By August 25, 2023

Literacy coach will model implementation of small-group instruction in order to incorporate components of content-relevant strategies to include whole group, small group, and one-on-one conferencing to meet the individual needs of all students.

Person Responsible: Marie Troop (marie.troop@osceolaschools.net)

By When: Starting 8/25/2023 and throughout the year based on student and teacher need, with mid-quarter and end of quarter check-ins through problem solving team meetings.

Training by the Literacy Coach on the effectiveness of increased student engagement through AVID strategies in relation to student achievement will be offered throughout the year to struggling teachers.

Person Responsible: Marie Troop (marie.troop@osceolaschools.net)

By When: October 26th K-5th grade teachers. November 2nd- 6th-8th grade teachers.

Literacy coach will guide PLT conversations to support instructional staff in differentiated instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered interventions.

Person Responsible: Marie Troop (marie.troop@osceolaschools.net)

By When: September 20 (end of first test cycle). Monthly problem-solving team meetings by grade level.

Administration will offer additional intervention time to support struggling students. 3rd grade PE Waivers for additional reading intervention time when needed.

Person Responsible: Melanie Cleveland (melanie.cleveland@osceolaschools.net)

By When: May 2024

Staff will use progress monitoring data, classroom observations, and, scoring rubrics to identify individual student needs. Grade level PLTs will participate in monthly problem-solving team meetings to review

progress and analyze data. Time during PLT will be used to facilitate discussions on next-steps for interventions.

Person Responsible: Benjamin Johnston (benjamin.johnston@osceolaschools.net)

By When: Below are the meetings scheduled throughout the year: 3rd, 2nd, and 4th- 9/6/23,10/4/23,11/1/23,1/10/24,2/7/24,3/6/24,4/10/24 7th, 1st, and 8th- 9/13/23,10/11/23,11/8/23,11/17/23,2/21/24,3/20/24, 4/17/24 5th, KG, and 6th- 9/20/23,10/18/23,11/15/23,1/24/24,2/28/24,4/3/24, 4/24/24

The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and VE teachers, ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible: Susan Zilinskas (susan.zilinskas@osceolaschools.net)

By When: August 23- MTSS coach with paras and ECS to plan for interventions and support strategies.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM 3 data, 43% of students were proficient in math. Productive actions are necessary to accomplish the goal of ensuring higher levels of math achievement for all students. Specific grade levels performed significantly below the State and District averages: percentage proficient in 5th grade was 30%, 7th grade was at 38%, and 8th grade was 42%. ESSA subgroups SWD (15%), ELL (30%) and ED (39%) with an overall proficiency score of 28%. 51% of the students school-wide are estimated to have had learning gains (4th - 58%, 5th - 26%, 6th - 63%, 7th - 49%, 8th grade - 58%)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math proficiency will increase by 13% schoolwide to meet the state average of 55%. Specifically, ESSA subgroups, SWD, ELL, ED will also increase by 13%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. PLC facilitator will monitor PLT weekly meetings through agendas and PLT visits during established meeting times.
2. Math coach will attend PLT meetings during elementary planning times, middle school PLTs during Wednesday afternoons.
3. School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus. Stocktake updates will include data from progress monitoring assessments (FAST, Renaissance STAR), common formative assessments administered by PLTs in School City platform.
4. Administrators will monitor classroom observations for high-yield instructional strategies aligned to FTEM.
5. Math coach and MTSS coach will monitor classroom observations of instructional best practices in math instruction and student learning, and improvement in student achievement on formative assessments.
6. Leadership team will monitor ESSA subgroups (ESE, ELL, and ED subgroups) through formative assessments. Monthly data will be shared by PLTs during problem solving team meetings and Stocktake meetings.

Person responsible for monitoring outcome:

Jennifer Purnell (jennifer.purnell@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Following the district decision tree, literacy interventions for Tier 2 and Tier 3 may include the following curriculum resources to support use of decision tree including ONP, DreamBox, ALEKS, Florida Reveal targeted intervention and differentiation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Multiple research-based interventions are used to support individual student needs as aligned to data. Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William, 2007), (Marzano, 2003).

ONP:

Manipulative Materials on Math – 0.38

Mathematics Direct or Guided – 0.59

Teacher Led Activities Cooperative Learning – 0.53

Collaborative Activities, Frequent Testing – 0.45

Progress Monitoring:

For Reveal Reteach, it is more about what you are doing with the materials. For example, explicit small group instruction is a 0.57 effect size, manipulatives is a 0.39, and teaching specific targeted mathematics skills is a 0.58.

Dreambox: strong

ALEKS:Hattie's use of technology in mathematics which is an effect size of 0.37

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet with their PLT and determine 9-12 essential benchmarks that the students NEED to know to move onto the next grade level. Create a calendar of when they will start each benchmark within their tier 2 time. And create a pre/post test for the first 4 benchmarks for Quarter 1.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: September 1st, 2023

Math Coach and teachers will meet with their PLT and create formative questions for their determined 9-12 essential benchmarks to be tracked every 1-2 weeks. The teachers will determine what is considered far below proficient, below proficient, proficient, above proficient. After each formative is given the PLT will meet to determine where each student is placed.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: September 22, 2023 for first quarter

Math coach and teachers will meet with their PLT to plan/look-over stations/ activities/ etc for the essential benchmarks to be used during tier 2. After each formative they will plan for reteach and enrichment.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: August 23, 2023

Math coach will guide PLT conversations to support instructional staff in differentiated instruction with varied, research-based instructional strategies following analysis of assessment results to improve mathematic proficiency of all students, as evidenced by targeted, tiered interventions.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: Sept 6, 2023

Math coach will model implementation of small-group instruction in order to incorporate components of content-relevant strategies to include whole group, small group, and one-on-one conferencing to meet the individual needs of all students.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: October 16, 2023

Math coach will assist teachers during PLT in monitoring and reflecting on applying mathematical practices to include multiple problem-solving strategies, including visual representations in their work and manipulatives.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: bi-weekly beginning on August 23, 2023

Math Coach will conduct a PD during Thinking Thursdays to support teachers in providing lessons that will cognitively engage students in instruction using high-quality questioning and discussion techniques, supported by feedback and the ability to self-assess progress related to the outcome.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: October 13, 2023

The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and VE ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible: Susan Zilinskas (susan.zilinskas@osceolaschools.net)

By When: August 23- MTSS coach with paras and ECS to plan for interventions and support strategies.

Meetings monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic math support for Tier 1, 2, & 3 students. Teachers will use formative assessment data to identify student needs related to the grade level benchmarks and provide targeted remediation based on the identified needs of the student using ONP, Dreambox, ALEKS and CUPS Differentiation Activity resources.

Person Responsible: Benjamin Johnston (benjamin.johnston@osceolaschools.net)

By When: Below are the meetings scheduled throughout the year: 3rd, 2nd, and 4th- 9/6/23,10/4/23,11/1/23,1/10/24,2/7/24,3/6/24,4/10/24 7th, 1st, and 8th- 9/13/23,10/11/23,11/8/23,11/17/23,2/21/24,3/20/24, 4/17/24 5th, KG, and 6th- 9/20/23,10/18/23,11/15/23,1/24/24,2/28/24,4/3/24,

Math Coach will work with teachers to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for ELL, SWD, and ED.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: October 16, 2023

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 school data, Science proficiency was 35%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The school data from 2023 showed 35% proficiency. We will increase proficiency by 15% to 50% proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. PLC facilitator will monitor PLT weekly meetings through agendas and PLT visits during established meeting times.
2. Science coach will attend PLT meetings during elementary planning times, middle school PLTs during Wednesday afternoons.
3. School Stocktake Model will take place every month and the Science Coach will report progress to the Principal on the Area of Focus. Stocktake updates will include data from progress monitoring assessments NWEA, common formative assessments administered by PLTs in School City platform.
4. Administrators will monitor classroom observations for high-yield instructional strategies aligned to FTEM.
5. Science coach and MTSS coach will monitor classroom observations of instructional best practices in science instruction and student learning, and improvement in student achievement on formative assessments.
6. Leadership team will monitor ESSA subgroups (ESE, ELL, and ED subgroups) through formative assessments. Monthly data will be shared by PLTs during problem solving team meetings and Stocktake meetings.

Person responsible for monitoring outcome:

Jennifer Purnell (jennifer.purnell@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school will utilize E-P-R (enrich, practice, remediate) and C-E-R (Claims, evidence, reasoning) within the CUPs, Discovery Education model lessons, and the focus instructional calendar.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative structures that include accountable student talk about their ideas, their understanding, and questions enriches not only the processing of new knowledge, but also engages them in the topic. Students are empowered to express their own thoughts. Students who are “doing” are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities helps student to retain the information, especially if it is connected and relevant to their lives. WICOR (AVID) Interactive science notebooks provide a safe place for students to process their learning, record knowledge, connect ideas, use as a reference and make their own. It helps students build confidence in science as they develop and understanding through writing, drawing, recording ideas, collecting data, synthesizing information, and more. WICOR (AVID)

Effect Sizes:

Science Teaching Strategies: .67

Learning Science from Textual Materials: .57

Inquiry Delivery Systems: .87

Projects: 1.00

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet with the science PLT and determine 9-12 essential benchmarks that the students NEED to know to move onto the next grade level, develop a system for monitoring, and determine a calendar for teaching (Tier 1) and re-teaching (Tier 2) each benchmark.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: September 30

Science Coach and teachers will meet as a PLT and will review check for understanding and create formative questions for their determined 9-12 essential benchmarks to be tracked every 1-2 weeks. The teachers will determine what is considered far below proficient, below proficient, proficient, above proficient. After each formative is given the PLT will meet to determine where each student is placed.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: Sept 30 for the initial and at least monthly throughout the year

Conduct classroom walkthroughs, focusing on highest priority science instructional strategy. Walkthrough should be focused on student learning (not teacher facilitating). What are students doing? Can students describe what they are learning and why they are learning it?

Person Responsible: Melanie Cleveland (melanie.cleveland@osceolaschools.net)

By When: The leadership team members will participate in walk through to provide timely and actionable feedback on a bi-weekly basis. beginning Aug 23 and ending May 2024

Science coach and teachers will meet as a PLT to plan for the essential benchmarks to be used for Tier 2 and Tier 3 learning. Using prior FSSA student teachers will determine critical benchmarks and plan for differentiated small group instruction during tier 1 instruction.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: September 30th and at least bi-weekly throughout the school year

The coach will work with teachers to use data (formative assessments, NWEA, and progress monitoring) to plan for enrichment, practice, and remediation.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: September 11 and on going

The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and VE ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible: Susan Zilinskas (susan.zilinskas@osceolaschools.net)

By When: August 23- MTSS coach with paras and ECS to plan for interventions and support strategies with follow up monthly meetings.

Meetings monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic support for Tier 1, 2, & 3 students. Teachers will use formative assessment data to identify student needs related to the grade level benchmarks and provide targeted remediation based on the identified needs of the student using EPR and focus instructional calendar along with Discovery Education model lessons.

Person Responsible: Benjamin Johnston (benjamin.johnston@osceolaschools.net)

By When: Below are the meetings scheduled throughout the year: 3rd, 2nd, and 4th- 9/6/23,10/4/23,11/1/23,1/10/24,2/7/24,3/6/24,4/10/24 7th, 1st, and 8th- 9/13/23,10/11/23,11/8/23,11/17/23,2/21/24,3/20/24, 4/17/24 5th, KG, and 6th- 9/20/23,10/18/23,11/15/23,1/24/24,2/28/24,4/3/24,

Coach will work with teachers to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for ELL, SWD, and ED.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: August 23, 2023

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Well-implemented programs designed to foster positive outcomes have been found to generate better staff relationships, teacher retention and improved student academic outcomes. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to work prepared. A positive school climate includes a safe environment, strong student and staff relationships, and support for learning. According to our most recent Insight Survey data, our two lowest scoring areas are "Academic Opportunity" 4.6/10 and "Observation and Feedback" 5.1/10. We will focus our efforts around these two areas while maintaining our good ratings in the other measure areas.

<https://www.visiblelearningmetax.com/Influences>

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Bellalago will meet or exceed the national average on these benchmarks and/or increase at least 2 points in each area by mid-year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Individualize survey data, forms, and feedback/reflection following each PST meeting will be collected and analyzed in December and April by the leadership team and managed by API, Susan Zilinkas.

Person responsible for monitoring outcome:

Susan Zilinkas (susan.zilinkas@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The steps we will take to improve our school culture and environment include: 1) Define core values and vision; 2) Involve all stakeholders; 3) Promote inclusivity and diversity especially for our SWD and ELL students; 4) Provide professional development for staff and school involvement for students; 5) Recognize and celebrate achievements for all; 6) Encourage leadership; 7) Establish a wellness program; 8) Conduct regular problem solving sessions to promote collaboration; 12) Reflect with leadership to determine effectiveness of our actions and adjust.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects an art of teaching that will build culture at that school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Leadership will plan professional development opportunities called Thinking Thursday that are engaging and relevant to teachers. Identifying and building on teachers' individual assets and passions. A schedule of these sessions will be published by the assistant principal by August 16th with a goal of at least two PD opportunities per month. Sessions will be updated based on observed and self-reported teachers' needs.

Person Responsible: Susan Zilinkas (susan.zilinkas@osceolaschools.net)

By When: Schedule will be published by August 16 and sessions will be offered at least bi-monthly as determined from observations and teacher input.

Leadership will plan to build an environment of belonging by forming committees, and ensuring all staff are part of a committee focused on schoolwide initiatives. Committees will be formed during pre-planning and a schedule of meetings will be published by August 15th by the principal. Committees will meet on the 4th Wednesday of each month and will be lead by a leadership team member. Agendas, minutes, and sign in sheets will be maintained.

Person Responsible: Melanie Cleveland (melanie.cleveland@osceolaschools.net)

By When: Committees will be formed and a schedule for meetings will be published by August 15

Leadership will increase teacher input and voice through collaboration during their Problem-Solving Team (PST) time with the leadership team on a rotating basis. The schedule for PST meetings will be published by Ben Johnston by August 15th and meetings will begin on September 6th. Leadership will meet with each PLT each month to engage as a PST in response to data and student and teacher needs,

Person Responsible: Benjamin Johnston (benjamin.johnston@osceolaschools.net)

By When: September 6 and monthly throughout the school year.

Leadership will encourage and facilitate teachers' shared decision-making through consensus/action planning and ensure that each member of each PLT has a defined role. PLT lead, Jennifer Purnell will work with the leadership team to determine assignments and publish by October 2.

Person Responsible: Jennifer Purnell (jennifer.purnell@osceolaschools.net)

By When: Assignments by October 2 and bi-monthly PLT through May

Leadership will integrate strategies throughout the school year to build a positive school culture including weekly newsletters containing "shout outs", monthly staff PLCs, birthday acknowledgements, special notes of thanks for going above and beyond and monthly staff events/ gatherings (Pancake Breakfast, Whole school Potluck, PD, Make and Take crafts, etc.)

Person Responsible: Melanie Cleveland (melanie.cleveland@osceolaschools.net)

By When: August 10 and at least weekly

Leadership will facilitate peer learning and teaching - TOOT

School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development to share their best practices and use of WICOR and High Yield Strategies.

Person Responsible: Marie Troop (marie.troop@osceolaschools.net)

By When: September 30 and ongoing as needs arise

Encourage leadership at all levels; develop and articulate a succession plan. This includes all levels, support staff to teaching, teaching to mentoring and leading teams, team leads to school wide coaching, and coaching to school leadership. Share district information on leadership training and collaboration and encourage attendance. Provide coverage as needed for future leaders to have rich experiences that are empowering and relevant.

Person Responsible: Melanie Cleveland (melanie.cleveland@osceolaschools.net)

By When: Immediately and continuously

Establish Wellness Coordinator and Wellness Committee: A wellness coordinator provides leadership in the school setting, acting as a liaison between educators and the various programs and policies affecting students' (and in some cases, employee) well-being. They offer guidance to promote a positive and healthy environment on campus and share knowledge of the latest programs, policies, and initiatives offered to help learners. They devise plans on how to organically incorporate these positive models and offerings into the classroom, rather than to have programs competing for precious instruction hours.

Person Responsible: Dania Perlaza (dania.perlaza@osceolaschools.net)

By When: August 15 - Appointed Katty Mendez as wellness coordinator and began communication.

Leadership Team will implement reflective practices on a weekly basis and in detail during monthly stocktake meetings. This will involve actively analyzing our experiences and actions, in order to help us improve and reach our goals.

Person Responsible: Susan Zilinskas (susan.zilinskas@osceolaschools.net)

By When: September 1st and monthly throughout the year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Allocating funding to ensure resources are distributed based on needs is a complex task that involves a combination of careful planning, data analysis, transparency with stakeholders and accountability. We will take the following steps to determine the best use of allocated funds: 1) Needs assessment specifically with identified subgroups, SWD and ELL; 2) Gather data; 3) Develop criteria for resource allocations; 4) Consider equity and fairness of distribution; 5) Create a budget; 6) Involve multiple stakeholder groups in decision making; 7) Review and modify if needed; 8) Monitor and evaluate effectiveness of resources; 9) Communicate progress and outcome with stakeholders.

VE support for Intensive Reading in Middle School, and Elementary classes.

Literacy Coach:

Math Coach:

MTSS Coach:

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Tier 1 Open Court; FCRR Student Center Activities (Visible Learning effect size -phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate);

Words Their Way (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate)

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on the 2022 school data, ELA proficiency was 50%, learning gains was 49% and learning gains for the lowest 25% was 38%. Benchmark Advance and NSGRA will be used for the implementation of the grade level benchmarks. Explicit Vocabulary Instruction (Visible Learning effect size - vocabulary programs: .63 moderate; direct instruction: .60 moderate).

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The outcome goal for the 2023-2024 school year is to increase ELA proficiency by 10% to 60% and increase learning gains to 50% in all subgroups.

Grades 3-5 Measurable Outcomes

The outcome goal for the 2023-2024 school year is to increase ELA proficiency by 10% to 56% and increase learning gains to 50% in all subgroups.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Instruments used to monitor would be NSGRA, F.A.S.T., STAR, Developmental Word Knowledge inventory, Beable and Foundations Assessment.

1. Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
2. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus.
3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Troop, Marie, marie.troop@osceolaschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
All staff will be trained by the district and Literacy Coach in best practice strategies for increasing student engagement through quality instruction to improve student literacy.	Troop, Marie, marie.troop@osceolaschools.net
Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development. First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate, and accuracy, and vocabulary and language development.	Troop, Marie, marie.troop@osceolaschools.net
Second Grade Open Court Implementation of decoding phonics/ word analysis, fluency: rate, accuracy, prosody, and vocabulary and language development .	
3rd-5th Grade implementation of foundational skills using Benchmark Advance Foundations, Guided Reading groups and FCRR. 6th-8th Grade implementation of foundational skills through Intensive Reading using StudySync foundations, Guided Reading groups and FCRR.	Troop, Marie, marie.troop@osceolaschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school’s webpage* where the SIP is made publicly available.

During the September 2023 SAC meeting Bellalago Academy will present and discuss the SIP and the Uni/SIG budget with all stakeholders to gather feedback. Schools will share flyers with students and post on school website and social media at least seven days prior to the meeting in English and Spanish to announce and invite stakeholders to participate and provide input. In addition, the school will provide translation services in Spanish, as well as the translation of other meeting documents like the agenda. The SIP and meeting documents will be disseminated in the school's website, social media, and a hardcopy will be available in the school's front office. The SIP's progress will be monitored during the December 2023 SAC meeting by sharing data to evaluate the progress of the plan and effectiveness of the activities and determine if an amendment is needed.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Bellalago Academy plans to create a positive culture with parents, families, and stakeholders by providing several meetings throughout the school year for families to be involved in the development of the school's Parent and Family Engagement (PFEP) plan, PFEP summary/brochure, school-parent compact and use of PFEP funds for improved academic achievement. The PFEP documentation will be made available in both English and Spanish at the school as well as on the website. Notifications will be disbursed from the school through automated/ reminder calls, flyers and invitations, School Advisory Committee (SAC) meetings, Parent-Teacher meetings, social media, and website. Building Capacity events will be held throughout the year inviting families to participate in learning activities specific to academic goals.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Bellalago Academy will implement collaborative learning strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interaction to increase student achievement by 10% as indicated by the FAST, decrease behavior incidents by 10%, and decrease absenteeism by 10%.

Teachers will attend a three-day training, in which they will learn to:

- Effectively use data to group students and form collaborative teams
- About and how to use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, and peer collaboration.
- Integrate the collaborative structures into lessons.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Bellalago Academy coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for disadvantage students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition/ and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Bellalago Charter Academy ensures that student skills are improved outside the academic subject areas by providing several strategies, such as the employment of a tiered support system for students that is provided by targeted MTSS strategies and personnel, the integration of supplemental paraprofessional to assist with high-needs intervention areas.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Bellalago Charter Academy will have the opportunity to engage 6-8 students in enriching, supplemental STEM curriculum. Students in 6-8 also engage in AVID coursework and curriculum to better understand postsecondary opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Bellalago Charter Academy has an MTSS coach to systematically monitor data, track student's progress and create and implement cohesive interventions to increase student achievement. As part of the tiered model of interventions, teachers will attend PBIS and AVID Strategies training to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by 10% as indicated by the FAST, decrease behavior incidents by 10% and decrease absenteeism by 10%.

Teachers will attend a three-day training, in which they will learn to:

- Effectively use data to group students and form collaborative teams
- About and how to use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, and peer collaboration.
- Integrate the collaborative structures into lessons.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Bellalago Charter Academy will implement collaboration strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by 10% as indicated by FAST, decrease behavior incidents by 10%, and decrease absenteeism by 10%. Collaboration strategies and structures promotes healthy relationships and classroom environment aiding teachers with classroom management.

Teachers will attend a three-day training, in which they will learn to:

- Effectively use data to group students and form collaborative teams
- About and how to use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, and peer collaboration.
- Integrate the collaborative structures into lessons.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A