

# Bellalago Charter Academy



2014-15 School Improvement Plan

## Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceola.k12.fl.us

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

70%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

83%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

B

B

B

### School Board Approval

This plan is pending approval by the Osceola County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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, establishing a safe, nurturing community.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Teachers build relationships with students in many ways. One way is by the teachers taking advantage of parent communications tools such as remind101.com, writing in the student agenda, utilizing of our improved school website, and holding parent/teacher conferences when requested. Parents have the opportunity to enroll in our new FOCUS system, which will give parents more access to their children's grade and allow parents to e-mail the teacher directly. All of these efforts will allow parent communication with the teacher which in turn will build relationships with the students. Teachers also participate in after school activities such as the Fall Festival and attending athletic events. This allows the parents, teachers and students to interact outside of the normal class day.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

At Bellalago, we follow and promote the five Anchors of Success: Respect, Kindness, Responsibility, Teamwork, and Integrity. Staff members encourage positive interactions from all students which support the 5 Anchors of Success. Bellalago Academy staff members participate in a positive referral program. Any staff member can fill out a referral for a student who is seen or has shown positive attitudes, behaviors or actions that support the Anchors of Success while on campus. We have two staff members who serve in the role as dean of students. These individuals, along with the administrative and leadership team, are visible before, during and after school. Everyone is available to see a student should the need arise. Bellalago Academy also has a School Resource Officer three days a week. The SRO is visible on campus throughout the day and supports the school should any need arise.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Bellalago Academy follows a behavior intervention program called, Time To Teach. Time To Teach is a consistent classroom management system that recovers precious instructional time and fosters the relationships between teachers and students. Students must have a conversation with the teacher upon re-entry into the classroom to discuss the reason for the chosen behavior and how to prevent this behavior from occurring again. Teachers received training with this program. The school Dean of



Students provides trainings for new teachers and refresher training for those in need of additional support with the program.

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

Two school counselors are available daily to all of our students. School counselors also coordinate outside services to support our students in need.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- After 3 absences, teachers are responsible for contacting parents concerning attendance. Students are then referred to the Attendance clerk, who continues to monitor attendance.
- Students are placed on an Individual Behavioral Plan.
- GAP Recovery and tutoring for course failure.
- Students in middle school are placed in Intensive Reading and/or Intensive Math classes.
- Students in elementary are placed in intensive remdiation through MTSS

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0	1	1	1	1	1	4	8	4	21
One or more suspensions	1	4	5	12	15	12	9	13	14	85
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	27	19	24	29	29	31	159

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level							Total
	1	2	3	4	5	6	7	
Students exhibiting two or more indicators	1	1	1	1	1	5	3	13

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

An Intervention Assistance Team (IAT) meets weekly to look at student data and make decisions regarding support needs based on what the data shows as well as teacher and parent input. Star Testing is used to determine student performance levels,, the level of support needed for a student as well as to progress monitor the intervention that is being given throughout the year. 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/small group pull-out support from a Para-Professional for Tier 3 intervention. After school and during school remediation are provided for students identified as in need of remediation.

attendance meetings are held with parents of chronically tardy to absent students to create a plan for getting the student to school and on time.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

- The school holds various events throughout the year including but not limited to parent information nights, reading nights, meet the teacher, festivals, book fairs and other activities as decided annually.
- The school has an active SAC and PTO.
- The school website contains information which also includes links to various resources for parents, students, community and staff.
- The school participates in a Partners in Education program, in which we partner with area businesses who provide support for students and student achievement.
- the Foundation for Osceola Education works with the school to provide resources as needed.
- AV Homes partners with the school to provide resources and to assist in communication with the community.
- The Mariner's Log Parent Newsletter is distributed monthly to keep parents informed of upcoming events, resources and other important information.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

- The school participates in a Partners in Education program, in which we partner with area businesses who provide support for students and student achievement.
- A business partner liasion meets with area businesses to create a business partner plan for the current school year.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Honeycutt, Wendy	Principal
Ferguson, Mark	Assistant Principal
DeRight, Matthew	Assistant Principal
Torres, Millie	Dean
Clarke, Nuria	Guidance Counselor
Saunders, Danielle	Guidance Counselor
Troop, Marie	Instructional Coach
Lourcey, Sue	Instructional Coach
Armour, John	Dean

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

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

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

An Intervention Assistance Team (IAT) meets weekly to look at student data and make decisions regarding support needs based 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  
Bellalago Academy participates in the "Families in Transition" program established at the district level. Parents complete a Domicile questionnaire. 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 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.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marie Troop	Education Support Employee
Lorena Bruneau	Education Support Employee
Wendy Honeycutt	Principal
Abe Mendez	Business/Community
Dr. Christina Aleksic	Parent
Judy Taylor	Teacher
Lauren Taylor	Teacher
Sue Lourcey	Education Support Employee
Janet Toy	Teacher
Cathy Hunt	Parent
Sylvia Vigo-Smith	Teacher
Ingrid Murray	Parent
Madelyn Rodriguez	Parent
Ruth Douvres	Teacher
Adam Paunwar	Teacher
Ilda Martins	Teacher
Elif Tatlisu	Parent

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

##### *Evaluation of last year's school improvement plan*

SAC meets to review the plan monthly. They discuss strategies that worked and where they feel improvement is needed. The SIP is updated accordingly. SAC will meet on Sept 8, 2014 to finalize and approve the SIP for 2015.

##### *Development of this school improvement plan*

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.

##### *Preparation of the school's annual budget and plan*

SAC will discuss areas that need the greatest improvement and resources available to assist students to determine where funding will be allocated.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for 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.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet 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.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Honeycutt, Wendy	Principal
Johnson, Amberlee	Teacher, K-12
Cooke, Kelsey	Teacher, K-12
Maniace, Renee	Teacher, K-12
Mynczywor, Megan	Teacher, K-12
Rosa, Julissa	Teacher, K-12
Wion, Sam	Teacher, K-12
Crespo, Olga	Teacher, K-12
Troop, Marie	Instructional Coach
Cook, Janet	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

-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 Meetings - parents will be offered the opportunity to go review the new standards for learning, review the new state assessment and be given strategies on how to help their child succeed.

-Literacy Committee Book Study-Book choice, "Comprehension Shouldn't Be Silent"

-Book Choice-"20 Literacy Strategies to Meet the Florida Standards"

-Schoolwide bookfair including a special event inviting Kindergarten and First grade parents to help promote early literacy.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school has established Professional Learning Communities within grade levels and departments. Professional Learning Communities will build consensus and create a better understanding of the standards and grade level expectations. Grade Level teams and departments meet a minimum of 3 Wednesdays per month to discuss items including: Common assessments, Common planning of a lesson (or a unit, etc.), Discussion about recent data (STAR, formative, last chapter test), Reviewing STANDARDS and how they relate to our district, school and classroom goals and Reviewing fsassessments.org

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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.

Teachers work in grade level and vertical teams to support one another. New teachers to the school are assigned a mentor teacher to help them as they become familiar with the facility and resources available.

**Describe the school's teacher mentoring program, including the rationale for pairings and 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 administration 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.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school follows district and state guidelines, utilizing state adopted curriculum, district curriculum maps, using state standards to drive instruction. Teachers have a resource called CPalms that will guide them as they teach our students the Florida Standards on a daily basis and monitor for understanding of these standards.

Administrators take part in classroom walkthroughs, informal and formal observations. Academic coaches do walkthroughs in classrooms and give teachers positive feedback on their lessons.



Biweekly leadership meetings afford the team time to look at trends identified during walkthroughs and observations.

Lesson plans are filed electronically and contain standards being taught during each lesson. These are monitored by administration.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

In grades 1 - 8, all students take the STAR test a minimum of 4 times per year. Kindergarten students take a similar test called STAR Early Literacy. These tests are formative in nature so that teachers can identify strengths, weaknesses and improvements in the areas of math and reading. After each session is administered, teachers are provided with immediate feedback and based on the results the teacher modifies instruction to meet the needs of his/her class and individual students. Students below level in reading and math (as indicated on the FCAT) are enrolled in Intensive classes for each subject. Students receive additional activities and instruction to help remediate and close the instructional gap as they strive to become proficient in math and reading. Students showing 2 years or below grade level in reading and math receive additional support through the MTSS process.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 7,920

Provide before and after school tutoring in Math, Science, ELA, and Algebra 1

#### ***Strategy Rationale***

To increase student success and provide ongoing progress monitoring.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Honeycutt, Wendy, honeycuw@osceola.k12.fl.us

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data is taken from STAR Enterprise Math & Reading, Classroom assessments, CIM, AR Testing, Data Director for Science, Kidbiz/Teenbiz, State data bank, FAIR

### Student Transition and Readiness

#### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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. This is supported by the school hosting Kindergarten Round-up in the Spring prior to the next school year.

Bellalago hosts a 6th grade parent information night for incoming 6th graders and their parents. Here they are exposed to the expectations of 6th grade and middle school in general. Outgoing 8th grade students are visited by school counselors from their zoned school to select electives and ask questions regarding their upcoming 9th grade year. Students can also attend open house for their zoned high school and it is advertised at Bellalago Academy.

### **College and Career Readiness**

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

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 a 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.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

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.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

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.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

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.



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All students engaged in rigorous CORE MATH instruction. Within math classrooms there will be an increase in time on task and differentiated instruction.
- 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.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** All students engaged in rigorous CORE MATH instruction. Within math classrooms there will be an increase in time on task and differentiated instruction. 1a

G039098

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0

**Resources Available to Support the Goal** 2

- Interventions Coaches Differentiated instruction Small group instruction STEM integration

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of Math standards
- Lack of parent support
- Under-utilization of intervention resources within the math curriculum

**Plan to Monitor Progress Toward G1.** 8

Review of data from common assessments  
Review of Lesson Plans

**Person Responsible**

Wendy Honeycutt

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**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. 1a

G039099

**Targets Supported** 1b

Indicator	Annual Target
	70.0

**Resources Available to Support the Goal** 2

- Grade level data, school-wide data, county-wide data, state data, PLC conference attendees - AP, Reading Coach, Math Coach, Dean of Students

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G2.** 8

Will meet with PLC's to offer guidance  
Walk Throughs

**Person Responsible**

Wendy Honeycutt

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Attendance sheets and Minutes

**G3.** To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity. 1a

G039100

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
FCAT 2.0 Science Proficiency	52.0
AMO Math - All Students	63.0

**Resources Available to Support the Goal** 2

- Administration Instructional Coaches Academic Dean Achieve 3000 Technology Committee STAR Reading/Math Moby Max SumDog Math
- BrainPop
- Curriculum Associates Florida Ready
- SpringBoard

**Targeted Barriers to Achieving the Goal** 3

- 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 G3.** 8

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

**Person Responsible**

Wendy Honeycutt

**Schedule**

On 6/5/2015

**Evidence of Completion**

Data Results

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key


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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** All students engaged in rigorous CORE MATH instruction. Within math classrooms there will be an increase in time on task and differentiated instruction. **1**

 **G039098**

**G1.B3** Lack of knowledge of Math standards **2**

 **B125704**

**G1.B3.S1** Teachers and students need to become familiar with the new Florida Math Standards. **4**

 **S137590**

### Strategy Rationale

To increase student performance based on new knowledge of state standards for mathematics.

### Action Step 1 **5**

Collaborative planning with Math/Science coach; grade level discussion during Professional Learning Communities.

### Person Responsible

Wendy Honeycutt

### Schedule

Weekly, from 8/18/2014 to 6/5/2015

### Evidence of Completion

Professional Learning Community notes and feedback; follow up meetings with math/science coach.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Review lesson plans, walk throughs with timeline correlation.

**Person Responsible**

Wendy Honeycutt

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, walk through data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Administration frequently checking lesson plans and correlating with district timelines.

**Person Responsible**

Wendy Honeycutt


**Schedule**

Weekly, from 8/18/2014 to 6/5/2015


***Evidence of Completion***

Electronic lesson plans turned into administration weekly.

**G1.B4 Lack of parent support** 2

 B125705

**G1.B4.S1** Parents need to become familiar with new learning standards in order to support their children. 4

 S137591

**Strategy Rationale**

Parents will be more aware of expectations from state standards.

**Action Step 1** 5

Invite parents to a information night to increase awareness of new standards.

**Person Responsible**

Wendy Honeycutt

**Schedule**

Quarterly, from 11/6/2014 to 2/12/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Increased students achievement in math;

**Person Responsible**

Wendy Honeycutt

**Schedule**

Quarterly, from 11/6/2014 to 2/12/2015

***Evidence of Completion***

parents sign-in logs for attendance

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

STAR data review, parents feedback, students use of technology outside of the school

**Person Responsible**

Wendy Honeycutt

**Schedule**

Quarterly, from 11/6/2014 to 2/12/2015


**Evidence of Completion**

Feedback forms from the parents information nights.

**G1.B5 Under-utilization of intervention resources within the math curriculum** 2

 B125706

**G1.B5.S1 Teachers need to use provided resources for intervention with fidelity.** 4

 S137594

**Strategy Rationale**

Students in need of extra support in mathematics based on data.

**Action Step 1** 5

Teachers will utilize the provided resources for students in need of extra support in math.

**Person Responsible**

Wendy Honeycutt

**Schedule**

On 6/5/2015

**Evidence of Completion**

Walk throughs, lesson plans



**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Walk throughs, data chats with teachers, collaboration with math/science coach for support.

**Person Responsible**

Wendy Honeycutt

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Walk through data, data binders with student assessment information

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

MTSS team meetings to review implementation; data review

**Person Responsible**

Wendy Honeycutt


**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

MTSS meeting minutes; data review


**G2.** PLCs will build consensus and create a better understanding of the purpose of PLCs and ensure that data driven decisions are being made. 1

 G039099

**G2.B1** Purpose of PLC's unclear to some staff members. 2

 B094027

**G2.B1.S1** Leadership staff members will attend training to be able to better assist staff with purpose of PLC's and explain the process and purpose of professional learning communities. 4

 S105119

### **Strategy Rationale**

Increased awareness of data, increase in sharing proven best practices for better student data results.

### **Action Step 1** 5

Will meet once 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 and 3 Wednesdays per month after school.

#### **Person Responsible**

Wendy Honeycutt

#### **Schedule**

Weekly, from 8/27/2014 to 6/5/2015

#### **Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

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

#### **Person Responsible**

Wendy Honeycutt

#### **Schedule**

On 6/5/2015

#### **Evidence of Completion**

Records/minutes and master schedule

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

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

**Person Responsible**

Wendy Honeycutt

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015


**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. 1

 G039100

**G3.B1** Limited opportunities for teachers to learn all technology options. 2

 B094028

**G3.B1.S1** Use technology for more rigorous text. 4

 S105120

**Strategy Rationale**

**Action Step 1** 5

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 Responsible**

**Schedule**

Annually, from 10/15/2014 to 10/15/2014

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Teacher  
PLC Facilitator  
Administration Barrier  
Instructional Coaches

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson Plans Classroom Walk Through s

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teachers  
Administration


**Person Responsible**

**Schedule**

***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. 4

 S105121

### Strategy Rationale

Teachers need to meet and discuss successful strategies using technology in the classroom.

### Action Step 1 5

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

#### Person Responsible

#### Schedule

Weekly, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Lesson plans. PLC agendas/minutes. Classroom Walk Throughs

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers  
Administration  
Instructional Coaches

#### Person Responsible

#### Schedule

#### Evidence of Completion

Lesson PLans PLC Minutes Classroom Walk Throughs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Teachers and administration  
Instructional Coaches  
Administration  
Academic Dean  
IT Tech

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson Plans Walk Through s PLC Minutes/Agendas

**G3.B1.S3** Teachers will have the opportunity to observe other teachers who use technology in the classroom for instruction. 4

 S105122

**Strategy Rationale**

Sharing best practices, learning from other teachers to create of culture of collaboration.

**Action Step 1** 5

Teachers

**Person Responsible**

**Schedule**

***Evidence of Completion***

Teacher reflection. Classroom Walk throughs

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***


**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G3.B2** Having appropriate and rigorous non-fiction and fiction text for all grade levels. 2

 B094029

**G3.B2.S1** Teachers will have the opportunity to discuss and use more nonfiction text in their daily instruction. 4

 S105123

**Strategy Rationale**

Coaches will support teachers to use Leveled Readers in all areas of curriculum.

**Action Step 1** 5

Text Complexity  
Writing in response to text

**Person Responsible**

**Schedule**

Quarterly, from 9/24/2014 to 2/18/2015

***Evidence of Completion***

Lesson Plans Classroom Walk-through I-observation

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Text Complexity in all Subject Areas

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson Plans I-Observation Walk Throughs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Integrating more nonfiction into all subject areas.


**Person Responsible**

**Schedule**


***Evidence of Completion***

Lesson Plans I-Observation Walk Throughs

**G3.B3** Lack of money to provide technology. 2

 B094030

**G3.B3.S1** Teachers will have the opportunity to observe other teachers who use technology in the classroom for instruction in order increase awareness of available technology. 4

 S105125

**Strategy Rationale**

Increased student achievement via technology to help all learners.

**Action Step 1** 5

Teachers Observing Other Teachers

**Person Responsible**

Wendy Honeycutt

**Schedule**

On 6/5/2015

***Evidence of Completion***

Teachers personally escorted by Instructional Coach Scheduled by Instructional Coach



**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Lesson Plans

Classroom Walkthroughs

**Person Responsible**

Wendy Honeycutt

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**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 Implementation of G3.B3.S1** 7

Lesson Plans

Classroom Walkthroughs

**Person Responsible**

Wendy Honeycutt

**Schedule**

Daily, from 8/18/2014 to 8/18/2014

**Evidence of Completion**

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

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Will meet once 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 and 3 Wednesdays per month after school.	Honeycutt, Wendy	8/27/2014	Meeting minutes, unit/lesson plans, scale/rubrics, etc. Notes and attendance roster for meetings.	6/5/2015 weekly
G3.B1.S1.A1	Teachers and students will receive additional training on how to use technology. PLC's will be structured and dedicated with the purpose of		10/15/2014	Lesson plan. Sign in sheets, agenda/ minutes Teacher reflection and data collected.	10/15/2014 annually

**Osceola - 0932 - Bellalago Charter Academy - 2014-15 SIP**  
*Bellalago Charter Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	analyzing text and it's complexity across subjects				
G3.B1.S2.A1	Utilize technology in reading and math when possible. Teachers may observe teachers who utilize technology in the classroom		8/18/2014	Lesson plans. PLC agendas/minutes. Classroom Walk Throughs	6/3/2015 weekly
G3.B1.S3.A1	Teachers		Teacher reflection. Classroom Walk throughs	one-time	
G3.B2.S1.A1	Text Complexity Writing in response to text		9/24/2014	Lesson Plans Classroom Walk-through I-observation	2/18/2015 quarterly
G3.B3.S1.A1	Teachers Observing Other Teachers	Honeycutt, Wendy	8/18/2014	Teachers personally escorted by Instructional Coach Scheduled by Instructional Coach	6/5/2015 one-time
G1.B3.S1.A1	Collaborative planning with Math/ Science coach; grade level discussion during Professional Learning Communities.	Honeycutt, Wendy	8/18/2014	Professional Learning Community notes and feedback; follow up meetings with math/science coach.	6/5/2015 weekly
G1.B4.S1.A1	Invite parents to a information night to increase awareness of new standards.	Honeycutt, Wendy	11/6/2014		2/12/2015 quarterly
G1.B5.S1.A1	Teachers will utilize the provided resources for students in need of extra support in math.	Honeycutt, Wendy	8/18/2014	Walk throughs, lesson plans	6/5/2015 one-time
G1.MA1	Review of data from common assessments Review of Lesson Plans	Honeycutt, Wendy	8/18/2014	Minutes from Meetings iObservation Professional Development Sign-in	6/5/2015 weekly
G1.B3.S1.MA1	Administration frequently checking lesson plans and correlating with district timelines.	Honeycutt, Wendy	8/18/2014	Electronic lesson plans turned into administration weekly.	6/5/2015 weekly
G1.B3.S1.MA1	Review lesson plans, walk throughs with timeline correlation.	Honeycutt, Wendy	8/18/2014	Lesson plans, walk through data	6/5/2015 daily
G1.B4.S1.MA1	STAR data review, parents feedback, students use of technology outside of the school	Honeycutt, Wendy	11/6/2014	Feedback forms from the parents information nights.	2/12/2015 quarterly
G1.B4.S1.MA1	Increased students achievement in math;	Honeycutt, Wendy	11/6/2014	parents sign-in logs for attendance	2/12/2015 quarterly
G1.B5.S1.MA1	MTSS team meetings to review implementation; data review	Honeycutt, Wendy	8/18/2014	MTSS meeting minutes; data review	6/5/2015 weekly
G1.B5.S1.MA1	Walk throughs, data chats with teachers, collaboration with math/ science coach for support.	Honeycutt, Wendy	8/18/2014	Walk through data, data binders with student assessment information	6/5/2015 daily
G2.MA1	Will meet with PLC's to offer guidance Walk Throughs	Honeycutt, Wendy	8/18/2014	Attendance sheets and Minutes	6/5/2015 weekly
G2.B1.S1.MA1	Will have effectively collaborated and created common assessments and lessons. Will reflect on PLC process.	Honeycutt, Wendy	8/18/2014	Proficiency in core subjects will increase as a result of collaboration and effective PLC's. Data will be reviewed to monitor effectiveness of PLC.	6/5/2015 weekly
G2.B1.S1.MA1	Will meet with PLC's to offer guidance and PD. Walk Throughs	Honeycutt, Wendy	8/18/2014	Records/minutes and master schedule	6/5/2015 one-time
G3.MA1	TeenBiz/KidBiz STAR Reading/Math Accelerated Reader Moby Max SumDog Math	Honeycutt, Wendy	8/18/2014	Data Results	6/5/2015 one-time
G3.B1.S1.MA1	Teachers Administration		Reading and math data would show student improvement. PLC agendas/	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			minutes would reflect discussions.		
G3.B1.S1.MA1	Teacher PLC Facilitator Administration Barrier Instructional Coaches		Lesson Plans Classroom Walk Through s	one-time	
G3.B2.S1.MA1	Integrating more nonfiction into all subject areas.		Lesson Plans I-Observation Walk Throughs	once	
G3.B2.S1.MA1	Text Complexity in all Subject Areas		Lesson Plans I-Observation Walk Throughs	once	
G3.B3.S1.MA1	Lesson Plans Classroom Walkthroughs	Honeycutt, Wendy	8/18/2014	Lesson Plans Classroom Walkthroughs iObservatons Increase in test scores on STAR Reading and Math, Science Formatives and Common Assessments	8/18/2014 daily
G3.B3.S1.MA1	Lesson Plans Classroom Walkthroughs	Honeycutt, Wendy	8/18/2014	Lesson Plans Classroom Walkthroughs iObservatons Increase in test scores on STAR Reading and Math, Science Formatives and Common Assessments	6/5/2015 daily
G3.B1.S2.MA1	Teachers and administration Instructional Coaches Administration Academic Dean IT Tech		Lesson Plans Walk Through s PLC Minutes/ Agendas	one-time	
G3.B1.S2.MA1	Teachers Administration Instructional Coaches		Lesson PLans PLC Minutes Classroom Walk Throughs	one-time	
G3.B1.S3.MA1	[no content entered]			one-time	
G3.B1.S3.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** All students engaged in rigorous CORE MATH instruction. Within math classrooms there will be an increase in time on task and differentiated instruction.

**G1.B3** Lack of knowledge of Math standards

**G1.B3.S1** Teachers and students need to become familiar with the new Florida Math Standards.

### PD Opportunity 1

Collaborative planning with Math/Science coach; grade level discussion during Professional Learning Communities.

#### Facilitator

Matt DeRight

#### Participants

All Staff

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

**G1.B5** Under-utilization of intervention resources within the math curriculum

**G1.B5.S1** Teachers need to use provided resources for intervention with fidelity.

### PD Opportunity 1

Teachers will utilize the provided resources for students in need of extra support in math.

#### Facilitator

Sue Lourcey

#### Participants

All Staff

#### Schedule

On 6/5/2015

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

**G2.B1.S1** Leadership staff members will attend training to be able to better assist staff with purpose of PLC's and explain the process and purpose of professional learning communities.

**PD Opportunity 1**

Will meet once 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 and 3 Wednesdays per month after school.

**Facilitator**

School Leadership Team

**Participants**

All staff

**Schedule**

Weekly, from 8/27/2014 to 6/5/2015

**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

**Schedule**

Annually, from 10/15/2014 to 10/15/2014

**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

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**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

**Schedule**

Quarterly, from 9/24/2014 to 2/18/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** All students engaged in rigorous CORE MATH instruction. Within math classrooms there will be an increase in time on task and differentiated instruction.

### **G1.B4** Lack of parent support

**G1.B4.S1** Parents need to become familiar with new learning standards in order to support their children.

#### **PD Opportunity 1**

Invite parents to a information night to increase awareness of new standards.

##### **Facilitator**

Marie Troop/Sue Lourcey

##### **Participants**

Parents and Students

##### **Schedule**

Quarterly, from 11/6/2014 to 2/12/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> All students engaged in rigorous CORE MATH instruction. Within math classrooms there will be an increase in time on task and differentiated instruction.	18,432
<b>Goal 2:</b> PLCs will build consensus and create a better understanding of the purpose of PLCs and ensure that data driven decisions are being made.	0
<b>Goal 3:</b> To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.	74,175
<b>Grand Total</b>	<b>92,607</b>

Goal 1: All students engaged in rigorous CORE MATH instruction. Within math classrooms there will be an increase in time on task and differentiated instruction.		
Description	Source	Total
<b>B3.S1.A1</b> - Math Standards posters for classrooms	General Fund	215
<b>B3.S1.A1</b> - Brain Pop	General Fund	2,095
<b>B3.S1.A1</b> - Star Math	General Fund	1,400
<b>B3.S1.A1</b> - Moby Max Math	General Fund	400
<b>B3.S1.A1</b> - Tutoring Math/Algebra 1	General Fund	8,400
<b>B3.S1.A1</b> - Curriculum Associates MATH LAFS Ready Florida	General Fund	2,880
<b>B4.S1.A1</b> - Student Agendas	General Fund	3,042
<b>B5.S1.A1</b> - Math Solutions Training	Other	0
<b>B5.S1.A1</b> - Common Planning w/ Instructional Coach	Other	0
<b>Total Goal 1</b>		<b>18,432</b>

Goal 2: PLCs will build consensus and create a better understanding of the purpose of PLCs and ensure that data driven decisions are being made.		
Description	Source	Total
<b>B1.S1.A1</b> - PLC Training Conference-School District	Other	0
<b>Total Goal 2</b>		<b>0</b>

Goal 3: To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.		
Description	Source	Total
<b>B1.S1.A1</b> - Office 365 Technology Training	Other	0
<b>B1.S1.A1</b> - Achieve 3000 Training	General Fund	2,000
<b>B1.S1.A1</b> - Smart Technologies Training	Other	0
<b>B1.S1.A1</b> - CPalms Training	Other	0
<b>B1.S1.A1</b> - Computer Block classes for 1-5th grades Computer and STEM classes for 6-8th	General Fund	0
<b>B2.S1.A1</b> - National Geographic	General Fund	1,361
<b>B2.S1.A1</b> - Achieve 3000 Kidbiz and Teenbiz	General Fund	26,138



**Goal 3: To increase student proficiency in Reading, Mathematics, and Science concepts by increasing rigor and text complexity.**

<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>B2.S1.A1</b> - Tutoring for Writing/ELA/Reading	General Fund	11,100
<b>B2.S1.A1</b> - Curriculum Associates ELA LAFS Ready Florida Instruction	General Fund	2,880
<b>B2.S1.A1</b> - ELA Classroom Posters	General Fund	135
<b>B2.S1.A1</b> - Rainbow Books-Focusing on Non-Fiction Materials for Media Center	General Fund	4,996
<b>B2.S1.A1</b> - Tutoring for Writing/ELA	School Improvement Funds	1,433
<b>B2.S1.A1</b> - Mini-Q Binders for SS Classes	General Fund	1,015
<b>B2.S1.A1</b> - AVID Weekly	General Fund	525
<b>B2.S1.A1</b> - Renaissance Accelerated Reader	General Fund	6,292
<b>B2.S1.A1</b> - SpringBoard	Other	12,000
<b>B2.S1.A1</b> - Star Reading	General Fund	4,300
<b>B2.S1.A1</b> - Rigor Workshop for Teachers and Staff	Other	0
<b>Total Goal 3</b>		<b>74,175</b>