

# Believers Academy



2014-15 School Improvement Plan

## Believers Academy

5840 CORPORATE WAY STE 100, West Palm Beach, FL 33407

<http://www.believersacademyinc.org>

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

Yes

**Charter School**

Yes

**Minority**

%

### School Grades History

**Year**

**Grade**

### School Board Approval

This plan is pending approval by the Palm Beach 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>.

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>8</b>  |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>22</b> |
| Goals Summary   | 22        |
| Goals Detail  | 22        |
| Action Plan for Improvement   | 26        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>34</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>35</b> |
| Professional Development Opportunities  | 36        |
| Technical Assistance Items  | 0         |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>37</b> |

## 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   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Believers Academy is dedicated to providing ESE students aged fourteen to twenty-one the opportunity to learn and achieve success in a goal driven environment. Student accomplishments have been and will continue to be fostered by an integrated individualized, research-based curriculum where intensive reading instruction, remediate math instruction, and vocational training are the primary focus. Every student at Believers Academy will continue to receive classroom vocational instruction as well as hands-on vocational experience throughout the community. Ongoing assessments will provide feedback to ensure student growth and achievement in all academic areas. The faculty and staff will continue with the successful construction of a classroom climate that allows students to maximize their strengths while addressing their challenges. The personal, academic, and vocational needs of the students can be achieved with collaborative efforts involving colleagues, parents, and the community. We believe that all young people, who are given the appropriate learning experience, can reach their full potential, take ownership of themselves, and become productive citizens. As deficits are minimized we strive to enable students to continue their education in post secondary schooling.

Our ultimate goal is to produce graduates from Believer's Academy that have already entered Corporate America's workforce, or attend post-secondary schooling options.

##### Provide the school's vision statement

Believers Academy is dedicated to exceptional education students (ESE) aged fourteen to twenty-one who are at risk of dropping out of their comprehensive schools or who already have because of their persistent lack of success in that environment. The main goal of Believers Academy is to meet academic requirements for graduation in a manner that reduces reading and math deficits while building vocational skills that will enable the student to obtain and maintain employment, thereby increasing his or her self-esteem, as well as strengthening their ability to earn an income and thus become a productive citizen. Poor reading skills, poor mathematical skills, the lack of a vocational curriculum and poor behavioral and social skill strategies all contribute directly to ESE students dropping out of school. Employment & internship opportunities will be earned and maintained for each student enrolled at Believers Academy. Believers Academy is based on the conviction that the overall achievement of our students will flourish with the combination of intensive academic instruction and a vocational preparatory program.

#### School Environment

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

Believers Academy utilizes and incorporates ongoing multicultural training into their Pre-School staff Trainings, LTM Topics and Professional Development Plans for staff throughout the year. Additionally, using CHAMPS & Love & Logic Strategies for classroom management breeds an environment that embeds building relationships between students and teachers. Our SwPBS team and staff play an integral role is celebrating success and fostering a very tolerant atmosphere. The first LTM day is a DREAM Day - where all students and staff delve into the depth and breath of the SwPBS matrix and establishing a solidified single school culture. SRA Direct Instruction reading curriculum and our US Government/History courses cover the history of the Holocaust, History of Africans and African Americans, Hispanic & Women contributions, and integrating the sacrifices of



our veterans throughout the instructional content annually. Additionally, Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Believers Academy follows Palm Beach County's references to Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09.

Academics -Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels; All the students are trained in John Maxwell's Youth Max - Anti Bullying and Leadership development Course. Additionally, Believers provides professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

Behavior -Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. The SwPBS Committee has developed a slogan called LIVE THE DREAM, that DREAM Matrix & Universal Guidelines is a list of behaviors that the culture at Believers Academy instills in all students and a code that all students & staff at Believers follow before, during and after school.

Climate - The SwPBS Committee has developed a slogan called LIVE THE DREAM, that DREAM Matrix is a list of behaviors that the culture at Believers Academy instills in all students and code that they follow before, during and after school. All Staff (instructional and non-instructional) is readily available students and are posted at duty post before and after school throughout the campus in locations that are easily accessible.

**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**

Our staff has been trained and utilizes CHAMPS and Love & Logic Strategies. All staff members were trained and re-trained in the Research based and validated program called Love & Logic's 9 Essential Skills for Classroom Management during Pre-School by a certified instructor . The entire school and staff fully implements the SwPBS Team protocols. Universal Guidelines and behavior matrix is taught twice a year to ensure students are aware of school expectations. The Administrative team follows the Discipline Matrix and Protocol of Palm Beach County to ensure a system that is fairly and consistently enforced when disciplinary measures are needed. The entire program is prevention and intervention based, Behavior Intervention Plans are used to minimize poor behavior and while focusing on teaching appropriate replacement behaviors. • School-wide recognition system is in place both at the individual classroom level and school level. During Crisis the staff executes PCM Protocols to ensure the dignity and safety of the child and school environment.

**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**

Common Planning meetings & Data Meetings transpire with instructional & support staff meet weekly to identify students with barriers to academic and social success.

Behavior & Communication Monitoring Forms are used in all academic classes, where the students and teachers develop weekly goals in the respective areas and conference on these weekly. Where more attention is needed in skill development a Behavior Intervention Plan is developed.

Additionally, Believers Academy's has developed a relationship with Community Partners where we Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to:

- (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),
- (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and
- (3) Evaluate your intervention and evolve (Evaluation).

### 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

Believers uses EDW reports and assessment results to identify students who have attendance, behavioral or academic concerns .

#### 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 |
|---------------------------------|-------------|----|----|----|-------|
|                                 | 9           | 10 | 11 | 12 |       |
| Attendance below 90 percent     | 13          | 9  | 5  | 39 | 66    |
| One or more suspensions         | 10          | 4  | 1  | 9  | 24    |
| Course failure in ELA or Math   | 11          | 7  | 2  | 20 | 40    |
| Level 1 on statewide assessment | 2           | 0  | 0  | 0  | 2     |

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

| Indicator                                  | Grade Level |    |    |    | Total |
|--|-------------|----|----|----|-------|
|  | 9           | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 15          | 7  | 2  | 39 | 63    |

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

Believers Academy implements evidence-based interventions to close student need gaps related to learning warning systems. SRA REACH reading program & Accelerated Math 2.0 - intensive remediation programs are implemented and students progress is monitored, tracked and documented

### 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?**

Yes

**PIP Link**

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

**Description**

We have an Opening School Meeting for every student and their guardians before the first day of class, this meeting either happens at the school or we go to the students and guardian's house. We use handouts, flyers, Parent Link and our website to announce all school events and encourage parents participation.

Annually, we hold a Title I Parent Meeting where we develop a parent compact plan. We host two additional trainings throughout the year to teach parents strategies that will help their children succeed academically.

At least annually, we hold IEP Meetings that parents and students are highly encouraged to participate. Parents are able to attend the meetings in person, written input or by phone. We are able to complete 100% students participation in the meetings, however our parent involvement is less than 20%.

**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**

Believers Academy has formed corporate partnerships for student interns within the community to assist students with fulfilling their graduation requirements and course credits as well as training and preparing them for the transition from school to work. The school continues to coordinate efforts to provide mentorships, on-the-job training, one-on-one lessons in social and employability skills as well as actual competitive employment opportunities. Some of the business partnerships we have formed with regard to student employment, internships, and on-the-job training are:

Abaco Plumbing

Home Depot

Bicycle World

Cheney Brothers

Costco

All dogs rock

Brinks

Publix

Winn Dixie

American Cancer Society

Aqua Tek Pools

Office Depot

European Carstar

Marriott Resort & Spa

Walmart

Elite Secutiry

Duffy's

TGI Friday's

Absolute Hardwood Flooring

B & A Manufacturing

Habitat for Humanity  
 Hanley Center  
 Outback Steakhouse  
 Jupiter Hammerheads  
 Johnny Rockets  
 Locks of Love  
 Kmart  
 Red Lobster

**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        |
|-------------------|--------------|
| Dyer, Lori        | Principal    |
| Allen, Kelly      | Teacher, ESE |
| Hathaway, Anthony | Teacher, ESE |
| Kelley, Michael   | Teacher, ESE |
| Giscombe, Allyson | Teacher, ESE |

**Duties**

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

ESE Coordinator is key to organizing and developing the IEP Team and serves as the LEA in the absence of the Principal in IEP Meetings. The function and responsibility of the IEP Leadership Team is to develop an individualized education plan for each student based on formal and informal instructional, social, and vocational data.

Data meetings are held individually with all instructional staff with the principal on a weekly basis. In addition, the leadership team meets with the entire instructional staff use data to drive instructional decisions in cross curricular settings weekly.

Additionally, the function and responsibility of the leadership team regarding the SIP is the work in committees to develop, monitor, evaluate the SIP. Utilizing the previous year's data the committees establish goals, monitor progress and evaluate effectiveness of action steps throughout the entire year, and focus attention on deficient areas are continuously analyzed.

Areas of focus are, but not limited to the following:

- STAR Reading & Math scores indicating the lowest 25% of our readers.
- FCAT Diagnostic Results when applicable and FAA previous years scores
- Standard based assessments and EOC data
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.
- Attendance and SwPBS initiatives

Principal will identify what the RTI Process consists of if the school were to ever need to utilize it.

***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***

Believers Academy serves all students who have previously been identified as ESE prior to entrance into the school. The RtI process would be used only for adding eligibility to already existing exceptionalities (EBD, SLD, LI). Our RtI team would be the same as an IEP team that is developed according to IDEA requirements to determine eligibility.

The school based RtI Leadership Team is comprised of the following members: Principal, ESE Coordinator & Area Resource Teacher (when necessary), reading teacher, math teacher, and school psychologists (as required).

The principal provides a common vision for the use of data based decision making to ensure:

- \* a sound, effective academic program is in place
- \* a process to address and monitor subsequent needs is created
- \* the IEP Team is implementing RtI processes
- \* assessment of RtI skills that school staff possesses is conducted
- \* fidelity of implementation of intervention support is documented
- \* adequate professional development to support RtI implementation is provided
- \* effective communication with parents regarding school based RtI plans and activities occurs.

Due to the fact that our students are already identified as ESE and we are looking to service their needs that have already met the criteria for which the RtI process has been implemented to serve a remediation tool for, it really does not apply unless additional eligibilities are being sought. However, our IEP teams meets regularly to review diagnostic data, behavior intervention plans, informal assessment results and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining and addressing PD needs the team will identify students who are not meeting identified academic targets with appropriate accommodation and modifications. The team then implements a process that mirrors the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (these are documented in the student Individual Education Plan) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data
- Evaluate the results of data collected and interventions.

Our school integrates Single School Culture by sharing Universal Guidelines for success, following the behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our Action Plans during learning team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign (YouthMax). Structured lessons and implementation of SwPBS programs.

#### Title I, Part A

Title I funding will be used to ensure that the students requiring additional remediation are assisted through one-on-one and small group decoding and reading comprehension tutoring to develop their reading skills. Our Teachers will develop their differentiated instructional skills to meet all learners needs while still meeting high expectations. Believers Academy will be implementing Parent Training Nights throughout the school year. The following topics will be the focus of trainings throughout the school year: Helping your child pave their road to Graduation (which covers all aspects of our vocational program and technology Today (which parents will learn how to access web 2.0 tools to

aid in their child's learning and growth).

**Title I, Part C**

If we have eligible migrant students Believers Academy will seek assistance from the Palm Beach County School District Migrant Office.

**Title III**

In case we need assistance for ELL or LEP students, Believers will contact the multi-cultural department for assistance.

**Title X**

Believers Academy will utilize the HEART program implemented by the Palm Beach County School District when eligible Homeless Student are enrolled.

**Violence prevention programs**

District-wide implementation of Single School Culture, CHAMPS, Love & Logic, Youth Max, SwPBS, as well as Appreciation of Multicultural Diversity.

**Nutrition programs**

Believers Academy contracts with the school district for these services as such receive no direct funding.

**Job training**

Believers Academy delivers a HANDS-ON curriculum to get students JOB READY and LIFE READY! Our comprehensive system: ASSESSES student strengths, preferences and interests, Teaches specific JOB SKILLS while also addressing academics, and Develop LIFE SKILLS for getting and keeping a job, as well as independent living.

Students work with Believers Academy Staff and their parents on Choices which is a state run career exploration program. Additionally, students are enrolled in a research-based and validated career program (Project Discovery) Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation or career placement. Students are also provided an opportunity and are encouraged to explore postsecondary education options. Our Life Coach, Job Coaches and Daily Living Skills Teachers collaboratively work with our student to ensure that full time employment and post-secondary goals (stated in the students' IEP's) are able to be obtained.

**School Advisory Council (SAC)**

**Membership**

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

| Name              | Stakeholder Group          |
|-------------------|----------------------------|
| Melissa Smith     | Business/Community         |
| Bruce Fowler      | Business/Community         |
| Lori Dyer         | Principal                  |
| Mark Manners      | Teacher                    |
| Rebecca Pelletier | Education Support Employee |
| Adam Gellis       | Business/Community         |
| Gigi English      | Parent                     |
| William Barker    | Student                    |

**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*



Believers Academy's Board of Directors plus others serve as the SAC. The SAC assists in the preparation and evaluation of the school's improvement plan and in the preparation of the school's annual budget, as well as other functions.

The SAC develops a SIP Committee that consists of a SAC member (Principal) and instructional personnel. This committee analyzes data, reflects on previous school improvement plan goals and establishes a new SIP and goals and takes this plan to the SAC for approval. This same committee reflects on the SIP periodically throughout the school year and report academic finding and progress to the SAC during Board Meetings.

SAC determined that a mid-year update was not necessary last year. Due to the unique nature of the school (and the state has yet to develop a diagnostic for the FAA0 the mid-year assessment results had no direct correlation to the FAA Statewide Assessment that would be administered to determine school improvement rating. The information from mid-years assessment results were used to drive instructional decisions.

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

The SAC appointed committee analyzed the previous years data and identified the areas of improvement. Then the SAC developed subcommittee to address all portions of the school improvement. Finally, the SAC review the plan from each committee and together made appropriate changes and adjustments if needed. Finally, the SAC approved the plan

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

The SAC members also serve as the the Board of Directors and annually they approve the entire operating budget and budget amendments for Believers Academy. School Improvement decisions are made using data driven decision making in the highest impact areas. Title I funds are used to impact the entire learning community spanning from student instruction to teacher development all while incorporating parent training in an effort to close learning gaps. All these factors are considered when allocating funds to improve instructional content.

Believers Academy has yet to receive financial award pursuant to the Florida School Recognition Program, but if they did then the SAC, jointly with school staff, determine how to distribute the award, within statutory parameters.

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

Believers Academy does not have a allocated amount used for school improvement. The annual FTE and Title I allocations are used to better the instruction for our students. The focus this year for students achievement resides with improving our reading and math scores, as our students are still significantly behind their peers. We will be using funds to pay for pull-out tutoring and in class skill remediation for our lowest 25% in reading (\$11,400). Professional Development training using STAR Assessment (For Reading, Math & Science \$450.00) an integral part of Believers Academy this year. The data provided from these assessment are aligned with the Florida State Standards. The results identify skills that need remediation, skills that are mastered resulting in focused instructional decision making. Additionally the instruction can be differentiated to all learners not by skills mastered by the level of complexity in which the skill can be learned.

The SAC has also allocated funds to continue to improve the school in the following areas:

Believers Academy wants to Increase access to reading which has a direct effect on increased reading skills is a focus for our students - Myon Reading Library \$4350.00.

Incorporating Data Analysis, Reports and Instructional Strategies into our everyday instruction is another focus. Using data driven decisions with instruction through STAR Assessments will help students acquire master and identify skills that need remediation and intensive interventions.

\$1296.00

Implementing a Scientifically research based math program that will aid in providing in very targeted math instruction with an emphasis on individualized and differentiated instruction. Student's skills will

be monitored and tracking components to improve math performance of all learners. \$1,320.00  
 Professional Development for staff in teaching strategies that have the greatest effect on students learning continues to be critical to increasing students scores. \$1,500.00  
 Increasing parent involvement through educational training held at the school will continue as a means to building relationships and close academic achievement gaps. \$222.00

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

| Name              | Title        |
|-------------------|--------------|
| Giscombe, Allyson | Teacher, ESE |
| Allen, Kelly      | Teacher, ESE |
| Dyer, Lori        | Principal    |

**Duties**

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

Remediation and pull-out tutoring for our lowest 25% according the STAR assessment. Each student that is in the lowest 25% will receive an additional hour per day of intensive and individualized reading instruction.

All students receive 2 hours of ELA instruction and 2 additional hours of reading & writing infused into cross-curricular courses such as learning strategies, career development, and transition to adult living. Common Planning time is designated for all teachers to work together to design lessons that are rich in literacy skills across all settings.

Using STAR Assessment will identify all areas of mastery and weakness and allow teachers to make sound instructional decisions and designs. These assessments are used monthly by the literacy team to measure progress towards to the SIP.

The literacy team annually designs a school wide reading initiative. Admin, teachers and students all compete to meet various independent reading goals. Additionally, the literacy team provides parents with resources and materials to access literacy outside of school.

**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**

Believers Academy encourages a positive working relationships between teachers through annual team building exercises during pre-school. Another venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings, Common Planning and Data Meetings. The master schedule has been designed to provide consistent time for teachers to meet by content and cross-curricular content. Research-based protocols are utilized to focus the meetings on students' academic



needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Believers Academy services all ESE students, which means that our school is operating in the teacher shortage area, but we have always been able to find highly qualified personnel. The Principal develops relationships with various Universities (even out of state), attends job fairs, offers her site and educated staff to various programs a field experience site for teachers in training, using advertising on Believers Academy's website, community services events gives the school a larger word of mouth pool, additionally using AmeriCorp Volunteers in the school - all avenues have proven to be lucrative for the school.

Additionally, teachers are offered a plethora of professional development opportunities and training throughout the entire year during LTM Days, In-Service Days, and During Common Planning Meetings. All Staff has access to all district offered training and professional development opportunities. Believers Academy monitors and assists all applicants and employees with the hiring processes, licensing and renewals to minimize the stress that is associated with the processes and the ensure our staff is always qualified.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Believers Academy's School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New Teachers - must all complete the ESP Program.) ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

We have one new Teacher this year. She is assigned a Mentor and Buddy. Her Mentor is Lisa Hess-Davis - She has completed Clin Ed Training, is HQT, and has received effective evaluation scores. She is able to help new teachers with various strategies that will allow our struggling students to succeed across curricular settings. Lisa has extensive experience with curriculum development and lesson planning. Her buddy is Michael Kelley, who is completing the Clin Ed training, he has HQT status and has consistently received effective evaluations. He is strong in the areas rules, policies and procedures and will assist with making sure the new teacher is sound in these areas. Additionally, the new teacher has a planning period and literacy block that she teaches and plans with two other veteran teachers. Finally the ESP team meets regularly to ensure all components are completed.

We have a veteran teacher new to the school, she is paired with a mentor and 2 buddies to aid in her transition to the new school and all the requirements. Also we have a 2nd year teacher on campus that continues to have a mentor and a buddy to ensure the process for professional license is completed and she remains confident and secure to continue to make a difference. Finally, due to the unique nature of the school, we offer continuous mentoring even for veteran teachers. ESE Coordinator serves in the mentor capacity regarding all IDEA and special education issues on a weekly basis at Data Meetings. Believers Academy employs the philosophy that Professional Development is a key ingredient and is offered throughout the school year. Additionally, all trainings and professional development opportunities that are offered to Palm Beach County School District is also available to our staff and incorporated into our life long learning.

## 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***

Believers Academy use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies). All curriculum and instructional materials are aligned with Florida Standards. Teachers develop instructional calendars based on the standards that must be taught. Teachers use planning periods, common planning and LTM days to unpack standards and teacher the depth and breath of the skills to the students. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Standard & skill mastery are tested on a regular basis to drive instructional focus.

#### 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***

Believers Academy identifies baseline skills in reading and math upon entry to determine instructional needs and focus. Due to the unique nature of the school, all students are significantly behind their peers and are taught using researched based curriculum in reading, math and career exploration to ensure the students receive the greatest opportunity to make academic gains. Additionally, continuous assessment results are used to drive instructional decisions.

Believers Academy employs the following strategies listed below:

- Common Planning meetings weekly - to make decisions about literacy instruction in the school.
- Data Meetings are held weekly - where Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS), Behavioral strategies are used at this time too.
- During a 100 minute reading block (E/LA). Our E/LA program is Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs, as well as a rotation that incorporates technology and literacy. Assessments are delivered on a regular basis to assess instructed standards. Admin and teachers are Monitoring progress at the class and grade level during Data Meetings and data is used to drive instructional decisions. Using data to provide instruction aligned with the Language Arts Florida Standards for their grade level differentiated to the academic performance level is infused throughout all courses. Believers Academy incorporating E/LA and writing standards in cross-curricular units in readings strategies/ career development/transition to adult living.
- The lowests 25% will be scheduled for an additional 60 minute reading block in a pull-out instruction.
- Providing resources to support instruction (extensive classroom libraries, leveled books for small group instruction, myon reading library where students self select materials, and technology resources in all acamics)
- Monitoring progress at the class and grade level during Data Meetings
- Conducting data chats with students
- Creating units of study based on current data

***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: After School Program**

**Minutes added to school year:**

Pull-out reading enrichment activities - SRA REACH instructional practices are used to accelerate deficient skills. Independent reading and comprehension skill application through independent reading using Myon reading library and assessments.

**Strategy Rationale**

To increase the amount of instructional time for students who struggle the most learning and increase the amount of time they spend reading.

**Strategy Purpose(s)**

- Enrichment

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

Giscombe, Allyson, allyson@believersacademyinc.org

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

Lexile scores will be monitored every 4 books or two weeks. Time on task will be monitored as well. Mastery Test Results in the SRA Curriculum are used to monitor skill mastery. STAR Reading assessment is used to evaluate growth and instructional needs.

**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**

N/A

**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**

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- Scheduling and taking students on college visits
- Counseling services that help students and their family's walk through the process of entering post-secondary schooling options
- Enrolling students with college aspirations into the academically rigorous courses that will prepare them for their entrance exams.
- Complete career interest surveys and vocational assessment that help the students align their current abilities and performance levels with the appropriate career avenue.
- Developed with corporate partners that employ the students and offer paid certification opportunities for the students in that specific career field.

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

Transition IEP's are developed annually to address the transition towards graduation and life after graduation. Students work with Believers Academy Staff and their parents on Choices which is a state run career exploration program. Additionally, students are enrolled in a research-based and validated career program (Project Discovery) Believers Academy's vocational program encompasses career and academic planning. Each student participates in a hands-on job placement either classified as job shadowing, career preparation or career placement. Students are also provided an opportunity and are encouraged to explore post-secondary education options. Our Life Coach, Job Coaches and Daily Living Skills Teachers collaboratively work with our student to ensure that full time employment and post-secondary goals (stated in the students' IEP's) are able to be obtained. All students are exposed to variety of hands-on training careers to prepare our students entry-level work by developing "marketable skills." Relevant instruction helps students relate schoolwork to success in the workplace. The students are offered the following courses of study:

Auto Detailing  
 Carpentry  
 Child Care Assistant  
 Food Service Assistant  
 General Office Assistant  
 Horticulture/Greenhouse/Nursery Worker  
 Retail Trades  
 Landscaping & Lawn Care  
 Construction Trades  
 Caregiver  
 Cleaning & Maintenance  
 Hair & Nail Care  
 Grocery Clerking  
 Animal Care  
 Advertising  
 Auto Body Repair  
 Consumer Services  
 Drafting  
 Graphic Artists  
 Dental Care  
 Biotechnology & Lab Science  
 Banking & Credit  
 Accounting and Bookkeeping  
 Electricity  
 Law Enforcement  
 Masonry  
 Sewing  
 Health & Nutrition  
 Printing Processes  
 Plumbing  
 Meteorology  
 Small Engine Repair

Using the skills sets acquired and revealed in these courses, internships and job are developed for the students.

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

Believers Academy delivers a HANDS-ON curriculum to get students JOB READY and LIFE READY! Our comprehensive system: ASSESSES student strengths, preferences and interests, Teaches

specific JOB SKILLS while also addressing academics, and Develop LIFE SKILLS for getting and keeping a job, as well as independent living. The entire program encompass the following:

Career Development: Over 400 careers for students to explore! Real life job skills with actual tasks and tools while reinforcing core academic skills.

Skills Training: Train your students to be Job Ready for most popular entry level jobs in such areas as Child Care, Retail, Care-Giving, and Construction.

Lifelong Learning: Teaches Independent Living Skills in areas like Banking, Buying a Car, and Getting and

Keeping a Job; Teaches Self-Confidence and Social Interactions Skills like Teamwork, Friendship Basics, Bullying, Internet Safety, and Conflict Resolution; Teaches Health and Nutrition Skills like Making Healthy Choices, Food Labels, Weight Control & Physical Activity.

***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***

IEP's are developed annual by the IEP team to review the individuals specific needs an to provide assistant along with a plan of actions to aid that child. Classroom guidance is conducted coupled with individualized meetings with students.

## 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

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

## Strategic Goals Summary

- G1.** Increase the level of instruction and rigor to improve students performance in the FAA
- G2.** Increase the instructional time for the lowest 25% performing students
- G3.** Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status.

## 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. Increase the level of instruction and rigor to improve students performance in the FAA** 1a

G039255

**Targets Supported** 1b

| Indicator                   | Annual Target |
|-----------------------------|---------------|
| FAA Reading Proficiency     | 100.0         |
| FAA Mathematics Proficiency | 100.0         |
| One or More Suspensions     | 15.0          |

**Resources Available to Support the Goal** 2

- Pull-out and remediation tutoring
- Myon reading Library, STAR Assessments, Accelerated Math 2.0, Project Discovery, SRA Direct Instruction
- Hands-on Applications and Community Based Experiences
- Multimedia & Technology resources (Moby Max, Khan Academy, etc....)
- Professional development using research based strategies that increase student learning
- Google Learning tools and educational apps

**Targeted Barriers to Achieving the Goal** 3

- Attendance
- Poor skill readiness, poor skill retention, poor study and learning habits, difficulties understanding content

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

STAR results, FAA & FCAT Results

**Person Responsible**

Lori Dyer

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Assessment results & Evaluations

**G2. Increase the instructional time for the lowest 25% performing students** 1a

G039256

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| FAA Reading Proficiency | 100.0         |

**Resources Available to Support the Goal** 2

- Pullout and remediation tutoring with educational consultant
- My Reading Coach Supplemental Program
- SRA Direct Instruction
- STAR Reading Assessments
- Myon Reading Library

**Targeted Barriers to Achieving the Goal** 3

- Attendance

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

STAR Reading Results, FAA Results

**Person Responsible**

Lori Dyer

**Schedule**

Monthly, from 10/6/2014 to 7/2/2015

**Evidence of Completion**

Score Reports



**G3.** Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status. **1a**

G039257

**Targets Supported** **1b**

| Indicator               | Annual Target |
|-------------------------|---------------|
| Attendance rate         | 10.0          |
| One or More Suspensions | 15.0          |

**Resources Available to Support the Goal** **2**

- Parent Liaison Parent Contacts
- Parent Education
- Teacher & Job Coach Parent Contacts
- Food - basic needs
- Home visits - take the ideas and education to them
- Health Education
- Anti-bullying Training

**Targeted Barriers to Achieving the Goal** **3**

- Parents feel threatened and inferior to the schools
- Importance of school in realm of their basic needs and daily obligations

**Plan to Monitor Progress Toward G3.** **8**

Overall Parental Involvement & Survey Results

**Person Responsible**

Mark Manners

**Schedule**

On 6/4/2015

**Evidence of Completion**

Parental Involvement Survey 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.** Increase the level of instruction and rigor to improve students performance in the FAA **1**

 G039255

**G1.B1** Attendance **2**

 B094402

**G1.B1.S1** Attendance initiatives implemented school-wide **4**

 S105478

#### Strategy Rationale

increase students ability to master their skills

#### Action Step 1 **5**

Students will be rewarded by earning a ticket for each week that they are present every day that school is in session.

#### Person Responsible

Lori Dyer

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Attendance reports

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

SWPBS team will monitor the data

**Person Responsible**

Kelly Allen

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

SWPBS meeting notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Attendance Data

**Person Responsible**

Kelly Allen

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Meeting Minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***


**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G1.B6** Poor skill readiness, poor skill retention, poor study and learning habits, difficulties understanding content 2

 B094407

**G1.B6.S1** Using Professional Development opportunities to better understand and utilize all the research based proven strategies by Robert Marzano to better the instruction strategies and differentiate learning for the students. 4

 S105483

**Strategy Rationale**

To increase instructional techniques that improve academic performance

**Action Step 1 5**

Teachers will study elements from Marzano's book "The Art and Science of Teaching text and workbook and develop a training that Pre-tests knowledge, teaches the concepts, models the techniques across all curricular content, create a component where participants implement the strategies over the next month and complete a post - test.

**Person Responsible**

Rebecca Pelletier

**Schedule**

Monthly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

LTM Sign-in Sheets and Agenda Topics

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Agenda , Handouts, Presentation

**Person Responsible**

Rebecca Pelletier

**Schedule**

Quarterly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

Meeting with Principal after the LTM Training

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Lesson Plans & Walk through evaluations

**Person Responsible**

Lori Dyer

**Schedule**

Every 2 Months, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Evaluations

**G2. Increase the instructional time for the lowest 25% performing students** 1

G039256

**G2.B1 Attendance** 2

B094408

**G2.B1.S2 Pullout instruction with educational consultants daily to double up on the amount of reading instruction during the days they are in attendance** 4

S105485

**Strategy Rationale**

Increase the achievement of the lowest 25% in ELA

**Action Step 1** 5

AmeriCorp members will provide supplemental instruction to the lowest 25% daily

**Person Responsible**

Allyson Giscombe

**Schedule**

Weekly, from 9/1/2014 to 7/9/2015

**Evidence of Completion**

Attendance Schedule, Myon reading statistics, SRI Mastery Test results, STAR Reading Results

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Reading Specialist will meet with he AmeriCorps memeber weekly to disaggregate data and develop lesson plans for the next week.

**Person Responsible**

Allyson Giscombe

**Schedule**

On 6/4/2015

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Mastery Tests, STAR Reading Assessments, Myon Reading Stats

**Person Responsible**

Allyson Giscombe


**Schedule**

Biweekly, from 9/1/2014 to 6/4/2015


**Evidence of Completion**

Score Reports

**G3.** Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status. 1

 G039257

**G3.B2** Parents feel threatened and inferior to the schools 2

 B094412

**G3.B2.S1** Parent Education Opportunities 4

 S117837

**Strategy Rationale**

**Action Step 1 5**

Parent Trainings

**Person Responsible**

Mark Manners

**Schedule**

Quarterly, from 8/1/2014 to 6/4/2015

**Evidence of Completion**

Sign-in Logs, Parent contact logs, home visit logs

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

Parent Surveys and Gold Report data will be analyzed

**Person Responsible**

Mark Manners

**Schedule**

Semiannually, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Gold Reports, Survey Results, Parent Involvement log

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

Parents will develop a working knowledge of academics and ways to help their child - adding value to education. Parents will develop a cooperative working relationship with the school and become aware of all the program opportunities that are available to help them.

**Person Responsible**

**Schedule**


Quarterly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**


Parent Involvement logs and attendance records



**G3.B3** Importance of school in realm of their basic needs and daily obligations **2**

 B094413

**G3.B3.S1** Educate the parents on the programs that are available to assist them, how to help their child reach graduation status. Also Offering child care and food during trainings. **4**

 S117844

**Strategy Rationale**

**Action Step 1** **5**

Providing parents with resources that will help them with satisfying their family's needs

**Person Responsible**

Kelly Allen

**Schedule**

Semiannually, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

**Action Step 2** **5**

Providing parents with resources that will help them with satisfying their family's needs

**Person Responsible**

Kelly Allen

**Schedule**

Semiannually, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

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

Parent surveys will be administered and parent participating will be tracked

**Person Responsible**

Mark Manners

**Schedule**

Semiannually, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Parent Involvement logs, Students Vocational Tracking logs, Survey Results

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Parent Participation Rates and Students dismissal from employment logs

**Person Responsible**

Mark Manners

**Schedule**

On 6/4/2015

**Evidence of Completion**

Parent Involvement logs and employment data

**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       |
|--------------|--|--------------------|-------------------------------|--|-------------------------|
| G1.B1.S1.A1  | Students will be rewarded by earning a ticket for each week that they are present every day that school is in session.   | Dyer, Lori         | 8/18/2014                     | Attendance reports   | 6/4/2015 monthly        |
| G1.B6.S1.A1  | Teachers will study elements from Marzano's book "The Art and Science of Teaching text and workbook and develop a training that Pre-tests knowledge, teaches the concepts, models the techniques across all curricular content, create a component where participants implement the strategies over the next month and complete a post - test. | Pelletier, Rebecca | 8/25/2014                     | LTM Sign-in Sheets and Agenda Topics   | 6/4/2015 monthly        |
| G2.B1.S2.A1  | AmeriCorp members will provide supplemental instruction to the lowest 25% daily  | Giscombe, Allyson  | 9/1/2014                      | Attendance Schedule, Myon reading statistics, SRI Mastery Test results, STAR Reading Results | 7/9/2015 weekly         |
| G3.B2.S1.A1  | Parent Trainings   | Manners, Mark      | 8/1/2014                      | Sign-in Logs, Parent contact logs, home visit logs   | 6/4/2015 quarterly      |
| G3.B3.S1.A1  | Providing parents with resources that will help them with satisfying their family's needs  | Allen, Kelly       | 9/1/2014                      |  | 6/4/2015 semiannually   |
| G3.B3.S1.A2  | Providing parents with resources that will help them with satisfying their family's needs  | Allen, Kelly       | 9/1/2014                      |  | 6/4/2015 semiannually   |
| G1.MA1       | STAR results, FAA & FCAT Results   | Dyer, Lori         | 8/18/2014                     | Assessment results & Evaluations   | 6/4/2015 quarterly      |
| G1.B1.S1.MA1 | Attendance Data  | Allen, Kelly       | 8/18/2014                     | Meeting Minutes  | 6/4/2015 quarterly      |
| G1.B1.S1.MA1 | SWPBS team will monitor the data   | Allen, Kelly       | 8/18/2014                     | SWPBS meeting notes  | 6/4/2015 monthly        |
| G1.B6.S1.MA1 | Lesson Plans & Walk through evaluations  | Dyer, Lori         | 8/18/2014                     | Evaluations  | 6/4/2015 every-2-months |
| G1.B6.S1.MA1 | Agenda , Handouts, Presentation  | Pelletier, Rebecca | 8/25/2014                     | Meeting with Principal after the LTM Training  | 6/4/2015 quarterly      |
| G1.B1.S2.MA1 | [no content entered]   |                    |                               | once   |                         |

| Source       | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion                                      | Due Date/End Date     |
|--------------|---|-------------------|-------------------------------|--|-----------------------|
| G1.B1.S2.MA1 | [no content entered]  |                   |                               | once   |                       |
| G2.MA1       | STAR Reading Results, FAA Results   | Dyer, Lori        | 10/6/2014                     | Score Reports  | 7/2/2015 monthly      |
| G2.B1.S2.MA1 | Mastery Tests, STAR Reading Assessments, Myon Reading Stats   | Giscombe, Allyson | 9/1/2014                      | Score Reports  | 6/4/2015 biweekly     |
| G2.B1.S2.MA1 | Reading Specialist will meet with he AmeriCorps memeber weekly to disaggregate data and develop lesson plans for the next week.   | Giscombe, Allyson | 9/1/2014                      | Lesson Plans   | 6/4/2015 one-time     |
| G3.MA1       | Overall Parental Involvement & Survey Results   | Manners, Mark     | 9/1/2014                      | Parental Involvement Survey results  | 6/4/2015 one-time     |
| G3.B2.S1.MA1 | Parents will develop a working knowledge of academics and ways to help their child - adding value to education. Parents will develop a cooperative working relationship with the school and become aware of al the program opportunities that are available to help them. |                   | 9/1/2014                      | Parent Involvement logs and attendance records                             | 6/4/2015 quarterly    |
| G3.B2.S1.MA1 | Parent Surveys and Gold Report data will be analyzed  | Manners, Mark     | 9/1/2014                      | Gold Reports, Survey Results, Parent Involvement log                       | 6/4/2015 semiannually |
| G3.B3.S1.MA1 | Parent Participation Rates and Students dismissal from employment logs  | Manners, Mark     | 9/1/2014                      | Parent Involvement logs and employment data                                | 6/4/2015 one-time     |
| G3.B3.S1.MA1 | Parent surveys will be administered and parent participating will be tracked  | Manners, Mark     | 9/1/2014                      | Parent Involvement logs, Students Vocational Tracking logs, Survey Results | 6/4/2015 semiannually |

## 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.** Increase the level of instruction and rigor to improve students performance in the FAA

**G1.B6** Poor skill readiness, poor skill retention, poor study and learning habits, difficulties understanding content

**G1.B6.S1** Using Professional Development opportunities to better understand and utilize all the research based proven strategies by Robert Marzano to better the instruction strategies and differentiate learning for the students.

#### **PD Opportunity 1**

Teachers will study elements from Marzano's book "The Art and Science of Teaching text and workbook and develop a training that Pre-tests knowledge, teaches the concepts, models the techniques across all curricular content, create a component where participants implement the strategies over the next month and complete a post - test.

##### **Facilitator**

Teachers & Principal

##### **Participants**

Teachers

##### **Schedule**

Monthly, from 8/25/2014 to 6/4/2015

## Budget Rollup

### Summary

| Description   | Total         |
|---|---------------|
| <b>Goal 1:</b> Increase the level of instruction and rigor to improve students performance in the FAA   | 8,916         |
| <b>Goal 2:</b> Increase the instructional time for the lowest 25% performing students   | 9,739         |
| <b>Goal 3:</b> Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status. | 222           |
| <b>Grand Total</b>  | <b>18,877</b> |

### Goal 1: Increase the level of instruction and rigor to improve students performance in the FAA

| Description   | Source         | Total        |
|---|----------------|--------------|
| <b>B5.S1.A1</b> - Renaissance University  | General Fund   | 450          |
| <b>B5.S1.A1</b> - Myon Reading Program  | General Fund   | 4,350        |
| <b>B5.S1.A1</b> - Accelerated Math & STAR Math/Reading/Custom                       | General Fund   | 2,616        |
| <b>B6.S1.A1</b> - Marzano Resource Library - Instructional Professional Development | Title I Part A | 1,500        |
| <b>Total Goal 1</b>   |                | <b>8,916</b> |

### Goal 2: Increase the instructional time for the lowest 25% performing students

| Description                  | Source         | Total        |
|------------------------------|----------------|--------------|
| <b>B1.S2.A1</b> - AmeriCorps | Title I Part A | 9,739        |
| <b>Total Goal 2</b>          |                | <b>9,739</b> |

### Goal 3: Develop meaningful parental involvement training that will have a positive effect on attendance and foster a parental partnerships that will increase our students' ability maintain employment, career advance and reach graduation status.

| Description   | Source         | Total      |
|---|----------------|------------|
| <b>B3.S1.A1</b> - Postage for Parent Communication                          | Title I Part A | 100        |
| <b>B3.S1.A1</b> - Supplies for Events - food, materials, paper, pens, etc.. | Title I Part A | 122        |
| <b>Total Goal 3</b>   |                | <b>222</b> |