School District of Osceola County, FL

Bellalago Charter Academy

2020-21 Schoolwide Improvement Plan

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Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: Jonathan Rasmessen

Start Date for this Principal: 6/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (55%) 2017-18: B (58%) 2016-17: B (59%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement

Our Mission at Bellalago Academy is to achieve lifelong learning by exploring education that is anchored in excellence.

Provide the school's vision statement

We, the Mariners of Bellalago Academy, will accomplish our mission by creating a challenging learning environment, fostering mutual respect, honoring diversity, and establishing a safe, nurturing community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Rasmussen, Jonathan	Principal	Responsible for the operation and management of all activities and functions which occur within the school; all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. Responsible to develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Torres, Millie	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. Server as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. Specific areas of focus with social/emotion and student services.
Rodgers, Kelly	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. Server as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. Specific areas of focus with academic achievement and instruction.
Rosario, Ysmenia	Dean	Head of discipline for grades 6-8. Teacher Mentor/Mentee Coordinator. Professional Development lead.
Troop, Marie	Instructional Coach	K-8 Literacy Instruction, Literacy Professional Development, Core Connections Professional Developmmnet, Reading programs coordinator, Social Studies support, Literacy interventionist.
Howard, Kimberly	Instructional Coach	K-5 Math and Science instructional lead, K-5 Math and Science professional development, K-5 Math and Science program coordinator, K-5 Math and Science Interventionist
Nickelson, Latasha	Dean	Head of discipline grades PreK-5, Bulling Coordinator, HERO Coordinator, Athletic Director, MTSS Coordinator

Name	Title	Job Duties and Responsibilities
Matthews, Shirhonda	Guidance Counselor	Counselor for grades K-2, Families in Transition Coordinator, Classroom guidance
Davies, Thomas	Guidance Counselor	Counselor grades 6-8, Middle school scheduling, Classroom guidance lessons, Career classroom lessons
Wasielewski, Kara	Other	Math interventionist
Erharbor , Anthonette	Guidance Counselor	Grades 3-5 Counselor, Classroom Lessons, Testing Coordinator
Egan, Daniela	Instructional Coach	Grades 6-8 Math and Science Instruction, Grades 6-8 Math and Science Professional Development, Grades 6-8 Math and Science Interventions

Demographic Information

Principal start date

Thursday 6/1/2017, Jonathan Rasmessen

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

93

Demographic Data

2020-21 Status (per MSID File)	Active
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Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	121	95	129	119	129	148	161	195	0	0	0	0	1195
Attendance below 90 percent	16	36	20	35	28	56	14	23	29	0	0	0	0	257
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	12	13	28	0	2	1	0	0	0	0	56
Course failure in Math	0	0	7	4	9	0	0	0	5	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	7	7	20	0	0	3	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/23/2020

Prior Year - As Reported

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	9	10	11	12	
Number of students enrolled	135	104	153	146	163	173	190	218	204	0	0	0	0	1486
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	0	1
One or more suspensions	0	0	3	1	0	4	4	2	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	9	13	14	0	0	1	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	1	18	24	33	24	28	0	0	0	0	128

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	10	4	2	2	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	5	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	2	0	0	1	0	1	6	5	19	0	0	0	0	34

Prior Year - Updated

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	9	10	11	12	
Number of students enrolled	135	104	153	146	163	173	190	218	204	0	0	0	0	1486
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	0	1
One or more suspensions	0	0	3	1	0	4	4	2	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	9	13	14	0	0	1	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	1	18	24	33	24	28	0	0	0	0	128

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	10	4	2	2	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	5	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	2	0	0	1	0	1	6	5	19	0	0	0	0	34

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	56%	61%	60%	58%	60%
ELA Learning Gains	53%	57%	59%	58%	58%	57%
ELA Lowest 25th Percentile	51%	55%	54%	48%	52%	52%
Math Achievement	48%	52%	62%	51%	52%	61%
Math Learning Gains	50%	55%	59%	48%	54%	58%
Math Lowest 25th Percentile	46%	49%	52%	47%	50%	52%
Science Achievement	48%	49%	56%	57%	54%	57%
Social Studies Achievement	67%	75%	78%	74%	71%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	51%	0%	58%	-7%
	2018	63%	51%	12%	57%	6%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	55%	51%	4%	58%	-3%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	54%	48%	6%	56%	-2%
Same Grade Comparison		1%				
Cohort Comparison		-8%				
05	2019	46%	48%	-2%	56%	-10%
	2018	53%	50%	3%	55%	-2%
Same Grade Comparison		-7%				
Cohort Comparison		-8%				
06	2019	54%	48%	6%	54%	0%
	2018	57%	46%	11%	52%	5%
Same Grade Comparison		-3%				
Cohort Comparison		1%				
07	2019	48%	47%	1%	52%	-4%
	2018	60%	46%	14%	51%	9%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				
08	2019	47%	49%	-2%	56%	-9%
	2018	57%	52%	5%	58%	-1%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	56%	54%	2%	62%	-6%
	2018	63%	51%	12%	62%	1%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	55%	53%	2%	64%	-9%
	2018	54%	53%	1%	62%	-8%
Same Grade Comparison		1%				
Cohort Comparison		-8%				
05	2019	43%	48%	-5%	60%	-17%
	2018	43%	52%	-9%	61%	-18%
Same Grade Comparison		0%				
Cohort Comparison		-11%				
06	2019	33%	45%	-12%	55%	-22%
	2018	33%	43%	-10%	52%	-19%
Same Grade Comparison		0%				
Cohort Comparison		-10%				
07	2019	22%	30%	-8%	54%	-32%
	2018	33%	29%	4%	54%	-21%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
08	2019	36%	47%	-11%	46%	-10%
	2018	46%	43%	3%	45%	1%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-10%				
Cohort Comparison		3%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	43%	45%	-2%	53%	-10%
	2018	52%	49%	3%	55%	-3%
Same Grade Comparison		-9%				
Cohort Comparison						
08	2019	32%	42%	-10%	48%	-16%
	2018	48%	42%	6%	50%	-2%
Same Grade Comparison		-16%				
Cohort Comparison		-20%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	62%	38%	67%	33%
2018	98%	68%	30%	65%	33%
Compare		2%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	61%	73%	-12%	71%	-10%
2018	74%	70%	4%	71%	3%
Compare		-13%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	77%	49%	28%	61%	16%
2018	74%	52%	22%	62%	12%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	44%	41%	57%	28%
2018	0%	39%	-39%	56%	-56%
Compare		85%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	45	49	10	31	34	18	33			
ELL	37	50	54	32	44	38	23	37			
ASN	81	70		81	61						
BLK	58	56	53	49	52	50	43	63	88		
HSP	52	52	52	44	48	46	43	63	78		
MUL	52	50		33	42						
WHT	58	48	33	59	53	44	64	75	88		
FRL	45	51	53	38	44	48	35	54	65		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	45	44	20	41	40	18	31			
ELL	33	52	46	28	38	36	26	53	67		
ASN	90	84		87	68		79				
BLK	62	58	50	49	44	34	55	73	82		
HSP	56	56	45	47	46	46	51	69	72		
MUL	52	50		62	43		55				
WHT	65	61	50	57	54	55	72	87	88		
FRL	55	56	48	47	46	46	52	72	73		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on School Grade, Math Learning Gains - Lowest 25% was the lowest performing area at 46%. Contributing factors were several new teachers in tested grade levels that were struggling with cultural differences, classroom management and learning the new curriculum/resources. We had multiple long term substitutes in classrooms along with negative, distruptive student behaviors across the school. The ESSA data reflects that our SWD performance is at a 31%. Contributing factors were difficulties pairing the right VE teacher with the Reg. Ed classroom teachers, creating a schedule that provides as much support as possbile and high expectations for the staff and students alike.

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

Science dropped by 9 percentage points (2018-2019) from the previous year (2017-2018). Contributing factors were several new teachers in 5th grade and the science department. We had multiple long-term substitutes and challenges with classroom management. Despite many attempts with support from coaches, administration and professional development, little improvement was made on the part of a few of the adults. Many of the teachers who were part of this group no longer work at the school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Math achievement overall had the greatest gap when compared to the state, but specifically grades 5-8. A lot of the focus during intervention time trending towards supporting ELA. This year, we have a specific time designated for math interventions that does not conflict with ELA interventions in grades K-5. In middle school, interventions have been redesigned by the middle school teachers to ensure all subject areas have priority days that do not conflict with other subjects.

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

The area that showed the most improvement was in ELA Learning Gains with students in the lowest quartile. Last school year, we were more intentional with our intervention groups and assuring students were receiving the support they needed as early as possible.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students with less than 90% attendance and students scoring level 1 on FSA.

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

1. Ensure high levels of learning for all students in literacy.
2. Ensure high levels of mathematics achievement for all students.
3. Ensure high levels of science achievement for students.
4. Ensure a school-wide post-secondary culture for all students.
5. Ensure a minimum of a year and half of growth in math and literacy for all subgroups.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams. Effective instructional leadership teams are powerful levers for making change in schools. Our team includes the principal, assistant principals, instructional coaches, teacher leaders and other school leaders to provide a systematic way for our school to execute our most important priorities.
Measureable Outcome:	Increase opportunities to pursue leadership roles by 5% in comparison to the 2019-2020 Insight Survey Retention Section Responses.
Person responsible for monitoring outcome:	Jonathan Rasmussen (jonathan.rasmussen@osceolaschools.net)
Evidence-based Strategy:	Increase teacher leadership roles within the school. Leadership roles can improve teacher motivation and confidence in their own abilities, lead and encourage other adults resulting in improved self-confidence, increased self-confidence, increased knowledge and improved attitude to teaching among teachers.
Rationale for Evidence-based Strategy:	When teachers are involved in examining data and making important decisions based on data that inform how the continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school; improving student learning outcomes. It also boosts teacher morale, making it more likely that good teachers will stay in the profession longer. In these collaborative environments, transparency of practice and data are expected to help drive improvement (Gates Foundation 2019).

Action Steps to Implement

1. Strategic planning will move away from "classic" approaches to adaptive ones. Shifting away form making predictions, collecting data, and executing from the top down, towards conducting experiments (such as small, 30-day projects), using patter recognition and execution by the whole.
2. The team will create 30-day improvement strategies that actualize the annual goals. The 30-day period is intentional because it forces urgency but leaves enough time to change course if the improvement project is not working.
3. Cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that concrete actions are taken every day toward goals.
4. Select the team so it has a balance of visionaries and integrators. Both are equally valuable and necessary, especially with leadership teams.

Person Responsible	Jonathan Rasmussen (jonathan.rasmussen@osceolaschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Given the 2018 -2019 school data finding that only 48% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of math achievement for all students. Math learning gains we at 50% and the lowest quartile at 46%.
Measureable Outcome:	The outcome for the 2020-2021 school year is to increase math proficiency by 5% and increase learning gains by 5% in all subgroups.
Person responsible for monitoring outcome:	Daniela Egan (daniela.egan@osceolaschools.net)
Evidence-based Strategy:	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has great effect on student achievement.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student assessment data serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003) Reeves (2010), Dufour (2010).

Action Steps to Implement

1. Staff will teach problem solving strategies and high order thinking concepts through the delivery of differentiated mathematics lessons.
2. Staff will assist students monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.
3.Staff will provide supplemental learning opportunities to students identified as not proficient in mathematics or identified as at-risk of becoming non proficient in mathematics based on a variety of assessments. In addition, advanced students will be offered to students to extend their learning.
4.Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning.
5.Students will be cognitively engaged in instruction using high quality questioning and discussion techniques, supported be quality feedback and the ability to self assess progress related to the learning outcome.
6. Teachers will utilize formative assessments to monitor student learning and provide feedback.

Person Responsible	Kelly Rodgers (kelly.rodgers@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2018- 2019 school data, ELA proficiericy 55%. 53% of students showed learning gains. 51% of students in the lowest quartile showed learning gains.
Measureable Outcome:	The outcome for the 2020-2021 school year is to increase ELA proficiency by 5% and increase learning gains by 5% in all subgroups.
Person responsible for monitoring outcome:	Marie Troop (marie.troop@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS model and differentiating appropriately has a great effect on student achievement
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally,schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented,can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

1. All staff will be trained in best practice strategies for increasing student engagement through quality
instruction to improve student literacy.
2.Components of content-relevant strategies will include whole group, small group and one-on-one
conferencing to meet the individual needs of all students.
3.Training on the effectiveness of increased student engagement in relation to student achievement will be
offered.
4. Instructional staff will differentiate instruction with varied, research-based instructional strategies following
analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered
interventions.
5. Instructional staff will utilize explicit instructional strategies to improve student comprehension of
informational text through classroom experiences and other professional development.
6. Leadership team will monitor classroom observations, improvement in student achievement on
formative assessments.
7. Administration will offer additional intervention to support struggling students.
8. Staff will use progress monitoring data, classroom observations and scoring rubrics to identify individual
student needs.

Person Responsible	Kelly Rodgers (kelly.rodgers@osceolaschools.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA data showed in 2018-2019 the school had one sub groups below the ESSA level showing 31% proficiency for students with disabilities. The school is TS& status.
Measureable Outcome:	ESSA data for the 2020-2021 school year will increase to 50% proficiency for both ESSA subgroups.
Person responsible for monitoring outcome:	Rosita Valles (rosita.valles@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students.
Rationale for Evidence-based Strategy:	Tomlinson and lmbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum: Content- the information and skills that students need to learn Process -how students make sense of the content being taught Product - how students demonstrate what they have learned Affect - the feelings and attitudes that affect students' learning

Action Steps to Implement

1. Teachers, that share common planning, will participate in weekly PLC meetings that will focus on the
development of both standardized lesson plans and common assessments for all students.
2.PLC meetings will be supported and work in conjunction with the instructional coaches.
3. Teachers will focus on creating learning goals and targets for individual students.
4. Teachers will participate in professional development that focuses instructional strategies that scaffold
content for ELL and ESE subgroups. Professional development training will include AVID WICOR
instructional strategies, ELLEVATION training, and ESE support strategies.
5. The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance
specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional
strategies and professional development for teachers.
6. Students will participate in targeted intervention Tier 1,2,& 3.

Person Responsible	Kelly Rodgers (kelly.rodgers@osceolaschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well-implemented programs designed to foster Social and Emotional Learning (SEL) are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop the social, emotional, and academic competencies they need to succeed in life.
Measureable Outcome:	2019-2020 SEL Climate Survey showed a 38% of students answered favorable for school belonging. In 2020- 2021 this question will be increased 10%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.
Rationale for Evidence-based Strategy:	Social and Emotional Learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered,. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Action Steps to Implement

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on
students' individual assets and, passions.
2. Teacher will plan to build an environment of belonging.
3. Teachers will increase student input and voice through planning and reflection activities.
4. Teachers will encourage and facilitate student's shared decision-making through consensus/action
planning.
5. Teachers will use active learning strategies (hands-on, experiential, and project-based activities).
6. Teacher will integrate SEL strategies into their curriculum, such as, self management, self confidence, self
efficacy, and social awareness.
7. Teachers will facilitate peer learning and teaching - collaborative learning.
8. School will develop structures, relationships, and learning opportunities that support students' SE
development.
9. AII surveys will be analyzed to identify schools interventions that will support SEL and school-wide plan will
be developed.

10. The leadership team will review monthly behavior subgroup data and develop inventions as required.

Person Responsible Millie Torres (millie.torres@osceolaschools.net)

#6. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science education has been to cultivate students' scientific habits of mind, develop their capability to engage in scientific inquiry, and teach students how to reason in a scientific context. Science allows students to explore their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This makes science well-suited to active younger children. Science is an import.ant part of the foundation for education for all children.
Measureable Outcome:	2018-2019 school data showed 48% proficiency. In the 2020-2021 school year, the proficiency rate will increase by 5%.
Person responsible for monitoring outcome:	Kimberly Howard (kimberly.howard@osceolaschools.net)
Evidence-based Strategy:	The science curriculum must be made relevant to students by framing lessons in contexts that give facts meaning, teach concepts that matter in students' lives, and provide opportunities for solving complex problems.
Rationale for Evidence-based Strategy:	Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

Action Steps to Implement

1. Teachers will attain and break down achievement data from district assessments during weekly common planning PLC.
2. Science teachers participate in PLC process weekly to ensure content and pacing and re-teaching of standards.
3. Teachers will participate in PD for AVID strategies including Kagan, WICOR , Cornell notes and interactive notebooks.
4. Teachers will learn and implement standards based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.
5. ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in science courses.
6. Teachers will provide individual student data chats.
7. The administration will provide professional development sessions to teachers as requested and the need arises.
8. Teacher will provide Tier 2 and Tier 3 instruction based on grade level standards, data, student tracking, collaborative planning, and data analysis.

Person Responsible Kelly Rodgers (kelly.rodgers@osceolaschools.net)

#7. Other specifically relating to Schoolwide Post Secondary Culture for all students	
Area of Focus Description and Rationale:	A college-going culture builds the expectation of post-secondary education for all students, not just the best students. It inspires the best in every student, and it supports students in achieving their goals.Students who have the parental, school, and community expectations that college is the next step after high school see college as the norm However, the idea that college is the next step after high school may seem unrealistic for those students who are from one or more of the following groups: low achievers, middle to low-income levels, underrepresented minorities, disabled youth, and families where no one has attended college before.
Measureable Outcome:	In 2019-2020 the grade distribution at the end of the year was as follows: A-10%, B-25%, C- 30%, D 20, F-15% In 2020-2021 there will be an increase in grades A, B, and C by 5% each grade
Person responsible for monitoring outcome:	Thomas Davies (thomas.davies@osceolaschools.net)
Evidence-based Strategy:	Schools with a strong future orientation, engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing post-secondary work, shape a culture of success in which students aspire to a quality life beyond school.Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.
Rationale for Evidence-based Strategy:	Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons students alone.{Poliner & Lieber 2004).

Action Steps to Implement

1. Students will be supported, advised, and encouraged in an environment that fosters post secondary college and career readiness for success in school and in life.
2. The school will participate in an articulated set of grade-level sequence activities that focus on personal development and career exploration, college preparation, and the completion of a post-secondary plan.
3. Teachers will enhance study skills and meta-cognitive skills that promote goal setting, self-assessment, time management, and planning.
4. Teachers will plan to incorporate activities to practice 21st-century life skills.
5. Administration and the Guidance department will plan activities that will allow all student to have a greater voice in school life and develop and strengthen their capacity to engage in respectful dialogue and civil conversation that matter to them.

6. The school will create a plan that creates all environment that develops greater bonds with peers, usually
cutting across the exclusionary social groups.

Person Responsible Millie Torres (millie.torres@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

None

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school engage families, students. and all faculty in a shared understanding of academic and behavioral
expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently
communicate high expectations for all students (e.g., "All students are college material"). Leaders demonstrate
how those beliefs manifest in the school building. For example:
•Collaborative planning is solutions-oriented and based in disaggregated data
• Student work is displayed throughout school
• All students are enrolled in college- and career-ready prep curriculum
A clear code of conduct for students and adults with input from students, families, and school personnel has been
created.Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns
among student groups. This data and the following, discipline referrals or incident reports, in- and out-of-school
suspension.and attendance also forms the basis for discussions of what's working (or not) for particular groups
within a school and what needs to be done. Such as, Establishing specific strategies, but attainable for reducing
disproportionate discipline with staff, student, and family input. Implementing evidence-based

alternatives to
exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training
and feedback to teachers on implementing these approaches. The administration ensures that teachers have
resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff. The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from a mentor teacher.
Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to
students, and encourage students to be caring and respectful to one another and teachers model such
interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests
and experiences of students.
The school has established an infrastructure to support family engagement, such as a decision-making SAC
council. It reaches out to families and the community early and often - not just when there is an issue. Seeking
input from families on how the school can support students, and follow up with what's being done as a result. We
also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate
(schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for
the school to intentionally engage with families of historically underserved students (e.g., by providing
opportunities for small-group conversations with school leaders). Finally, The school provides all teachers with
training on social and emotional skills, culturally competent, and management.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	**III.A.**	**Areas of Focus: Leadership: Instructional Leadership Team**				**$48,385.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	100-Salaries	0932 - Bellalago Charter Academy	Title, I Part A		$48,385.00
			Notes: MTSS Coach/Interventionist			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$92,785.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5000	100-Salaries	0932 - Bellalago Charter Academy	Title, I Part A		$45,900.00
			Notes: Elementary Math/Science Coach and Interventionist			
	5000	100-Salaries	0932 - Bellalago Charter Academy	Title, I Part A		$46,885.00
			Notes: Middle School Math/Science Coach and Interventionist			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$53,335.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	100-Salaries	0932 - Bellalago Charter Academy	Title, I Part A		$53,335.00
			Notes: Literacy Coach K-8/Interventionist			
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
5	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$47,085.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6000	100-Salaries	0932 - Bellalago Charter Academy	Title, I Part A		$47,085.00
			Notes: Elementary Counselor			
6	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
7	**III.A.**	**Areas of Focus: Other: Schoolwide Post Secondary Culture for all students**				**$0.00**
					Total:	**$241,590.00**