Florida Department of Education Differentiated Accountability



School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I

School Information

School Name:	District Name
Bellamy Elementary School	Hillsborough County Public Schools
Principal:	Superintendent:
Francine Lazarus	MaryEllen Elia
SAC Chair:	Date of School Board Approval:
Roberta Hausherr/Karen Schaaf	

Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

Position	Name	Degree(s)/	Number	Number of	Prior Performance Record (include prior School Grades, FCAT
		Certification(s)	of Years	Years as an	(Proficiency, Learning Gains, Lowest 25%), and AYP information
			at Current	Administrator	along with the associated school year)

			School		
Princip al	Dr. Francine Lazarus	Elementary Ed. Gr. 1-6 ESOL Endorsed Ed Leadership School Principal	2	8	State Grade A and AYP for 6 yrs. State Grade B and 95% AYP in in 2010-11 State Grade A in 2011-12
Assi stant Princip al	Daniel Opila	Elem. Ed. Ed. Leadership ESOL Endorsed	3	3	State Grade A for last 9 years

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site. Include two years of data. Add more rows if needed.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP
			Current School	Instructional Coach	information along with the associated school year)
Reading	Kimberly Hill	BS Elementary Ed.	4	2	11-12 School Grade A
		Master's Early			10-11 School Grade A
		Childhood			09-10 School Grade A
					08-09 School Grade A

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
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			(If not, please explain why)
1. Teacher Interview Day	Principal	June 2011	
2. Interns placement in school	Asst. Principal	Ongoing	
3. MAP	Supervisor of Data Analysis	Sept. 2011	
4. Empowering Teachers Grant	Principal and Asst. Principal	Ongoing	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective
of-field/ and who are not highly qualified.	
Teachers	<u>Administrators</u>
• 1 working towards permanent certification.	Meet with the teachers four times per year to discuss progress on:
 7 Working toward ESOL Certification 	Preparing and taking the certification exam
	Completing classes need for certification
	Provide substitute coverage for the teachers to observe other teachers
	Discussion of what teachers learned during the observation(s)
	Academic Coach
	• The reading coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular
	basis

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number	% of First-Year	% of Teachers	% of Teachers	% of Teachers	% of Teachers	0/ IIiable	0/ Danding	% National	0/
						% Highly	% Reading		70
of Instructional	Teachers	with 1-5 Years of	with 6-14 Years of	with 15+ Years of	with Advanced	Qualified	Endorsed	Board Certified	ESOL Endorsed
Staff		Experience	Experience	Experience	Degrees	Teachers	Teachers	Teachers	Teachers
		F	F	F	70 - 12				
62	4%	26%	44%	26%	27%	79%	9.6%	0	79%
02	470	2070	4470	2070	2/70	1970	9.070	U	1970

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Our district is participating in the "Empowering Effective Teachers" Grant Program this year so mentors will be assigned by the district.			
Tammy Steele	April Wooods Alexis Cranendonk Erica Bruggeman Catlin Stanishewski Brittany Udell Stephanie Hoefly	District Decision	Weekly visits to include modeling, coteaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title 1, Part A

Services are provided to ensure students who need additional remediation support through: after school and summer programs. These services are provided by quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

N/A

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Title I, Part D
N/A
Title II
N/A
Title III
N/A
Title X- Homeless
N/A
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches and extended learning opportunity programs as well as Language Arts
Resources Teachers, a Behavior Resource Teacher and a Technology Resource Teacher.
Violence Prevention Programs
School-wide non-bullying program
Nutrition Programs
Free and Reduced Lunch Program
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training N/A

Other

Response to Intervention (RtI)

Response to Instruction/Intervention (MTSS)

School-Based MTSS Team

Identify the school-based MTSS Leadership Team.

Dr. Francine Lazarus, Principal

Daniel Opila, Asst. Principal

Margaret Clark, School Psychologist

Carolyn Elverson, Guidance Counselor

Dianne Hignite, Social Worker

Kim Forrestel, Speech Language Therapist

Deborah Chain, ESE Teacher

Alyse Cordova, ESE Teacher

Roberta Hausherr, Intermediate Language Arts Resource Teacher

Karen Schaaf, Primary Language Arts Resource Teacher

Sandra Tamargo, ESOL Resource Teacher

Mary Haskell, Behavioral Resource Teacher

Kimberly Hill, Reading Coach

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Elementary

The purpose of the core Leadership Team is to:

- 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
- 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment at Tiers 2 and 3.
- 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s).
- 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (bi- monthly). Each team member is assigned to a specific grade level to facilitate the problem solving process for their team. Responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) for their assigned grade level.
- Create, manage and update the school resource map and assist teachers in identifying research-based instructional materials, intervention resources, and ongoing
- progress monitoring tools at Tiers2/3.
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Supports teams with Tier 2 and 3 interventions by serving as an interventionist daily.
- Facilitate the implementation of the Extended Learning Program during the MTSS block and Supplemental Educational Support (SES) delivered after school.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings at the district or school level that align with the SIP goals.
- Organize and support systematic data collection using Teacher made assessments, weekly CIM assessments, district formative assessments and state assessments.
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding reported monthly and presented via Global data forms to PLC's for analysis.
 - o Implementation of research-based scientifically validated instructional strategies and/or interventions.
 - o Communication with parents regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month and presented via Global Data.
- Support the planning, implementing, and evaluating outcomes of supplemental and intensive interventions in conjunction with PLCs and PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PSLT monitors the effectiveness of instruction and
- intervention by reviewing student data as well as data related to implementation fidelity.
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - O Use the problem-solving model when analyzing data:
 - 1. What is the problem? (Problem Identification)
 - 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 - 3. What are we going to do about it? (Action Plan Design and Implementation)
 - 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - o Develop and target interventions based on confirmed hypotheses.
 - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
 - o Develop intervention SMART goals that are ambitious, time-bound, and measureable.
 - Review progress monitoring data at regular intervals to determine when student(s) need more or less support.
 - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - Assess the implementation of the strategies on the SIP using the following questions:
 - 1. Does the data show implementation of strategies are resulting in positive student growth?
 - 2. To what extent are we making progress toward the school's SIP goals?
 - 3. If we are making progress, what can we do to sustain what is working?
 - 4. What barriers to implementation are we facing and how will we address them?
 - 5. What should we do next? What should be our plan of action?

Indicator	Strategy Fidelity Check	Strategy Data Check		
Not Evident Teacher monitoring indicates strategy implementation has not begun.		Student data indicate that strategy implementation is showing no positive effect on student achievement.		
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.		

Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

Strategy Data Check

Student data indicate that strategy implementation is showing no positive effect on student achievement.

Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.

Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to
- facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT
- team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o review and analyze screening and baseline data
 - o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions
 - o and/or enrichment
 - o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade,
 - o and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - o review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Elementary

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management: Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database and Global Data forms	Literacy Team/LeadershipTeam/ Administration/PLCs/individual teachers
Baseline and Midyear District Assessments	Scantron Achievement Series Global Data forms	Literacy Team/LeadershipTeam/ Administration/PLCs/individual teachers
District generated formative assessments from the Office of Assessment and Accountability: Math, Science, Reading, and Writing	Scantron Achievement Series Global Data forms	Literacy Team/LeadershipTeam/ Administration/PLCs/individual teachers
FAIR	Progress Monitoring and Reporting Network Global Data forms	Reading Coach/ Reading Resource Teacher/Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Core curriculum grade level tests/ chapter tests/teacher made tests/ Individual teachers' common core curriculum assessments on units of instruction/big ideas.	Edline and EasyGradePro Global data forms	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	Global Data forms	Individual Teacher

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
com CDM	con CDM Donorto	8
easy CBM	easy CBM Reports	Literacy Team/LeadershipTeam/
		Administration/PLCs/individual
RRR and DRA-2	Group Data collection Sheets	teachers / ELP Facilitator and
Teacher made assessments	for Tier 2 and Individual Data	Interventionist
DRA Progress Monitoring Probes	Collection Sheets for Tier 3.	
Ziaiiiogioss monitoring ricoos		

FAIR OPM	PMRN Reports Global Data forms	Leadership Team/Reading Coach	
Istation	Istation Reports		

Describe the plan to train staff on MTSS.

The School Psychologist, Principal and select members of the PSLT attended district training and our RtI District Facilitator, Rebecca Heiden, delivered a presentation at our school site. Initially, each PSLT member presented the process to their individual teams. Additionally our School Psychologist presents mini-trainings during faculty meetings. As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide and will present that

information to our faculty. Our school will invite our area RtI Facilitator to visit as needed to support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives through PLC, PSLT, Steering, and SAC meetings, as well as school-wide behavior management and attendance plans.
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team Identify the school-based Literacy Leadership Team (LLT).

- Dr. Francine Lazarus, Principal
- Daniel Opila, Asst. Principal
- Carolyn Elverson, Guidance Counselor
- Roberta Hausherr, Intermediate Language Arts Resource Teacher
- Karen Schaaf, Primary Language Arts Resource Teacher
- Kimberly Hill, Reading Coach

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Bellamy's LLT meets monthly to discuss student progress in Reading and Writing.

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT chairperson. Bellamy's LLT meets weekly to discuss student progress in reading and Writing. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

What will be the major initiatives of the LLT this year? What will be the major initiatives of the LLT this year?

- We will continue our "SOS' (Sharpen Our Skills) designated intervention block, which will occur for thirty minutes four/five days a week.
- We will have our ESE teachers implementing a fuse model in the classrooms.
- An Electronic Data Wall will continue to be implemented.
- Reading data will be supplemented with a schedule of Running Records and DRA2 assessments for all students.

Elementary Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric. J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include

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Kindergarten Roundup. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to
complete the school registration procedure at this time to ensure that the child is able to start school on time.

2012-2013 SCHOOL IMPROVEMENT PLAN

PART II: EXPECTED IMPROVEMENTS

Academic Goals

Reading Goals

READING GOALS	Problem- Solving			
	Process			
	to			
	Increase			
	Student			
	Achieve			
	ment			

2012-2013 School Improvement I ian (S11)-1 of m S11 -1									
Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation				
of student achievement	Barrier		Who and how	How will the evaluation	Tool				
data, and reference to			will the fidelity be	tool data be used					
"Guiding Questions",			monitored?	to determine the					
identify and define				effectiveness of					
areas in need of				strategy?					
improvement for the						1			
following group:									

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1. FCAT 2.0:	1.1	1.1	1.1.	1.1 Teacher Level	1.1			
Students scoring	Teacher's	Common	<u>Who</u>	-Teachers reflect on	3x per year	1		
proficient/satisfactory	knowledge	Core	-Principal	lesson outcomes and	- FAIR	1		
in reading (Level 3-	base	Reading	-AP	use this knowledge		1		
5).	of this	Strategy	-Instruction	to drive future		1		
Reading Goal #1:	strategy	Across all	Coaches	instruction.	During the	1		
	needs	Content	-Subject Area	-Teachers use the on-	Grading Period	1		
	profes	<u>Areas</u>	Leaders	line grading system	-Common	1		
	sional	Reading	-PLC facilitators	data to calculate	assessments	1		
	develo	comprehen	of like grades and/	their students'	(pre, post, mid,	1		
	pment.	sion	or like courses	progress towards	section, end of	1		
	Training	improves	11	the development of	unit)			
	for this	when	How Deading DLC	their individual/PLC	Weekly CIM			
	strategy	students	-Reading PLC	SMART Goal	Assessments.			
	was	are	Logs	PLC Level		1		
	delivered	engaged	-Language Arts	-Using the individual		1		
	during	in	PLC Logs	teacher data, PLCs				
	preplannin	grappling	-Social Studies	calculate the SMART				
	g.	with	PLC Logs	goal data across all				
		complex	-Elective PLC	classes/courses.				
		text.	Logs -PLCS turn	-PLCs reflect on				
	1.2	Teachers		lesson outcomes and				
	Teacher's	need to	their logs into administration	data used to drive				
	knowledge	understand	and/or coach	future instruction.				
	base	how to	after a unit of	-For each class/				
	of this	select/	instruction is	course, PLCs chart				
	strategy	identify	complete.	their overall progress				
	needs	complex	-Administration	towards the SMART				
	profes	text, shift	and coach rotate	Goal.				
	sional	the	through PLCs	<u>Leadership Team</u>				
	develo	amount of	looking for	Level				
	pment.	informatio	complex text	-PLC facilitator/				
	Training	nal text	discussion.	Subject Area Leader/				
	for this	used in	-Administration	Department Heads shares SMART Goal				
	strategy	the content	shares the	data with the Problem				
	was	curricula,	positive outcomes	Solving Leadership				
	delivered	and share	observed in PLC	Team.	1.2			
	during	complex	meetings on a	-Data is used to drive	See 1.1			
	preplannin	texts with	monthly basis.	teacher support and	SCC 1.1			
	g.	CAIS WIIII		teacher support and		1		

Z01Z-Z013 School Improve			-4-141		
	aining all		student supplemental		
all		See 1.1	instruction		
cor	ntent All				
are	ea content				
	nchers area				
	teachers				
	are		See 1.1		
			Sec 1.1		
	responsibl				
	e for				
	implement				
	ation.				
	<u>Action</u>				
	Steps:				
	Action				
	steps				
	for this				
	strategy				
	are				
	outlined				
	on grade				
	level				
	content				
	area PLC				
	action				
	plans.				
	1.2				
	1.2.				
	Common				
	<u>Core</u>				
	Reading				
	Strategy				
	Across all				
	Content				
	Areas				
	Common				
	Core				
	Questions				
	of all				
	types and				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 levels are necessary to scaffold students' understand ing of complex text. Teachers need to understand and use higherorder, textdependen questions at the word/ phrase, sentence, and paragraph/ passage levels (Webb's, Bloom, Costas). Student reading comprehen sion improves when students are required to provide

2012-2013 School Improvement Plan (SIP)-Form SIP-1 evidence to support their answers to textdependent questions. Scaffoldin g of students' grappling with complex text through wellcrafted textdependent question assists students in discoverin g and achieving deeper understand ing of the author's meaning. <u>All</u> content area <u>teachers</u> <u>are</u> <u>responsibl</u> e for <u>implemen</u> tation.

ZOTZ ZOTC SCHOOLTIMP	,	(011)			
		Action Steps Action steps for this strategy are outlined on grade level/ content area PLC action plans.			
In 2012, the percentage of students scoring level 3 or higher on the FCAT Reading Test. In the Spring of 2013, this will increase from 58% to 60%.	2012 Current Level of Performan ce:*	2013 Expected Level of Performan ce:*			
	58%	60%			

2012-2013 School Improvement Plan (SIP)-Fo	orm SIP-1				
1.3.	1.3.	1.3	1.3		
-	Common Core	Who	Teacher Level		
Teacher's	Reading Strategy	-Principal	-Teachers		
knowledge	Across all	-AP	reflect on lesson	1.3	
base	Content Areas	-Instruction Coaches	outcomes	See	
of this	Teachers need to	-Resource Teachers	and use this	1.1	
strategy	understand how to	-Subject Area	knowledge to		
needs	design and	Leaders/Department	drive future		
profes	deliver a <u>close</u>	Heads	instruction.		
sional	<u>reading</u> lesson.	11	-Teachers use		
developme	Student reading	How Di Ci	the on-line		
nt	comprehension	-Reading PLC Logs	grading system		
	improves when	-Language Arts PLC	data to calculate		
-Training	students are	Logs	their students'		
all	engaged in close	-Social Studies PLC	progress		
content	reading	Logs	towards the		
area	instruction using	-Elective PLC Logs	development of		
teachers	complex text.	-PLCS turn their logs into administration	their individual/		
1.4	Specific close	and/or coach after a	PLC SMART		
Parents are	reading strategies	unit of instruction is	Goal		
	include: 1)	complete.	PLC Level		
unaware of the	multiple readings	-PLCs receive	-Using the		
changes in	of a passage 2)	feedback on their logs.	individual		
changes in curriculum	asking higher-	-Reading Coach	teacher data,		
connected	order, text-	observations and	PLCs calculate		
with	dependent	walk-throughs	the SMART		
Common	questions, 3)	-Administrative walk-	goal data across		
Core	writing in	throughs looking for	all classes/		
Standards.	response to	implementation of	courses.		
Surrair do.	reading and 4)	strategy with fidelity	-PLCs reflect on lesson outcomes		
	engaging in text- based class	and consistency.	and data used		
	discussion. All	-Administrator and	to drive future		
	content area	Reading Coach	instruction.		
	teachers are	aggregate the	-For each class/		
	responsible for	walk-through data	course, PLCs		
	implementation.	school-wide and	chart their		
	imprementation.	shares with staff the	overall progress		
	Action Steps	progress of strategy	towards the		
	Action steps for	implementation.	SMART Goal.		
	1 10tion steps for		Diffill Goul.		

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this strategy are

this strategy are		<u>Leadership</u>		
outlined on grade	1.4	Team Level		
level/content area	Administration will	-PLC facilitator/		
PLC action plans.	walkthrough grade	Subject Area		
	level presentations.	Leader/		
1.4		Department		
Strategy:		Heads shares		
Build capacity		SMART Goal		
of Parents for		data with		
changes in		the Problem		
curriculum		Solving		
connected to		Leadership		
Common Core		Team.		
Standards.		-Data is		
		used to drive		
Action Steps:		teacher support		
Invite all parents		and student		
to a Family		supplemental		
Literacy night		instruction		
held in September.				
Teachers will				
explain the		1.4		
changes that have		A Parent Survey		
already taken		will be taken		
place in the K-1		to determined		
curriculum, and		effectiveness of		
alert them to the		presentaions.		
changes planned				
for gr. 2-5.				

2012 2016 School Improvement I tan (SII) I of in SII I									
Based on the analysis	Anticipate	Strategy	Fidelity Check	Strategy Data Check	Student				
of student achievement	d Barrier		Who and how	How will the	Evaluation Tool				
data, and reference to			will the fidelity be	evaluation tool data					
"Guiding Questions",			monitored?	be used to determine					
identify and define				the effectiveness of					
areas in need of				strategy?					
improvement for the									
following group:									

2012-2013 School Improvement Plan (SIP)-Form SIP-1									
FCAT 2.0 : Students	2.1	2.1	2.1.	2.1.	2.1				
achieving above	-	<u>Common</u>	<u>Who</u>	Teacher Level	3x per year				
proficiency (FCAT	Teacher's	<u>Core</u>	-Principal	-Teachers reflect on	- FAIR				
Levels 4 and 5) in	knowledge	Reading	-AP	lesson outcomes and					
reading	base	Strategy	-Instruction	use this knowledge					
	of this	Across all	Coaches	to drive future	<u>During the</u>				
Reading Goal #2:	strategy	Content	-Subject Area	instruction.	Grading Period				
	needs	<u>Areas</u>	Leaders	-Teachers use the on-	-Common				
	profes	Reading	-PLC facilitators	line grading system	assessments				
	sional	Compre	of like grades and/	data to calculate their	(pre, post, mid,				
	develo	hension	or like courses	students' progress	section, end of				
	pment.	improves	11	towards their PLC	unit)				
	Training	when	How D 1: DI C	and/or individual	Weekly CIM				
	for this	students	-Reading PLC	SMART Goal.	Assessments.				
	strategy	are	Logs	PLC Level					
	was	engaged	-Language Arts	-Using the individual					
	delivered	in	PLC Logs -Social Studies	teacher data, PLCs					
	during	grappling	PLC Logs	calculate the SMART					
	preplannin	with	-Elective PLC	goal data across all	2.2.				
	g.	complex	Logs	classes/courses.	See 2.1				
		text.	-PLCS turn	-PLCs reflect on					
		Teachers	their logs into	lesson outcomes and					
		need to	administration	data used to drive					
		understand	and/or coach	future instruction.					
		how to	after a unit of	-For each class/					
		select/	instruction is	course, PLCs chart					
	2.2.	identify	complete.	their overall progress					
	Teacher's	complex text used	-Administration	towards the SMART Goal.					
	knowledge	in the	and coach rotate	Leadership Team					
	base	content	through PLCs	Level					
	of this	curricula	looking for	-PLC facilitator/					
	strategy	and share	complex text	Subject Area Leader/					
	needs	complex	discussion.	Department Heads					
	profes	texts	-Administration	shares SMART					
	sional	with all	shares the	Goal data with the					
	developme	students.	positive outcomes	Leadership Team.					
	nt.	All	observed in PLC	-Data is used to drive					
		content	meetings on a	teacher support and					
		area	monthly basis.	student supplemental					

2012-2013 School Improvement P		·	 	
	teachers_	instruction.		
	are_			
	<u>respons</u>			
	ible for			
	<u>implemen</u>			
	tation.			
	2.2			
	Common			
	Core			
	Reading			
	Strategy			
	Across all			
	Content			
	Areas			
	Common			
	Core			
	Questions			
	of all			
	types and			
	levels are			
	necessary			
	to			
	scaffold			
	students'			
	understand			
	ing of			
	complex			
	text.			
	Teachers			
	need to			
	understand			
	and use			
	higher-			
	order,			
	text-			
	<u>dependen</u>			
	<u>t</u>			
	<u>questions</u>			
	at the			
	word/			
	woru/			

2012-2013 School Improvement Plan (SIP)-Form SIP-1 phrase, sentence, and paragraph/ passage levels (Webb's, Bloom, Costas). Student reading comprehen sion improves when students are required to provide evidence to support their answers to textdependent questions. Scaffoldin g of students' grappling with complex text through wellcrafted textdependent question assists

2012-2013 School Improvement Plan (SIP)-Form SIP-1 students in discoverin g and achieving deeper understand ing of the author's meaning. <u>All</u> content <u>area</u> <u>teachers</u> are responsibl e for <u>implemen</u> tation. **Action Steps** Action steps for this strategy are outlined on grade level/ content area PLC action plans.

The percentage of Level 4 & 5 students scoring above proficiency in reading will increase from 28% to 30%.	2012 Current Level of Performa nce:	2013 Expected Level of Performa nce:			
	28%	30%			

2012-2013 School Improvement Plan (SIP)-Form SIP-1										
2.3.	2.3.	2.3	2.3							
Teacher's	Common Core	Who	Teacher Level							
knowledge	Reading Strategy	-Principal	-Teachers							
base	Across all	-AP	reflect on lesson							
of this	Content Areas	-Instruction Coaches	outcomes	2.3						
strategy	Teachers need to	-Resource Teachers	and use this	See 2.1						
needs	understand how to	-Subject Area	knowledge to							
profes	design and	Leaders/Department	drive future							
sional	deliver a <u>close</u>	Heads	instruction.							
develo	reading lesson.		-Teachers use							
pment.	Student reading	How	the on-line							
preplannin	comprehension	-Reading PLC Logs	grading system							
g.	improves when	-Language Arts PLC	data to calculate							
	students are	Logs	their students'							
	engaged in close	-Social Studies PLC	progress							
	reading	Logs	towards the							
	instruction using	-Elective PLC Logs	development of							
	complex text.	-PLCS turn their logs	their individual/							
	Specific close	into administration	PLC SMART							
	reading strategies	and/or coach after a	Goal							
	include: 1)	unit of instruction is	PLC Level							
	multiple readings	complete.	-Using the							
	of a passage 2)	-PLCs receive	individual							
	asking higher-	feedback on their logs.	teacher data,							
	order, text-	-Reading Coach	PLCs calculate							
	dependent	observations and	the SMART							
	questions, 3)	walk-throughs	goal data across							
	writing in	-Administrative walk-	all classes/							
	response to	throughs looking for	courses.							
	reading and 4)	implementation of	-PLCs reflect on							
	engaging in text-	strategy with fidelity	lesson outcomes							
	based class	and consistency.	and data used							
	discussion. All	-Administrator and	to drive future							
	content area	Reading Coach	instruction.							
	teachers are	aggregate the	-For each class/							
	responsible for	walk-through data school-wide and	course, PLCs							
	implementation.	shares with staff the	chart their							
			overall progress							
	Action Steps	progress of strategy	towards the							
	Action steps for	implementation.	SMART Goal.							

2012-2013 School Improvement				
	th	is strategy are	<u>Leadership</u>	
	ou	utlined on grade	Team Level	
	le	vel/content area	-PLC facilitator/	
		LC action plans.	Subject Area	
		1	Leader/	
			Department	
			Heads shares	
			SMART Goal	
			data with	
			the Problem	
			Solving	
			Leadership	
			Team.	
			-Data is	
			used to drive	
			teacher support	
			and student	
			supplemental	
			instruction	

zorz-zorz school imp	10 vement 1	ian (511)-1 '	01 III 511 -1			
Based on the analysis	Anticipate	Strategy	Fidelity Check	Strategy Data Check	Student	
of student achievement	d Barrier		Who and how	How will the	Evaluation Tool	
data, and reference to			will the fidelity be	evaluation tool data		
"Guiding Questions",			monitored?	be used to determine		
identify and define				the effectiveness of		
areas in need of				strategy?		
improvement for the						
following group:						

2012-2013 School Improvement Pl 3. FCAT 2.0 :	3.1 See	3.1.	3.1.	3.1	
Students making	Goal 1&2	3.1. <u>Who</u>	Teacher Level		
Learning Gains in	Guai 1&2	-Principal	-Teachers reflect on	3x per year - FAIR	
_		-AP	lesson outcomes and	- TAIK	
reading.		-Ar -Instruction	use this knowledge		
Panding Coal #2:		Coaches	to drive future	During the	
Reading Goal #3:			instruction.	During the Grading Period	
		-Subject Area Leaders	-Teachers use the on-	-Common	
		-PLC facilitators	line grading system	assessments	
		of like grades and/	data to calculate their		
		or like grades and/	students' progress	(pre, post, mid, section, end of	
		of like courses	towards their PLC	unit)	
		How_	and/or individual	Weekly CIM	
		-Reading PLC	SMART Goal.	Assessments.	
		Logs	PLC Level	Assessments.	
		-Language Arts	-Using the individual		
		PLC Logs	teacher data, PLCs		
		-Social Studies	calculate the SMART		
		PLC Logs	goal data across all		
		-Elective PLC	classes/courses.		
		Logs	-PLCs reflect on		
		-PLCS turn	lesson outcomes and		
		their logs into	data used to drive		
		administration	future instruction.		
		and/or coach	-For each class/		
		after a unit of	course, PLCs chart		
		instruction is	their overall progress		
		complete.	towards the SMART		
		-Administration	Goal.		
		and coach rotate	<u>Leadership Team</u>		
		through PLCs	Level		
		looking for	-PLC facilitator/		
		complex text	Subject Area Leader/		
		discussion.	Department Heads		
		-Administration	shares SMART		
		shares the	Goal data with the		
		positive outcomes	Leadership Team.		
		observed in PLC	-Data is used to drive		
		meetings on a	teacher support and		
		monthly basis.	student supplemental		

2012-2013 School Improvement Plan (SIP)-Form SIP-1									
	instruction.								

2012-2013 School Imp	2012.6	2012);		
	2012 Current Level of Performance	<u>2013 </u>			
The points for	Level of	Expected			
The points for	Performance	Level of			
students making learning gains in Reading will increase from 69 to		2013 Expected Level of Performance			
lagraina agina					
learning gains					
in Reading will					
ingransa from 60 to					
increase from 69 to					
71.					
			l		

zorz zore senoorimp	o , cincinc i	(211) 1	JI III OII I			
	2012 Current Level of Performan ce:*	2013 Expected Level of Performan ce*				
	69	71				
Based on the analysis	Anticipat	Strategy	Fidelity Check	Strategy Data Check	Student	
of student achievement	e Barrier		Who and how	How will the	Evaluation Tool	
data, and reference to			will the fidelity be	evaluation tool data		
"Guiding Questions",			monitored?	be used to determine		
identify and define				the effectiveness of		
areas in need of				strategy?		
improvement for the						
following group:						

2012-2013 School Improvement Plan (SIP)-Form SIP-1									
4. FCAT 2.0:	4.1.	4.1.	4.1	4.1.	4.1				
Students in Lowest	-Teachers	Common	<u>Who</u>	Teacher Level	3x per year				
25% making learning	knowledge	<u>Core</u>	-Principal	-Teachers reflect on	- FAIR				
gains in reading	base	Reading	-AP	lesson outcomes and					
	of this	Strategy	-Instruction	use this knowledge					
Reading Goal #4:	strategy	Across all	Coaches	to drive future	During the				
	needs	Content	-Subject Area	instruction.	Grading Period				
	profes	<u>Areas</u>	Leaders	-Teachers use the on-	-Common				
	sional	Reading	-PLC facilitators	line grading system	assessments				
	developme	comprehen	of like grades and/	data to calculate their	(pre, post, mid,				
	nt.	sion	or like courses	students' progress	section, end of				
		improves	**	towards their PLC	unit)				
		when	How III DIG	and/or individual	Weekly CIM				
		<u>students</u>	-Reading PLC	SMART Goal.	Assessments.				
		<u>are</u>	Logs	PLC Level					
		<u>engaged</u>	-Language Arts	-Using the individual					
		<u>in</u>	PLC Logs	teacher data, PLCs					
		grappling	-Social Studies	calculate the SMART					
		with_	PLC Logs	goal data across all					
		<u>complex</u>	-Elective PLC	classes/courses.					
		<u>text</u> .	Logs	-PLCs reflect on					
		Teachers	-PLCS turn	lesson outcomes and					
		need to	their logs into	data used to drive					
		understand	administration and/or coach	future instruction.					
		how to	after a unit of	-For each class/					
		select/	instruction is	course, PLCs chart					
		identify	complete.	their overall progress					
		complex	-Administration	towards the SMART					
		text, shift	and coach rotate	Goal.					
		the	through PLCs	<u>Leadership Team</u>					
		amount of	looking for	Level					
		informatio nal text	complex text	-PLC facilitator/					
			discussion.	Subject Area Leader/					
		used in the	-Administration	Department Heads shares SMART					
			shares the	Goal data with the					
		content curricula,	positive outcomes	Leadership Team.					
		and share	observed in PLC	-Data is used to drive					
		complex	meetings on a	teacher support and					
		texts with	monthly basis.	student supplemental					
		icais willi	1	student supplemental					

2012-2013 School Imp	o , cinent i		71111 011 1	ingtmention		
		all		instruction.		
		students.				
		All				
		<u>content</u>				
		<u>area</u>				
		<u>teachers</u>				
		<u>are</u>				
		<u>responsibl</u>				
		<u>e for</u>				
		<u>implemen</u>				
		tation.				
		Action				
		Steps				
		Steps Action				
		steps				
		for this				
		strategy				
		are				
		outlined				
		on grade level/				
		content				
		area PLC				
		action				
		plans.				
	2012	2013				
The points for	<u>Current</u>	<u>Expected</u>				
students in the	Level of	<u>Level of</u>				
lowest 25% making	<u>Performan</u>	<u>Performan</u>				
learning gains	<u>ce:*</u>	<u>ce*</u>				
in Reading will						
increase from 67 to						
70.						

 	()			
67	70			

2012-2013 School Improvement Plan (SIP)	-FOLIII 21L-1				
4.2.	4.2.	4.2.	4.2.	4.2.	
-Teacher	Common Core	<u>Who</u>	Walkthroughs	See 4.1	
knowled	ge Reading Strategy	Principal and Asst.	will be held		
base	Across all	Principal	during our		
of this	Content Areas	How	intervention		
strategy	Common Core	Walkthroughs and	block to ensure		
needs	Questions of all	Evaluations	fidelity.	4.3	
profes	types and levels		Ongoing	See 4.1	
sional	are necessary to		progress		
developm			monitoring will		
nt.	understanding of		be evaluated.		
	complex text.				
	Teachers need to				
	understand and				
	use <u>higher-order</u> ,				
	text-dependent				
	questions at the	4.3			
	word/phrase,	Who			
	sentence, and	Principal and Asst.			
	paragraph/passage	Principal Principal			
	levels (Webb's,	Timeipui			
	Bloom, Costas).	How			
	Student reading	Walkthroughs and			
	comprehension	Evaluations	4.3		
	improves when	Evaluations	See 4.1		
	students are		<u>500 1.1</u>		
	required to				
	provide evidence				
	to support their				
	answers to text-				
	dependent				
	questions.				
	Scaffolding of				
	students'				
	grappling with				
	complex text				
	through well-				
	crafted text-				
	dependent				
	question assists				

2012-2013 School Improvement Plan (SIP)-Form SIP-1								
	students in							
	discovering and							
	achieving deeper							
	understanding of							
	the author's							
	meaning. All							
	content area							
	teachers are							
	responsible for							
	<u>implementation</u> .							
	Action Steps							
	Action steps for							
	this strategy are							
	outlined on grade							
	level/content area							
	PLC action plans.							

2012-2013 School Improvement Plan (SIP)-Fo	orm SIP-1			
4.3	4.3.	4.3	4.3	4.4 Various Ongoing
Teachers'	Common Core	Who	Teacher Level	Progress Monitoring
knowledge	Reading Strategy	-Principal	-Teachers	tools such as: Easy
base	Across all	-AP	reflect on lesson	CBM, Running
of this	Content Areas	-Instruction Coaches	outcomes	Records etc.
strategy	Teachers need to	-Resource Teachers	and use this	
needs	understand how to	-Subject Area	knowledge to	
profes	design and	Leaders/Department	drive future	
sional	deliver a <u>close</u>	Heads	instruction.	
developme	<u>reading</u> lesson.	11	-Teachers use	
nt.	Student reading	How Di Ci	the on-line	
	comprehension	-Reading PLC Logs	grading system	
	improves when	-Language Arts PLC	data to calculate	
	students are	Logs	their students'	
	engaged in close	-Social Studies PLC	progress	
	reading	Logs Floative DLC Logs	towards the	
	instruction using	-Elective PLC Logs	development of	
	complex text.	-PLCS turn their logs into administration	their individual/	
	Specific close	and/or coach after a	PLC SMART	
	reading strategies	unit of instruction is	Goal	
	include: 1)	complete.	PLC Level	
	multiple readings	-PLCs receive	-Using the	
	of a passage 2)	feedback on their logs.	individual	
	asking higher-	-Reading Coach	teacher data,	
	order, text-	observations and	PLCs calculate	
	dependent	walk-throughs	the SMART	
	questions, 3)	-Administrative walk-	goal data across	
	writing in	throughs looking for	all classes/	
	response to	implementation of	courses.	
	reading and 4) engaging in text-	strategy with fidelity	-PLCs reflect on lesson outcomes	
	based class	and consistency.	and data used	
	discussion. All	-Administrator and	to drive future	
	content area	Reading Coach	instruction.	
	teachers are	aggregate the	-For each class/	
	responsible for	walk-through data	course, PLCs	
	implementation.	school-wide and	chart their	
	imprementation.	shares with staff the	overall progress	
	Action Steps	progress of strategy	towards the	
	Action steps for	implementation.	SMART Goal.	
	21011011 Steps 101	<u> </u>	DIVITIET GOUL.	

2012-2015 School Improvement Pi	an (311)-1 (71 III 511 -1			
		this strategy are	4.4	<u>Leadership</u>	
		outlined on grade	Fidelity records will	<u>Team Level</u>	
		level/content area	be kept and records of	-PLC facilitator/	
		PLC action plans.	all Ongoing Progress	Subject Area	
			Monitoring will be	Leader/	
			available.	Department	
				Heads shares	
				SMART Goal	
				data with	
	4.4			the Problem	
	Most			Solving	
	of these			Leadership	
	students			Team.	
	need			-Data is	
	Reading			used to drive	
	Interventio			teacher support	
	ns.			and student	
				supplemental	
				instruction	
		4.4 Provide an			
		Intervention Block			
		for 30 minutes a			
		day for 4/5 days			
		to accommodate			
		these			
		interventions.			
		micor vontions.			
				4.4 PSLT	
				team and	
				administration.	
				administration.	

2012-2013 School Imp	rovement r	iaii (SIF)-F0	Driii 811-1				
Based on the analysis of student		Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
achievement data, and reference		Barrier		Who and how will the fidelity	How will the	Tool	
to "Guiding Questions",				be monitored?	evaluation tool data	1001	
identify and define areas in					be used to determine		
need of improvement for the					the effectiveness of		
following subgroup:					strategy?		
Based on Ambitious but		2011-2012	2012-2013	2013-2014	2014-2015		
Achievable Annual Measurable							
Objectives (AMOs), Reading							
and Math Performance Target							
5. Ambitious							
but Achievable							
Annual							
Measurable							
Objectives (AMOs).							
In six year school							
will reduce their							
achievement gap by							
50%.							
2070.							

	2012 Current	<u>2013</u>	Anticipate	Strategy	Fidelity Check	Strategy Data Check	Student
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Level of Performance:*	Expected Level of Performance *	Barrier	See Goal 4	Who and how will the fidelity be monitored? you plan to do with the data?	How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool
5A. FCAT 2.0: In grades 3-5, the percentage of White students not making satisfactory progress in reading will decrease from 32% to 29%. The percentage of Hispanic Students not making satisfactory progress will decrease from 47% to 44%.							

2012-2013 School Improvement Plan (SIP)-Form SIP-1							
	White: 32% Black; N/ A Hispanic 47% Asian: NA Am. Indian NA						

						1	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipat e Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. FCAT 2.0: Economically Disadvantaged not making satisfactory progress in Reading. Reading Goal #5B: In grades 3-5, 48% of our Economically Disadvantaged students were not making satisfactory progress in reading on the 2012 FCAT Reading Assessment. This will decrease to 45%.	2012 Current Level of Performance:* 48%	2013 Expected Level of Performance * 45%	See Goal 4				
	of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5B. FCAT 2.0: Economically Disadvantaged not making satisfactory progress in Reading. Reading Goal #5B: In grades 3-5, 48% of our Economically Disadvantaged students were not making satisfactory progress in reading on the 2012 FCAT Reading Assessment. This	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5B. FCAT 2.0: Economically Disadvantaged not making satisfactory progress in Reading. Reading Goal #5B: In grades 3-5, 48% of our Economically Disadvantaged students were not making satisfactory progress in reading on the 2012 FCAT Reading Assessment. This	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5B. FCAT 2.0: Economically Disadvantaged not making satisfactory progress in Reading. Reading Goal #5B: In grades 3-5, 48% of our Economically Disadvantaged students were not making satisfactory progress in reading on the 2012 FCAT Reading Assessment. This	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5B. FCAT 2.0: Economically Disadvantaged not making satisfactory progress in Reading. Reading Goal #5B: In grades 3-5, 48% of our Economically Disadvantaged students were not making satisfactory progress in reading on the 2012 FCAT Reading Assessment. This	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5B. FCAT 2.0: Economically Disadvantaged not making satisfactory progress in Reading. Reading Goal #5B: In grades 3-5, 48% of our Economically Disadvantaged students were not making satisfactory progress in reading on the 2012 FCAT Reading Assessment. This	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: Strategy	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5B. FCAT 2.0: Economically Disadvantaged not making satisfactory progress in Reading Saessment. This Reading Sass, 48% of our Economically Disadvantaged students were not making satisfactory progress in reading on the 2012 PCAT Reading Assessment. This

2012-2013 School Improvement Plan (SIP)-Form SIP-1								

2012-2013 School Improvement Plan (SIP)-Form SIP-1							

SC. FCAT 2.0 : ELL not making satisfactory progress in reading. Reading Goal #SC: English Language Learners (ELL) 1.2 Improv ing the proficienc y of ELL students in our school is of high priorityTeachers need support in drilling down their core assessm ents to 1. See Goal 4 1. See Goal 4 1. See Goal 4 1. Comprehension of course content/ standards improves in reading, language arts, mah, science and social studies through teachers working collaboratively to focus on ELL student learningTeachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writingTeachers use time during PLCs
satisfactory progress in reading. See Goal 4
satisfactory progress in reading. See Goal 4
Progress in reading. Eaglish Language Learners (ELL) Improv ing the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessm See Goal 4 1.2 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language in reading, language and social studies through teachers working collaboratively to focus on ELL student learning. Action Steps -Teachers analyze CELLA data to interpret their core assessm See Goal 4 1.2 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language and social studies through teachers working collaboratively to focus on ELL student learning. Action Steps -Teachers analyze CELLA data to interpret the areas of listening/speaking, reading and writing. -Teachers use
Lagrange Learners (ELL Improv ing the proficienc y of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessm assessm
Learners (ELL Improving the proficienc y of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessm -Teachers assessm -Teachers assessm -Teachers assessm -Teachers use
(ELL Improving the proficiency of ELL students in our school is of high priority. - Teachers need support in drilling down their core assessm the state of the s
Improv ing the proficienc y of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessm the state of the state
ing the proficienc y of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessm assessm
Ing the proficienc y of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessm assessm LYC) comprehension of course content/ standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writingTeachers use
proficienc y of ELL students in our school is of high priorityTeachers need support in drilling down their core assessm of course content/ standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing. -Teachers use
students in our school is of high priorityTeachers need support in drilling down their core assessm standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Action Steps -Teachers analyze -Teachers analyze -Teachers analyze swho need assistance in the areas of listening/ speaking, reading and writingTeachers use
students in our school is of high priorityTeachers need support in drilling down their core assessm students in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writingTeachers use
in our school is of high priority. -Teachers need support in drilling down their core assessm -Teachers analyze cell. Action Steps (CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing. -Teachers use
in our school is of high priorityTeachers need support in drilling down their core assessm
school is of high priority. -Teachers need support in drilling down their core assessm -Teachers assessm -Teachers working collaboratively to focus on ELL student learning. -Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writingTeachers use
of high priority. -Teachers need support in drilling down their core assessm writing. -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing. -Teachers use
priorityTeachers need support in drilling down their core assessm a
-Teachers need support in drilling down their core assessm assessm -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writingTeachers use
need support in drilling down their core assessm vitingTeachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writingTeachers use
support in drilling down their core assessm assessm -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writingTeachers use
support in drilling down their core assessm vitingTeachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writingTeachers use
in drilling down their core assessm assessm -Teachers use
down their core assessm assessm -Teachers use who need assistance in the areas of listening/ speaking, reading and writingTeachers use
their core assessm writing. -Teachers use
their core assessm writingTeachers use
assessm writingTeachers use
- Teachers use
UIII U time during DI Cc
tinic during 1 LC3
the ELL to reinforce and
level. strengthen targeted ELL effective teaching
strategies
-Teachers use
time during PLCs
to reinforce and
strengthen targeted
ELL Differentiated
Instruction lessons
using the district
provided ELL
Differentiated Instruction binders
Instruction binders (provided by the
ELL Department) in
Reading, Language

2012-2013 School Imp	I OVEIHEIL I	1an (511)-1 (
			Arts, Math, Science and Social Studies.				
			and social studies.				
In grades 3-5,	2012 Current	2013					
the percentage of	Level of Performance:*	Expected					
ELL students not	Performance:*	Level of Performance					
making satisfactory		* *					
progress on 2012							
Reading FCAT will							
decrease from 54%							
to 51%.							
	54%	51%					
						5D.1. 2-3x Per Year	
						2-5x Tel Teal	
Dagad on the analysis	Antici	Stratogy		Stratagy Data Charle	Evaluation		
Based on the analysis of student achievement	pated	Strategy	Fidelity Check	Strategy Data Check How will the	Tool		
data, and reference to	Barrier		Who and how	evaluation tool data	1001		
"Guiding Questions",			will the fidelity be	be used to determine		<u>During Nine Weeks</u>	
identify and define			monitored?	the effectiveness of			
areas in need of				strategy?			
improvement for the							
following subgroup:							

		()				
5D. FCAT 2.0:	2012	2013		See Goal 4		
SWD not making	<u>Current</u>	<u>Expected</u>				
satisfactory	<u>Level of</u>	<u>Level of</u>				
progress in reading.	<u>Performan</u>	<u>Performan</u>				
FCAT 2.0:	<u>ce:*</u>	<u>ce *</u>				
The percentage of						
SWD not making						
satisfactory progress						
on 2012 FCAT						
Reading Test is 67%.						
This will decrease to						
64%.						
	67%	64%				
			1			

				<u>.</u>	
Professional Development (PD)					
aligned with Strategies					
through Professional					
Learning Community					
(PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Independent Reading			Duine and Tanahana	2 2012	
			Primary Teachers	Summer 2012	Administration Walkthroughs
	K-2		Primary Teachers	Summer 2012	Administration Walkthroughs
Daily Five	K-2 1-5		·	Summer 2012 Summer 2012	Administration Walkthroughs " "
			First Grade Teacher		

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Reading Budget

Include ELP, school allocation from District, Internal funds, Title I, PTSA			
funds, Grants, ELL funds, Technology			
funds, etc, additional units/dollars from			
District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$66,110.94
Grand Total:			

End of Reading Goal

Mathematics Goals When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

MATH GOALS	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement	Antici pated	Strategy	Fidelity Check Who and how	Strategy Data Check How will the evaluation	Student Evaluation Tool	
data, and reference to "Guiding Questions",	Barrier		will the fidelity be monitored?	tool data be used to determine the		
identify and define areas in need of				effectiveness of strategy?		
improvement for the				Strategy!		
following group:						

2012-2013 School Imp		<u> 1an (SIP)-r</u>	0rm 51r-1			
1. Students achieving	1.1	1.1	1.1	1.1.	1.1.	
			<u>Who</u>	Evaluation tool data	2x per year	
Level 3) in math			-Principal	will be analyzed by	District Baseline	
	ns were not	strengthen	-Assistant Principal	the administration and	and Mid-Year	
Math Goal #1:	as consistent			PLCs to determine the	Testing	
		designated		effectiveness of the		
		intervention		strategy.	During the	
		block to	Walkthroughs and		Grading Period	
			<u>Evaluations</u>		-Common	
		more Math.			assessments (pre,	
	1.2		See 1.1	1.2	post, mid, section,	
		Action Steps		See 1.1	end of unit)	
	infrastructur				Weekly CIM	
	e to support				Assessments.	
		Intervention				
	and lack of					
		will be			1.2.	
		strengthened			See 1.1	
		for 30	1 2			
		/	1.3	1 2	1.2	
			See 1.1	1.3. See 1.1	1.3.	
		week to include		See 1.1	See 1.1	
	consistently		1.4			
	and	intervention		1.4	1.4	
	productively		SCC 1.1	See 1.1	See 1.1	
		by teachers		Sec 1.1	SCC 1.1	
		and other				
		staff.				
	Teachers	Starr.				
		1.2				
		<u>Strategy</u>				
		Students'				
	intent of the					
		achievement				
		improves				
		through				
		the use of				
		technology				
		and_				

2012-2013 School Improvement P	lan (SIP)-Form SIP-1		
	hands-on activities to		
	activities to		
	implement		
	the		
	Common		
	Core State		
	Standards.		
	In addition,		
	student		
	practice		
	taking		
	on-line		
	assessments		
	to prepare		
	students for		
	on-line state		
	testing.		
	Action_		
	Steps -PLCs use		
	-PLCs use		
	their core		
	curriculum		
	information		
	to learn		
	more about		
	hands-		
	on and		
	technology		
	activities.		
	Additional		
	hardware		
	will be		
	installed.		
	100		
	1.3 Strategy		
	To increase		
	the amount		
	of time		
	spent in		

2012-2013 School Improvement Plan (SIP)-Form SIP-1 PLCs. Action **Steps** Grade level PLCs will meet weekly to analyze student data with PLC Facilitators to ensure that CIM is properly adhered to and content area PLCs will meet monthly to ensure consistent instruction across the levels. 2012 2013 Current Expected The percentage of Level of Level of Performance Performance students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 56% to 58%.

2012-2013 School Imp	56%	58%			
	3070	3670			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Antici pated Barrier		Strategy Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
2. FCAT 2.0 Students achieving above proficiency (FCAT Levels 4 and 5) in Math. Math Goal #2:		See Goal #1		2.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period -Common assessments (pre, post, mid, section, end of unit) Weekly CIM Assessments.	
students seeing at	2012 Current Level of performance	2013 Expected Level of Performance:*			
	20%	22%			

2012-2015 School Improvement P	1aii (511 <i>)</i> -1	01 III 511 -1				
	2.2.		2.2	2.2	2.2	
		2114115).	-Principal		See 2.1	
	- Teachers	To analyze data of		will be analyzed by		
	are at	high performing		the administration to determine the		
	varying	students during	Walkthroughs and Evaluations			
	skill levels	PLCs which are the		strategy		
	in working	result of common				
	with high	core curriculum				
	4	assessments.				
	students.					
		Action Steps:				
		1. CIM calendars				
		will be planned for				
		weekly instruction				
		and common				
		assessments will be				
		given, including best				
		practices for teaching				
		high performing				
		students. During				
		PLCs teachers will				
		share best practices				
		for teaching high				
		performing students.				
		r				
		2. Those teachers				
		who are familiar with				
		achievement series				
		will assist others on				
		how to effectively				
		use it to accurately				
		analyze data with				
		particular attention				
		to the data of high				
		performing students.				
		1			i .	1

Based on the analysis	Antici	Strategy	Fidelity Check	Strategy	Student	Î
of student achievement	pated		Who and how	Strategy Data Check	Evaluation Tool	
data, and reference to	Barrier		will the fidelity be	How will the evaluation		
"Guiding Questions",			monitored?	tool data be used		
identify and define				to determine the		I
areas in need of				effectiveness of		I
improvement for the				strategy?		I
following group:						I

2012-2013 School 1mp	TOVEIHEIL I	1aii (311 <i>)</i> -1	01 III 511 - 1	 	
3. FCAT 2.0 Percentage				 3.1.	
of students making		See Goal			
Learning Gains in math				District Baseline and	
		#1		Mid-Year Tests	
Math Goal #3:				Desmin a tha Can dia a	
				During the Grading Period	
				-Common	
				assessments (pre,	
				post, mid, section,	
				end of unit)	
				Weekly CIM	
				Assessments.	
The points for students	2012 Current	2013 Expected Level of			
making learning gains	Level of Performance:*	Level of Performance:*			
in Math will increase	r criormance.	r criormance.			
from 70 to 72.					
	70	72			
	,				

Z012-2013 School Imp						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Antici pated Barrier	Strategy	will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics. Math Goal #4:		See Goal # 1				
The points for students in the Lowest 25% making learning gains in Math will increase from 72 to 74.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

2012-2013 School Imp	rovement P	<u> Ian (SIP)-F</u>	orm SIP-1			
	72	74				
						_
Based on the analysis of student	Anticipated	Strategy	Fidelity Check Who and how will the fidelity	Strategy Data Check	Student	
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Barrier		be monitored?	data be used to determine the effectiveness of strategy?	Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015		
5. Ambitious			See Goal 1			
but Achievable						
Annual Measurable						
Objectives (AMOs).						
In six year school will reduce their achievement						
gap by 50%.						

2012-2013 School Imp	orement i	1aii (S11 <i>)</i> -r	01 III S11 -1	 	
All Students					
Y					
Am. Indian					
N/A					
<u>Asian</u>					
\mathbf{Y}					
Black					
Y					
1					
<u>Hispanic</u>					
Y					
White_					
Y					
ELL					
Y					
SWD_					
Y					
Economically Disady					
Y					
5 A I = 2012 200/ of					
5A.In 2012, 36% of					
the White students					
were not making					
satisfactory progress					
in Math as measured					
by the FCAT Math					
Test. This score will					
decrease to 33% in	2012	2013			
2013.		Expected			
		Level of			
In 2012, 48% of the		Performance			
Hispanics students	·*	·*			
word not making		White:			
were not making	w mie:	w mie:			

(CID) I A043 C -OTD 4

2012-2013 School Impi	rovement P	lan (SIP)-F	orm SIP-1		
satisfactory progress	36%	33%			
in Math as measured					
by the 2012 FCAT					
Math Test. This score	Hispanic:	Hispanic:			
will decrease to 45%	48%	45%			
in 2013.					

2012-2013 School Imp	rovement r	1an (514 <i>)</i> -r	01111 S1P-1			
Based on the analysis	Antici	Strategy	Fidelity Check	Strategy Data Check	Student	
of student achievement	pated		Who and how	How will the evaluation	Evaluation Tool	
data, and reference to	Barrier		will the fidelity be	tool data be used		
"Guiding Questions",			monitored?	to determine the		
identify and define				effectiveness of strategy		
areas in need of						
improvement for the						
following subgroup:						
	Math Goal		See Goal #1			
	#5B:					
	Econo					
	mically					
Math Goal #5B:	Disadvantag					
	ed					
T 2012 450/ C	2012 Current	2013 Expected				
In 2012, 47% of	Level of	Level of				
Economically	Performance:*	Performance:*				
Disadvantaged						
students were not						
making satisfactory						
progress in Math						
as measured by the						
FCAT Math Test.						
In 2013, that score						
will decrease to 44 %.						
will decrease to 44 %.						

2012-2013 School Imp	rovement r	1an (SIP)-r	orm SIP-1				
	47%	44%					
Based on the analysis	Antici	Strategy	Fidelity Check	Strategy Data Check	Student		
of student achievement	pated		Who and how	How will the evaluation	Evaluation Tool		
data, and reference to "Guiding Questions",	Barrier		will the fidelity be monitored?	tool data be used to determine the			
identify and define areas in need of				effectiveness of strategy?			
improvement for the				Strategy!			
following subgroup:	Math Goal					0	
5C. FCAT 2.0 English Language Learners	#5C:						
(ELL) not making	English Language		See Goal # 1				
satisfactory progress in mathematics.	Learners (ELL)						
	(LLL)						
Math Goal #5C:							
	2012 Current Level of	2013 Expected Level of					
The percentage of ELL students not	Performance:*	Performance:*					
making satisfactory							
progress on the 2013 FCAT/FAA Math							
will decrease from							
54% to 52%.							

	54%	52%			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2012-2013 School Imp	rovement H	'lan (SIP)-F	orm SIP-1				
5D. Student with	Math Goal						
Disabilities (SWD) not	#5D:		C C 1 #1				
making satisfactory	Students		See Goal #1				
	with						
Math Goal #5D:	Disabilities						1
Watii Goai 113D.	(SWD)						1
	` ′						1
		5D.2.	5D.2			5D.2	
		-Need to	Stratogy			2x per year	
		provide a school	CVVD -d -1 d d d		l	District Baseline and Mid-Year	1
		organization	improves through the	Assistance Principal		Testing	1
		structure and	. cc		use this knowledge		1
		procedure for	·14-4: C		to drive future instruction.		1
		regular and on-	students' IEP goals,	reviewed by APC	PLC Level		
		going review	strategies, modifications,		-Using the individual		
		of students'	and accommodations.		teacher data, PLCs		
		IEPs by both	-Throughout the school		calculate the SWD		1
		the general	year, teachers of SWD review students' IEPs		SMART goal data		
		education and	to ensure that IEPs are		across all classes/		
		ESE teacher. To address this	implemented consistently		courses.		
		barrier, the	and with fidelity.		-PLCs reflect on		
		APC will put a	-Teachers (both		lesson outcomes and data used to drive		
		system in place	individually and in PLCs)		future instruction.		
		for this school	work to improve upon		-For each class/		
		year.	both individually and		course, PLCs chart		
			collectively, the ability		their overall progress		
			to effectively implement		towards the SWD		
			IEP/SWD strategies and modifications into lessons.		SMART Goal.		
			mounications into lessons.		Leadership Team		
					Level		
					-PLC facilitator/		
					Subject Area Leader/		
					Department Heads shares SMART Goal		
					data with the Problem		
					Solving Leadership		
					Team.		
					-Data is used to drive		
					teacher support and		
					student supplemental		
					instruction.		
		I					ı

The percentage of	2012 Current Level of Performance:*	20123Expected Level of Performance:*			
	72%	69%			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math CCSS	K-5	District Trainers	Four teachers	Summer 2012	Walkthroughs	Administration
TIP Math	2-5	District Trainers	Several Teachers	Summer 2012	"	"
Math Norms	2-5	District Trainers	Gr. 2 Teachers	Summer 2012	"	"
First in math Program Overview	K-5	K-5	AGP Teacher	Summer 2012	"	u

Mathematics Budget

Include ELP, school allocation from		

District, Internal funds, Title I, PTSA	m (oll) I dim oll I		
funds, Grants, ELL funds, Technology			
funds, etc, additional units/dollars from			
District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
		1	I .
Grand Total:			

End of Mathematics Goals

Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

SCIENCE GOALS	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		٥,	Student Evaluation Tool	

2012-2013 School Imp	rovement i	<u> 1an (SIP)-r</u>	orm SIP-1			
1.FCAT 2.0:	1.1.	1.1.	1.1.	1.1.	1.1.	
Students scoring	Not all	Strategy:	<u>Who</u>	Evaluation tool data	2x per year District Baseline and	
proficient/satisfactory	teachers	Students'	Principal	will be analyzed by	Mid-Year Testing.	
performance (Level	understand	science skills will improve	Assistant Principal	the administration	Science Formative	
· `	how to	through		to determine the	tests will be analyzed.	
	integrate	participation	<u>How</u>	effectiveness of the	During the Grading	
0 1 1/11	close	in the <u>5E</u> instructional		strategy.	Period	
	reading	model.	- Evidence		- Common assessments (pre,	
	with the 5E		of strategy in		post, mid, section, end	
	instructiona	Action_	teachers' lesson		of unit)	
	l model.	<u>Steps:</u>	plans seen during			
	-Not all	Teachers	administrative			
	PLCs	will attend	walk-throughs.			
	routinely	District				
	look at	Science training and				
	curriculum	share 5 E				
	materials	Instructional				
	beyond	Model				
	those	information				
		with their				
		PLCs.				
	curriculum	-PLCs write				
	guide	SMART				
		goals based				
		for units of				
		instruction.				
		-As a Professional				
		Developme				
		nt activity in				
		their PLCs,				
		teachers				
		spend time				
		collabo				
		ratively				
		building 5E				
		Instructional				
		Model for				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiven ess of the 5E Lesson Plans to drive future instruction.

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 57% to 59%.		2013 Expected Level of Performance:*	VI III 511 -1				
	57%	59%					
		area PLCs need to be formed.	.Content area PLCs are held monthly to discuss Science curriculum and data.	Principal and Asst. Principal How - Evidence of strategy in teachers' lesson plans seen during administrative walk-	analyzed by the administration to determine the effectiveness of	1.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)	

2012-2013 School Imp	rovement P	Plan (SIP)-F	Form SIP-1		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier			Student Evaluation Tool	

2012-2013 School Imp	rovement r	1aii (511 ⁻)-r	orm Sir-i			
2. FCAT 2.0	2.1.	2.1	2.1.	2.1.	2.1.	
		Strategy		Evaluation tool data	2x per year	
Students achieving	PLC	To analyze	<u>Who</u>	will be analyzed by the	District Baseline and	
above proficiency			Principal	administration to determine	Mid-Year Testing	
(FCAT Levels 4 and	HIIOCUIII GO	data of high	Assistant Principal	the effectiveness of the		
`		performing	_	strategy.		
5) in science		students	<u>How</u>		During the Grading	
Science Goal #2:	regulai	during PLCs			Period	
Serence Goar #2.	discussion	which are	- Evidence of strategy		- Common	
	of student	.1 1.	in teachers' lesson plans		assessments (pre,	
	11		seen during administrative		post, mid, section, end	
		of common	walk-throughs.		of unit)	
	high	core				
	performing	curriculum				
		assessments.				
	Students.	assessificitts.				
	-Teachers					
	are at					
	varying					
	skill levels					
	with the					
	use of					
	achieveme					
	nt series to					
	accurately					
	analyze					
	_					
	student					
	data.					
The percentage of	2011 Current	2012 Expected				
students scoring above	Level of	Level of				
	Performance:*	Performance:*				
proficiency (FCAT						
Levels 4 and 5) in						
Science will increase						
1						
from 20% to 22%.						

2012-2013 School I	[mprovemen	t Plan (SIP)-	Form SIP-1				
	20%	22%					
		_					
Professional							
Development							
(PD) aligned with							
Strategies through	l						
Professional							
Learning							
Community							
(PLC) or PD							
Activity							
Please note that each Strategy does not require a							
professional development or							
PLC activity. PD Content /Topic				Target Dates and Schedu	1		
and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) an Schedules (e.g., frequency meetings)	d Stratagy for E	ollow-up/Monitoring	Person or Position Responsible for Monitoring
The 5 Es of Science Inquiry	K-5	District Trainers	Gr. 3 Teacher	Summer 2012	Administrative V	Valkthroughs	Principal and Asst. Principal
Technology and the Sci. Curriculum	K-5	"	AGP Teacher	Summer 2012	"		"
Long term Investigations in Science	3-5	"	AGP Teacher	Summer 2012	"		u
Science Budget							
Include ELP, school al							
District, Internal funds		,					
funds, Grants, ELL fur funds, etc, additional u							
District.	iiits/quiiais iiui	11					
Evidence-based Progra	am(s)/Materials	(s)					
	. ,	` '					

Funding Source

Available Amount

Description of Resources

Strategy

in (311)-1 01 in 311 -1		
Description of Resources	Funding Source	Available Amount
Description of Resources	Funding Source	Available Amount
Description of Resources	Funding Source	Available Amount
	Description of Resources Description of Resources	Description of Resources Funding Source Description of Resources Funding Source

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Problem-					
Solving					
Process to					
Increase					
Student					
Achievement					
_	Solving Process to Increase Student	Solving Process to Increase Student			

Based on the analysis of	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
student achievement data,	Barrier		Who and how will the fidelity	How will the evaluation tool		
and reference to "Guiding			be monitored?	data be used to determine the		
Questions", identify and				effectiveness of strategy?		
define areas in need of						
improvement for the						
following group:						

2012-2013 School	<u>improvemen</u>	t Pian (SIP)-r	orm SIP-1				
In Spring of	2012 Current Level	2013 Expected Level			<u>Who</u>		
2012, 90%	or remormance.		know how to plan		Principal	1	
of Bellamy's				mode-specific writing			
4 th grade				will improve through	SAL		
students scored				use of Writers'	5		
				1 1	District		
at proficient				instruction with	(Writing Team,		
levels in				a focus on mode-	Supervisors,		
Writing. In			writing to	specific writing.	Writing Resources,		
the Spring of			•	Action Steps	Academic		
2013 this score					Coaches, and		
will increase			to drive instruction.		DRTs)		
to 92% as				data and help make		1	Student monthly
measured by				identify trends and	How Monitored		demand writes/
the FCAT 2.0			score student	drive instruction.	-PLC logs	1	formative
Writing Test.			writing accurately		-Classroom		assessments
Willing Test.			0	-Professional	walk-throughs		-Student daily
			2	Development for	Observation	strategies column	drafts
				updated rubric	Form.		-Student revisions
			provided by the	courses			-Student
			state.	-Professional			portfolios
				Development for			
				instructional delivery			
				of mode-specific writing.		1	
				witting.			
				Review of daily		1	
				drafts and scoring			
				monthly demand			
				writes			
				-Receive additional			
				professional			
				development in areas			
				of need.			

2012-2013 School I	mprovemen	t Plan (SIP)-	Form SIP-1				
S	00%	92%					
			-	•			
Professional					1		
Development							
(PD) aligned with							
Strategies through							
Professional							
Learning							
Community							
(PLC) or PD							
Activity Please note that each							
Strategy does not require a							
professional development or PLC activity.							
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of	Strategy for F	ollow-up/Monitoring	Person or Position Responsible for Monitoring
			,	meetings)			
FCAT Rubric Training (Moodle Course)	Grades 3-5	District Trainers	Grade 3-5 Teachers	Fall 2012	Walkthroughs an	nd Evaluations	Administration
Monthly Resource meetings	Grades 3-5	Temetia Creed	Writing Resource Teacher	Ongoing 2012	Walkthroughs an	nd Evaluations	Administration
Writing Budget							
Include ELP, school al							
District, Internal funds funds, Grants, ELL fur		7					
						1	
funds, etc, additional u	ınits/dollars fror	n					

Funding Source

Available Amount

Description of Resources

Strategy

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal: \$56,516.01			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Writing Goals

Engagement Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

ATTENDANC E GOAL(S)	Problem- solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool	

		1.1.	1.1.	1.1.	1.1.	
Attendance Goal #1:	-Most		Social Worker will		Attendance	
	students with		monitor attendance		Report	
	significant				Tardy Report	
		_	1		Attendance Plan	
		appropriate		found these strategies		
		staff will meet		to be very effective.		
	`	every 20 days		Our attendance rate		
		to review the		has improved and so		
	1	school's		have our unexcused		
		Attendance		absences and tardies.		
	are impacting			austrices and tardies.		
		ensure that all				
	-Lack of time					
		being				
		implemented				
	-Lack of staff					
		and 2) discuss				
		targeted				
		students who				
		have 10 or				
		more				
		unexcused				
		absences.				
	documen	This data base				
		will be				
		maintained				
		for students				
		with				
	n.	excessive				
	11.	unexcused				
		absences and				
		tardies. It will				
		be reviewed				
		at the				
		Administration				
		Team				
		Licuin				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 meetings and will be used to evaluate the effectiveness attendance interventions and to identify students in need of support beyond school- wide attendance initiatives. -When a student reaches 5 days of unexcused absences the teacher will initiate the attendance intervention form. When a student reaches 10-15 unexcused absences, teachers will submit the completed intervention form to the

2012-2013 School	012-2013 School Improvement Plan (SIP)-Form SIP-1					
	designated					
	recipient to be					
	reviewed by					
	the					
	Administration					
	Team for					
	further					
	attendance					
	intervention					
	planning and/					
	or					
	determination					
	of an					
	attendance					
	referral to					
	Social Work.					

2012-2013 SCHOO			OT III STI -I		
	2012 Current	2013 Expected			
The attendance rate	Attendance Rate:*	Attendance Rate:*			
will increase from					
95.63% in 2011-					
2012 to 96% in					
2012-2013.					
2012 2013.					
-The number of					
students who have 10					
or more <u>unexcused</u>					
absences throughout					
the school year will					
decrease from 87 in					
2011-2012 to 75 in					
2012-2013.					
2012-2013.					
-The number of					
students who have 10					
or more <u>unexcused</u>					
tardies to school					
throughout the					
school year will					
decrease from 169 in					
2011-2012 to 150 in					
2012-2013.					
		96%			
	2012 Current	2013 Expected			
	Number of Students with Excessive	Number of Students with Excessive			
	Absences	Absences			
	(10 or more)	(10 or more)			
		7.5			
	87	75		 	
	2012 Current Number of	2013 Expected Number of			
	Students with	Students with			
	Excessive Tardies	Excessive Tardies			
	(10 or more)	(10 or more)			
	169	150			

2012-2013 School 1	inprovenien	t I laii (SII)	1 01 111 511 1			
Professional						
Development						
(PD) aligned with						
Strategies through						
Professional						
Learning						
Community						
(PLC) or PD						
Activity						
Please note that each Strategy does not require a						
professional development or						
PLC activity.				m (D) 101 11		
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Procedures Training	All grades	Dianne Hignite Social Worker	All Faculty Members	At faculty meeting in September and ongoing throughout the school year.	Social Worker will check attendance data weekly and follow-up with teachers to ensure adherence to procedures.	Administration Social Worker

Attendance Budget

Include, school allocation from District,			
Internal funds, Title I, PTSA funds,			
Grants, ELL funds, Technology funds,			
etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

SUSPENSION GOAL(S)	Problem- solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding			data be used to determine the	Evaluation Tool	
Questions", identify and define areas in need of improvement:			effectiveness of strategy?		

2012-2013 Schoo	_					-	
					1.1.		
	There needs to				Mainframe		
					discipline data		
		Specialist will		Folders.			
			Behavior Specialist		Weekly PAWS		
		consistency of			Folders		
	-	adherence to		visit the weekly "Stop			
		our plan. She		and Think Clubs" to			
		also provides		monitor success of			
		small group		the new plan.			
		interventions.					
	which is						
		Action Steps					
	adhered to.	1. As part					
		of our					
		discipline plan					
		a behavior					
		matrix was					
		developed					
		to outline					
		expected					
		behaviors in					
		all areas of					
		our school.					
		2. Our					
		discipline					
		plan is based					
		on a system					
		of rewards					
		which act as					
		incentives					
		for students					
		to encourage					
		their best					
		behavior.					
		3. If a student					
		meets weekly					

2012-2013 School Improvement Plan (SII	-Form SIP-1		
behavior			
expectation	3		
he/she will			
be invited			
to a Friday			
"Ballyhoo			
Club".			
However,			
if a student			
does not m			
expectation	S		
during the			
week he/sh	;		
will attend			
a "Stop and			
Think" Clu)		
on Friday.			
4. If a stud	nt		
exhibits a			
severe laps			
of disciplin			
an office			
referral wil			
be written	nd		
the student			
may be			
removed fr			
the classro	m.		

2012-2013 Schoo			01 III 511 -1		
In 2012-2013,	2012-11 Total Number of	2013 Expected Number of			
the total number	In –School	In- School			
of in-school	Suspensions	Suspensions			
suspensions will					
decrease from 20					
to 18.					
In 2012-2013,					
the total number					
of out-of-school					
suspensions will					
decrease from 14					
to 12.					
	20	18			
	2012 Total Number	2013 Expected			
	2012 Total Number of Students	2013 Expected Number of Students			
	2012 Total Number of Students	2013 Expected Number of Students Suspended In —School			
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In —School			
	2012 Total Number of Students, Suspended In-School	2013 Expected Number of Students Suspended In – School 12			
	2012 Total Number of Students. Suspended In-School 14 2012-2013	2013 Expected Number of Students Suspended In -School 12 2013 Expected			
	2012 Total Number of Students Suspended In-School 14 2012-2013 Total Number of Out- of- School	2013 Expected Number of Students Suspended In -School 12 2013 Expected Number of Out-of-School			
	2012 Total Number of Students. Suspended In-School 14 2012-2013 Total Number of Out- of- School Suspensions.	2013 Expected Number of Students Suspended In — School 12 2013 Expected Number of Out-of-School Suspensions.			
	2012 Total Number of Students. Suspended In-School 14 2012-2013 Total Number of Out- of- School Suspensions.	2013 Expected Number of Students Suspended In -School 12 2013 Expected Number of Out-of-School Suspensions. 18			
	2012 Total Number of Students Suspended In-School 14 2012-2013 Total Number of Out- of- School Suspensions. 21 2012-2013	2013 Expected Number of Students Suspended In -School 12 2013 Expected Number of Out-of-School Suspensions. 18 2013 Expected			
	2012 Total Number of Students Suspended In-School 14 2012-2013 Total Number of Out- of- School Suspensions. 21 2012-2013 Total number of students suspended	2013 Expected Number of Students Suspended In -School 12 2013 Expected Number of Out-of-School Suspensions. 18 2013 Expected number of students suspended out of			
	2012 Total Number of Students. Suspended In-School 14 2012-2013 Total Number of Out- of- School Suspensions. 21 2012-2013 Total number of students suspended out of school	2013 Expected Number of Students Suspended In -School 12 2013 Expected Number of Out-of-School Suspensions. 18 2013 Expected number of students suspended out of school			
	2012 Total Number of Students Suspended In-School 14 2012-2013 Total Number of Out- of- School Suspensions. 21 2012-2013 Total number of students suspended	2013 Expected Number of Students Suspended In -School 12 2013 Expected Number of Out-of-School Suspensions. 18 2013 Expected number of students suspended out of			

2012-2013 School I	mprovemen	t Plan (SIP)-	Form SIP-1						
				l					
D 6 1		Γ	Γ	Г	1			1	
Professional Poyelenment									
Development (PD) aligned with									
Strategies through									
Professional Professional									
Learning									
Community									
(PLC) or PD									
Activity									
Please note that each Strategy does not require a									
professional development or PLC activity.									
PD Content /Topic		PD Facilitator	PD Participants	Target Dates and Schedu					
and/or PLC Focus	Grade Level/ Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) at Schedules (e.g., frequenc meetings)	ey of	Strategy for F	ollow-up/Monitoring	Person or	Position Responsible for Monitoring
Monthly District Behavior PLC.	K-5	District Personnel	Mary Haskell, Behavior Resource Teacher	Monthly		Admin.	Walkthroughs		Administration
Tough Kid Toolkit	K-5	District Personnel	Mary Haskell, Behavior Resource Teacher	Summer Training		Admin.	Walkthroughs	,	Administration
					<u> </u>			•	
Suspension Budget									
Suspension Budget Include, school allocati		et.							
Internal funds, Title I,	PTSA funds,								
Grants, ELL funds, Ted									
etc, additional units/do	llars from Distr	ict.							

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Suspension Goal

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process (See Title I Parent Involvement Plan)	
•	

Health and Fitness

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Health and Fitness Goal	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool	

2012-2013 School Imp	I OVCINCIIL I	1an (511)-1	VI III 511 -1				
1. Health and Fitness	1.1.	1.	1.		Student schedules		
Goal	No barriers are	 Elementary 	Principal	Checking of student	Master schedule		
Health and Fitness Goal	anticipated.	students will	Assistant Principal	schedules			
ricaitii aiia ritiicss Goar	1	engage in	1	scriedules			
<u>#1:</u>		150 minutes					
		of physical		2. Data on the number	DA CED 4 and		
				of students scoring in the	PACER test		
			Physical Ed. Teacher		component of the		
		week in grades			FITNESSGRAM		
		kindergarten			PACER for assessing		
		through 5.			cardiovascular health.		
				Classroom walk-throughs			
		Use of the		Class schedules			
		playground or		Class selledules			
		fitness course					
		equipment;					
		walk/jog/run					
		activities in					
		designated					
		areas; and					
		exercising to					
		the outdoor					
		activities such					
		as the ones					
		provided in the					
		150 Minutes of					
		Elem. Physical					
		Education					
		folder on					
		IDEAS					
During the 2012-2013 school	2012 Current	2013 Expected					
year, the number of students	Level :*	Level :*					
scoring in the "Healthy Fitness		20 (01 .					
Zone" (HFZ) on the Pacer							
for assessing aerobic capacity							
and cardiovascular health will							
increase from 70% on the							
Pretest to 72% on the Posttest.							
	70%	80%					
				Principal's designee.		2. PACER test component of	
			2. Health and physical			the FITNESSGRAM PACER	
1			activity initiatives			for assessing cardiovascular	
						health.	
			developed and				
			implemented by the				
			Principal's designee.				

2012-2013 School I	mprovemen	t Plan (SIP)-	Form SIP-1				
		•	·	•			•
Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedu (e.g., Early Release) a Schedules (e.g., frequenc meetings)	nd Stratagy for E	Collow-up/Monitoring	Person or Position Responsible for Monitoring
K-5 Physical Ed. General Training Aug. 2012	P.E. K -5	District Trainers	PE Coaches: Bruce Peters and Phil Ambrozy	Preplanning	Walkthroughs ar	nd Evaluations	Administration
Health and Fitness							
·		-	s, Title I, PTSA funds, Grants, I	ELL funds, Technolog	y funds, etc, addition	nal units/dollars from	District.
Evidence-based Progra	am(s)/Materials((s)					
Strategy							

Technology Strategy Descr

Descr

Subtotal:

2012-2013 School Improvement Plan (SIP)-Form SIP-1	
	Subtotal:
Professional Development	
Strategy	D
	Subtotal:
Other	
Strategy	D
	Grand Total:

Continuous Improvement

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Continuous Improvement Goal	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

2012-2013 School Imp					1. 1	
1. Continuous	-				1.1.	
Improvement Goal Continuous Improvement					2012-2013	
Goal #1:	aren't	То	Administration	2013 School Climate	School Climate	
<u> </u>	attending	publicize		and Perception	and Perception	
		our Title			Survey	
	Title I	I status as		reviewed.		
	meeting	often as				
		possible.				
	beginning	•				
	of the year.	Action				
	_	Steps				
		1.We will				
		publish				
		our Title				
		I status				
		every week				
		in our				
		newsletter.				
		2. We will				
		mention				
		our Title				
		I status				
		at every				
		school				
		event.				
In the Spring of 2012,	2012 Current	2013 Expected Level :*				
59.7% of Bellamy's	Level :*	Level :*				
parents stated that						
they were unsure of						
whether Bellamy is a						
Title I School.						
	59.7%	45%				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or						
PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title I Parent Meeting	All grades	Dianne Hignite Social Worker	Parents attending		2012-2013 School Climate and Perception Survey	Principal

Continuous Improvement Goal Budget

	9		
Include, school allocation from District,			
Internal funds, Title I, PTSA funds,			
Grants, ELL funds, Technology funds, etc,			
additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

CELLA Goals	Problem- Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English	Anticipated Barrier		Strategy Data Check How will the evaluation tool data	Student Evaluation Tool	
at grade level in a manner similar to non-ELL students.			be used to determine the effectiveness of strategy?		

	oi improvement P					
	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient/		See Reading				
satisfactory		ELL Goal 5C.1				
performance						
in Listening/		and 5C.2				
Speaking.						
CELLA Goal #C:	2012 Current Percent					
	of Students Proficient					
	in Listening/Speaking:					
	in Listening/Speaking:					
students scoring						
proficient on the						
2013 Listening/						
Speaking section						
of the CELLA will						
increase from 49%						
to 52%.						
10 02/0.	400/					
	49%					
Students read in	Anticipated	Strategy	Fidelity Check	Strategy Data	Student Evaluation Tool	
English at grade	Barrier	~~	Who and how will the fidelity be	Check		
level text in a	Duilio		monitored?	How will the		
manner similar						
				evaluation tool data		
to non-ELL				be used to determine		
students.				the effectiveness of		
				strategy?		

	b.		2.1.	h 1	2.1	
2. 2000000			2.1.	2.1.	2.1.	
scoring proficient/		See Reading				
satisfactory		ELL Goal 5C.1				
performance in		and 5C.2				
Reading.		and SC.2				
g ·						
CELLA Goal #D:	2012 Current Percent of					
	Students Proficient in Reading:					
The percentage of	iccaumg .					
students scoring						
proficient on the						
2013 Reading section						
of the CELLA will increase from 36% to						
39%.						
39%.						
	36%					
	3070					
Students write in	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
English at grade level			Who and how will the fidelity be monitored?	How will the evaluation		
in a manner similar to non-ELL students.				tool data be used to determine the		
non-ELL students.				effectiveness of strategy?		
E. Students		2.1.		effectiveness of strategy!		
scoring proficient/						
satisfactory		See				
		Reading				
performance in						
Writing.		ELL Goal				
		5C.1 and				
		5C.2.				
		JC.4.				
	I		l	I	l	

	ol Improvement P	ian (SIP)-rorin s)IF-I			
CELLA Goal #E:	2012 Current Percent of					
	Students Proficient in					
The percentage of	Writing:					
students scoring						
proficient on the 2013						
Writing section of the						
CELLA will increase						
from 30% to 32%%.						
	30%					
Professional						
Development						
(PD) aligned						
with Strategies						
through						
Professional						
Learning						
Community						
(PLC) or PD						
Activity						
Please note that each						
Strategy does not						
require a professional						
development or PLC						
activity.						
PD Content /Topic and/or PLC Focus		PD Facilitator		Target Dates and Schedules		
and/of 1 LC Focus	Grade Level/Subject	and/or	PD Participants	(e.g. Early Release) and	Strategy for Follow-up/Monitoring	Person or Position
	Grade Ecvel/Subject	PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	Schedules (e.g., frequency	Strategy for Follow up/Monitoring	Responsible for Monitoring
				of meetings)		
Monthly ERT	All grades	District ERT	Sandy Tamargo, ERT	Monthly	Admin. Walkthroughs	Administration
Meetings	7111 grades	District Livi	Juniay Tuniaigo, Liki	ivionimiy	ramm. warkinoughs	r rammistiation
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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: In order to increase Teacher knowledge of STEM, we will increase on-site trainings from 0 last year from zero to 2 in 2012-2013 school year.		trainings during		walk-throughs	1.1 Result of Science Formative Assessments
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional				
Development				
(PD) aligned with				
Strategies through	n			

Professional Learning						
Community (PLC)						
or PD Activity						
Please note that each						
Strategy does not require a						
professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Stem Trainings	k-5	District Trainer	K-5 Teachers	On-going	Administrator walk-throughs	Administration

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-				
	Solving Process				
	to Increase				
	Student				
	Achievement				
Based on the analysis of school data, identify and	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
define			Who and how will the fidelity	How will the evaluation tool	
areas in need of improvement:			be monitored?	data be used to determine the	
				effectiveness of strategy?	

CTE Goal #1: Last year, Bellamy's Great American Teach-in featured 3 Scientists/Engineers. This year we will recruit more Scientist/ Engineers in order to have 5 or more of these presenters.	Scientist and Engineers to present.	Bualegy.	1.1. Guidance Counselor	participants.	1.1. Keep a log of all participants. Log of GATI participants.
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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Faculty training in procedures planned to recruit presenters.	All grades	Guidance Counselor	Faculty	October, 2012	Log of GATI participants	Administration

2012-2013 School Improvement Plan (SIP)-Form SIP-1 **School Advisory Council (SAC)**

SAC Membership Compliance

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The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

X Yes	\square No	
If No, describe the	he measures being taken to comply with SAC requirements.	

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
All Academic Goal Areas	Stipend for SIP Coordinator	\$826.85	952.39
All Academic Goal Areas	1 Interactive Mimeo Boards	\$629.40	629.40
All Academic Goal Areas	Testing Boards	\$ 98.78	98.78
All Academic Goal Areas	FCAT Practice books (Coach)	\$ 521.59	509.39
Final Amount Spent	2,189.96		