

Hillsborough County Public Schools

# Bellamy Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Bellamy Elementary School

9720 WILSKY BLVD, Tampa, FL 33615

[ no web address on file ]

### SIP Authority

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

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

#### Additional Target Support and Improvement (ATSI)

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

#### Targeted Support and Improvement (TSI)

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

#### Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

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

Bellamy Elementary builds Leaders with HEART (Honesty, Effort, Achievement, Respect, Teamwork).

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

Bellamy Elementary will be among the top achieving schools in the district.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Toscani, Michele	Principal	Instructional Leader, engaging stakeholders, and collaborating with others to meet the needs of all students.
Dominguez, JohnMichael	Math Coach	Instructional Leader, engaging stakeholders, and collaborating with others to meet the needs of all students.
Hubbard, sophia	Instructional Coach	Instructional Leader, engaging stakeholders, and collaborating with others to meet the needs of all students.
Huntley, Camille	ELL Compliance Specialist	Instructional Leader, engaging stakeholders, and collaborating with others to meet the needs of all students.
Roane, Angie	Other	Instructional Leader, engaging stakeholders, and collaborating with others to meet the needs of all students.
Shaw, Wayne	School Counselor	Leading SEL, engaging stakeholders, and collaborating with others to meet the needs of all students.
Santelices, Julie	Other	Supporting SEL, engaging stakeholders, and collaborating with others to meet the needs of all students and provide economic resources.
Nolen, Lynn	Psychologist	Providing psychoeducational supports and evaluations, engaging stakeholders, and collaborating with others to meet the needs of all students.

**Stakeholder Involvement and SIP Development**

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

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

The school Leadership team meets weekly to discuss data and instructional priorities. These discussions guide focus for weekly instructional support. Teachers and staff are provided with differentiated professional development sessions to increase instructional skills and improve content knowledge based off of reflection conversations held during planning. Parents and students are continually engaged in content specific community events which develops strategies to support students at home. Community stakeholders engage in conversation to increase additional resources for the school. This facilitates additional resources to meet the needs of all students.

**SIP Monitoring**

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

Monthly Instructional leadership team meetings, School Advisory Meetings, Parent Teacher Association, Steering meetings, and bi-weekly content planning sessions. ESE and ELL staff monitor student performance in Professional Learning Communities weekly. The school social services team will create goals which focus on improvement of school-wide attendance and behavior. The SIP is the guiding document and will be adjusted as needed.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	92%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	37	18	12	27	18	0	0	0	112	
One or more suspensions	0	0	1	1	1	0	0	0	0	3	
Course failure in English Language Arts (ELA)	0	0	0	0	36	34	0	0	0	70	
Course failure in Math	0	0	0	0	40	13	0	0	0	53	
Level 1 on statewide ELA assessment	0	6	0	0	37	31	0	0	0	74	
Level 1 on statewide Math assessment	0	0	0	0	40	9	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	13	19	21	25	0	0	0	84	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	14	0	0	0	14

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	24	14	23	13	14	0	0	0	89	
One or more suspensions	0	0	0	3	1	1	0	0	0	5	
Course failure in ELA	0	0	0	2	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	2	29	29	0	0	0	60	
Level 1 on statewide Math assessment	0	0	0	2	20	23	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

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

**The number of students identified retained:**

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	24	14	23	13	14	0	0	0	89	
One or more suspensions	0	0	0	3	1	1	0	0	0	5	
Course failure in ELA	0	0	0	2	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	2	29	29	0	0	0	60	
Level 1 on statewide Math assessment	0	0	0	2	20	23	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

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

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	50	53	48	53	56	44		
ELA Learning Gains				54			46		
ELA Lowest 25th Percentile				38			32		
Math Achievement*	55	56	59	58	50	50	50		
Math Learning Gains				63			53		
Math Lowest 25th Percentile				54			55		
Science Achievement*	31	50	54	32	59	59	37		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	59	59	59	69			52		

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

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

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	244
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	1
ELL	43			
AMI				
ASN				
BLK	41			
HSP	47			
MUL				
PAC				
WHT	78			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	45			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	32	Yes	2	
ELL	49			
AMI				
ASN	73			
BLK	31	Yes	2	1
HSP	51			
MUL				
PAC				
WHT	61			
FRL	50			

**Accountability Components by Subgroup**

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

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	51			55			31					59
SWD	13			21			10				5	39
ELL	40			46			30				5	59
AMI												
ASN												
BLK	43			52							3	
HSP	49			52			31				5	57
MUL												

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	75			81							2	
FRL	45			51			25				5	59

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	48	54	38	58	63	54	32					69
SWD	16	33	22	25	49	54	6					52
ELL	41	44	42	54	63	54	23					69
AMI												
ASN	54			92								
BLK	25			36								
HSP	48	53	33	59	66	55	27					66
MUL												
PAC												
WHT	65	60		60	60							
FRL	45	53	36	55	61	57	25					70

## 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	44	46	32	50	53	55	37					52
SWD	18	22	30	20	41	50	12					38
ELL	43	53		49	59		31					52
AMI												
ASN												
BLK	29			33								
HSP	44	49	33	49	56	58	40					51
MUL												
PAC												
WHT	45			65								
FRL	41	46	30	47	51	55	34					53

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

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

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	53%	-11%	54%	-12%
04	2023 - Spring	53%	54%	-1%	58%	-5%
03	2023 - Spring	41%	46%	-5%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	55%	-10%	59%	-14%
04	2023 - Spring	75%	59%	16%	61%	14%
05	2023 - Spring	39%	53%	-14%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	47%	-21%	51%	-25%

### III. Planning for Improvement

**Data Analysis/Reflection**

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

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

Students scored lowest in the area of Science proficiency. Bellamy has trended downward in Science scores over the last 5 years. The significant increase of students who are English Language Learners contributes to student performance due to lack of understanding content and grade level vocabulary. Approximately 45% are served in the English Language Learner program. 41% of those ELL students are LYA and LYB.

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

Science scores as noted above have continued to drop. Science is tested in 5th grade only, However, only 30% of the test is taught in 5th grade. The other 70% of the test is Teachers in all grade levels will continually monitor understanding of grade level science standards. The state proficiency level for the 5th grade science test is 51%. 47% of students in Hillsborough County Schools scored at a proficient level. Bellamy scored significantly below the state and district average.

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

Data on the previous table are all students who have tested with Bellamy in the 22-23 school year. The proficiency below are students who were present at Bellamy for the beginning and end the year.

3rd- ELA 46% proficiency  
Math 50% proficiency  
4th- ELA 63% proficiency  
Math 82% proficiency  
5th - ELA 49% proficiency  
Math 47% proficiency  
Science 26% proficiency

Factors which impact student achievement and ability to score a level 3,4 or 5 is based on the child's language proficiency level. It is more important to make continual growth toward proficiency. A measurable number of students who attend Bellamy have less than 2 years of learning in the United States. It is critically necessary to monitor student growth in academics, as well as English Language proficiency in reading, writing, speaking and listening. All assessments provide valuable information to regarding student understanding of benchmarks. The 22-23 testing parameters did not include student gains due to using a new assessment.

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

The actions to make sustained growth include implementation of morning grade-level planning with content area coaches, creation of data wall with guided data disaggregation after formal and informal assessments, and intentional small group interventions provided. Students were continually monitored in Reading and Math.

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

Attendance and being on time must be a priority. The amount of students who are absent or tardy is extremely concerning. Strategies and supports have been put in place to monitor and increase attendance. A school-wide behavior plan successfully supports learning at Bellamy. Planning supports and resources will increase teacher skill and student achievement. Intentional focus will be placed on small group supports and utilization of formal and informal assessment information.

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

1. Increase Attendance and decrease tardies
2. Continue morning planning sessions/increase understanding of content in all areas
3. Leverage data to make informed decisions (including monitoring subgroups)
4. Continue to build positive school culture

**Area of Focus**

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

**#1. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our positive culture and environment will increase student attendance.

**Measurable Outcome:**

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

23% of students in 1st-5th grade were absent more than 10% of the school year. Attendance data are tracked and discussed bi-monthly.

**Monitoring:**

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

Student attendance and minutes lost (tardy or early sign out) will be monitored on a monthly basis. The school social worker will facilitate leadership conversations and work with families to reduce barriers.

**Person responsible for monitoring outcome:**

Julie Santelices (julie.santelices@hcps.net)

**Evidence-based Intervention:**

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

Student attendance will increase.

Student achievement will be positively impacted.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students who have regular attendance will perform at a higher level in school.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

**#2. ESSA Subgroup specifically relating to Black/African-American****Area of Focus Description and Rationale:**

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

For 2 Consecutive years Black/African-American Subgroup is Below 41% achievement. Approximately 12% of students who attend Bellamy are African-American.

**Measurable Outcome:**

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

Students who are black/African American will be continually monitored and increase achievement by 5 percentage points based on FAST PM1 to PM3.

**Monitoring:**

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

As outlined in the highest priorities for school improvement, staff will leverage data to make informed decisions (including monitoring subgroups)

**Person responsible for monitoring outcome:**

Michele Toscani (michele.toscani@hcps.net)

**Evidence-based Intervention:**

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

Student data in all content areas will be monitored. Additional targeted support and improvement will be implemented in content blocks. All students will be provided with small group interventions based on identified need.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

This will provide intensive support for improvement of skills.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

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

For 2 Consecutive years subgroup is Below 41% achievement. As noted, only 32% of students who have a disability are performing at a proficient level.

**Measurable Outcome:**

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

Students who have a disability will be continually monitored and increase achievement by 5 percentage points based on FAST PM1 to PM3.

**Monitoring:**

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

As outlined in the highest priorities for school improvement, staff will leverage data to make informed decisions (including monitoring subgroups)

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

Student data in all content areas will be monitored. Additional targeted support and improvement will be implemented in content blocks. All students will be provided with small group interventions based on identified need.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

This will provide intensive support for improvement of skills.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

**CSI, TSI and ATSI Resource Review**

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

-It is imperative to utilize funds so that it directly impacts the students. School staff, community partners, parents and district staff are instrumental in determining appropriate use of funds. Ongoing meetings to discuss data, funds available and student need occur at least once per month. Leadership team/content coaches meet weekly.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

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

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

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

-Bellamy will implement data informed small groups as well as formal and informal assessments to increase student achievement.

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

-Bellamy will implement data informed small groups as well as formal and informal assessments to increase student achievement.

### Measurable Outcomes

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

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

### Grades K-2 Measurable Outcomes

Students in grades VPK-2 will be continually monitored. Based on performance on the STAR reading assessment for PM1. Students will make a year of growth in a year time.

### Grades 3-5 Measurable Outcomes

-Based on statewide assessments from the previous year, current fifth grade Bellamy students are slightly below the district and state at 53% proficiency. Current 4th grade students performed at 41% proficiency. 9% below the state average.  
 ELA proficiency determined by the current state assessment will increase by 5% and students who are performing below proficiency will show gains.

## Monitoring

### Monitoring

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

-Classroom, district, and statewide assessments will be analyzed to determine appropriate instructional interventions. Leadership team inclusive of content area coaches will meet weekly to analyze and discuss next steps. Teachers will meet twice a month to discuss trends and problem solve standards showing low proficiency.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Toscani, Michele, michele.toscani@hcps.net

## Evidence-based Practices/Programs

### Description:

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

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

-Based on ELA Triangulation data, RTI blocks will be used to provide evidence based programs and materials to all students. Students will receive interventions at least four times a week. Administration will conduct monthly fidelity walkthroughs to ensure proper implementation.

### Rationale:

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

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

-Based on triangulation data, teachers will provide strategic interventions. Evaluation of progress will occur at least every six weeks. Student performance drives decision making. This is an ongoing action and requires adjustments as qualified educators see fit.

### Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-Literacy Leadership-staff will increase skills. Understanding the intended benchmark and how to teach, differentiate and remediate it is imperative.	
-Literacy Coaching-teaching skill will be increased through planning sessions with school-based and district coaches, coaching cycles, and ongoing PD driven by student data.	Toscani, Michele, michele.toscani@hcps.net
-Assessment-literacy teachers will increase use of formal and informal assessments to guide practices.	

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

-Creation of the SIP occurs with the leadership team, content area coaches, and at least one teacher per grade level. The living document is reviewed regularly to determine actions steps and goals are being addressed. Parents are community partners vote to approve our areas for focus. A copy of specific action steps are provided to staff and placed on staff electronic messaging board. The school website continues to be a means for dissemination of this information at <https://www.hillsboroughschools.org/bellamy>

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

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

-All stakeholders are welcomed to seek support from our amazing staff. Based on the area of information, for example, Social Emotional Learning/needs would be provided from the social service experts. Academic information and support is provided by the content area coaches/experts. Teachers are the first line of communication for support. Our mission is to build a strong supportive community. Additional information can be obtained at <https://www.hillsboroughschools.org/bellamy>

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

-Strong academic progress starts with teacher planning, understanding of benchmarks, differentiation to include enrichment and reteach, and monitoring student progress. Teachers have common planning time with content experts. Walk through and observation feedback, student performance, and teacher reflection will increase achievement.

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

-All stakeholders work together to support students at Bellamy Elementary School. Federal, state, and local funding are allocated to students in a variety of ways to enhance their learning experience. Bellamy Elementary School supported by ESSA, SEL, violence prevention programs, nutrition programs, VPK funding and most support coming from Title I, II, III funds.

#### **Optional Component(s) of the Schoolwide Program Plan**

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

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

-Bellamy is implementing 7 Mindsets SEL program for the 23-23 school year. This is in addition to the school-wide behavior program, guidance services and lesson, Distinguished Young Bobcats Club and increased PD to build teacher skill to support social and emotional needs.

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

Bellamy Elementary School students believe anything is possible. Our educators encourage students to learn life skills which will help them to be successful in the work force. Regular discussion of short- and long-term goals is incorporated into the school day.

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

-Bellamy Elementary School incorporates a school-wide behavior plan which is posted in the parent handbook on the school website. All stakeholders are provided expectations and collaborate to ensure success.

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

-All staff support is differentiated based on need for growth and improvement to ensure student success. Identification of need occurs through walk-throughs, observation, and continual discussion. Recruiting and retaining effective staff starts with respect and appreciation.

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

-Students who transition from the site based VPK program or an off-campus program are supported and monitored to ensure success. Teachers and staff collaborate to build the foundation for students.