

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

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)/ Certification(s)	Number of Years at Current	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
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			School		
Principal	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
Assistant Principal	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 Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Kimberly Hill	BS Elementary Ed. Master's Early Childhood	4	2	11-12 School Grade A 10-11 School Grade A 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-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers <ul style="list-style-type: none"> • 1 working towards permanent certification. • 7 Working toward ESOL Certification 	<u>Administrators</u> Meet with the teachers four times per year to discuss progress on: <ul style="list-style-type: none"> • 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) <u>Academic Coach</u> <ul style="list-style-type: none"> • 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 Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	4%	26%	44%	26%	27%	79%	9.6%	0	79%

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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 Woods Alexis Cranendonk Erica Bruggeman Catlin Stanishewski Brittany Udell Stephanie Hoefly	District Decision	Weekly visits to include modeling, co-teaching, 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.

<p>Title I, 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.</p>
<p>Title I, Part C- Migrant N/A</p>

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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

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**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

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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 Tiers 2/3.
- 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:
 - 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.
 - Implementation of research-based scientifically validated instructional strategies and/or interventions.
 - 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).

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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:
 - 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)
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - 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.
 - Develop intervention SMART goals that are ambitious, time-bound, and measurable.
 - 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.

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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:
 - review and analyze screening and baseline data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

RtI Implementation

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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
easy CBM RRR and DRA-2 Teacher made assessments DRA Progress Monitoring Probes	easy CBM Reports Group Data collection Sheets for Tier 2 and Individual Data Collection Sheets for Tier 3.	Literacy Team/LeadershipTeam/ Administration/PLCs/individual teachers / ELP Facilitator and Interventionist

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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
<p>Identify the school-based Literacy Leadership Team Identify the school-based Literacy Leadership Team (LLT).</p> <ul style="list-style-type: none"> ● 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

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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.

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PART II: EXPECTED IMPROVEMENTS

Academic Goals

Reading Goals

READING GOALS	Problem-Solving Process to Increase Student Achievement						
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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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5). <u>Reading Goal #1:</u></p>	<p>1.1 Teacher’s knowledge base of this strategy needs professional development. Training for this strategy was delivered during preplanning.</p> <p>1.2 Teacher’s knowledge base of this strategy needs professional development. Training for this strategy was delivered during preplanning.</p>	<p>1.1 <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with</p>	<p>1.1. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards the development of their individual/PLC SMART Goal</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u> -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</p>	<p>1.1 <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit) Weekly CIM Assessments.</p> <p>1.2 See 1.1</p>		
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	<p>Training all content area teachers</p>	<p>all students. All content area teachers are responsible for implementation.</p> <p><u>Action Steps:</u> Action steps for this strategy are outlined on grade level content area PLC action plans.</p> <p>1.2. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and</p>	<p>See 1.1</p>	<p>student supplemental instruction</p> <p>See 1.1</p>			
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		<p>levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide</p>					
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		<p>evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning.</p> <p><u>All content area teachers are responsible for implementation.</u></p>					
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		<p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/ content area PLC action plans.</p>					
<p>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%.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	58%	60%					

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		<p>1.3. - Teacher's knowledge base of this strategy needs professional development</p> <p>-Training all content area teachers</p> <p>1.4 Parents are unaware of the changes in curriculum connected with Common Core Standards.</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a <u>close reading</u> lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for</p>	<p>1.3 <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.3 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/ PLC SMART Goal <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/ course, PLCs chart their overall progress towards the SMART Goal.</p>	<p>1.3 See 1.1</p>	
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			<p>this strategy are outlined on grade level/content area PLC action plans.</p> <p>1.4 <u>Strategy:</u> Build capacity of Parents for changes in curriculum connected to Common Core Standards.</p> <p><u>Action Steps:</u> Invite all parents to a Family Literacy night held in September. Teachers will explain the changes that have already taken place in the K-1 curriculum, and alert them to the changes planned for gr. 2-5.</p>	<p>1.4 Administration will walkthrough grade level presentations.</p>	<p><u>Leadership Team Level</u> -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</p> <p>1.4 A Parent Survey will be taken to determined effectiveness of presentaions.</p>		
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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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>FCAT 2.0 : Students achieving above proficiency (FCAT Levels 4 and 5) in reading</p> <p><u>Reading Goal #2:</u></p>	<p>2.1 - Teacher’s knowledge base of this strategy needs professional development. Training for this strategy was delivered during preplanning.</p> <p>2.2. Teacher’s knowledge base of this strategy needs professional development.</p>	<p>2.1 <u>Common Core Reading Strategy Across all Content Areas</u> Reading Comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text used in the content curricula and share complex texts with all students. <u>All content area</u></p>	<p>2.1. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>2.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental</p>	<p>2.1 <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit) Weekly CIM Assessments.</p> <p>2.2. <u>See 2.1</u></p>		
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	<p><u>teachers are responsible for implementation.</u> <u>2.2</u> <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> at the word/</p>		<p>instruction.</p>			
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		phrase, sentence, and paragraph/ passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are 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					
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		<p>students in discovering and achieving deeper understanding of the author's meaning.</p> <p><u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/ content area PLC action plans.</p>					
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The percentage of Level 4 & 5 students scoring above proficiency in reading will increase from 28% to 30%.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u>					
	28%	30%					

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

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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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>3. FCAT 2.0 : Students making Learning Gains in reading.</p> <p><u>Reading Goal #3:</u></p>		<p>3.1See Goal 1&2</p>	<p>3.1. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>3.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental</p>	<p>3.1 <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit) Weekly CIM Assessments.</p>		
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				instruction.			
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<p>The points for students making learning gains in Reading will increase from 69 to 71.</p>	<p><u>2012 Current Level of Performance</u></p>	<p><u>2013 Expected Level of Performance</u></p>					

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	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performan</u> <u>ce:*</u> 69	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performan</u> <u>ce*</u> 71						
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:	Anticipate Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool			

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<p>4. FCAT 2.0 : Students in Lowest 25% making learning gains in reading</p> <p><u>Reading Goal #4:</u></p>	<p>4.1. -Teachers knowledge base of this strategy needs professional development.</p>	<p>4.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when <u>students are engaged in grappling with complex text.</u> Teachers need to understand how to select/ identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with</p>	<p>4.1 <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>4.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental</p>	<p>4.1 <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit) Weekly CIM Assessments.</p>		
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		<p>all students. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/ content area PLC action plans.</p>		instruction.			
<p>The points for students in the lowest 25% making learning gains in Reading will increase from 67 to 70.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance*</u></p>					

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	67	70					
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		<p>4.2. -Teachers knowledge base of this strategy needs professional development.</p>	<p>4.2. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are 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</p>	<p>4.2. <u>Who</u> Principal and Asst. Principal <u>How</u> <u>Walkthroughs and Evaluations</u></p> <p>4.3 <u>Who</u> Principal and Asst. Principal <u>How</u> <u>Walkthroughs and Evaluations</u></p>	<p>4.2. Walkthroughs will be held during our intervention block to ensure fidelity. Ongoing progress monitoring will be evaluated.</p> <p>4.3 <u>See 4.1</u></p>	<p>4.2. <u>See 4.1</u></p> <p>4.3 <u>See 4.1</u></p>	
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			<p>students in discovering and achieving deeper understanding of the author's meaning. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>				
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		<p>4.3 Teachers' knowledge base of this strategy needs professional development.</p>	<p>4.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a <u>close reading</u> lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for</p>	<p>4.3 <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>4.3 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/ PLC SMART Goal <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/ course, PLCs chart their overall progress towards the SMART Goal.</p>	<p>4.4 Various Ongoing Progress Monitoring tools such as: Easy CBM, Running Records etc.</p>	
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		<p>4.4 Most of these students need Reading Interventions.</p>	<p>this strategy are outlined on grade level/content area PLC action plans.</p> <p>4.4 Provide an Intervention Block for 30 minutes a day for 4/5 days to accommodate these interventions.</p>	<p>4.4 Fidelity records will be kept and records of all Ongoing Progress Monitoring will be available.</p>	<p><u>Leadership Team Level</u> -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</p> <p>4.4 PSLT team and administration.</p>		
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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:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student 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 but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							

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	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance</u> * -	Anticipate Barrier	Strategy See Goal 4	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
<p>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:</p> <p>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%.</p>							

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	White: 32% Black; N/ A Hispanic 47% Asian: NA Am. Indian NA	White: 29% Hispanic 44%					

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<p>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:</p>	<p>Anticipate Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored? you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>5B. FCAT 2.0 : Economically Disadvantaged not making satisfactory progress in Reading.</p> <p><u>Reading Goal #5B:</u> 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%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>48%</p>	<p><u>2013 Expected Level of Performance</u></p> <p>* 45%</p>	<p>See Goal 4</p>				

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<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	<p>5C.1. <u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>	
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<p>5C. FCAT 2.0 : ELL not making satisfactory progress in reading.</p>	<p>Reading Goal #5C: English Language Learners (ELL</p>	<p><u>1.2</u> Improv ing the proficienc y of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessm ents to the ELL level.</p>	<p>1. <u>See Goal 4</u></p> <p><u>1.2</u> ELLs (LYA, LYB & 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. .</p> <p><u>Action Steps</u> -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing. -Teachers use time during PLCs to reinforce and 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 (provided by the ELL Department) in Reading, Language</p>				
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			Arts, Math, Science and Social Studies.				
In grades 3-5, the percentage of ELL students not making satisfactory progress on 2012 Reading FCAT will decrease from 54% to 51%.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance</u> * -					
	54%	51%					
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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool	5D.1. <u>2-3x Per Year</u> <u>During Nine Weeks</u>	

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

<p>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.</p>					
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>
<p>Independent Reading</p>	<p>K-2</p>		<p>Primary Teachers</p>	<p>Summer 2012</p>	<p>Administration Walkthroughs</p>
<p>Daily Five</p>	<p>1-5</p>		<p>First Grade Teacher</p>	<p>Summer 2012</p>	<p>“ “</p>
<p>Making Sense of Phonics</p>	<p>K-2</p>		<p>Second Grade Teacher</p>	<p>Summer 2012</p>	<p>“ “</p>
<p>Bridges</p>	<p>K-5</p>		<p>Several Teachers</p>	<p>Summer 2012</p>	<p>“ “</p>

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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

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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 Achievement						
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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. Students achieving proficiency (FCAT Level 3) in math</p> <p><u>Math Goal #1:</u></p>	<p>1.1 RTI interventions were not as consistent as they needed to be.</p> <p>1.2 -Lack of infrastructure to support technology and lack of technology hardware.</p> <p>1.3 Our PLCs need to be held more consistently and productively.</p> <p>1.4- Teachers at varying understanding of the intent of the CCSS.</p>	<p><u>1.1 Strategy</u> To strengthen our designated intervention block to include more Math.</p> <p><u>Action Steps</u> A Designated Intervention Block will be strengthened for 30 minutes, 4 times a week to include Math intervention delivered by teachers and other staff.</p> <p><u>1.2 Strategy</u> Students' math achievement improves through the use of <u>technology and</u></p>	<p><u>1.1 Who</u> -Principal -Assistant Principal</p> <p><u>How</u> <u>Walkthroughs and Evaluations</u></p> <p>1.2 See 1.1</p> <p>1.3 See 1.1</p> <p>1.4 See 1.1</p>	<p>1.1. Evaluation tool data will be analyzed by the administration and PLCs to determine the effectiveness of the strategy.</p> <p>1.2 See 1.1</p> <p>1.3. See 1.1</p> <p>1.4 See 1.1</p>	<p>1.1. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit) Weekly CIM Assessments.</p> <p>1.2. See 1.1</p> <p>1.3. See 1.1</p> <p>1.4 See 1.1</p>		
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	<p><u>hands-on activities</u> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing.</p> <p><u>Action Steps</u> -PLCs use their core curriculum information to learn more about hands-on and technology activities. Additional hardware will be installed.</p> <p>1.3 Strategy To increase the amount of time spent in</p>					
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		<p>PLCs.</p> <p><u>Action Steps</u> 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.</p>					
<p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 56% to 58%.</p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*</p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*</p>					

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	56%	58%					
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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>2. FCAT 2.0 Students achieving above proficiency (FCAT Levels 4 and 5) in Math.</p> <p><u>Math Goal #2:</u></p>		See Goal #1			<p>2.1. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit) Weekly CIM Assessments.</p>		
The percentage of students scoring at FCAT Levels 4 and 5 will increase from 20% to 22%.	2012 Current Level of performance	<u>2013 Expected Level of Performance:*</u>					
	20%	22%					

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		<p>2.2. - Teachers are at varying skill levels in working with high achieving students.</p>	<p>2.2 Strategy: To analyze data of high performing students during PLCs which are the result of common core curriculum assessments. 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. 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.</p>	<p>2.2 -Principal -Assistant Principal <u>How</u> <u>Walkthroughs and Evaluations</u></p>	<p>2.2 Evaluation tool data will be analyzed by the administration to determine the effectiveness of the strategy</p>	<p>2.2 See 2.1</p>	
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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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>3. FCAT 2.0 Percentage of students making Learning Gains in math <u>Math Goal #3:</u></p>		<p>See Goal #1</p>			<p>3.1. District Baseline and Mid-Year Tests <u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit) Weekly CIM Assessments.</p>		
<p>The points for students making learning gains in Math will increase from 70 to 72.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>70</p>	<p>72</p>					

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	72	74					
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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student 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 but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			See Goal 1				

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<p><u>All Students</u> Y <u>Am. Indian</u> N/A <u>Asian</u> Y <u>Black</u> Y <u>Hispanic</u> Y <u>White</u> Y <u>ELL</u> Y <u>SWD</u> Y <u>Economically Disadv</u> Y</p>	<p>2012 <u>Current</u> <u>Level of</u> <u>Performance</u> .* <u>White:</u></p>	<p>2013 <u>Expected</u> <u>Level of</u> <u>Performance</u> .* <u>White:</u></p>					
<p>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 2013.</p> <p>In 2012, 48% of the Hispanics students were not making</p>							

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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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy	Student Evaluation Tool		
5B. Percentage of Economically disadvantaged students not proficient in Math. <u>Math Goal #5B:</u>	Math Goal #5B: Economically Disadvantaged		See Goal #1				
In 2012, 47% of Economically Disadvantaged students were not making satisfactory progress in Math as measured by the FCAT Math Test. In 2013, that score will decrease to 44 %.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	47%	44%					
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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. FCAT 2.0 English Language Learners (ELL) not making satisfactory progress in mathematics. Math Goal #5C:	Math Goal #5C: English Language Learners (ELL)		See Goal # 1				
The percentage of ELL students not making satisfactory progress on the 2013 FCAT/FAA Math will decrease from 54% to 52%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. Math Goal #5D:</p>	<p>Math Goal #5D: Students with Disabilities (SWD)</p>	<p>5D.2. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>See Goal #1</p> <p>5D.2 Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>5D.2 Who Principal, Site Administrator, Assistance Principal</p> <p>How IEP Progress Reports reviewed by APC</p>	<p>5D.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/ course, PLCs chart their overall progress towards the SWD SMART Goal. 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.</p>	<p>5D.2 2x per year District Baseline and Mid-Year Testing</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>The percentage of SWD not making satisfactory progress on the 2012 FCAT/ FAA Math will decrease from 72% to 69%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>20123Expected Level of Performance:*</u></p>					
	<p>72%</p>	<p>69%</p>					

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

Mathematics Budget

<p>Include ELP, school allocation from</p>			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 Mathematics Goals

Science Goals

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

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

SCIENCE GOALS	Problem-Solving Process to Increase Student Achievement						
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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1.FCAT 2.0: Students scoring proficient/satisfactory performance (Level 3-5) in science. <u>Science Goal #1:</u></p>	<p>1.1. Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide</p>	<p>1.1. Strategy: Students' science skills will improve through participation in the 5E instructional model. Action Steps: Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for</p>	<p>1.1. Who Principal Assistant Principal How - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs.</p>	<p>1.1. Evaluation tool data will be analyzed by the administration to determine the effectiveness of the strategy.</p>	<p>1.1. <u>2x per year</u> District Baseline and Mid-Year Testing. Science Formative tests will be analyzed. <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>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 effectiveness of the 5E Lesson Plans to drive future instruction.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 57% to 59%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>57%</p>	<p>59%</p>					
		<p>1.2. Content area PLCs need to be formed.</p>	<p>1.2. Strategy .Content area PLCs are held monthly to discuss Science curriculum and data.</p> <p><u>Action Steps</u> PLC members will then meet with their teams to ensure fidelity of the topics discussed in the Content Area PLCs. In this way, we will ensure that best practices are being shared across the grade levels.</p>	<p>1.2. <u>Who</u> Principal and Asst. Principal</p> <p><u>How</u> - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs.</p>	<p>1.2. Evaluation tool data will be analyzed by the administration to determine the effectiveness of the strategy.</p> <p>Walkthroughs and evaluations</p>	<p>1.2. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>	

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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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0 Students achieving above proficiency (FCAT Levels 4 and 5) in science <u>Science Goal #2:</u></p>	<p>2.1. Not all PLC meetings include regular discussion of student data of high performing students. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>2.1 Strategy To analyze data of high performing students during PLCs which are the result of common core curriculum assessments.</p>	<p>2.1. <u>Who</u> Principal Assistant Principal <u>How</u> - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs.</p>	<p>2.1. Evaluation tool data will be analyzed by the administration to determine the effectiveness of the strategy.</p>	<p>2.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
<p>The percentage of students scoring above proficiency (FCAT Levels 4 and 5) in Science will increase from 20% to 22%.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					

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	20%	22%					

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
	The 5 Es of Science Inquiry	K-5	District Trainers	Gr. 3 Teacher	Summer 2012	Administrative Walkthroughs	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	“	“	

Science 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

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

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 Science Goals

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Writing Goals

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

WRITING GOALS	Problem-Solving Process to Increase Student Achievement						
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2012-2013 School Improvement Plan (SIP)-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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>In Spring of 2012, 90% of Bellamy's 4th grade students scored at proficient levels in Writing. In the Spring of 2013 this score will increase to 92% as measured by the FCAT 2.0 Writing Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p>Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.</p> <p>Action Steps -Writing PLC meets monthly to review data and help make identify trends and drive instruction. -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing. Review of daily drafts and scoring monthly demand writes -Receive additional professional development in areas of need.</p>	<p>Who Principal APC SAL District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p>How Monitored -PLC logs -Classroom walk-throughs Observation Form.</p>	<p>See action steps in the strategies column</p>	<p>Student monthly demand writes/ formative assessments -Student daily drafts -Student revisions -Student portfolios</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	90%	92%					
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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
	FCAT Rubric Training (Moodle Course)	Grades 3-5	District Trainers	Grade 3-5 Teachers	Fall 2012	Walkthroughs and Evaluations	Administration
Monthly Resource meetings	Grades 3-5	Temetia Creed	Writing Resource Teacher	Ongoing 2012	Walkthroughs and Evaluations	Administration	

Writing 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

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

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)).

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

ATTENDANCE 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

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

<p>1. Attendance Attendance Goal #1:</p>	<p>1.1 -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance. -Not all teachers submit attendance intervention documentation to designated recipient or administration.</p>	<p>1.1. The Attendance Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students who have 10 or more unexcused absences. This data base will be maintained for students with excessive unexcused absences and tardies. It will be reviewed at the Administration Team</p>	<p>1.1. Social Worker will monitor attendance and report to Administration.</p>	<p>1.1. Attendance PLC Team and PSLT will examine data monthly. We have found these strategies to be very effective. Our attendance rate has improved and so have our unexcused absences and tardies.</p>	<p>1.1. Attendance Report Tardy Report Attendance Plan</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

2012-2013 School Improvement 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 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

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

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 Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

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

<p>1. Suspension Suspension Goal #1:</p>	<p>1.1. There needs to be universal compliance of the school-wide expectations and rules for appropriate classroom behavior which is consistently adhered to.</p>	<p>1.1. <u>Strategy</u> - A Behavior Specialist will monitor the consistency of adherence to our plan. She also provides small group interventions.</p> <p><u>Action Steps</u> 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</p>	<p>1.1. Principal and Assistant Principal Behavior Specialist</p>	<p>1.1. Administration will review weekly Paw Folders. Administrators will visit the weekly “Stop and Think Clubs” to monitor success of the new plan.</p>	<p>1.1. Mainframe discipline data Weekly PAWS Folders</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>behavior expectations he/she will be invited to a Friday “Ballyhoo Club”. However, if a student does not meet expectations during the week he/she will attend a “Stop and Think” Club on Friday.</p> <p>4. If a student exhibits a severe lapse of discipline an office referral will be written and the student may be removed from the classroom.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>In 2012-2013, the total number of in-school suspensions will decrease from 20 to 18.</p> <p>In 2012-2013, the total number of out-of-school suspensions will decrease from 14 to 12.</p>	<p><u>2012-11 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>20</p>	<p>18</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p> <p>14</p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p> <p>12</p>					
	<p><u>2012-2013 Total Number of Out-of-School Suspensions.</u></p> <p>21</p>	<p><u>2013 Expected Number of Out-of-School Suspensions.</u></p> <p>18</p>					
	<p><u>2012-2013 Total number of students suspended out of school</u></p> <p>12</p>	<p><u>2013 Expected number of students suspended out of school</u></p> <p>10</p>					
	<p>12</p>	<p>10</p>					

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

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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
	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

Suspension Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

Parent Involvement Goal(s)

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

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.

<p>Guiding Questions to Inform the Problem-Solving Process <i>(See Title I Parent Involvement Plan)</i></p>
•

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 Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

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

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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
K-5 Physical Ed. General Training Aug. 2012	P.E. K-5	District Trainers	PE Coaches: Bruce Peters and Phil Ambrozy	Preplanning	Walkthroughs and Evaluations	Administration

Health and Fitness Goal 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	Descr
Subtotal:	
Technology	
Strategy	Descr

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	Subtotal:
Professional Development	
Strategy	Descr
	Subtotal:
Other	
Strategy	Descr
	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 Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

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<p>1. Continuous Improvement Goal <u>Continuous Improvement Goal #1:</u></p>	<p>1.1 Many parents aren't attending our annual Title I meeting at the beginning of the year.</p>	<p>1.1. <u>Strategy</u> To publicize our Title I status as often as possible. <u>Action Steps</u> 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.</p>	<p>1.1 <u>Who</u> Administration</p>	<p>1.1. Data from the 2012-2013 School Climate and Perception Survey will be reviewed.</p>	<p>1.1. 2012-2013 School Climate and Perception Survey</p>		
<p>In the Spring of 2012, 59.7% of Bellamy's parents stated that they were unsure of whether Bellamy is a Title I School.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>59.7%</p>	<p>45%</p>					

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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
Title I Parent Meeting	All grades	Dianne Hignite Social Worker	Parents attending	Annual Title I Meeting	2012-2013 School Climate and Perception Survey	Principal

Continuous Improvement Goal 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:			

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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 at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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

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

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<p>CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 30% to 32%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>30%</p>					
<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Monthly ERT Meetings</p>	<p>All grades</p>	<p>District ERT</p>	<p>Sandy Tamargo, ERT</p>	<p>Monthly</p>	<p>Admin. Walkthroughs</p>	<p>Administration</p>

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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 Check Who and how will the 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.	1.1 Teacher trainings needed	1.1 Offer several STEM trainings during Faculty Meetings. Action Step: Invite District Resource Teacher to deliver at least 2 trainings during faculty meetings.	1.1 PLC or grade level lead - Subject Area Leaders	1.1 Administrative/SAL 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						
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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 define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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<p><u>CTE Goal #1:</u> 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.</p>	<p>1.1. Identifying Scientist and Engineers to present.</p>	<p>1.1. <u>Strategy:</u> Identify Scientists and Engineers in our community. <u>Action Steps:</u> 1. We will send flyers home with students inviting their parents to present. 2. We will ask teachers to survey their students concerning their parents’ careers and call identified parents.</p>	<p>1.1. Guidance Counselor</p>	<p>1.1. Keep a log of all participants.</p>	<p>1.1. Keep a log of all participants. Log of GATI participants.</p>
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CTE Professional Development

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Faculty training in procedures planned to recruit presenters.</p>	<p>All grades</p>	<p>Guidance Counselor</p>	<p>Faculty</p>	<p>October, 2012</p>	<p>Log of GATI participants</p>	<p>Administration</p>

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School Advisory Council (SAC)

SAC Membership Compliance

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.

Yes No

If No, describe the 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		