

Escambia County School District

Bellview Elementary School



2018-19 Schoolwide Improvement Plan

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Bellview Elementary School

4425 BELLVIEW AVE, Pensacola, FL 32526

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Empowering all learners to reach their full potential.

Provide the school's vision statement.

Bellview Elementary will be a place where the entire school community is valued and encouraged to contribute to a flexible and caring learning environment.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Groff, Melissa	Principal
Jackson, Shannan	Teacher, K-12
Trier, Katie	Teacher, K-12
Carroll, Laura	Assistant Principal
Link, Alison	Teacher, K-12
Cowan, Jennifer	Teacher, K-12
Smith, Stephanie	Teacher, K-12
Brown, Irish	Teacher, K-12
Brown, Sandra	Teacher, K-12

Duties

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

The Bellview Elementary School Leadership Team is responsible for carrying out the mission and vision of the school by modeling, monitoring, and implementing a professional community of learners that are focused on student growth and development. The team leads weekly instructional planning meetings that align curriculum, instruction, and assessment and seeking to solve instructional challenges. The team meets once per month to review school data, plan professional development, and address any areas for growth and development.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	30	19	19	23	20	0	0	0	0	0	0	0	123
One or more suspensions	1	3	12	4	3	6	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	5	8	6	4	7	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	14	22	36	0	0	0	0	0	0	0	72

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	6	5	6	7	19	0	0	0	0	0	0	0	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	8	7	14	1	0	0	0	0	0	0	0	0	36
Retained Students: Previous Year(s)	0	0	0	1	2	2	0	0	0	0	0	0	0	5

Date this data was collected

Sunday 8/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	10	24	26	19	23	0	0	0	0	0	0	0	106
One or more suspensions	0	13	5	9	11	13	0	0	0	0	0	0	0	51
Course failure in ELA or Math	0	7	15	24	18	37	0	0	0	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	11	27	70	0	0	0	0	0	0	0	108
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	8	9	14	21	43	0	0	0	0	0	0	0	95

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	10	24	26	19	23	0	0	0	0	0	0	0	106
One or more suspensions	0	13	5	9	11	13	0	0	0	0	0	0	0	51
Course failure in ELA or Math	0	7	15	24	18	37	0	0	0	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	11	27	70	0	0	0	0	0	0	0	108
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	8	9	14	21	43	0	0	0	0	0	0	0	95

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Learning Gains is the area that performed the lowest; this is not a trend, as this was one of the higher performing areas in previous years.

Which data component showed the greatest decline from prior year?

ELA Learning Gains is the only area that showed a decline from the prior year.

Which data component had the biggest gap when compared to the state average?

ELA Learning Gains had the biggest gap as compared to the state average.

Which data component showed the most improvement? Is this a trend?

ELA Lowest 25 percentile showed the most improvement. This does not seem to be a trend that can be tracked.

Describe the actions or changes that led to the improvement in this area.

Our extended day plan targeted our low quartile students very strategically; pulling them for small group instruction designed specifically for their needs.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	49%	56%	44%	46%	52%
ELA Learning Gains	41%	46%	55%	46%	46%	52%
ELA Lowest 25th Percentile	43%	40%	48%	45%	43%	46%
Math Achievement	51%	55%	62%	46%	52%	58%
Math Learning Gains	49%	57%	59%	48%	50%	58%
Math Lowest 25th Percentile	45%	48%	47%	41%	43%	46%
Science Achievement	46%	55%	55%	57%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (4)	30 (10)	19 (24)	19 (26)	23 (19)	20 (23)	123 (106)
One or more suspensions	1 (0)	3 (13)	12 (5)	4 (9)	3 (11)	6 (13)	29 (51)
Course failure in ELA or Math	0 (0)	5 (7)	8 (15)	6 (24)	4 (18)	7 (37)	30 (101)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (11)	22 (27)	36 (70)	72 (108)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	52%	4%	57%	-1%
	2017	54%	59%	-5%	58%	-4%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	46%	51%	-5%	56%	-10%
	2017	37%	49%	-12%	56%	-19%
Same Grade Comparison		9%				
Cohort Comparison		-8%				
05	2018	35%	44%	-9%	55%	-20%
	2017	36%	47%	-11%	53%	-17%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	54%	2%	62%	-6%
	2017	47%	54%	-7%	62%	-15%
Same Grade Comparison		9%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	55%	58%	-3%	62%	-7%
	2017	43%	54%	-11%	64%	-21%
Same Grade Comparison		12%				
Cohort Comparison		8%				
05	2018	42%	52%	-10%	61%	-19%
	2017	42%	50%	-8%	57%	-15%
Same Grade Comparison		0%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	46%	55%	-9%	55%	-9%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	27	25	22	23	24	6				
BLK	33	32	30	41	40	25	28				
HSP	35	31		35	31						
MUL	54	48		52	50		45				
WHT	52	44	42	60	58	65	65				
FRL	43	47	50	47	51	47	34				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	21	29	8	21	13					
BLK	33	35	23	34	42	36	26				
HSP	26	59		30	53		17				
MUL	38	38		41	36		33				
WHT	54	50	29	54	54	39	60				
FRL	37	39	28	41	44	37	40				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Empower readers through engagement in authentic reading opportunities.
Rationale	Bellview Elementary School's proficiency in the area of ELA was the lowest out of all other subject areas. Our leadership team believes that reading is the basis for all other subject areas and that by intentionally planning for authentic reading opportunities for students, we will create a love for reading and an increase in ELA performance and learning gains.
Intended Outcome	By empowering readers through engagement in authentic reading opportunities, our ELA proficiency will increase by 8%.
Point Person	Melissa Groff (mgroff@ecsdfi.us)
Action Step	
Description	BES has teamed up with the Title One Parent Involvement Coordinator to redesign open house and parent teacher conferences, which will include providing parents with learning games tied directly to one of the foundational skills needed at each grade level to be successful readers.
	Using a WIN (What I Need) time model, students in need of support in ELA will be provided with Tier III interventions, while all other students will be given the opportunity to integrate ELA with Science and Social Studies to engage in Project Based Learning tied back to a school-wide big idea.
	Every classroom teacher will participate in a school-wide read aloud; reading the same book to all students in the school.
	We will combine our parent involvement committee with our Reading Leadership Team to create a Curriculum Events Committee that ensures that events planned for students and families tie back to authentic reading opportunities.
	Students will be given the flexibility to check out books of their choice rather than within strict ranges as identified by the Accelerated Reader program.
	Permanent substitute teacher will pull small groups of students as identified by achievement level to work on close reading strategies and test taking skills.
Person Responsible	Reading intervention teacher will provide foundational skill interventions to students in the MTSS process. Melissa Groff (mgroff@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	We will use STAR and iReady data after each assessment period.
	Students will engage in goal setting with teachers after each assessment period.
	Administration and coaches will be assigned to individual grade levels, where data conversations will take place between leadership team member and individual students.
	Monthly data meetings will be held to monitor the reading progress for all students and equip teachers with tools to continue to increase proficiency.

**Person
Responsible** Melissa Groff (mgroff@ecsdfi.us)

Activity #2	
Title	Meet ALL student needs by being responsive to data.
Rationale	Bellview Elementary School increased in the area of lowest quartile learning gains, but did not make the same progress in the area of learning gains alone. We want to ensure that all students are receiving targeted small group instruction that remediates, enriches, and meets individual needs.
Intended Outcome	By being responsive to ELA and Math data for all students, Bellview Elementary School will increase learning gains by 8%.
Point Person	Laura Carroll (lcarroll@escambia.k12.fl.us)
Action Step	
Description	Upon completion of each STAR assessment period, teachers will create instructional groups within the program.
	Upon completion of each iReady assessment period, teachers will utilize the resources provided for groups of students.
	BES will utilize an Instructional Coach that will assist teachers with analyzing data, planning and delivering instruction.
	A systematic data check circle will exist to ensure that students performing below standard or students that are not growing between assessment periods are identified and brought up to teachers.
	All teachers will maintain data boards that are designed to motivate students within their classrooms.
	BES will create vertical teams (Houses) that will work together to create across grade level buddies, meet to discuss vertical needs, and develop a system for data sharing and celebrations between students from different grade levels.
Person Responsible	Using a WIN (What I Need) time model, students in need of support in ELA will be provided with Tier III interventions, while all other students will be given the opportunity to integrate ELA with Science and Social Studies to engage in Project Based Learning tied back to a school-wide big idea.
	Laura Carroll (lcarroll@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We will use STAR and iReady data after each assessment period.
	Students will engage in goal setting with teachers after each assessment period.
	Administration and coaches will be assigned to individual grade levels, where data conversations will take place between leadership team member and individual students.
Person Responsible	Monthly data meetings will be held to monitor the reading progress for all students and equip teachers with tools to continue to increase proficiency.
	Laura Carroll (lcarroll@escambia.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students social-emotional needs are met through Positive Behavior Supports, Capturing Kids Hearts, and counseling and mentoring opportunities offered at the school. The guidance counselor and behavior coach provide counseling and coaching to all students that are in need of assistance, which is initiated by teacher referral. Bellview also has an active mentor program where several students are assigned an adult mentor to meet with each week. Students are assigned mentors based on teacher and parent request.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through comprehensive MTSS systems which include an instructional coach and a remediation teacher paid through Title I funds. We are implementing What I Need time allowing behavior, academic, and social supports to be put into place for students in need.

Title I, Part C Migrant

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

Title IX- Homeless

The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

Part V: Budget

Total:

\$114,858.00