

Hillsborough County Public Schools

Belmont Elementary School



2020-21 Schoolwide Improvement Plan

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Belmont Elementary School

14150 GATE DANCER RD, Sun City Center, FL 33573

[no web address on file]

Demographics

Principal: Candice Dodd

Start Date for this Principal: 7/31/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Belmont Elementary School

14150 GATE DANCER RD, Sun City Center, FL 33573

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-6	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Belmont Elementary will provide a high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning.

Provide the school's vision statement.

Belmont Elementary students will have success for today and be prepared for tomorrow.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Black, Alan	Principal	
Sanchez, Christina	SAC Member	
Cook, Destony	Assistant Principal	

Demographic Information

Principal start date

Friday 7/31/2020, Candice Dodd

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

26

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

5

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	99	97	109	127	92	0	0	0	0	0	0	0	623
Attendance below 90 percent	6	5	4	1	4	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	15	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	22	0	0	0	0	0	0	0	26

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

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

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	1	8	10	20	13	11	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/29/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	52%	57%	0%	52%	55%
ELA Learning Gains	0%	55%	58%	0%	55%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	51%	52%
Math Achievement	0%	54%	63%	0%	53%	61%
Math Learning Gains	0%	57%	62%	0%	54%	61%
Math Lowest 25th Percentile	0%	46%	51%	0%	46%	51%
Science Achievement	0%	50%	53%	0%	48%	51%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
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
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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Reflection

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

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

N/A- We are a new school with no prior data.

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

N/A- We are a new school with no prior data.

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

N/A- We are a new school with no prior data.

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

N/A- We are a new school with no prior data.

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

N/A- We are a new school with no prior data.

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

1. N/A- We are a new school with no prior data.
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Based on the 2020 AP1 I-Ready, SIPPS, Achieve 3000, and District Baseline data in reading and math, we have a wide range of needs for our students both in need of intensive instruction and enrichment. In addition, the loss of instructional time in the spring of 2020 has created academic gaps in student learning due to the time out of school. Through data chats with staff and coaches, we have found that small group instruction is a need for the school. When analyzing AP1 fall 2020 I-Ready math and reading data, 82.6% are 1-2 grade levels below in math and 71% are 1-2 grade levels below in reading.
Measurable Outcome:	40% of students grades 1-5 will be 1-2 grade levels below in math and 35% student will be 1-2 grade levels below in reading by the AP3 spring 2021 I-Ready assessment period.
Person responsible for monitoring outcome:	Alan Black (alan.black@hcps.net)
Evidence-based Strategy:	Small group instruction that is facilitated by planning for differentiated instruction.
Rationale for Evidence-based Strategy:	Small group instruction allows instructional personnel to focus on the individual needs of students and meet them where their needs are, rather than teaching to whole.

Action Steps to Implement

Instructional Coaches will meet with teams and individuals to analyze data point and plan for small group instruction.

Instructional coaches will observe teachers while teaching using small group instruction and provide feedback.

Teachers can attend the small group instruction training provided by the district.

The school will provide ELP services to students throughout the school year.

VE teachers will meet with teachers to purposefully plan small group instruction for students on their caseloads.

Person Responsible Alan Black (alan.black@hcps.net)

#2. Other specifically relating to School Culture

Area of Focus Description and Rationale:	We are a brand new school with students coming from 5+ schools, and a completely new staff. We have to build the culture from the ground up together with no foundation. We would like all students and staff to feel welcome, that they are an important part of the school community, and excited to come to school.
Measurable Outcome:	70% of students will report on the SCIP 2021 spring survey "I enjoy coming to school." 90% of staff members will report on the ASQi 2021 spring survey "Overall, my school is a good place to work and learn."
Person responsible for monitoring outcome:	Alan Black (alan.black@hcps.net)
Evidence-based Strategy:	Implement strategies to build culture among students and staff: use of BEST Bucks as positive reinforcement, vertical house parties, random appreciation events, announcing birthdays on the morning show, teacher and student goal setting, positive praise, frequent feedback with a focus on the positive, use of Facebook groups with shout outs for teachers and students.
Rationale for Evidence-based Strategy:	These strategies will help faculty and students to feel excited about their school, connected to each other, and a part of something bigger than themselves.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

N/A- We are a new school with no prior data.

Part IV: Positive Culture & Environment

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

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

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

Administration sends weekly parent links with updated information as well as adding information to the Belmont school website. Administration also runs a FaceBook parent group where information is shared and parents may ask questions directly to the school. A monthly newsletter is shared with families through the parent link email function, on the school website, and on the FaceBook group. Parents were invited to tour the school at the start of the year. We will be holding family events through zoom and eventually face-to-face to involve families including parent information nights, bingo nights, and spirit nights. A virtual open house in which all enrolled families were invited to was held at the start of the year. The school will hold 4 conference nights in October, December, February, and April to ensure continually communication between teachers and families. These meetings will be virtually through zoom to ensure all families the opportunity to attend.

The school is creating an active School Advisory Committee to ensure all stakeholders are involved. Parents, community members, and businesses have been invited to participate during monthly meetings.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Other: School Culture	\$0.00
Total:			\$0.00