Belcher Elementary School

2021-22 Schoolwide Improvement Plan

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Belcher Elementary School

2215 LANCASTER DRIVE., Clearwater, FL 33764

http://www.belcher-es.pinellas.k12.fl.us

Demographics

Principal: Dawn Lewis   Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (48%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Pinellas 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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.

Believe – Act-Achieve; Believe that all students can learn and Act on those beliefs so that all children can Achieve at their highest level.

Provide the school's vision statement.

100% Student Success

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Moody, Kristy	Principal	School leader
	Assistant Principal	Instructional Leader

Demographic Information

Principal start date
Monday 7/1/2019, Dawn Lewis

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.*
6

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.*
9

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school
534

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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	47	76	74	81	83	92	0	0	0	0	0	0	0	453
Attendance below 90 percent	1	19	16	17	17	23	0	0	0	0	0	0	0	93
One or more suspensions	0	0	2	1	1	1	0	0	0	0	0	0	0	5
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	2	12	17	10	19	7	0	0	0	0	0	0	0	67

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	1	1	3	1	2	0	0	0	0	0	0	0	9

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	2	2	0	2	0	0	0	0	0	0	0	0	0	6
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
Thursday 7/8/2021

2020-21 - 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	
Number of students enrolled	33	84	100	80	95	98	0	0	0	0	0	0	0	490
Attendance below 90 percent	1	21	35	15	17	26	0	0	0	0	0	0	0	115
One or more suspensions	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	4	1	0	0	0	0	0	0	0	6
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	28	38	34	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide Math 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	1	1	7	0	0	0	0	0	0	0	9

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	1	2	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	33	84	100	80	95	98	0	0	0	0	0	0	0	490
Attendance below 90 percent	1	21	35	15	17	26	0	0	0	0	0	0	0	115
One or more suspensions	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	4	1	0	0	0	0	0	0	0	6
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	28	38	34	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide Math 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	1	1	7	0	0	0	0	0	0	0	9

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	1	2	0	0	0	0	0	0	0	0	0	0		3
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	54%	57%	46%	50%	56%
ELA Learning Gains				61%	59%	58%	46%	47%	55%
ELA Lowest 25th Percentile				50%	54%	53%	36%	40%	48%
Math Achievement				62%	61%	63%	59%	61%	62%
Math Learning Gains				67%	61%	62%	57%	56%	59%
Math Lowest 25th Percentile				57%	48%	51%	26%	42%	47%
Science Achievement				56%	53%	53%	63%	57%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	59%	56%	3%	58%	1%
Cohort Comparison						
04	2021					
	2019	45%	56%	-11%	58%	-13%
Cohort Comparison		-59%				
05	2021					
	2019	53%	54%	-1%	56%	-3%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	62%	-3%	62%	-3%
Cohort Comparison						
04	2021					
	2019	61%	64%	-3%	64%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-59%				
05	2021					
	2019	59%	60%	-1%	60%	-1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	54%	0%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MAP for math and ELA, District Science Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	46	46
	Economically Disadvantaged	48	48	42
	Students With Disabilities	40	40	40
	English Language Learners	38	39	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	53	49
	Economically Disadvantaged	52	49	47
	Students With Disabilities	25	20	0
	English Language Learners	50	50	44

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	39	39
	Economically Disadvantaged	40	35	34
	Students With Disabilities	17	25	17
	English Language Learners	50	42	29
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	46	38
	Economically Disadvantaged	46	42	33
	Students With Disabilities	25	33	23
	English Language Learners	46	54	38

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	46	
	Economically Disadvantaged	45	31	
	Students With Disabilities	14	7	
	English Language Learners	30	36	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	61	63
	Economically Disadvantaged	43	54	57
	Students With Disabilities	13	36	29
	English Language Learners	50	55	73

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	51	47
	Economically Disadvantaged	50	46	41
	Students With Disabilities	19	7	18
	English Language Learners	18	26	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45	35	43
	Economically Disadvantaged	37	30	38
	Students With Disabilities	7	7	6
	English Language Learners	38	21	35

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	53	57
	Economically Disadvantaged	49	46	48
	Students With Disabilities	18	25	25
	English Language Learners	50	47	47
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	52	55
	Economically Disadvantaged	42	44	46
	Students With Disabilities	18	17	25
	English Language Learners	38	32	53
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	84	96	
	Economically Disadvantaged	77	94	
	Students With Disabilities	50	82	
	English Language Learners	100	100	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	53		27	64		43				
ELL	46	74	70	48	55		55				
ASN	71			93							
BLK	28			38							
HSP	52	78		51	53		42				
MUL	82			91							
WHT	58	71		57	61		74				
FRL	47	67	59	49	57	27	62				

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
SWD	19	29	35	26	51	59					
ELL	34	59	61	50	60	56	24				
ASN	80			90							
BLK	31	52		47	65		45				
HSP	43	62	58	53	55	43	36				
WHT	63	62	42	67	72	62	65				
FRL	49	54	45	53	59	56	48				

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	8	31	33	8	23	28	24				
ELL	26	49	48	50	53	50	59				
BLK	34	24		51	48						
HSP	25	43	47	55	60	45	67				
MUL	33	40		33	30						
WHT	55	49	29	63	58	19	66				
FRL	38	44	30	53	53	23	56				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	451

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	87
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA has the lowest performance for Belcher scholars (3rd - 59%, 4th - 45%, 5th - 53%). This was also the area showing the most growth from the previous year. Each grade increased or maintained proficiency in ELA from 2018 to 2019 and both the 4th and 5th grade cohorts improved performance. Inconsistency in the rigor of instruction and gaps in foundational skills are contributing factors. Math, espeically in 4th grade, was most suceptible to Covid slide. Strategic intervention groups based on subgroup analysis was implemented in response to progress monitoring data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science data showed the greatest decline, dropping 7% to 56% proficiency on 2019 state assessments. There were gaps in knowledge of the 5th grade standards and test item specifications. Math showed the greatest opportunity for growth returning from Covid shutdown. It was also a challenge to provide instruction to some scholars virutally, but gradually more and more students returned.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

To address the challenge in Science, the team collaboratively planned together, and worked with a science coach to build knowledge throughout the school year. A just in time science coach as well as internal coaching was utilized after data supported the need for interventions in science.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA showed the greatest improvement because it was a weakness during the 2018 school year and became an area of focus. Teachers worked collaboratively on standards based planning and implementing rigorous, student-centered core instruction in order to drive improvement. The growth potential in ELA continues as this is an area with the lowest performance overall for the school. We addressed this challenge specifically in the primary grades to ensure students enter third grade on level. Strategic ELA interventions helped generate consistent improvement across all groups and grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Improving attendance and decreasing the number of Level 1 scholars are two areas for growth in the 2019-2020 school year. Targeted interventions and being responsive to progress monitoring data helped us support scholars and accelerate growth. We were very specific about student needs and matched interventions, following standards aligned, rigorous, core instruction.

What strategies will need to be implemented in order to accelerate learning?

- Utilize assessment purposefully in PLCs (i.e., Common Exit Tickets, evidence of student learning, pre-requisite

assessments, and Unit Assessments).
- Team unit planning based on all data available.
- Rigorous core instruction paired with daily targeted interventions and acceleration in response to current data.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will engage in PD to deepen knowledge of standards and planning rigorous tasks. They will participate in unit planning and team data analysis to create an individual action plan for each scholar. This PD will be delivered in weekly PLCs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Promise time tutoring and Summer Bridge programs will be offered for acceleration and enrichment.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	1. Our current attendance rate is 92.9%. We expect our performance level to be increased by 2%. 2. The problem/gap in attendance is occurring because 28% of students are absent more than 10% of school days. 3. If an increase in the percentage of student attendance would occur, the problem would be reduced by a minimum of 5% of students being absent. 4. We will analyze and review our data for effective implementation of our strategies by biweekly monitoring in Child Study Team meetings.
Measurable Outcome:	The percent of all students with 10% or more absences of enrolled school days will decrease from 28% to 15%, as measured by focus and school profile report.
Monitoring:	Bi-weekly CST meetings will review attendance and actions discussed in the prior meeting to support improved attendance toward the goal.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis. Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
Rationale for Evidence-based Strategy:	If the needs of scholars and families are met, the barriers of attendance will be reduced.

Action Steps to Implement

1. Review attendance taking process and school-wide strategies for positive attendance with all staff.
2. Develop and implement attendance incentive programs and competitions.
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
4. Review data and effectiveness of school-wide attendance strategies on a biweekly basis.
5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. Call targeted students that approach 10% or more absences at bi-weekly CST meetings.
6. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible   Kristy Moody (moodyk@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	2021 FSA data resulted in 57% proficiency in math. The problem/gap is occurring because students did not have enough practice at the level of rigor prescribed the the Florida Standards. With daily rigorous student-centered instruction in Math for all scholars and subgroups, proficiency will increase to 68%. In addition, learning gains will increase to 70% for all categories. Mathematics was impacted the most after Covid shutdown as well.
Measurable Outcome:	The percent of all students achieving Math proficiency will increase from 57% to 68%, as measured by FSA.
Monitoring:	Daily walkthroughs, progress monitoring data and observations with feedback will be used to monitor.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	Monitor the flow of the math block for pacing to include rigorous, grade level content, purposeful practice, and remediation/enrichment.
Rationale for Evidence-based Strategy:	Rigorous core instruction, daily practice and enrichment result in continious learning growth.

Action Steps to Implement

o Monitor the flow of the math block in every class, at least weekly.
o Monitor different points of the math block to include transitions/warm-up, core instruction, practice, and intervention/enrichment.
o Provide support and feedback to teachers as needed based on observations.

Person Responsible	Kristy Moody (moodyk@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	2021 FSA data resulted in 66% proficiency in Science. The problem/gap is occurring because students did not have enough practice at the level of rigor prescribed the the Florida Standards. With daily rigorous student-centered instruction in Science for all scholars and subgroups, proficiency will increase to 68%.
Measurable Outcome:	The percent of all students achieving Science proficiency will increase from 66% to 68%, as measured by SSA.
Monitoring:	Daily walkthroughs, progress monitoring data and observations with feedback will be used to monitor.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	Utilize systemic documents to effectively plan for science units that incorporate the 3-I instructional routine (Ignite-Investigate-Inform Instruction).
Rationale for Evidence-based Strategy:	Simply stated, all core instruction will be explicitly planned at the level of rigor defined by the Florida Standards. Additionally, teams will plan utilizing an Equity Mindset, and with Culturally Relevant Teaching within a classroom that provides supportive structures through PBIS and Restorative Practices.

Action Steps to Implement

• Facilitate science professional development through monthly curriculum meetings and weekly PLCs. Grow teacher leaders in science.
• Develop, implement and monitor a data-driven 5th grade standards review plan using the 3rd and 4th Grade Fall Diagnostic Assessment and revise after data analysis of the Spring Mock SSA.
• Support classroom teachers in planning how science investigations ("science projects") will be addressed at each grade level through conversations during PLCs and planning sessions. Utilize district-created pacing calendar for science projects as support and schedule a school-based science showcase to celebrate student work.

Person Responsible	Kristy Moody (moodyk@pcsb.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	2019 FSA data resulted in 19% proficiency in ELA, 26% proficiency in math and 0% proficiency in Science. The Federal Percent of Points Index was 35%. The problem/gap is occurring because students did not have enough practice at the level of rigor prescribed the the Florida Standards. With daily rigorous student-centered instruction in ELA, Math and Science for all scholars and subgroups, proficiency will increase to 65%. In addition, learning gains will increase to 65% for all categories.
Measurable Outcome:	The percent of SWD achieving ELA, Math and Science proficiency will increase to 65%, as measured by FSA and SSA.
Monitoring:	Daily walkthroughs, progress monitoring data and observations with feedback will be used to monitor.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	Collaboratively plan with classroom teachers for grade level, student-centered complex tasks, deliberately planned with a trajectory of rigor and challenge, utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction. Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are met.
Rationale for Evidence-based Strategy:	Simply stated, all core instruction will be explicitly planned at the level of rigor defined by the Florida Standards. Additionally, teams will plan utilizing an Equity Mindset, and with Culturally Relevant Teaching within a classroom that provides supportive structures through PBIS and Restorative Practices.

Action Steps to Implement

• Participate in professional development associated with but not limited to the above evidence based strategies.
• Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support.
• Collaborate to create a schedule that promotes a "push-in" model of learning support (VE Resource Starr and general education teachers) delivery of services.

Person Responsible Kristy Moody (moodyk@pcsb.org)

#5. Other specifically relating to Bridging the Gap (Black Student Achievement) and Equity Goal	
Area of Focus Description and Rationale:	1. Our current level of performance is 48% of our Black students in Grades 3-5 scoring at a level 3-5, as evidenced in FSA ELA scores in 2019. 2. We expect our performance level to be 55% by 2021. 3. The problem/gap is occurring because 70% of our Black students in Grades 3-5 are lacking foundational skills as determined by MAP, which is required by the demands of the standard at their current grade level and require additional experience with rigorous tasks aligned to grade level standards. 4. If daily small group instruction would occur, the problem would be reduced by students receiving instruction on their readiness level and make learning gains.
Measurable Outcome:	The percent of black students achieving ELA, Math and Science proficiency will increase from 48% to 55%, as measured by Federal Index in 2021.
Monitoring:	Daily walkthroughs, progress monitoring data with disaggregation of groups, and observations with feedback will be used to monitor.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Provide training for culturally relevant disciplinary practices and ensure strong implementation. Implement Restorative Practices throughout the school. Conduct monthly discipline disparity/restorative practices training with school administrators.
Rationale for Evidence-based Strategy:	We must understand the experiences of Black Scholars and work actively through anti-racist leadership to eliminate unconscious bias and institutionalized racism in order to provide robust learning that is culturally and academically affirming for Black scholars.

Action Steps to Implement

1. Provide literature that teaches accurate history and narrates the strengths and experiences of Black people.
2. Provide mentors to Black scholars and opportunities to learn about history and the strengths of the Black community.
3. Monitor progress and schedule coaching sessions with a specified member of the leadership team to recognize and encourage academic, social and emotional growth and goal attainment.

Person Responsible	Kristy Moody (moodyk@pcsb.org)

#6. Other specifically relating to School Climate/Conditions for Learning	
Area of Focus Description and Rationale:	During the 2010-2021 school year, school-wide expectations and a coherent PBIS plan were the focus. We achieved consistent implementation and a reduction in behavior calls. We will continue to fine tune this work
Measurable Outcome:	Our current level of performance is an average of 9 behavior calls per day, as evidenced by the classroom behavior call log. The problem is occurring because of an inconsistency in the understanding and application of behavioral expectations. If expectations were clearly defined and taught, the problem would be reduced by 50% to no more than 7 calls per day.
Monitoring:	Behavior calls will be logged daily in a shared document. They will be monitored during monthly PBIS meetings.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	Impement a schoolwide PBIS plan, including PD for teachers and stakeholders to ensure understanding and effective implementation. A system of recognition will be established to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the expectations/rules. By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied and reflect student interests (based on student input).
Rationale for Evidence-based Strategy:	Strategies and actions are based on research and evidence-based nationally recognized PBIS program. The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data utilizing an equity problem-solving process.

Action Steps to Implement

1. Principal will distribute behavioral curriculum lesson plans to teach common area expectations from the behavior matrix that use a variety of teaching strategies.
2. During the summer and preschool, the SBLT team will collaborate to develop written documentation of policies, procedures, and clearly defined problem behaviors that emphasize prevention, instruction, and restorative approaches. The team will create and share a flow chart of behaviors that are staff managed and which are office managed and warrant an office referral or behavior call.
3. SBLT members will train all staff on discipline procedures for major and minor behavior problems and the data systems to ensure school-wide consistency during preschool. Members of the leadership team will conduct monthly checks for accuracy of information and comprehension (e.g. referral process flowchart, definitions of problem behaviors, explanation of major vs. minor referral forms).

Person Responsible	Kristy Moody (moodyk@pcsb.org)

#7. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	2021 FSA data resulted in 55% proficiency in ELA, The problem/gap is occurring because students did not have enough practice at the level of rigor prescribed by the Florida Standards. With daily rigorous student-centered instruction in ELA for all scholars and subgroups, proficiency will increase to 65%. In addition, learning gains will increase to 70% for all categories.
Measurable Outcome:	The percent of all students achieving ELA proficiency will increase from 55% to 65%, as measured by FSA.
Monitoring:	Daily walkthroughs, progress monitoring data and observations with feedback will be used to monitor.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	All scholars will be engaged in meaningful, real-world, tasks aligned to the rigor of the Florida standards. 65% of scholars will meet proficiency on FSA ELA, and each scholar will make a minimum of one year's worth of learning gains. Monitor instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.
Rationale for Evidence-based Strategy:	Simply stated, all core instruction will be explicitly planned at the level of rigor defined by the Florida Standards. Additionally, teams will plan utilizing an Equity Mindset, and with Culturally Relevant Teaching within a classroom that provides supportive structures through PBIS and Restorative Practices.

Action Steps to Implement

Provide support and feedback focused on explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction.
Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.
Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write
appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities
to use that feedback.
Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with
the entire staff.

Person Responsible	Kristy Moody (moodyk@pcsb.org)

#8. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	The school will build and sustain relationships with all families and the community.
Measurable Outcome:	The school will increase the number of Family and Community Engagement events throughout the year which are focused on improving student outcomes.
Monitoring:	Data will be collected and monitored after each family engagement event and at the end of each month.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	Enhance two way communication with families to keep them informed of their child's progress, allow opportunities for families to advocate for their children, and for parents to provide feedback to the school to enhance the educational experience.
Rationale for Evidence-based Strategy:	When families are engaged with the school through trusting relationships, students will receive maximum support to drive positive learning outcomes.

Action Steps to Implement

• Develop and implement activities to build respect and trust between home and school
• Increase positive interaction with parents/families on a regular basis, virtually and in person.
• Utilize focus groups to gather parents and family input for development of school improvement.

Person Responsible	Kristy Moody (moodyk@pcsb.org)

#9. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	1. Our current level of performance is Gold level, as evidenced in the Alliance for a Healthier Generation assessment. 2. We expect our performance level to be Gold by 2021 AHG assessment. 3. The problem/gap is occurring because of curriculum requirements and recommended activity time frames. 4. If more creative scheduling for play would occur, the problem would be reduced by students meeting all academic requirements as well as meeting recommended daily activity minutes.
Measurable Outcome:	The percent of all students who participate in healthy initiatives will increase from 90% to 100%, as measured by the number of students participating in wellness activity opportunities.
Monitoring:	The Healthy Schools Team will review data at monthly meetings.
Person responsible for monitoring outcome:	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy:	Healthy scholars are better able to focus on learning.

Action Steps to Implement

1. Continue teacher led morning wellness clubs for student participation in physical activity before school 1 -2 days per week.
2. Assemble a Health / Wellness team to include the Wellness champion, classroom teachers and PE teacher to meet monthly to discuss wellness goals.
3. Attend District supported professional development for wellness.
4. Complete Healthy Schools Program Assessment.
5. Increase opportunities for participation in wellness activities during recess and classroom to include Go Noodle.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Bullying is the area where we will provide additional education and support to students in order to reduce incidences. Each reported incident will continue to be investigated and resolved. We will continue to focus on Positive Behaviors in order to maintain a supportive culture and climate for learning and social, emotional and behavioral growth.

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.

The school maintains a comprehensive PBIS plan that is shared with all stakeholders and explicitly taught and practiced across the year to cultivate a positive school culture and environment. Everyone is reponsible for their words, actions and contributing to the supportive network.

Family Engagement events are planned across the year with the specific focus of increasing trusting relationships around the four C's (1) cognition- beliefs and values (2) connections networks (3) capabilities- skills and knowledge (4) confidence – self-efficacy. The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders include administrators, teachers, support staff, scholars, families, the School Advisory Committee, PTA and community members. Each serves as a critical partner in this process.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
5	III.A.	Areas of Focus: Other: Bridging the Gap (Black Student Achievement) and Equity Goal	$0.00
6	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning	$0.00
7	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
8	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00

| 9 | III.A. | Areas of Focus: Other: Healthy Schools | $0.00 |
| | | Total: | $0.00 |