

Gilchrist County School District

Bell Elementary School



2021-22 Schoolwide Improvement Plan

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Bell Elementary School

2771 E BELL AVE, Bell, FL 32619

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

Demographics

Principal: Nell Hartsfield

Start Date for this Principal: 7/1/2014

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)	98%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (60%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Gilchrist 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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<https://www.gilchristschools.org/>

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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

School Grades History

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

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bell Elementary School wants to help students form relationships by giving them the tools they need to be successful in the 21st Century. At BES, we believe that all students can learn. Safety and student learning are the two most important elements of a school. In addition, we believe that parents, students, and teachers must work together as partners in order to ensure student success.

Provide the school's vision statement.

Bell Elementary School cares for their students and staff through patience, truth, trust, kindness, forgiveness, and dedication.

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
Mathe, Suzanne	Principal	The principal and assistant principal will ensure that decision making is data-based, monitor the implementation of the MTSS/RTI by the school based team, assess MTSS/RTI skills of school staff, ensure implementation of intervention support and documentation, provide adequate professional development to support MTSS/RTI implementation
Hartsfield, Nell	Assistant Principal	The principal and assistant principal will ensure that decision making is data-based, monitor the implementation of the MTSS/RTI by the school based team, assess MTSS/RTI skills of school staff, ensure implementation of intervention support and documentation, provide adequate professional development to support MTSS/RTI implementation

Demographic Information

Principal start date

Tuesday 7/1/2014, Nell Hartsfield

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.*

2

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.*

3

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

650

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

5

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

5

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	100	108	93	89	93	95	0	0	0	0	0	0	0	578
Attendance below 90 percent	34	43	19	29	22	23	0	0	0	0	0	0	0	170
One or more suspensions	0	1	5	6	2	5	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	5	9	10	4	0	0	0	0	0	0	0	28
Course failure in Math	0	0	0	6	3	8	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	14	41	27	17	10	10	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	14	15	12	11	6	11	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	22	19	17	16	14	15	0	0	0	0	0	0	0	103

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	1	5	6	3	3	0	0	0	0	0	0	0	18

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	17	20	10	3	3	3	0	0	0	0	0	0	0	56
Students retained two or more times	0	0	1	2	3	2	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Wednesday 10/6/2021

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	82	85	85	79	84	76	0	0	0	0	0	0	0	491
Attendance below 90 percent	22	22	28	13	26	17	0	0	0	0	0	0	0	128
One or more suspensions	1	2	1	0	0	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	4	6	10	1	3	0	0	0	0	0	0	0	24
Course failure in Math	0	0	3	4	15	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	21	19	12	6	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide Math assessment	0	0	0	9	6	3	0	0	0	0	0	0	0	18

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	1	11	8	4	5	0	0	0	0	0	0	0	29

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	12	15	5	1	3	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	3	1	0	0	0	0	0	0	0	4

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	82	85	85	79	84	76	0	0	0	0	0	0	0	491
Attendance below 90 percent	22	22	28	13	26	17	0	0	0	0	0	0	0	128
One or more suspensions	1	2	1	0	0	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	4	6	10	1	3	0	0	0	0	0	0	0	24
Course failure in Math	0	0	3	4	15	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	21	19	12	6	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide Math assessment	0	0	0	9	6	3	0	0	0	0	0	0	0	18

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	1	11	8	4	5	0	0	0	0	0	0	0	29

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	12	15	5	1	3	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	3	1	0	0	0	0	0	0	0	4

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				71%	72%	57%	68%	66%	56%
ELA Learning Gains				71%	72%	58%	67%	65%	55%
ELA Lowest 25th Percentile				59%	62%	53%	53%	55%	48%
Math Achievement				70%	77%	63%	72%	76%	62%
Math Learning Gains				56%	66%	62%	54%	65%	59%
Math Lowest 25th Percentile				37%	50%	51%	44%	51%	47%
Science Achievement				77%	74%	53%	63%	69%	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	67%	70%	-3%	58%	9%
Cohort Comparison						
04	2021					
	2019	68%	67%	1%	58%	10%
Cohort Comparison		-67%				
05	2021					
	2019	74%	74%	0%	56%	18%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	80%	-7%	62%	11%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	72%	-8%	64%	0%
Cohort Comparison		-73%				
05	2021					
	2019	72%	77%	-5%	60%	12%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	74%	72%	2%	53%	21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

IReady diagnostic assessment for Reading and Math in Grades K - 5
Performance Matters Progress Monitoring Test for 5th grade Science

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/3%	23/23%	53/53%
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/3%	26/26%	60/60%
	Economically Disadvantaged			
	Students With Disabilities			
English Language Learners	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/3%	26/26%	60/60%
	Economically Disadvantaged			
	Students With Disabilities			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/17%	23/32%	35/49%
	Economically Disadvantaged			
	Students With Disabilities	1/7%	2/13%	5/31%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/3%	9/13%	35/49%
	Economically Disadvantaged			
	Students With Disabilities	0/0%	0/0%	2/13%
	English Language Learners	0/0%	0/0%	0/0%
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/16%	23/29%	38/47%
	Economically Disadvantaged			
	Students With Disabilities	2/10%	5/25%	5/25%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/1%	6/8%	36/44%
	Economically Disadvantaged			
	Students With Disabilities	0/0%	1/5%	6/20%
	English Language Learners	0/0%	0/0%	0/0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/13%	19/23%	27/34%
	Economically Disadvantaged			
	Students With Disabilities	1/5%	4/18%	4/18%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/4%	13/16%	29/36%
	Economically Disadvantaged			
	Students With Disabilities	0/0%	0/0%	2/9%
	English Language Learners	0/0%	0/0%	0/0%
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/24%	27/34%	30/37%
	Economically Disadvantaged			
	Students With Disabilities	1/8%	1/8%	2/16%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/9%	23/29%	35/43%
	Economically Disadvantaged			
	Students With Disabilities	0/0%	0/0%	1/8%
	English Language Learners	0/0%	0/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	31	42	36	44	26		41				
ELL	43			64							
HSP	50	50		69	58		75				
WHT	65	63	50	74	56	36	77				
FRL	53	50	42	64	53		80				
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	48	70	63	43	43	29	50				
ELL	69	82		69	45						
HSP	74	83		74	67						
WHT	70	68	53	70	54	31	79				
FRL	64	71	58	62	47	29	67				
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	47	62	62	42	46	36	29				
HSP	62	64		60	38						
WHT	69	66	50	73	55	44	65				
FRL	63	65	51	67	53	42	57				

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	59
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	50
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	60
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	57
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?

Based on school grade calculations: All grade levels and sub groups were lower in 2021 than in 2019 in all areas of English Language Arts (performing level 3 and above, learning gains, and lowest 25% learning gains). Total fourth grade students performing level 3 or higher on the math FSA was slightly higher in 2021 (69%) than 2019 (64%). Total fourth grade students making a learning gain in 2021 was 50% as compared to 44% in 2019. Total fifth grade students performing level 3 or higher on the math FSA was the same in 2021 (72%) as in 2019 (72%). Total fifth grade students performing level 3 or higher on the FCAT Science test scored slightly higher in 2021 (77%) than 2019 (76%).

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

ELA in all grade levels and subgroups are areas BES would like to improve in.

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

One major contributing factor to the need for improvement in the ELA content area was COVID 19. Students receiving positive test results and students exposed to a student with a positive test result, resulted in some students being out of school for several days - missing important instruction. A second contributing factor was the closing of the brick and mortar option for students. The majority of our students were not successful with the distance learning model. In 2020 the reading position was terminated during the school year which caused new teachers to lose a very important resource in the content area of English Language Arts.

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

Math was an area with the most improvement. Total students performing a level of 3 or higher increased from 70% to 72%. Total students making a learning gain remained the same 56%. The lowest quartile students making a learning gain increased from 38% to 41%. Science for total fifth graders increased from 76% to 77%.

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

Great teachers was the contributing factor to the improvement in math and science. Math teachers took the challenge and filled the gaps that students had based on school closings. Fifth grade science teacher provided kindergarten through 4th grade teachers a bridge of standards that were the most important for their grade level.

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

The reading position was reinstated to provide professional development and support for all teachers. The reading coach will model lessons and conduct professional development that is relevant to the BEST standards and implementation of the new reading curriculum.

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.

Select teachers will participate in NEFEC Rural Connect trainings over the next 2 years. These teachers will receive week long summer professional development with follow up sessions throughout the year.

All reading teachers will receive professional development on the new BEST ELA Standards this year from the reading coach.

The reading coach will model lessons and provide other professional development relevant to the teachers' needs.

The new textbook curriculum will provide teachers with professional development to help them be successful with the transition to a new curriculum.

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

The NEFEC Rural Connect grant is a 2 year grant that will help our school improve over the next 2 years.

Continued professional development with the BEST ELA and Math Standards will ensure support to our teachers with the transition and implementation of the standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	All areas of English Language Arts were lower in 2021 than in 2019. Students performing level 3 or higher 2021 (62%) and 2019 (71) Students making learning gains 2021 (60%) and 2019 (71%) Lowest quartile students making learning gains 2021 (50%) and 2019 (59%)
Measurable Outcome:	75% of all students will earn a level 3 or higher on the FSA ELA Assessment 65% of all students will make a learning gain as measured by school grade learning gains 60% of the lowest quartile students will make a learning gain as measured by school grade learning gains
Monitoring:	Students will be monitored by their progress on IReady diagnostic assessments, Adaptive Progress Monitoring assessments, Gilchrist Writes, and grades.
Person responsible for monitoring outcome:	Suzanne Mathe (mathes@mygcsd.org)
Evidence-based Strategy:	Literacy Checks Reading Coach support Facilitation support Intervention Specialist IReady instruction
Rationale for Evidence-based Strategy:	With the help of the reading coach, facilitation support, intervention specialist, and ongoing professional development will increase teacher knowledge which will improve the students' knowledge
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Teachers will be provided with proven vocabulary strategies from new core curriculum 2. Literacy Checks conducted with feedback provided to teachers 3. Facilitation support and Intervention specialist will provide support to ESE students, TIER 3 students, and students needing assistance in reading instruction 4. Teachers will track TIER 2 & 3 students through the MTSS documentation 	
Person Responsible	Suzanne Mathe (mathes@mygcsd.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>With the transition to the BEST Math Standards there is potential for gaps in all grade levels.</p> <p>Students maintained a high performance on the FSA Math Assessment</p> <p>Students performing level 3 or higher 2021 (72%) and 2019 (70)</p> <p>The closing of brick and mortar schools caused there to be state assessment in 2020. For this reason learning gains were primarily calculated with 5th graders for the 2021 school grade calculations.</p> <p>5th grade students making learning gains 2021 (56%) and 2019 (68%)</p> <p>Lowest quartile 5th grade students making learning gains 2021 (40%) and 2019 (47%)</p>
Measurable Outcome:	<p>75% of all students will earn a level 3 or higher on the FSA Math Assessment</p> <p>65% of all students will make a learning gain as measured by school grade learning gains</p> <p>60% of the lowest quartile students will make a learning gain as measured by school grade learning gains</p>
Monitoring:	Students will be monitored by their progress on IReady diagnostic assessments, Adaptive Progress Monitoring assessments, Performance Matters Progress Monitoring, and grades.
Person responsible for monitoring outcome:	Suzanne Mathe (mathes@mygcsd.org)
Evidence-based Strategy:	<p>Facilitation support</p> <p>Intervention Specialist</p> <p>IReady instruction</p> <p>Professional Development on BEST Math Standards</p>
Rationale for Evidence-based Strategy:	With the help of the reading coach, facilitation support, intervention specialist, and ongoing professional development will increase teacher knowledge which will improve the students' knowledge
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Kindergarten through 5th grade teachers will receive training on BEST Math Standards focusing on benchmarks to teach this year to help prevent gaps with the transition 2. Teachers and students will track their progress on IReady and other math assignments/assessments with Data Talks 3. Teachers will track TIER 2 & 3 students through the MTSS documentation 	
Person Responsible	Suzanne Mathe (mathes@mygcsd.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: In 2019 and 2021 77% of 5th graders scored a proficient level of 3 or higher on the Florida Comprehensive Assessment Test (FCAT). Bell Elementary would like for this percentage to increase

Measurable Outcome: 85% of all 5th graders will earn a level 3 or higher on the FCAT Science Assessment

Monitoring: Students will be monitored by the progress on Performance Matters Science Progress Monitoring Assessments.

Person responsible for monitoring outcome: Suzanne Mathe (mathes@mygcsd.org)

Evidence-based Strategy: Focus Materials (Ladders of Science Big Ideas)
Steve Wilson (Science Expert)

Rationale for Evidence-based Strategy: Even though our science trend has been positive, our end of the year progress monitoring in Science in grades 3 and 4, indicate a strong focus on science should continue. Steve Wilson excites students which increase their science knowledge.

Action Steps to Implement

1. Fifth grade teacher provides focus materials (Ladder of Science Big Ideas) for Kindergarten through 4th grade teachers
2. Steve Wilson to visit school at the beginning of the year to build excitement for science
3. Steve Wilson to visit school for specific science instruction
4. Bring back the science day planned for the entire school participation

Person Responsible Suzanne Mathe (mathes@mygcsd.org)

#4. Other specifically relating to Safety

Area of Focus Description and Rationale:	With the growing population of students and the age of the school (20+ years) there is a need to examine and improve playground areas, sidewalks and health concerns (AED Machine).
Measurable Outcome:	An additional AED machine will be purchased - total of 2 machines at the school (front office and cafeteria) Covered sidewalks leading to the portables and car drop off areas will be added to increase the safety of our students Playground areas with more equipment
Monitoring:	The principal, maintenance department and safety coordinator will monitor the progress
Person responsible for monitoring outcome:	Suzanne Mathe (mathes@mygcsd.org)
Evidence-based Strategy:	Parents need to know their children are safe at school. Students should feel safe at school.
Rationale for Evidence-based Strategy:	It is important to have an AED machine available for students throughout the day. Currently there is no AED machine available for the after school program. Covered walkways to the portables and at car drop off areas are needed to help keep students safe from inclement weather. Increase and upgraded playground equipment is needed to meet the state requirement to provide students with 20 minutes of unstructured recess time each day.

Action Steps to Implement

1. Purchase an AED machine
2. Purchase and install covered walkways to portables and car drop off areas
3. Purchase and install playground equipment

Person Responsible Suzanne Mathe (mathes@mygcsd.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

An area of high risk is suspensions (in school and out of school). The Positive Behavior System team will review referrals to create alternative strategies to help lower the number of suspensions.

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.

Bell Elementary School will inform 100% of parents of important school activities. The principal makes weekly Connect Ed phone messages home. Each grade level provides newsletters and/or Remind AP to inform parents of weekly learning and special upcoming activities. The school produces a monthly newsletter to share important information of upcoming activities and mazing happenings with all parents and guardians. The Parent Teacher Organization (PTO) encourages parents to be involved and provides activities throughout the year.

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

The school leadership plans to focus on the social / emotional needs of all students.
Guidance Counselors teach students using Safety Matters Curriculum.
Teachers complete the Universal Screener to identify students in need.
Mental health counselor will visit the school to provide services to students.
All staff members receive Kognito and Mental Health training.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$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: Other: Safety	\$0.00
Total:			\$0.00