

Gilchrist County School District

Bell High School



2021-22 Schoolwide Improvement Plan

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Bell High School

930 S MAIN ST, Bell, FL 32619

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

Demographics

Principal: Brent Douglas

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
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 Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (67%) 2016-17: B (61%)
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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Bell High School

930 S MAIN ST, Bell, FL 32619

<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)
High School 6-12	No	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To serve all students who attend our school with diligence and to educate and build skills to be productive and successful members of our community.

Provide the school's vision statement.

The vision of Bell Middle / High School is: "Student growth at BMS/BHS is the expectation."

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
Barry, Lisa	Principal	

Demographic Information

Principal start date

Monday 7/1/2019, Brent Douglas

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.*

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.*

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

626

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	0	0	0	0	0	0	98	95	92	97	81	91	73	627	
Attendance below 90 percent	0	0	0	0	0	0	12	10	22	0	0	0	0	44	
One or more suspensions	0	0	0	0	0	0	0	3	9	0	0	0	0	12	
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	2	0	0	0	0	0	2	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	9	8	2	9	14	6	3	51	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	4	14	3	20	14	3	0	58	
Number of students with a substantial reading deficiency	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	1	8	7	0	0	0	0	16

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	

Date this data was collected or last updated

Monday 9/27/2021

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	0	0	0	0	0	0	73	77	76	0	0	0	0	226	
Attendance below 90 percent	0	0	0	0	0	0	3	8	11	0	0	0	0	22	
One or more suspensions	0	0	0	0	0	0	1	4	3	0	0	0	0	8	
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	0	0	9	5	6	0	0	0	0	20	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	6	4	7	0	0	0	0	17	

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	1	0	1	0	0	0	0	2

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	

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	0	0	0	0	0	0	73	77	76	0	0	0	0	226	
Attendance below 90 percent	0	0	0	0	0	0	3	8	11	0	0	0	0	22	
One or more suspensions	0	0	0	0	0	0	1	4	3	0	0	0	0	8	
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	0	0	9	5	6	0	0	0	0	20	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	6	4	7	0	0	0	0	17	

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	1	0	1	0	0	0	0	2	

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 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				63%		56%	61%		56%
ELA Learning Gains				58%		51%	56%		53%
ELA Lowest 25th Percentile				49%		42%	49%		44%
Math Achievement				62%		51%	67%		51%
Math Learning Gains				60%		48%	63%		48%
Math Lowest 25th Percentile				61%		45%	55%		45%
Science Achievement				75%		68%	77%		67%
Social Studies Achievement				88%		73%	84%		71%

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
06	2021					
	2019	65%	67%	-2%	54%	11%
Cohort Comparison						
07	2021					
	2019	51%	55%	-4%	52%	-1%
Cohort Comparison		-65%				
08	2021					
	2019	66%	69%	-3%	56%	10%
Cohort Comparison		-51%				
09	2021					
	2019	68%	62%	6%	55%	13%
Cohort Comparison		-66%				
10	2021					
	2019	59%	60%	-1%	53%	6%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	50%	61%	-11%	55%	-5%
Cohort Comparison						
07	2021					
	2019	76%	73%	3%	54%	22%
Cohort Comparison		-50%				
08	2021					
	2019	59%	60%	-1%	46%	13%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	59%	64%	-5%	48%	11%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	85%	0%	67%	18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	85%	6%	71%	20%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	74%	11%	70%	15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	67%	-6%	61%	0%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	61%	-5%	57%	-1%

Grade Level Data Review - Progress Monitoring Assessments

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

Adaptive Progress Monitoring

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	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	38	33	32	36	21	29	71		92	27
ELL	27	55		36	60						
HSP	42	46	50	52	58		64	93		67	
MUL	50	50									
WHT	61	53	50	59	45	33	71	91	62	93	68

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
FRL	50	46	48	51	44	41	63	92	52	86	65
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	24	45	45	38	49	52	33	75		95	50
HSP	42	45		41	58		58	86		45	
MUL	44	40		36	25						
WHT	66	60	48	66	62	64	78	90	72	89	70
FRL	53	55	49	55	54	53	66	86	67	80	58
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	24	38	35	49	55	35	53	56			
HSP	58	51	50	50	61	55	82	73			
MUL	47	59		57	57						
WHT	62	57	48	69	63	53	78	85	59	94	75
FRL	55	54	49	63	62	53	74	80	58	90	76

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	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	45
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	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	62
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	58
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?

While experiencing drops in most categories due to the tremendous challenges of the last few years, BHS remains above the state average in 75% of all categories. Trends that emerge across grade levels include a greater than 10% decrease in Math performance from Math proficiency, learning gains, and lowest quartile performance for the 20-21 school year. This is below the state average in learning gains and lowest quartile categories. ELA has largely plateaued and remained about the same since 18-19, and remains above the state average in all categories. Science achievement has seen a 6% drop, while Social Studies achievement has steadily increased since 18-19 and this year showed a 7% increase at 91%, which is 20% above the state average.

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

Math lowest quartile learning gains was the lowest performing area at 39% proficient in the 20-21 school year. This was also 6% below the state average, and showed a 16% decline since 18-19.

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

Contributing factors are finding strategies and methods of instruction that can continue to close the gap for students with disabilities, attendance, and the challenges brought to our school by the Covid 19 pandemic. There is a hope that the new school year will bring ability to student to be in school without needs to quarantine, and increase absenteeism. Responding to progress monitoring data and remediation efforts for those students that show a need for additional support will be very important.

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

Social Studies achievement by far has shown the most improvement over a three year comparison, and is at 91%, which is a 7% gain over 18-19 and 20% above the state average. Our next best category is ELA lowest quartile at a 3% increase over 2019, and 8% above the state average.

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

Veteran teachers in this area who have consistently brought student engagement and personal growth to the classroom contributes greatly to the success in this area. These teachers have learned how to prepare the students for the EOC's and have adopted a model of continuous improvement that has yielded significant results of annual improvement.

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

This year, our school has brought a new initiative that brings the program Advancement Via Individual Determination (AVID) to our students. In this program, students are identified and are work weekly on identifying places of confusion, and receive tutoring in their most rigorous subjects. They also are taught organizational strategies, as well as effective note taking strategies that can accelerate performance.

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.

Our AVID team of teachers participated in professional development this summer, to help prepare them to implement the program into the school. They were provided lesson plans and complete program materials to help support the students with this new initiative. Math and ELA PLC's occur regularly and the reading coach works with teachers with fidelity checks and to strengthen instructional practice. The new Florida Best Standards will be implemented this year and teachers will receive PD. Classroom management PD has occurred for new and nearly new staff as well.

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

The effort has begun to transition to the Florida Best Standards. Teacher leaders and administrators attending state-wide professional development this summer, and work will continue moving forward. Adaptive Progress Monitoring and I-Ready are used to currently progress monitor, and we are preparing for our final year of required FSA testing, as we transition to a Unified progress monitoring and new baseline for accountability in 2022-2023. A return to accountability will occur in 2023-2024 as new cut scores are established and a Unified progress monitoring tool is utilized.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

While examining sub-group data, our students with disabilities was a low performing sub-group, at 38% proficient in ELA learning gains, and with 33% proficient achieving learning gains in the lowest quartile.

Thus, this is the only sub-group that is below the Every Student Succeeds Act (ESSA) Federal Index threshold of 41% that is used to identify critically low areas in schools. The inability to find successful strategies to assist our students with disabilities could be a contributing factor for the low performance of this sub-group, or lack of differentiation in the classroom.

Measurable Outcome: Our 2021-2022 students with disabilities sub-group will achieve greater than 50% ELA and Math proficiency, and 50% learning gains in ELA and Math for the new school year.

Monitoring: Classroom walkthroughs, use of the Marzano evaluation system, progress monitoring through I-Ready and APM will all be used to examine progress that is being used through the year. A tutoring program was utilized in the spring of the last school year, and is being considered for the 2021-2022 school year.

Person responsible for monitoring outcome:

Lisa Barry (barryl@mygcsd.org)

Evidence-based Strategy:

State and clarify learning goals, monitor for student understanding, and give feedback to students regularly. In addition, allowing for repeated practice, create opportunities for peer-to-peer learning, and allowing additional time to learn difficult concepts are all strategies that will be used with the sub-group to increase success.

Rationale for Evidence-based Strategy:

Research was conducted to identify the most successful learning strategies that can provide additional support to students. The strategies listed above are powerful learning strategies that can impact student success and performance.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	FSA 2020 performance data shows that ELA proficiency and learning gains has dropped by 2% and 4% respectively over a three year period of time.
Measurable Outcome:	The intended outcome of this improvement activity is to increase ELA achievement to 70%, ELA learning gains to 70%, and lowest-quartile proficiency to 60%.
Monitoring:	I-ready and APM progress monitoring will be utilized. Gilchrist Writes will be used to monitor writing proficiency and gains.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers will be trained on the use of high yield teaching strategies to increase academic rigor in the classroom to promote student growth and achievement for all students, especially those in the lowest quartile. The GCSD Coordinator of Instruction Support will provide assistance to reading and ELA teachers in planning and implementing rigorous unit plans. Core Connections PLC's will model teaching strategies and lessons in middle and high school classes. Teachers and students will receive additional support in the classrooms with support facilitators and the reading coach. Support facilitators will co-teach/assist in middle and high school ELA classrooms specifically targeting students in the lowest quartile.
Rationale for Evidence-based Strategy:	Use of high-yield instructional strategies is use of proven methods that impact students. Extensive study in the past years has helped educators learn the best and most likely ways to impact student learning, and helped educators learn what typically has lower impact. Teaching at the required level of rigor is critical for high performance of state assessments. Core Connections will help with this area. Providing extra support for students with disabilities is proven to impact overall student performance, Smart use of personnel and resources will positively impact this area. Use of IReady and other curriculum supports is expected to bring overall proficiency and learning gains improvement.

Action Steps to Implement

Use of high-yield instructional strategies. Increase of academic rigor to promote student growth. Core Connections Professional development will be used across grade levels. Use of the reading coach to bring research-based instructional methods to classrooms.

Person Responsible Lisa Barry (barryl@mygcsd.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	When examining the 2021 FSA school-wide Math data, overall proficiency is down 10% over a three year period, and Math learning gains are down 17% over a three year period. In addition, Math learning gains for the lowest quartile is down 16% over a three year period, and BHS is below the state average in both learning gains and lowest quartile learning gains.
Measurable Outcome:	The intended outcome of this improvement activity is to increase Math achievement to 70%, Math learning gains to 70%, and lowest-quartile proficiency to 65%.
Monitoring:	I-Ready and APM will be used to measure progress at numerous points during the school year.
Person responsible for monitoring outcome:	Lisa Barry (barryl@mygcsd.org)
Evidence-based Strategy:	Teachers will be provided with opportunities to review and adjust curriculum maps which will include resources for the teachers to use throughout the year. These resources will include technology resources (MS iReady, Canvas, Khan Academy) which teachers may use to remediate and enrich students according to their needs. Teachers will continue their training in best practices to provide strategies that meet student needs. Math teachers will have year three of implementing the new textbook and curriculum materials in math instruction. Administration will work closely with the guidance department to create a schedule that will provide teachers/students with the extra support needed for students requiring support facilitation, as well as those identified in the lowest quartile. A schedule will be created for middle school MTSS and IReady to be utilized.
Rationale for Evidence-based Strategy:	Administration will be monitoring lesson plans and will have classroom walkthroughs periodically. Teachers will sign in to all professional development and PLCs. Curriculum Maps, learning goals and scales will be completed prior to the beginning of each course. Monthly consults with ESE teachers will monitor students with disabilities.

Action Steps to Implement

1. The district will have a second year of implementation K-12 textbook for math.
2. Teachers will participate in the Math PLC, and receive training on the Math Best Standards.
3. The Math team will focus on research-based instructional strategies that produce the best outcomes for students with disabilities.

Person Responsible Lisa Barry (barryl@mygcsd.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Examination of 2021 FSA data shows that overall science proficiency remains above 70% and above the state average. However, it has in fact been a 6% decline at BHS over a three year period.
Measurable Outcome:	90% of the science students will score at or above proficiency on the statewide science exams.
Monitoring:	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Students are taught intensive reading strategies to increase the ability to comprehend difficult text and to improve overall reading ability. Target learning goals provide students with guidance toward mastery of the standards and benchmarks. For students to have a probability of high success on the standardized test, there must be time built into the instructional days to review content that has been taught in the past. Standards that are exclusively taught in grades six and seven, and are not naturally spiraled back through the 8th grade curriculum, can be targeted for mastery.
Rationale for Evidence-based Strategy:	The 8th grade curriculum maps note that March is the completion of the initial teaching of the 8th grade benchmarks and standards. The month of April and first week of May is dedicated to reteaching and enrichment of the 6-8 NGSSS in preparation of the state test in May.

Action Steps to Implement

1. Continue with successful instructional strategies utilized in the Biology EOC area.
2. Use the 8th grade curriculum maps to ensure coverage of required material.
3. Dedicate time to review and enrichment of 6th-7th grade tested science standards.
4. Use of research-based instructional strategies in the Science classrooms.

Person Responsible Lisa Barry (barryl@mygcsd.org)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: In 2021, Bell Middle/High School Socials Studies Department earned a combined proficiency rate of 91% on the End of Course Exam in 7th Grade Civics and 11th Grade U.S. History, a four point improvement over the previous year.

Measurable Outcome: Overall Social Studies achievement will remain at above 90% proficiency.

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Teachers in the Social Studies Department will continue to implement and use high yield instructional and research-based teaching methods that bring high student engagement and result in strong student performance.

Rationale for Evidence-based Strategy: Use of high-yield and research-based instructional strategies have proven track records. Tremendous nation-wide studies have shown that students have greater pathways to success when the strategies used by teachers give students a greater likelihood for learning to occur. Some traditional strategies have also been shown to have little impact on student learning, but have been utilized in classrooms for decades. Having awareness and understanding of brain-based high impact strategies will bring greater achievement to the students.

Action Steps to Implement

1. Use of curriculum maps to ensure coverage of instructional standards during the year.
2. Use of high-yield, research based instructional strategies.
3. Engage students with curriculum through well-planned units and lessons.
4. Monitor student understanding through formative and summative assessments.
5. Adjust instruction using data-based decision making to ensure mastery of standards.

Person Responsible Lisa Barry (barryl@mygcsd.org)

#6. Instructional Practice specifically relating to Career & Technical Education

Area of Focus	Students should be able to connect current curriculum with future opportunities in CTE fields. By receiving program participation credit, upon graduation students are able to enter the workforce earlier than peers.
Description and Rationale:	
Measurable Outcome:	90% of CJ students will complete industry certification in the 911 dispatch operation. 90% of Agriculture students will receive industry certifications in Foundations and/or Agricultural Mechanics. 90% of Health Academy students will receive industry certification in CNA, EKG, EMT, or other offered courses.
Monitoring:	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Provide engaging learning environment that offers real-world opportunities for the future. Ensure that a cross curriculum approach is used especially with ELA and math. Extensive use of technology especially as it applies to CTE areas will be utilized, along with high quality course curriculum. Use of guest speakers and subject matter experts from the local community will help with student engagement and interest.
Rationale for Evidence-based Strategy:	To encourage students to be able to enter the workforce earlier than peers and to teach a sense of responsibility in serving and giving back to community.

Action Steps to Implement

No action steps were entered for this area of focus

#7. Instructional Practice specifically relating to Career & Technical Education

Area of Focus	Students should be able to connect current curriculum with future opportunities in CTE fields. By receiving program participation credit, upon graduation students are able to enter the workforce earlier than peers.
Description and Rationale:	
Measurable Outcome:	90% of CJ students will complete industry certification in the 911 dispatch operation. 90% of Agriculture students will receive industry certifications in Foundations and/or Agricultural Mechanics. 90% of Health Academy students will receive industry certification in CNA, EKG, EMT, or other offered courses.
Monitoring:	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Provide engaging learning environment that offers real-world opportunities for the future. Ensure that a cross curriculum approach is used especially with ELA and math. Extensive use of technology especially as it applies to CTE areas will be utilized, along with high quality course curriculum. Use of guest speakers and subject matter experts from the local community will help with student engagement and interest.
Rationale for Evidence-based Strategy:	To encourage students to be able to enter the workforce earlier than peers and to teach a sense of responsibility in serving and giving back to community.

Action Steps to Implement

1. High quality lesson planning utilized in each CTE area.
2. Use of high quality curriculum and materials to prepare each student.
3. Use of research-based instructional materials for high engagement of students.
4. Use of hands-on active learning approaches in each CTE area.
5. Use data to determine if all students are prepared for successful completion.

Person Responsible Lisa Barry (barryl@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.

BHS reported 1.5 incidents per 100 students which is ranked "very low" as compared with other high schools across the state. The reported incidents were for the categories of violent incidents, property incidents, and drug/public order incidents. The total reported suspensions for BHS ranked #204 of 505 statewide schools which was classified in the middle. Total suspensions has been trending downward over a six year period. Primary areas of concern for the upcoming school year are disrespect and insubordination, and our PBS program will seek to recognize great performance for students behaviorally. Our school culture and environment will be monitored through discipline data on Skyward, and will be regularly reviewed by administration and our faculty. Our PBS team, which has not met regularly due to the disruption caused to schools by the Covid 19 pandemic, will resume this year. Our middle grades PBS programs will continue as they have been in operation for several years with good success in reducing problem behaviors in the classroom while recognizing great performance.

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 year begins with an Open House where parents and students are encouraged to attend to receive schedules and meet the faculty and staff. Teachers use the Skyward internet system to record and track grades for parents to have continual access to student's academic progress at anytime. Progress reports are sent home at the mid quarter period and report cards are sent home quarterly for parents to stay informed of their child's progress. Parents are asked to participate in school surveys that focus on school involvement and improvement.

The principal provides regular School Messenger phone calls home to inform families of upcoming activities and events. Many teachers use an electronic remind system for parents and students to assist with homework and upcoming class events. Also, teachers use the district web page "fusion" for students and parents to interact with daily and for homework activities/assignments, and new this year will be the online Canvas system for classrooms. Academies and extra curricular activities foster parent involvement while building the

foundation for our students to become contributing citizens of our community. For the new year, we will use the official GCSD app to electronically provide information and to positively promote the great things that are happening at our school.

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

Working with stakeholders play a key role for successful schools. Our school advisory council is one way that other stakeholders are involved in the school improvement effort. Within this committee, over 50% of the committee members are non-GCSD employees, and is a great way to consult with others regarding our school mission and school improvement.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
Total:			\$0.00