

Pinellas County Schools

Belleair Elementary School



2019-20 School Improvement Plan

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Belleair Elementary School

1156 LAKEVIEW RD, Clearwater, FL 33756

<http://www.belleair-es.pinellas.k12.fl.us>

Demographics

Principal: Tabitha Griffin Y

Start Date for this Principal: 7/1/2019

2018-19 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: B 2014-15: D 2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I

* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Belleair Elementary School's mission is to provide a safe learning environment and create lifelong learners who achieve at least a year or more of growth.

Provide the school's vision statement

100% Student Success ~ Each and every scholar makes at least a year of learning gains

School Leadership Team

Membership

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

Name	Title
Austin, Kelly	Principal
Principal	
Kelly, Renee	Assistant Principal
Assistant Principal	
Morehouse, Michelle	Guidance Counselor
Guidance Counselor	
DeLong, Erin	Teacher, K-12
Teacher, K-12	
Albritton, Tracy	Teacher, K-12
Teacher, K-12	
Collins, Camilla	Teacher, K-12
Teacher, K-12	
Rubino, Ramona	Teacher, K-12
Teacher, K-12	
Moses, Jami	Teacher, K-12
Teacher, K-12	
Faraone, Amanda	Teacher, K-12
Teacher, K-12	
Santana, Christine	Teacher, K-12
Teacher, K-12	
Miller-First, Michael	Instructional Coach
Instructional Coach	
Valentine, Deborah	Instructional Coach
Instructional Coach	

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	77	93	90	89	88	0	0	0	0	0	0	0	498
Attendance below 90 percent	1	15	20	12	15	14	0	0	0	0	0	0	0	77
One or more suspensions	4	4	1	3	13	0	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	2	27	32	0	0	0	0	0	0	0	61

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	2	1	9	13	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	2	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	

FTE units allocated to school (total number of teacher units)

28

Date this data was collected or last updated

Monday 7/8/2019

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	28	21	29	22	23	0	0	0	0	0	0	0	145
One or more suspensions	5	3	3	6	15	13	0	0	0	0	0	0	0	45
Course failure in ELA or Math	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	29	31	31	0	0	0	0	0	0	0	91

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	10	8	10	0	0	0	0	0	0	0	28

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	54%	57%	36%	50%	56%
ELA Learning Gains	56%	59%	58%	43%	47%	55%
ELA Lowest 25th Percentile	54%	54%	53%	40%	40%	48%
Math Achievement	63%	61%	63%	54%	61%	62%
Math Learning Gains	62%	61%	62%	53%	56%	59%
Math Lowest 25th Percentile	51%	48%	51%	55%	42%	47%
Science Achievement	31%	53%	53%	50%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	61 (0)	77 (0)	93 (0)	90 (0)	89 (0)	88 (0)	498 (0)
Attendance below 90 percent	1 (0)	15 (0)	20 (0)	12 (0)	15 (0)	14 (0)	77 (0)
One or more suspensions	4 (0)	4 (0)	1 (0)	3 (0)	13 (0)	0 (0)	25 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	3 (0)	6 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (0)	27 (0)	32 (0)	61 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	56%	-22%	58%	-24%
	2018	44%	53%	-9%	57%	-13%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	41%	56%	-15%	58%	-17%
	2018	29%	51%	-22%	56%	-27%
Same Grade Comparison		12%				
Cohort Comparison		-3%				
05	2019	40%	54%	-14%	56%	-16%
	2018	37%	50%	-13%	55%	-18%
Same Grade Comparison		3%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	62%	4%	62%	4%
	2018	53%	62%	-9%	62%	-9%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	54%	64%	-10%	64%	-10%
	2018	49%	62%	-13%	62%	-13%
Same Grade Comparison		5%				
Cohort Comparison		1%				
05	2019	59%	60%	-1%	60%	-1%
	2018	55%	61%	-6%	61%	-6%
Same Grade Comparison		4%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	54%	-23%	53%	-22%
	2018	51%	57%	-6%	55%	-4%
Same Grade Comparison		-20%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	41	36	51	56	57	12				
ELL	39	55	50	68	64	69	24				
BLK	28	40	33	41	56	45	14				
HSP	42	57	50	69	64	57	36				
WHT	44	86		77	70		36				
FRL	37	56	50	63	63	52	32				

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 2015-16	C & C Accel 2015-16
SWD	16	24	33	37	38	40					
ELL	31	42	36	55	51	58	35				
BLK	38	45	45	46	49	57	50				
HSP	38	45	38	59	53	57	51				
WHT	28	27		53	50						
FRL	36	41	35	51	51	53	51				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
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	70
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Analysis

Data Reflection

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

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

ELA Proficiency is at 38%. While this is a 2 point increase from the previous year, we would like to see the proficiency increase to over 50%. In addition, our ELA Proficiency has been our lowest percentage in a three year trend. We had a large number of students who earned a Level 2. This is partly good news in that the number of students earning a Level 1 is decreasing. Therefore, we are seeing gains in students ELA scores but not enough to meet proficiency. The other concerning data component is with the black subgroup. This subgroup declined in ESSA index from 47% to 37% over the last school year.

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

Science showed the greatest decline going from the prior year at 51% to 31%, a 20 point drop. One contributing factor may be the loss of our science coach for the 18/19 school year. In addition, it is unclear if the science block was done to fidelity in third and fourth grades. Also, the science assessment was day 5 and 6 of a long week of testing for 5th graders.

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

When compared to the state average, 3rd grade ELA proficiency shows the biggest gap with 24 points. One contributing factor is that students struggle with stamina. Also, the various type of questions and answer choices may have confused students.

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

The data component showing the most improvement was 3rd grade math with a 13 point increase from the year prior. One of the biggest actions was the work our teacher leaders did with their colleagues. These leaders were part of the district's cohort in math leadership. They provided PD on lesson planning and delivery as well as how to differentiate within the math block. Also, learning walks and fish bowl lessons were provided.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential area of concern are attendance and number Level of 1s. However, the attendance has dropped by 47% and Level 1's has dropped by 33%, indicating a positive trend.

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

1. Increase ELA Proficiency in grades K - 5
2. Increase our percentage of Level 2 ELA to Level 3 - 5.
3. Increase science proficiency
4. Continue to maintain and grow the LG and L25 LG for both ELA and Math
5. Increase proficiency in black subgroup for ELA and Math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 38%, as evidenced in 2018 - 2019 ELA FSA. 2. We expect our performance level to be 50% by May 2020. 3. The problem/gap is occurring because students need to increase their stamina and comprehension (background knowledge and vocabulary) in literacy (writing and reading). 4. If students increased their stamina and comprehension (background knowledge and vocabulary), the problem would be reduced by 12%.
State the measureable outcome the school plans to achieve	<p>The percent of all students achieving ELA proficiency will increase from 38% to 50%, as measured by MAP and/or FSA ELA 2019 - 2020.</p> <p>The percent of all students making reading gains will increase from 56% to 60% as measured by MAP and/or FSA ELA.</p> <p>The percent of L25 students making reading gains will increase from 54% to 60% as measured by MAP and/or FSA ELA.</p>
Person responsible for monitoring outcome	Kelly Austin (austink@pcsb.org)
Evidence-based Strategy	<p>Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback.</p> <p>Regularly assess (formally and informally) and analyze data in PLC's to inform instruction in whole group, small group, as well as one-to-one instruction.</p>
Rationale for Evidence-based Strategy	<p>38% of students are meeting proficiency in ELA according to FSA and/or MAP. While learning gains are increasing, a focus in our classrooms needs to be on student-centered learning with rigor. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text and apply foundational skills, with high quality feedback and opportunities to use that feedback. The feedback cannot occur with out regularly assessing students and planning for differentiated instruction to meet the needs of all learners.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Core curriculum is planned with the end result in mind: mastering the standard(s) of the unit. 2. Explicit planning occurs for subgroups of students based on need within the core block. For example, with ELL, we will use the can do descriptors and model performance indicators within the planning. 3. Instruction occurs with student-centered learning as the bulk of the literacy block. The teacher acts as the facilitator. 4. Formal or informal assessments are standards-based and built in after each learning target within the unit. 5. Teachers analyze the results of the assessments and plan for differentiated instruction based on the results. 6. Instruction occurs for whole group, small group, and one-to-one based on the results of the assessments. 7. Intervention time will be used to front load standards/spiral review to

scholars who are struggling academically ensuring the standards are aligned to what they are learning in the core.

8. Identified students based on data will be double dipped during intervention with JRGR, LLI, IRLA

9. Data Chat folders will be utilized and teacher, administrator, and student conferences will be held.

10. Teachers will embed the 6 M's into daily lessons.

**Person
Responsible**

Kelly Austin (austink@pcsb.org)

#2	
Title	Math Goal
Rationale	<p>1. Our current level of performance is 63%, as evidence in the 2018 - 2019 FSA Mathematics.</p> <p>2. We expect our performance level to be 70% by May 2020.</p> <p>3. The problem/gap is occurring because tasks are not differentiated and varied to meet individual scholar needs and do not meet the complexity of the standards.</p> <p>4. If we provide a variety of tasks that are aligned to the complexity of the standard, differentiated to meet the needs of individual scholars, and make their thinking public, the problem would be reduced by 7%.</p>
State the measureable outcome the school plans to achieve	<p>The percent of all students achieving math proficiency will increase from 63% to 70%, as measured by FSA and MAP .</p> <p>The percent of all students making gains will increase from 62% to 65%, as measured by FSA and MAP.</p> <p>The percent of all L25 students making gains will increase from 51% to 55% as measured by FSA and MAP.</p>
Person responsible for monitoring outcome	<p>Kelly Austin (austink@pcsb.org)</p> <p>Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.</p>
Evidence-based Strategy	<p>Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</p> <p>Regularly assess (formally and informally) and analyze data in PLC's to inform instruction in whole group, small group, as well as one-to-one instruction.</p>
Rationale for Evidence-based Strategy	<p>Three year trend data shows solid gains in proficiency and learning gains. More targeted and differentiated instruction is needed in order to continue the upward trend. The staff has increased knowledge of productive struggle and this has shown to be helpful. They are ready to refine the Monitor-Question-Feedback process within their classrooms.</p>
Action Step	
Description	<p>1. Teachers will attend the new curriculum sessions (Day 1 and 2).</p> <p>2. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance by using the Monitor-Question-Feedback Process.</p> <p>3. Teachers implement daily Number Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc.) at the start of the math block to increase number sense and flexibility.</p> <p>4. Teachers will immerse students in discussions by making connections to students' concepts and work by attaching vocabulary to learning.</p> <p>5. Teachers will include CRT in daily instruction (6 M's).</p> <p>6. Formal or informal assessments are standards-based and built in after each learning target within the unit.</p>

7. Teachers analyze the results of the assessments and plan for differentiated instruction based on the results.
8. Instruction occurs for whole group, small group, and one-to-one based on the results of the assessments.
9. Data Chat folders will be utilized and teacher, administrator, and student conferences will be held.
10. Continue PD with math cohort leaders on effective teaching practices (NCTM) and high cognitive demand tasks with video analysis and anticipation of common responses.

**Person
Responsible**

Christine Santana (santanac@pcsb.org)

#3	
Title	Science Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 31%, as evidenced in 2018 - 2019 SSA. 2. We expect our performance level to be 51% by SSA. 3. The problem/gap is occurring because Science vocabulary and the Nature of Science is not being explicitly taught in all grade levels. 4. If we consistently implement vocabulary instruction and establish routine practice of the 10-70-20 instructional model for students, the problem would be reduced by 21%.
State the measureable outcome the school plans to achieve	The percent of 5th grade students achieving science proficiency will increase from 31% to 51%, as measured by FSA Science.
Person responsible for monitoring outcome	[no one identified]
	Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic Assessment.
Evidence-based Strategy	<p>Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1 - 5.</p> <p>Regularly assess (formally and informally) and analyze data in PLC's to inform instruction in whole group, small group, as well as one-to-one instruction.</p>
Rationale for Evidence-based Strategy	Due to the 20 point decrease in proficiency of our 5th grade scholars more monitoring of the 10-70-20 model of instruction is needed in all grade levels. An emphasis also needs to be placed on the use of the review plan based on the diagnostic assessment and cycle data. This data needs to be used and a plan needs to be implemented with fidelity in order for mastery of the standards to occur.
Action Step	
Description	<ol style="list-style-type: none"> 1. Core curriculum is planned with the end result in mind: mastering the standard(s) of the unit. 2. Formal (unit assessments in Unify) or informal assessments are standards-based and built in after each learning target within the unit. 3. Use of assessment posters through each unit will be posted on the wall and students will make connections to the daily task. 4. Teachers analyze the results of the assessments and plan for differentiated instruction based on the results. 5. Instruction occurs for whole group, small group, and one-to-one based on the results of the assessments. 6. Data Chat folders will be utilized and teacher, administrator, and student conferences will be held. 7. Develop and implement an instructional review plan of academic vocabulary gaming and ongoing support in with 3rd and 4th grade standards. 8. The LMT will provide standards-based makers space sessions with all 5th

grade classes.

9. The 6 M's will be infused into daily science lessons.

Person Responsible Renee Kelly (kellyre@pcsb.org)

#4

Title Bridging the Gap Plan

Rationale

1. Our current level of performance is 26% ELA and 37% Math and 64% of referrals were generated by our Black students, as evidenced in FSA scores and School Profiles Report from the 2018-2019 school year.
2. We expect our performance level to be 50% in ELA and 70% in Math and 30% of referrals generated by our Black students by May 2020.
3. The problem/gap is occurring because there is a lack of implementation of culturally relevant practices and strong implementation of PBIS and Restorative Practices.
4. If culturally relevant teaching practices were implemented with fidelity and a strong implementation of PBIS and restorative practices, ELA proficiency will increase by 13%, Math proficiency will improve by 33% and referrals received by Black students will decrease by 34%

State the measureable outcome the school plans to achieve

1. The percent of black students achieving ELA proficiency will increase from 26% to 50% as measured by FSA.
2. The percent of black students achieving Math proficiency will increase from 37% to 50% as measured by FSA.
3. The percent of black students receiving referrals will decrease from 64% to 30% as measured by School Profiles Report.

Person responsible for monitoring outcome

Kelly Austin (austink@pcsb.org)

Evidence-based Strategy

Increase staff awareness in cultural sensitivity and how to implement best practices in the classroom.

Rationale for Evidence-based Strategy

This strategy was chosen due to the black achievement gap in ELA and Math, and the discipline disparity in referral data.

Action Step

Description

1. Provide CPI Level 1 training.
2. Provide the 6 M's training with Mary Conage
3. Monitor that the 6 M's are being planned for and utilized in the classroom daily within all content areas.
4. Increase culturally relevant books for classroom libraries.
5. SBLT will monitor the black subgroup in academics and behavior and make changes as needed to meet the needs of this subgroup.
6. Monitor ELP to ensure black subgroup are invited and attend.

Person Responsible

Michael Miller-First (miller-firstm@pcsb.org)

#5	
Title	School Climate/Conditions for Learning
Rationale	<p>1. Our current level of performance in school-wide behavior is 80 referrals generated by 7% of the students. We expect our performance level to be 4% by May 2020.</p> <p>2. The problem/gap in behavior performance is occurring because there is a lack of culturally relevant engagement strategies being utilized continually in all classrooms. In addition, PBIS needs to be relaunched and seamlessly utilized with restorative practices and social emotional learning.</p> <p>3. If additional and continuous training in culturally relevant engagement strategies and PBIS/RP/SEL would occur, the problem would be reduced by 3% as evidenced by School's Profile Behavioral Data.</p> <p>4. We will analyze and review our data for effective implementation of our strategies monthly at SBLT and at faculty meetings.</p>
State the measureable outcome the school plans to achieve	The percent of students receiving referrals will decrease from 7% to 4%, as measured by Schools Profile Referral Data.
Person responsible for monitoring outcome	Michael Miller-First (miller-firstm@pcsb.org)
Evidence-based Strategy	Strengthen the implementation and fidelity of PBIS/RP/SEL and communicate high expectations for EACH student.
Rationale for Evidence-based Strategy	The use of PBIS decreased as restorative practices was implemented. In order to develop the right conditions for achievement and success for ALL students, PBIS, RP, and SEL needed to be intertwined as one entity.
Action Step	
Description	<p>1. Revitalize Belleair's PBIS with RP elements as stated on the PCS Tier 1 Stoic Walkthrough document.</p> <p>2. Leadership team will attend the "Developing the Right Conditions for Achievement and Success" (summer).</p> <p>3. PD plan will be calendared and dedicated to PBIS/RP/SEL.</p> <p>4. Daily circles (morning meetings) to launch the day will be non-negotiable.</p> <p>5. Restorative Practice questions will be added to incident reports that teachers turn in to administration.</p> <p>6. A new tracking system will be developed to better identify students with high behavior needs in order for a plan of action to be implemented quicker to meet his/her needs.</p> <p>7. Monitor and support staff for implementation with fidelity.</p> <p>8. Define expectations for utilizing and rewarding students with Tiger Bucks, Tiger Roars, and Tiger of the Month to ensure consistent use.</p>
Person Responsible	Michael Miller-First (miller-firstm@pcsb.org)

#6	
Title	Attendance
Rationale	<ol style="list-style-type: none"> 1. Our current attendance rate is 95%. We expect our performance level to be 97% by May 2020 school year. 2. The problem/gap in attendance is occurring because parents are unaware of the multiple ways to report absences and the importance of daily attendance. 3. If parent education on the importance of daily attendance and the ways to report absences, as well as improvement in communication between classroom teachers and the Child Study Team would occur, the problem would be reduced by 2%. 4. We will analyze and review our data for effective implementation of our strategies by meeting with the Child Study Team, and the SBLT to review processes and implementation three times per year to see if the percentage of absences decreased .
State the measureable outcome the school plans to achieve	The percent of all students who are absent 10% or more will decrease from 23% to 10%, as measured by attendance dashboard in School Profiles.
Person responsible for monitoring outcome	Michelle Morehouse (morehousem@pcsb.org)
Evidence-based Strategy	Strengthening the attendance problem solving process to address and support the needs of students across all Tiers on an on-going basis.
Rationale for Evidence-based Strategy	Parents/students need to more educated on the importance of daily attendance and being on time at the elementary level as it sets them up for greater success at the secondary level.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review attendance taking process, attendance and academic data correlation and school-wide strategies for positive attendance with all families and staff. 2. Include attendance message on the office incoming message to include no early dismissal or dismissal changes 30 minutes prior to school release. 3. Implement perfect attendance incentive programs where students receive no uniform passes for a specified date each marking period. 4. Engage students and families in daily attendance notes (attendance label) to send home with students for parents to provide documentation for their child's absence and decrease the number of pending absences. 5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 8. Ensure that all staff indicate on the report card box that a student has loss of instructional time due to excessive absences/tardies if a student

misses more than 5 days per marking period.
9. Include attendance data in school newsletter.

**Person
Responsible**

Michelle Morehouse (morehousem@pcsb.org)

#7

Title	Family and Community Engagement
Rationale	<p>According to our Title I Parent Survey, the following challenges prevent them from being more involved at the school:</p> <p>Work schedule: 61%</p> <p>Lack of transportation: 28%</p> <p>No childcare: 24%</p> <p>Language barrier: 26%</p> <p>Don't feel welcome at the school: 19%</p>
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	Camilla Collins (collinscam@pcsb.org)
Evidence-based Strategy	Effectively communicate and build relationships with families about their students' progress and school processes/practices including academic tools that support family involvement at home, with the idea that we are a partnership and encourage their involvement.
Rationale for Evidence-based Strategy	There are a variety of challenges that parents have expressed keeping them from being more involved with the school: work schedules, lack of transportation, childcare, language barrier, and not feeling welcome at the school.
Action Step	
Description	<ol style="list-style-type: none"> 1. Each teacher will make a positive, welcome call to every family within the first 2 week of school (inviting them to Open House). 2. Belleair's Best (January) to discuss student progress mid-year/ scheduled phone and/or face to face parent and teacher conference. 3. Educate parents through a flyer, Open House information (accessing Portal to check grades, updating parent contact information, parent/ teacher data chats). 4. Additional comments on report cards regarding specific MAP scores and attendance. 5. Kindergarten report card - translated in Spanish so it is more understandable for our ELL population 6. Streamline family engagement efforts that are result-oriented (linked to learning), by confirming families practice new tips or tools during the training; learn new tips to support their child a home; share knowledge about their child with teacher. 7. Provide academic workshops (Face-to-Face; Webinars) for parents to increase student support at home. 8. Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals. 9. Utilize focus groups to gather parents and family input for development of school improvement.

Person Responsible

Camilla Collins (collinscam@pcsb.org)

#8**Title**

Healthy Schools

Rationale

1. Our current level of performance is 6 out of 6 modules in bronze, as evidenced in the Healthy Schools Alliance, Generation, Healthy Schools Program Framework. .
2. We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold by May 2020.
3. The problem/gap is occurring because the school fund raiser options and food sold in the cafeteria does not adhere to smart snack guidelines.
4. If the sale of our healthy school team can monitor the implementation of administrative guidelines for wellness would occur, the problem would be reduced and our level of performance will increase to Silver.

State the measureable outcome the school plans to achieve

Our school will be eligible in 6 out of 6 modules for bronze/silver/gold recognition by May 2020 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

Person responsible for monitoring outcome

Ramona Rubino (rubinor@pcsb.org)

Evidence-based Strategy

Ensure all school fundraisers include useful and/or healthy products. Sell food in the cafeteria that adheres to smart snack guidelines.

Rationale for Evidence-based Strategy

The obesity rate of children in America has gone up over the years and is at close to 20%. This program's goal should be to build the skills and knowledge that all students need to foster lifelong habits of healthy eating and physical activity.

Action Step**Description**

1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.
2. Attend district-supported professional development
3. Complete Healthy Schools Program Assessment
4. Complete the SMART Snacks in School Documentation
5. Students will have opportunity to participate in the "morning mile club" before school.
6. We will have a Girls on the Run club.

Person Responsible

Ramona Rubino (rubinor@pcsb.org)

#9

Title	ESE Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 42%, as evidenced in 2018 - 2019 ELA FSA. 2. We expect our performance level to be 50% by May 2020. 3. The problem/gap is occurring because there is a foundational literacy gap. 4. If students increased their foundational literacy gap, the problem would be reduced by 8%.
State the measureable outcome the school plans to achieve	<p>The percent of all ESE students achieving ELA proficiency will increase from 42% to 50%, as measured by MAP and/or FSA ELA 2019 - 2020.</p> <p>The percent of all students making reading gains will increase from 41% to 50% as measured by MAP and/or FSA ELA.</p> <p>The percent of L25 students making reading gains will increase from 36% to 50% as measured by MAP and/or FSA ELA.</p>
Person responsible for monitoring outcome	Renee Kelly (kellyre@pcsb.org)
Evidence-based Strategy	Students requiring ESE services work toward mastery of meaningful IEP goals, while also learning the foundational skills they need to engage in rigorous, grade level content, in the least restrictive environment.
Rationale for Evidence-based Strategy	Our ESE students are lagging in their learning gains, particularly the L25 subgroup.
Action Step	
Description	<ol style="list-style-type: none"> 1. ESE teachers co-plan with the general education teacher to differentiate instruction and support delivery of services. 2. Students will be double-dipped during the Power Hour: IRLA Foundational Kits and JRGR/LLI 3. Side-by-side coaching with a district ESE coach
Person Responsible	Renee Kelly (kellyre@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

n/a

Part V: Budget

1	III.A	Areas of Focus: ELA/Reading Goal				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0371 - Belleair Elementary School			\$750.00

			Notes: TDE Subs for PD			
2	III.A	Areas of Focus: Math Goal				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	0371 - Belleair Elementary School			\$750.00
			Notes: \$750.00 TDE's for substitutes for Math PD			
3	III.A	Areas of Focus: Science Goal				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	0371 - Belleair Elementary School	School Improvement Funds		\$500.00
			Notes: TDE for subs			
4	III.A	Areas of Focus: Bridging the Gap Plan				\$0.00
5	III.A	Areas of Focus: School Climate/Conditions for Learning				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	0371 - Belleair Elementary School	School Improvement Funds		\$1,000.00
			Notes: *Substitutes for TDE to support 6 M's training			
6	III.A	Areas of Focus: Attendance				\$0.00
7	III.A	Areas of Focus: Family and Community Engagement				\$0.00
8	III.A	Areas of Focus: Healthy Schools				\$0.00
9	III.A	Areas of Focus: ESE Goal				\$0.00
Total:						\$3,000.00