Bossier Parish School System

Schoolwide Improvement Plan
Bellaire Elementary School

PK - 3rd Grade

1310 Bellaire Blvd.

Bossier City, LA 71112

Mrs. Alyshia Coulson, Principal

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SY: 2021-2023

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Louisiana Department of Education: Believe to Achieve – Educational Priorities

1. Students enter Kindergarten ready
2. Students will achieve mastery level on third-grade assessments and enter fourth grade prepared for grade-level content
3. Students will achieve mastery level on eighth-grade assessments and enter ninth grade prepared for grade-level content
4. Students will graduate on time
5. Graduates will graduate with a college and/or career credential
6. Graduate eligible for a TOPS award

District Vision and Mission Statement

Vision: Win the Day; Every Student, Every Way

Mission: We EMPOWER All Through...Engagement | Motivation | Purpose | Opportunities | Welcoming | Excellence | Relationships

School Vision and Mission Statement

Vision: To provide our students with the best lower elementary education possible in order to create a foundation for life-long learning.

Mission: To inspire all students to reach their maximum potential through rigorous curriculum and assessments, PBIS expectations, a variety of teaching strategies, and enrichment opportunities.

Schoolwide Plan Assurances

- The plan referenced in the Schoolwide Plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parent/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.
- I hereby certify that this plan contains the three required components as mandated by Every Student Succeeds Act:
  o Element 1: Evidence of the use of a comprehensive needs assessment. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; English Learners (ELs) and migrant students.
  o Element 2: Evidence of the use of strategies for improvement. Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will:
    • provide opportunities for all children including each subgroup of students, to meet state standards,
    • use effective methods and instructional strategies that strengthen the academic program,
    • increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education, and
    • include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.
  o Element 3: Evidence of student support services: ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results.

- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Alyshia Coulson (Nov 11, 2021 15:21 CST)	Principal	Nov 11, 2021 Date
Nichole Bourgeois (Nov 11, 2021 16:14 CST)	Director of Federal Programs	Nov 11, 2021 Date
Mitch Downey (Nov 11, 2021 17:04 CST)	Superintendent	Nov 11, 2021 Date

1.1 Family and Stakeholder Involvement (required element)

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response: We created a powerpoint comparing our overall SPS, overall mastery & above percentages, and the subgroup mastery and above percentages for the 2018-2021 school years. This information was sent to all parents through SchoolMessenger in September of 2021. All subsequent feedback was considered in the creation of the Bellaire School Improvement Plan. All feedback we received was in support of our goals, objectives, and future plans. No additional suggestions were provided.

Comprehensive Needs Assessment – Sample Data Collection

Data Type / Stakeholder	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Administrators		● Administrator Questionnaire and/or Interview	● Attendance Data	● Demographic Data
Teachers		● Faculty Survey ● Teacher Questionnaire and/or Interview ● Faculty Focus Group	● Classroom Observations ● Attendance Data	● Demographic Data
Students	● DIBELS Data ● IRLA Data ● LEAP 2025 Data ● ACT Data ● Benchmark Assessment Data ● IEP Progress Data ● Graduation Rates	● Student Survey ● Student Focus Group	● Discipline Data ● Attendance Data	● School Performance Score Data ● Demographic Data ● Subgroup Component Data ● CIR/UIR status
Parents		● Parent Survey ● Parent Focus Group	● Attendance Data	● Demographic Data

1.2 Comprehensive Needs Assessment Summary Report (required element)

- Strengths and Weaknesses are derived from cognitive student data: the "**what**." Strengths and weaknesses determine areas of focus that lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the "**why**." Contributing Factors determine selected strategies that lead to specific implementation activities (the Action Plan).

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. *percentage of students on or above grade level in literacy by subgroup*.

	STRENGTHS	DATA SOURCE
1.	Math - Additional & Supporting Content (79% Proficient)	2021 LEAP 2025
2.	Reading - Vocabulary (71% Proficient)	2021 LEAP 2025
3.	Social Studies - Civics (67%)	2021 LEAP 2025
4.	Science - Investigate (70%)	2021 LEAP 2025
5.	PBIS - SET Visit January 2020 Tier I 97%; Tier II 96%	District SET documents/TFI tool

Strengths: Contributing Factors - Narrative

1.) Contributing factors include implementation of Tier 1 ZEARN/Eureka Curriculum as well as consistent use of Google Classroom, ZEARN interactive program, Reflex fluency practice, and district virtual lesson database to provide accessible learning to quarantined students.
2.) Contributing factors include the implementation of vocabulary rich text in the Tier 1 ARC and Guidebook curricula; implementation of IRLA RTI at least four times per week in all grade levels, and the implementation of the School Pace Data tracking tool for monitoring individual student reading progress. In addition, ARC/IRLA professional development and coaching has had a significant impact on ELA LEAP growth. On-Course assessments have positively impacted our ability to analyze data in order to drive instructional practices.
3.) Contributing factors include the implementation of DBQs as well as interactive Pear Deck lessons for engagement. The teachers implemented LDOE scope and sequence document and district pacing. In addition, On-Course assessments were given consistently and results were analyzed. Teachers had students write to explain how content related to the seven key themes.
4.) Contributing factors include the implementation of Tier 1 Amplify Curriculum.

5.) Contributing factors include the implementation of highly effective Tier I and Tier II teams as well as consistent school-wide implementation of the PBIS system. Student, parent, and faculty surveys show the PBIS system is effective and used with fidelity. In addition, we had less than a 1% suspension rate which resulted in less instructional time lost.

	WEAKNESSES	DATA SOURCE
1.	Reading - Written Expression (16% Strong Command)	2021 LEAP 2025
2.	Math - Solve Problems with Any Operation (39% Strong Command)	2021 LEAP 2025
3.	Science - Reason Scientifically (30% Strong Command)	2021 LEAP 2025
4.	Social Studies - Economics (26% Strong Command)	2021 LEAP 2025
5.		

Weaknesses: Contributing Factors - Narrative

- Contributing factors include the inability to implement hands-on experimentation for elementary age learners due to COVID prevention protocols and guidelines; lack of professional development regarding rigor and performance expectations of the new version of the LEAP 2025 Science assessment; lack of consistent implementation and analysis of Amplify Science Benchmark assessments.
- Contributing factor is the lack of professional development in the implementation of the Writing Revolution program. Loss of time for writing instruction in prior grade level due to school closure. The 4th nine weeks is when 2nd grade begins the shift to multi-paragraph essay writing.
- Contributing factor is an inability to maintain consistent and effective pacing due to shifts to and from virtual and face-to-face learning due to COVID pandemic.
- The inability to facilitate a Walk to RTI system which included Social Studies interventions contributed to a loss of instructional support.
- Contributing factors include inability to maintain consistent and effective pacing due to shifts to and from virtual and face-to-face learning due to the COVID pandemic; challenges in providing consistent and effective math RTI for students due to COVID prevention protocols and guidelines.

Goals

School Goal: (A goal states the general education outcome for the school. Each goal should: 1) clearly state the direction for school improvement, 2) link to improving student learning, and 3) accurately address the school's weaknesses as identified in the SPS indicators, percent proficient data, or other standardized assessments.)

On the spring 2022 LEAP Assessment, students will increase Strong Command on the ELA: Written Expression, Math: Solve Problems with Any Operation; Science: Reason Scientifically; and Social Studies: Economics components.

On the spring 2022 LEAP Assessment, the percentage of students achieving mastery or above on ELA, Math, Science, and Social Studies will increase.

On the spring 2022 LEAP Assessment, the ELA Assessment Index for the African American, Special Education, and Economically Disadvantaged subgroups will be at least 65.0.

1.3 Strategies for Improvement (Required Element)

Provide a description of schoolwide strategies that the school is implementing to: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and **4)** include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.

Content Area(s):	
Objective(s):	On the 2022 LEAP assessment, students will increase to at least 33% Strong Command on the ELA: Written Expression component. On the 2022 LEAP assessment, students will increase to at least 50% Strong Command on the Math: Solve Problems with Any Operation component. On the 2022 LEAP assessment, students will increase to at least 40% Strong Command on the Science: Reason Scientifically component. On the 2022 LEAP assessment, students will increase to at least 35% Strong Command on the Social Studies: Economics component.
Action Plan	**Evidence of Effectiveness**
Guaranteed and viable curriculum checked through Lesson Plans and Walkthrough observations and PLCs (what will be taught): Tier 1 Curriculum ELA: Guidebooks, ARC, Writing Revolution, IRLA, Accelerate Tier 1 Curriculum Math: Zearn, Eureka, Accelerate Tier 1 Curriculum Science: Amplify Tier 1 Curriculum Social Studies: Social Studies Weekly; LA Scope and Sequence	Formative and Summative Assessment Data analyzed and utilized to inform instructional decisions. PLC agendas and minutes. (CFAs, Guidebook Assessment Quizzes, District Cold Read Assessments, Science Benchmarks, DBQs, Culminating Writing Tasks, Mid & End of Module tests, CFUs, and Exit Tickets, Report Card Data, School Pace Data)
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of	• Administrative Walkthroughs and Teacher Observations • Lesson Plan Documentation • Use of Pear Deck, Seesaw, ZEARN, Reflex,

assessment to inform instruction, integration of technology, and/or other programs)**:** Student learning will improve as Collaborative Teams of teachers work together to refine essential standards, common formative assessments, best practices, data analysis, Response to Intervention, and enrichment. Student learning will improve as Collaborative Teams of teachers work together to determine the most appropriate strategies to strengthen all levels of learning through "Walk to RTI" with IRLA, CFA's, and Zearn and Module tests. Student learning will improve through the use of Whole Brain, Kagan Structures, Saxon Phonics, On-Course Assessment, ARC Walk the Block, Guidebooks, ARC/IRLA, Amplify, DBQs, SS Weekly, Writing Revolution, Differentiated Instruction, Zearn/Eureka, and Science Benchmarks.	• On-Course Assessment data, CFA data, School Pace data, Benchmarks, and DBQs.
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): Creation of STEM Lab Creation of Intervention Team & Literacy Committee Differentiation of duties between Intervention and Leadership Team Diverse Learning Guide and Supports; EL Instruction, Eureka Foundational Skills, Saxon Phonics; IRLA kits; Lively Letters; Accelerate	Master RTI Scheduling for Tier 2 and 3, RTI Lesson Plans, assessments, CFA data analysis, RTI grouping charts, School Pace, reports.

1.3 Strategies for Improvement (Required Element)

Provide a description of schoolwide strategies that the school is implementing to: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and **4)** include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.

Content Area(s):	
Objective(s):	On the 2022 ELA LEAP assessment, the percentage of students scoring mastery and advanced will increase to at least 60% from 49% on the 2021 assessment. On the 2022 Math LEAP assessment, the percentage of students scoring mastery and advanced will increase to at least 60% from 53% on the 2021 assessment. On the 2022 Science LEAP assessment, the percentage of students scoring mastery and advanced will increase to at least 45% from 29% on the 2021 assessment. On the 2022 Social Studies LEAP assessment, the percentage of students scoring mastery and advanced will increase to at least 45% from 31% on the 2021 assessment. On the 2022 ELA LEAP assessment, all subgroups will have an overall assessment index of 65.0 or greater.
Action Plan	**Evidence of Effectiveness**
Guaranteed and viable curriculum checked through Lesson Plans and Walkthrough observations and PLCs (what will be taught): Tier 1 Curriculum ELA: Guidebooks, ARC, Writing Revolution, IRLA, Accelerate Tier 1 Curriculum Math: Zearn, Eureka, Accelerate Tier 1 Curriculum Science: Amplify Tier 1 Curriculum Social Studies: Social Studies Weekly; LA Scope and Sequence	Formative and Summative Assessment Data analyzed and utilized to inform instructional decisions. PLC agendas and minutes. (CFAs, Guidebook Assessment Quizzes, District Cold Read Assessments, Science Benchmarks, DBQs, Culminating Writing Tasks, Mid & End of Module tests, CFUs, and Exit Tickets, Report Card Data, School Pace Data)
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include	• Administrative Walkthroughs and Teacher Observations

associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs)**:** Student learning will improve as Collaborative Teams of teachers work together to refine essential standards, common formative assessments, best practices, data analysis, Response to Intervention, and enrichment. Student learning will improve as Collaborative Teams of teachers work together to determine the most appropriate strategies to strengthen all levels of learning through "Walk to RTI" with IRLA, CFA's, and Zearn and Module tests. Student learning will improve through the use of Whole Brain, Kagan Structures, Saxon Phonics, On-Course Assessment, ARC Walk the Block, Guidebooks, ARC/IRLA, Amplify, DBQs, SS Weekly, Writing Revolution, Differentiated Instruction, Zearn/Eureka, and Science Benchmarks.	• Lesson Plan Documentation • Use of Pear Deck, Seesaw, ZEARN, Reflex, • On-Course Assessment data, CFA data, School Pace data, Benchmarks, and DBQs.
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): Creation of STEM Lab Creation of Intervention Team & Literacy Committee Differentiation of duties between Intervention and Leadership Team Diverse Learning Guide and Supports; EL Instruction, Eureka Foundational Skills, Saxon Phonics; IRLA kits; Lively Letters; Accelerate	Master RTI Scheduling for Tier 2 and 3, RTI Lesson Plans, assessments, CFA data analysis, RTI grouping charts, School Pace, reports.

1.4 Student Support Services (Required Element)

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe to Achieve: Educational Priorities.

Student Support Services	
Narrative	**Evidence of Effectiveness**
The district has purchased a SEL curriculum that schools will be implementing beginning spring semester 2022. We have finished our parent and teacher surveys. Teachers rated students using SIBSS and SRSS. When we get scores back from the district, we will determine which intervention group each child needs to be placed into. A SEL team at the school will be involved in teaching SEL curriculum to students at least twice a month for a minimum of 30 minutes. Some of our most extreme cases will be referred to one of our approved outside counseling agencies that come into the schools to see students.	PBIS data, decrease in referral rates, quarterly survey or interviews with teachers to determine social emotional growth of students who scored "at risk" on the initial rating scales.

Bellaire SIP 2021-2023

Final Audit Report   2021-11-11

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