Pinellas County Schools

Belcher Elementary School

2019-20 Schoolwide Improvement Plan

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Belcher Elementary School

2215 LANCASTER DRIVE., Clearwater, FL 33764

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

Demographics

Principal: Dawn Lewis

Start Date for this Principal: 7/2/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (48%) 2016-17: B (58%) 2015-16: C (50%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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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.

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

Provide the school's vision statement.

100% Student Success

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Moody, Kristy	Principal	Principal
Owens, Gina	Assistant Principal	Assistant Principal

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	36	108	84	108	98	111	0	0	0	0	0	0	0	545
Attendance below 90 percent	1	30	16	15	18	16	0	0	0	0	0	0	0	96
One or more suspensions	12	3	4	15	9	0	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	4	24	36	0	0	0	0	0	0	0	64

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	4	3	4	14	12	0	0	0	0	0	0	0	37

The number of students identified as retainees:

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

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

42

Date this data was collected or last updated

Thursday 7/11/2019

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	55%	54%	57%	59%	53%	55%
ELA Learning Gains	61%	59%	58%	55%	53%	57%
ELA Lowest 25th Percentile	50%	54%	53%	44%	47%	52%
Math Achievement	62%	61%	63%	61%	62%	61%
Math Learning Gains	67%	61%	62%	67%	61%	61%
Math Lowest 25th Percentile	57%	48%	51%	56%	48%	51%
Science Achievement	56%	53%	53%	61%	53%	51%

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	36 (0)	108 (0)	84 (0)	108 (0)	98 (0)	111 (0)	545 (0)
Attendance below 90 percent	1 ()	30 ()	16 ()	15 ()	18 ()	16 ()	96 (0)
One or more suspensions	12 ()	3 (0)	4 (0)	15 (0)	9 (0)	0 (0)	43 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	4 (0)	24 (0)	36 (0)	64 (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	59%	56%	3%	58%	1%
	2018	37%	53%	-16%	57%	-20%
Same Grade Comparison		22%				
Cohort Comparison						
04	2019	45%	56%	-11%	58%	-13%
	2018	45%	51%	-6%	56%	-11%
Same Grade Comparison		0%				
Cohort Comparison		8%				
05	2019	53%	54%	-1%	56%	-3%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison		5%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	62%	-3%	62%	-3%
	2018	51%	62%	-11%	62%	-11%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	61%	64%	-3%	64%	-3%
	2018	56%	62%	-6%	62%	-6%
Same Grade Comparison		5%				
Cohort Comparison		10%				
05	2019	59%	60%	-1%	60%	-1%
	2018	62%	61%	1%	61%	1%
Same Grade Comparison		-3%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	54%	0%	53%	1%
	2018	61%	57%	4%	55%	6%
Same Grade Comparison		-7%				
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 2017-18	C & C Accel 2017-18
SWD	19	29	35	26	51	59					
ELL	34	59	61	50	60	56	24				
ASN	80			90							
BLK	31	52		47	65		45				
HSP	43	62	58	53	55	43	36				
WHT	63	62	42	67	72	62	65				
FRL	49	54	45	53	59	56	48				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	31	33	8	23	28	24				
ELL	26	49	48	50	53	50	59				
BLK	34	24		51	48						
HSP	25	43	47	55	60	45	67				
MUL	33	40		33	30						
WHT	55	49	29	63	58	19	66				
FRL	38	44	30	53	53	23	56				

2017 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	14	24	27	22	32	20					
ELL	25	46	37	42	69	61	29				
BLK	41	50		31	36						
HSP	38	50	37	54	73	70	54				
MUL	57	60		57	60						
WHT	69	58	55	68	70	50	71				
FRL	52	54	45	54	66	61	56				

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	60
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	71
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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 has the lowest performance for Belcher scholars (3rd - 59%, 4th - 45%, 5th - 53%). This was also the area showing the most growth from the previous year. Each grade increased or maintained proficiency in ELA from 2018 to 2019 and both the 4th and 5th grade cohorts improved performance. Inconsistency in the rigor of instruction and gaps in foundational skills are contributing factors.

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

Science data showed the greatest decline, dropping 7% to 56% proficiency. There were gaps in knowledge of the 5th grade standards and test item specifications. To address the challenge, the team collaboratively planned together, and worked with a science coach to build knowledge throughout the school year. A just in time science coach as well as internal coaching was utilized after data supported the need for interventions in science.

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.

The greatest gap when compared to the state average is in 4th grade ELA with 45% for Belcher scholars and 58% for the state. This cohort was a group of struggling readers upon entering 3rd grade and they have improved their performance from 3rd, but still require acceleration and access to rigorous core instruction as described by the standards to ensure mastery on FSA.

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

ELA showed the greatest improvement because it was a weakness during the 2018 school year and became an area of focus. Teachers worked collaboratively on standards based planning and implementing rigorous, student-centered core instruction in order to drive improvement. The growth potential in ELA continues as this is an area with the lowest performance overall for the school.

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

Improving attendance and decreasing the number of Level 1 scholars are two areas for growth in the 2019-2020 school year.

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

1. ELA proficiency
2. Science proficiency
3. Proficiency for Black, ELL and Multi-Racial scholars
4. Math proficiency
5. Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Rigorous, daily, student-centered instruction aligned to grade level standards in ELA, Math, Science for all scholars.
Rationale	2019 FSA data resulted in 55% proficiency in ELA, 62% proficiency in math and 56% proficiency in Science. The problem/gap is occurring because students did not have enough practice at the level of rigor prescribed the the Florida Standards. With daily rigorous student-centered instruction in ELA and Science for all scholars and subgroups, proficiency will increase to 65%. With daily rigorous student-centered instruction in Math for all scholars and subgroups, proficiency will increase to 68%. In addition, learning gains will increase to 70% for all categories.
State the measurable outcome the school plans to achieve	- The percent of all students achieving ELA proficiency will increase from 55% to 65%, as measured by FSA. - The percent of all students achieving Math proficiency will increase from 62% to 68%, as measured by FSA. - The percent of all students achieving Science proficiency will increase from 55% to 65%, as measured by SSA.
Person responsible for monitoring outcome	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy	All scholars will be engaged in meaningful, real-world, work aligned to the rigor of the Florida standards. 65% of scholars will meet proficiency on FSA ELA, FSA Math and SSA Science, and each scholar will make a minimum of one year's worth of learning gains.
Rationale for Evidence-based Strategy	Simply stated, all core instruction will be explicitly planned at the level of rigor defined by the Florida Standards. Additionally, teams will plan utilizing an Equity Mindset, and with Culturally Relevant Teaching within a classroom that provides supportive structures through PBIS and Restorative Practices.
Action Step	
Description	1. Develop and implement a comprehensive, actionable Professional Learning Plan. 2. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback. 3. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video. 4. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards. 5. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content. This will include the 3rd and 4th grade science review plan for 5th grade scholars based on the diagnostic data. 6. Interventions will utilize grade level complex text and rigorous tasks aligned to the standards in all small groups.

Person Responsible	Kristy Moody (moodyk@pcsb.org)

#2	
Title	Conditions for Learning supportive to All Scholars
Rationale	School-wide expectations for learning and behavior must be clear for all stakeholders. Scholars should be able to model the expectations. Conditions for learning will shape school culture that allows for respectful relationships and a collaborative culture for all, with a special focus on Equity, Excellence and Culturally Relevant Teaching and Learning. A safe, respectful school culture that creates the conditions for engaged learning.
State the measurable outcome the school plans to achieve	100% of scholars will be engaged in meaningful learning with a 50% reduction in discipline incidents. Every staff member will be able to identify and support meeting the academic, social-emotional and behavioral needs of each and every student.
Person responsible for monitoring outcome	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy	Implement a schoolwide PBIS plan, including Restorative Practices to enhance engagement, efficacy and cultural responsiveness among all stakeholders.
Rationale for Evidence-based Strategy	These strategies are aligned with the core values of Belcher Elementary School and Pinellas County School District. They show evidence of providing equity and excellence for all scholars in pursuit of our mission and vision.
Action Step	
Description	1. Provide Professional development for staff in accordance with the Professional Learning Plan. 2. Teach students the rules and expectations, providing coaching and feedback to ensure success. 3. The leadership team will conduct "Conditions Walks" to monitor PBS implementation, and provide feedback daily during walkthroughs.
Person Responsible	Kristy Moody (moodyk@pcsb.org)

#3	
Title	Attendance Goal
Rationale	1. Our current attendance rate is 94.7%. We expect our performance level to be increased by 2%. 2. The problem/gap in attendance is occurring because 24% of students are absent more than 10% of school days. 3. If an increase in the percentage of student attendance would occur, the problem would be reduced by a minimum of 5% of students being absent. 4. We will analyze and review our data for effective implementation of our strategies by biweekly monitoring in Child Study Team meetings.
State the measurable outcome the school plans to achieve	The percent of all students with 10% or more absences of enrolled school days will decrease from 24% to 10%, as measured by focus and school profile report.
Person responsible for monitoring outcome	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis. Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
Rationale for Evidence-based Strategy	If the needs of scholars and families are met, the barriers of attendance will be reduced.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Develop and implement attendance incentive programs and competitions. 3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 4. Review data and effectiveness of school-wide attendance strategies on a biweekly basis. 5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. Call targeted students that approach 10% or more absences at bi-weekly CST meetings. 6. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).
Person Responsible	Kristy Moody (moodyk@pcsb.org)

#4	
Title	Healthy Schools Goal
Rationale	1. Our current level of performance is Gold level, as evidenced in the Alliance for a Healthier Generation assessment. 2. We expect our performance level to be Gold by 2020 AHG assessment. 3. The problem/gap is occurring because of curriculum requirements and recommended activity time frames. 4. If more creative scheduling for play would occur, the problem would be reduced by students meeting all academic requirements as well as meeting recommended daily activity minutes.
State the measurable outcome the school plans to achieve	The percent of all students who participate in healthy initiatives will increase from 90% to 100%, as measured by the number of students participating in wellness activity opportunities.
Person responsible for monitoring outcome	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	Healthy scholars are better able to focus on learning.
Action Step	
Description	1. Continue teacher led morning wellness clubs for student participation in physical activity before school 1 -2 days per week. 2. Assemble a Health / Wellness team to include the Wellness champion, classroom teachers and PE teacher to meet monthly to discuss wellness goals. 3. Attend District supported professional development for wellness. 4. Complete Healthy Schools Program Assessment. 5. Increase opportunities for participation in wellness activities during recess and classroom to include Go Noodle.
Person Responsible	Kristy Moody (moodyk@pcsb.org)

#5	
Title	Bridging the Gap with Equity for All: Black Students
Rationale	1. Our current level of performance is 48% of our Black students in Grades 3-5 scoring at a level 3-5, as evidenced in FSA ELA scores in 2018. 2. We expect our performance level to be 55% by 2020. 3. The problem/gap is occurring because 70% of our Black students in Grades 3-5 are lacking foundational skills as determined by MAP, which is required by the demands of the standard at their current grade level and require additional experience with rigorous tasks aligned to grade level standards. 4. If daily small group instruction would occur, the problem would be reduced by students receiving instruction on their readiness level and make learning gains.
State the measurable outcome the school plans to achieve	The percent of black students achieving ELA, Math and Science proficiency will increase from 48% to 55%, as measured by Federal Index in 2020.
Person responsible for monitoring outcome	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. Provide training for culturally relevant disciplinary practices and ensure strong implementation. Implement Restorative Practices throughout the school. Conduct monthly discipline disparity/restorative practices training with school administrators.
Rationale for Evidence-based Strategy	Simply stated, all core instruction will be explicitly planned at the level of rigor defined by the Florida Standards. Additionally, teams will plan utilizing an Equity Mindset, and with Culturally Relevant Teaching within a classroom that provides supportive structures through PBIS and Restorative Practices.
Action Step	
Description	1. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback. 2. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video. 3. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards. 4. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.

Person Responsible	[no one identified]

#6	
Title	Family & Community Engagement
Rationale	The school will build and sustain relationships with all families and the community.
State the measurable outcome the school plans to achieve	The school will increase the number of Family and Community Engagement events throughout the year which are focused on improving student outcomes.
Person responsible for monitoring outcome	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy	1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	Engaged families and strong community partnerships strengthen the school and positively impact learning.
Action Step	
Description	1. Utilize social media to increase communication with parents; PCS Family engagement APP; Facebook, ect., Monthly newsletter to parents, PTA meetings. School messenger 2. Streamline family engagement efforts that are result oriented (linked to learning), by confirming families practice new tips or tools; learn new tips to support their child at home; share knowledge about their child with teacher. 3. Utilize student services to provide families/parents, and students with resources, tools, triage support outside agency referrals. 4. Develop and implement activities to build respect and trust between home and school 5. Host family events through school and PTA to build relationships with families 6. Continue outreach projects in collaboration with PTA to support local community
Person Responsible	Kristy Moody (moodyk@pcsb.org)

#7	
Title	Students with Disabilities
Rationale	2019 FSA data resulted in 19% proficiency in ELA, 26% proficiency in math and 0% proficiency in Science. The Federal Percent of Points Index was 35%. The problem/gap is occurring because students did not have enough practice at the level of rigor prescribed the the Florida Standards. With daily rigorous student-centered instruction in ELA, Math and Science for all scholars and subgroups, proficiency will increase to 65%. In addition, learning gains will increase to 65% for all categories.
State the measurable outcome the school plans to achieve	The percent of SWD achieving ELA, Math and Science proficiency will increase to 65%, as measured by FSA and SSA.
Person responsible for monitoring outcome	Kristy Moody (moodyk@pcsb.org)
Evidence-based Strategy	All scholars will be engaged in meaningful, real-world, work aligned to the rigor of the Florida standards. 65% of scholars will meet proficiency on FSA ELA, FSA Math and SSA Science, and each scholar will make a minimum of one year's worth of learning gains.
Rationale for Evidence-based Strategy	Simply stated, all core instruction will be explicitly planned at the level of rigor defined by the Florida Standards. Additionally, teams will plan utilizing an Equity Mindset, and with Culturally Relevant Teaching within a classroom that provides supportive structures through PBIS and Restorative Practices.
Action Step	
Description	1. Develop and implement a comprehensive, actionable Professional Learning Plan. 2. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback. 3. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video. 4. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards. 5. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content. 6. Interventions will utilize grade level complex text and rigorous tasks aligned to the standards in all small groups.
Person Responsible	Kristy Moody (moodyk@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 IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our student services team provides differentiated support through: Child Study Team, Early Warning System, MTSS, individual and group counseling, monitoring of attendance, student mentoring programs (5,000 Role Models, Girlfriends), on-site school counselor.
Social-emotional needs are met and Tier 1 instruction is provided daily using the Stanford Harmony curriculum during daily morning meetings.
The agenda and family/school communication system and Behavior Log is maintained by each teacher and is a tool to monitor those scholars having success, and those that need additional support to meet their academic and behavioral goals.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title 1 Part A funds are used to provide Pre-K to Kindergarten transition services. Title 1 schools coordinate with staff from public and private preschool programs including Head Start, to prepare students for a successful start to school. A portion of Title 1 Part A funds is used to provide classes for three year olds at targeted elementary schools to support early literacy.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.
Title 1 Part A funds are utilized to purchase rigorous and culturally relevant instructional materials, compacts, technology, and professional development.
Title I Part C: NA
Title 1 Part D funds are targeted to support continuous educational services in students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. The Promise Time Program will provide tutoring services for our students attending the YMCA.
Title II funds are used to increase student achievement through professional development for teachers and administrators and provide literacy, math and science coaches.
Title III funds are used to provide educational materials, bilingual translators, summer programs, and other support services.
Title X funds are used to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Title 1 coordinates with district Food Services to provide Community Eligibility Option (CEO) where all students receive free breakfast and lunch.
Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old class to support early literacy.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We host events throughout the school year that welcome professionals to speak to the students about a variety of careers and the importance of education at multiple levels. Students have the opportunity to hear about the community and how they give back as well as give to the schools. Belcher Elementary displays college banners in the hallways to promote advanced degrees. Finally, the school advertises support the community provides at the events throughout the school year.

Part V: Budget

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

1	III.A.	Areas of Focus: Rigorous, daily, student-centered instruction aligned to grade level standards in ELA, Math, Science for all scholars.	$0.00
2	III.A.	Areas of Focus: Conditions for Learning supportive to All Scholars	$0.00
3	III.A.	Areas of Focus: Attendance Goal	$0.00
4	III.A.	Areas of Focus: Healthy Schools Goal	$0.00
5	III.A.	Areas of Focus: Bridging the Gap with Equity for All: Black Students	$0.00
6	III.A.	Areas of Focus: Family & Community Engagement	$0.00
7	III.A.	Areas of Focus: Students with Disabilities	$0.00
		Total:	$2,019.00