

Hillsborough County Public Schools

Belmont Elementary School



2021-22 Schoolwide Improvement Plan

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Belmont Elementary School

14150 GATE DANCER RD, Sun City Center, FL 33573

[no web address on file]

Demographics

Principal: Candice Dodd

Start Date for this Principal: 1/5/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Belmont Elementary School

14150 GATE DANCER RD, Sun City Center, FL 33573

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-6</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>54%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>74%</p>

School Grades History

<p>Year</p>	<p>2020-21</p>
<p>Grade</p>	

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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.

Belmont Elementary will provide a high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning.

Provide the school's vision statement.

Belmont Elementary students will have success for today and be prepared for tomorrow.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Black, Alan	Principal	Plan and coordinate implementation efforts. Develop an annual implementation plan based on fidelity and student outcome data and embed within the school improvement process
Cook, Destony	Assistant Principal	Plan and coordinate implementation efforts. Develop an annual implementation plan based on fidelity and student outcome data and embed within the school improvement process
Foster, Rebecca	Teacher, K-12	Plan and coordinate implementation efforts. Develop an annual implementation plan based on fidelity and student outcome data and embed within the school improvement process. Hold monthly meetings with SAC members to discuss data and the progress towards goals.

Demographic Information

Principal start date

Sunday 1/5/2020, Candice Dodd

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

970

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

6

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

12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	171	150	133	147	148	167	0	0	0	0	0	0	0	916
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	3	1	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	1	13	24	17	25	0	0	0	0	0	0	0	80

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	

The number of students identified as retainees:

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

Date this data was collected or last updated

Saturday 9/4/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	99	97	109	127	92	0	0	0	0	0	0	0	623
Attendance below 90 percent	6	5	4	1	4	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	15	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	22	0	0	0	0	0	0	0	26

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	1	2	0	2	2	3	0	0	0	0	0	0	0	10

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	8	10	20	13	11	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	99	97	109	127	92	0	0	0	0	0	0	0	623
Attendance below 90 percent	6	5	4	1	4	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	15	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	22	0	0	0	0	0	0	0	26

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	1	2	0	2	2	3	0	0	0	0	0	0	0	10

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	8	10	20	13	11	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					52%	57%		52%	56%
ELA Learning Gains					55%	58%		52%	55%
ELA Lowest 25th Percentile					50%	53%		46%	48%
Math Achievement					54%	63%		55%	62%
Math Learning Gains					57%	62%		57%	59%
Math Lowest 25th Percentile					46%	51%		44%	47%
Science Achievement					50%	53%		51%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Belmont is using I-Ready for both reading and math progress monitoring as well as the science baseline and midyear.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	47%	57%
	Economically Disadvantaged	14%	38%	41%
	Students With Disabilities	10%	20%	33%
	English Language Learners	0	30%	10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	34%	58%
	Economically Disadvantaged	13%	24%	48%
	Students With Disabilities	10%	30%	33%
	English Language Learners	0	0	40%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	44%	52%
	Economically Disadvantaged	18%	35%	41%
	Students With Disabilities	11%	28%	34%
	English Language Learners	0	27%	10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	33%	50%
	Economically Disadvantaged	10%	27%	40%
	Students With Disabilities	17%	22%	44%
	English Language Learners	9%	9%	20%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	58%	59%
	Economically Disadvantaged	25%	50%	49%
	Students With Disabilities	18%	50%	56%
	English Language Learners	7%	40%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	18%	50%
	Economically Disadvantaged	6%	8%	38%
	Students With Disabilities	24%	22%	61%
	English Language Learners	7%	7%	47%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	45%	54%
	Economically Disadvantaged	24%	39%	48%
	Students With Disabilities	25%	37%	45%
	English Language Learners	7%	14%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	29%	54%
	Economically Disadvantaged	18%	23%	43%
	Students With Disabilities	15%	26%	35%
	English Language Learners	7%	21%	36%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	47%	52%
	Economically Disadvantaged	31%	43%	47%
	Students With Disabilities	50%	57%	50%
	English Language Learners	11%	20%	30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	34%	46%
	Economically Disadvantaged	18%	32%	43%
	Students With Disabilities	42%	50%	55%
	English Language Learners	0	0	10%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50%	56%	
	Economically Disadvantaged	49%	43%	
	Students With Disabilities	43%	65%	
	English Language Learners	21%	28%	
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	25		25	27		31				
ELL	37	58		37	46		18				
BLK	35	41		34	17		37				
HSP	41	46		42	48		35				
MUL	61			48							
WHT	59	67		57	67		68				
FRL	37	46	36	36	35	14	41				
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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	42

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall, our bottom quartile students are the subgroup with the highest need, looking at both FSA and I-Ready, with 41% proficiency in ELA and 18% in Math based on our FSA data from the 2020-2021 school year.

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

Using I-Ready data from the 20-21 school year, our areas with the greatest need for improvement are vocabulary in ELA, with only 54% in the green, or showing proficiency, and geometry in Math with only 53% of students in the green, or showing proficiency.

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

We utilized our FSA data from the 2020-2021 school year to identify this as our area with the greatest need for improvement.

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

N/A

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

We are utilizing the acceleration mindset in our approach to teaching. This method allows for regular exposure to grade level content, just with scaffolds, to help support students as they are learning.

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

Small groups will be pulled regularly, using informal assessment and formal assessment as a guide to the group's need for the day. Students will be using grade level text/practicing grade level skills with additional scaffolds and support instead of remediating at the student's present level.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We are looking to host a small group training based on the new instructional guides and resources to ensure teacher led groups are being held regularly and data based.

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

The instructional leadership team will be creating a checklist to be used when conducting walkthroughs to make sure small groups are happening, are able to happen, and are data driven.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on our 2020-2021 I-Ready AP3, 40% of students are below level in reading.
Measurable Outcome:	By the AP3 spring 2022 I-Ready assessment period, we will decrease the percentage of below level reading students from 40% to 32%.
Monitoring:	Student's progress towards this goal will be monitored using I-Ready computerized lessons, personalized instruction lessons as well as in class acceleration.
Person responsible for monitoring outcome:	Alan Black (alan.black@hcps.net)
Evidence-based Strategy:	Small group instruction that is facilitated by planning for differentiated instruction.
Rationale for Evidence-based Strategy:	Small group instruction allows instructional personnel to focus on the individual needs of students and meet them where their needs are, rather than teaching to whole.

Action Steps to Implement

Teachers can attend the small group instruction training provided by the district.
 Teachers will use pre-requisite assessments to plan for acceleration groups.
 The school will provide ELP services to students throughout the school year.
 VE teachers will meet with teachers to purposefully plan small group instruction for students on their caseloads.

Person Responsible Alan Black (alan.black@hcps.net)

#2. Other specifically relating to School Culture

Area of Focus Description and Rationale: At the end of the 2020-2021 school year, 50% of staff members said they would like to receive follow up to feedback on the climate survey.

Measurable Outcome: Administration and teachers will be providing frequent feedback, with a focus on the positive, on formal and informal classroom observations. There will then be follow up on the feedback provided so our staff feels supported.

Monitoring: Teachers will receive feedback and receive follow-up of some kind to make sure staff feels supported in their practice. Goal setting meetings will also be done three times a year so that administration and the teacher have the opportunity to discuss goals and the expected feedback.

Person responsible for monitoring outcome: Alan Black (alan.black@hcps.net)

Evidence-based Strategy: Having clear learning goals that repeatedly reviewed help improve the outcome.

Rationale for Evidence-based Strategy: In the 2020-2021 school year, staff did not feel as if they were able to grow as educators due to the lack of follow up on feedback from observations. We used the climate survey results to determine this need.

Action Steps to Implement

Administration will follow-up on feedback from observations as well as teacher goal setting meetings at least once every nine weeks.

Person Responsible Alan Black (alan.black@hcps.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on our 2020-2021 I-Ready AP3, 46% of students are 1 or more grade levels below in math.
Measurable Outcome:	By AP3 of the 2021-2022 school year, we will decrease the percentage of below level students from 46% to 38%.
Monitoring:	Student's progress towards this goal will be monitored using I-Ready computerized lessons, personalized instruction lessons as well as in class acceleration.
Person responsible for monitoring outcome:	Alan Black (alan.black@hcps.net)
Evidence-based Strategy:	Small group instruction that is facilitated by planning for differentiated instruction.
Rationale for Evidence-based Strategy:	Small group instruction allows instructional personnel to focus on the individual needs of students and meet them where their needs are, rather than teaching to whole.

Action Steps to Implement

Teachers can attend the small group instruction training provided by the district.
 Teachers will use pre-requisite assessments to plan for acceleration groups.
 The school will provide ELP services to students throughout the school year.
 VE teachers will meet with teachers to purposefully plan small group instruction for students on their caseloads.

Person Responsible Alan Black (alan.black@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As a school, we are using a school wide positive behavior system.

Daily

- **Classroom Reward Systems – Teachers use classroom management system to monitor and reward positive behavior students. Teachers use B.E.S.T. Bucks to reinforce students for following the school wide expectations. An average terrific tiger should earn approximately five-six bucks per day.**
- **“Bonus” B.E.S.T. Bucks – In addition to the classroom reward system, students can earn Bonus Bucks in specials and common areas from other faculty members.**
- **Tracking of B.E.S.T. Bucks can look differently based on the class and grade. Teachers should communicate this information to parents as it is a way to share information regarding student behavior.**
- **Teachers maintain a spreadsheet of weekly Belmont Bucks earned. The spreadsheet is submitted every two weeks (on payday) through Office 365 or to the AP. Teachers communicate, via the students agendas, with parents/guardians the total bucks earned.**

Monthly

- **The Belmont School store is open for students to spend their Belmont Bucks on various items such as toys, snacks, and experiences with various staff members such as the school principal.**
- **A list of items and events will be provided before the store opens.**
- **The VIP Teacher Store is open monthly during the faculty meeting for teachers to spend their Bucks. Teacher Bucks are earned for displaying the school wide expectations.**

Quarterly

- **Students have the opportunity to use B.E.S.T. Bucks to purchase a ticket to the B.E.S.T. Bash. The B.E.S.T. Bash activities, in connection with SHS students, are scheduled at the end of the grading period. They include game day, arts & crafts, dance parties, field days and outside game time.**
- **The student who receives the classroom Terrific Tiger report card award will receive a complimentary ticket for that 9 weeks Bash.**
- **All students are invited to attend the nine weeks report card award ceremony where various awards are presented.**
- **Classes that meet their goal for the cafeteria incentive will also earn the reward from the cafeteria.**
 - o **1st 9 weeks: 30 of 45 possible days**
 - o **2nd 9 weeks: 35 of 45 possible days**
 - o **3rd 9 weeks: 35 of 45 possible days**
 - o **4th 9 weeks: 38 of 45 possible days**

Annually

- **Students have the opportunity to use B.E.S.T. Bucks to purchase a ticket to the Belmont Blast. This will be a huge end of the year celebration with tons of fun in store!**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Administration sends weekly parent links with updated information as well as adding information to the Belmont school website. Administration also runs a Facebook parent group where information is shared and parents may ask questions directly to the school. Parents were invited and able to attend an in person meet the teacher event in August. We will be holding family events through zoom and eventually face-to-face to involve families including parent information nights, bingo nights, and spirit nights. The school will hold 3 conference nights throughout the school year to ensure continual communication between teachers and families. These meetings will be virtually through zoom to ensure all families the opportunity to attend safely.

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

The school is creating an active School Advisory Committee to ensure all stakeholders are involved. Parents, community members, and businesses have been invited to participate during monthly meetings.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Other: School Culture	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00