

School Improvement Plan

2015-2016

Belcher Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Belcher Elementary	Principal's First Name Lisa	Principal's Last Name Roth
School Advisory Council Chair's First Name Erin	School Advisory Council Chair's Last Name Ester	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

We BELIEVE that all students can learn; we ACT on those beliefs so that all students may ACHIEVE.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Belcher Elementary has an active Principals Multicultural Committee (PMAC) that meets monthly. We also celebrate World Peace Day, have Multicultural fairs, and events that showcase all cultures such as our concerts. We have a robust Family Involvement Plan that encompasses our Title 1 initiatives, such as our Family Ice Cream Social which brings families in to our school for a social setting to meet faculty and staff. All of our staff are aware of our schools diverse population. Therefore, we also provide translating services including our Deaf and Hard of Hearing families. Our ESOL staff presents cultural information and data on a consistent basis to keep our staff apprised of demographic trends.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

We follow district procedures for bullying including anonymous reporting. We also follow the Positive Behavior Support Intervention Support (PBIS) system for school wide expectations. During school we provide a walk and talk time to socialize in a healthy environment that is closely supervised with clear rules and expectations. Activities such as the Ice Cream Social for a "meet and greet" and Kindergarten transition. Procedures are in place for before and after school while students are waiting.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

School wide behavior expectations have been established for all areas of the school. Staff training occurs during preschool with monthly follow-up training for fidelity. Protocols have been established for disciplinary incidents and staff are provided flow charts of all processes. Our School Wide Behavior Plan focuses on the staff incorporating the Champs program along with celebrating successes at monthly assemblies. Guidelines for success are clearly identified. They are posted in every classroom and throughout the school. The guidelines for success for Belcher Elementary are called the ABCs of expectations. A-Always honest, Always respectful, B-Be responsible, and C-Come motivated to learn.

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.

We have a full-time social worker, guidance counselor and behavior specialist to serve the social emotional needs of our students. We have processes in place to refer students to these staff members on an as needed basis. The guidance counselor visits classrooms on a

monthly basis to facilitate lessons on positive emotional issues.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Erin	Ester	Parent
Lisa	Roth	Administrator
Gail	Grebe	Teacher
Tracy	Rivera	Support Staff
Kim	Cole	Parent
LoAnn	Jensen	Parent
Tara	Lineberry	Community
Jeffery	Jackson	Parent
		Parent
		Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

In the 2013-2014 school year 3rd grade FCAT scores were 21% scoring at level 1. In the year 2014-2015, only 15.5% of 3rd graders scored in the bottom quintile on the FSA. In science we increased the number of students that scored a level 3 or above from 42% to 59%. We attribute our math gains to our use of ST MATH and our focus on math basics. We attribute our reading gains to our intense focus on Jan Richardson's guided reading strategies. We attribute our increased science score to our STEM club and science lab lessons.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We spent \$4970.00 for technology resources that supported student learning in the classroom.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The SAC members analyzed data and helped to draft the parent involvement portion of the SIP. SAC also gave input in the attendance policy for the upcoming school year. SAC reviewed and approved the SIP in its entirety before it was submitted to the district.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC will provide support to the leaders of the school and help them to review the SIP based on current school data. Parts of the SIP are reviewed by the School Advisory Council each month. As

data points are reached at the school level through Assessment Cycles that data is reported to the SAC members and strategies for improvement are discussed.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

We have been provided with \$5 per child of SIP Funds. We will use the funds for purchasing iPads and student desktops.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Lisa	Last Name Roth	Email Address rothli@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Education Leadership	# of Years as an Administrator 16	# of Years at Current School 13
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1			
First Name Gina	Last Name Owens	Email Address owensg@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Education Leadership	# of Years as an Administrator 0	# of Years at Current School 0
Certifications (if applicable) Bachelors in Regular Education and Special Education, ESOL Endorsement and Masters in Educational Leadership			

ASSISTANT PRINCIPAL #2			
First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 79
- % receiving effective rating or higher: TBD
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 100
- % ESOL endorsed: 43
- % reading endorsed: 12.7
- % with advanced degrees: 31.6
- % National Board Certified: 3.8
- % first-year teachers: 3.8
- % with 1-5 years of experience: 24.1
- % with 6-14 years of experience: 35.4
- % with 15 or more years of experience: 36.7

PARAPROFESSIONALS

- # of paraprofessionals: 0
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Following district hiring policies the principal, Lisa Roth, utilizing interview teams of 3 or more seeks to hire the most qualified candidates for each position. Each newly hired teacher is paired with a mentor and participates in a monthly school-based training session called, "Rookie Roundtable". Rookie Roundtable is led by experienced Belcher staff.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Our master schedule provides for block time which allows for teams to plan collaboratively. The staff agrees to use one block time a week for Professional Learning Communities (PLC) . We celebrate staff successes on a bulletin board in the office as well as weekly in the Staff Newsletter. The mentoring program is established to help a new staff member adjust to the school and support them in the transition.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

At Belcher every beginning teacher is assigned a mentor either at the same or a similar grade level. Teachers meet with their mentees weekly. Every teacher new to Belcher is also assigned a mentor of a similar grade level to meet with them regarding items specific to the school but not as intense as the beginning teacher training. All new and new to Belcher teachers are invited to Rookie Roundtable monthly where administrators meet with them to answer questions and get a "temperature check" of how each is doing and any additional resources that may be necessary.

PART I**CURRENT SCHOOL STATUS****Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

At Belcher we begin the year examining our FCAT/FSA data looking for positive trends and areas for improvement. We write the SIP after determining what our teachers think may be the root cause. We test the hypothesis and monitor our school data for all students during our Common Assessment Cycles. Monthly, we problem solve data in all areas by class and individual students. Our resources are targeted toward items that will enrich the education of our higher students and help our struggling students.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Lisa	Roth	Administrator
Gina	Owens	Administrator
Mary	Fifer	ESE teacher
Amy	Sarlo	Social Worker
Scott	Kanehl	Behavior Specialist
Michele	DeLaRosa John	ESOL teacher
Celeste	Roche	ESOL Teacher
Pat	Marr	ESE teacher
Doreen	Malo	Intervention Teacher
Lisa	Medvedev	Guidance
Jaime	Donnelly	Psychologist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Impromptu observations are conducted during intervention times, Tier 2 data is entered by a grade level team member every other week, Tier 3 Data is entered into AIMS web weekly by the intervention teacher, common assessment data is monitored by the assistant principal, Guidance Counselor will track behavior data, Social Worker with the Child Study Team will monitor attendance data at bi-weekly meetings. Our team uses EDS, FOCUS, Excel, and the Data Warehouse to monitor students' response to classroom instruction. Data from these reports help us to determine and work with teachers to determine next steps for students' instruction.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Tier 1: EDS, FSA, OPM, Formative Assessments, FCIM assessments, Positive Behavior System Data
 Tier 2: Ongoing Progress monitoring every two weeks specific to interventions for all subject areas.
 Tier 3: AIMSWEB monitoring weekly

Decision Ed. Data Warehouse for Attendance and Behavior Data as well as FOCUS.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Weekly PLCs will occur at grade level block times with the SBLT. Conferences and PSWs will involve parents, teachers to discuss individual students.
 Staff will be trained throughout the school year during staff meetings, Professional Learning Communities, and Committee meetings. Professional Learning Communities meet weekly to review data.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

We utilize district adopted curriculum materials that are aligned to Florida State Standards. By utilizing these resources, we are ensuring that we are in compliance. Curriculum meetings are held monthly for all instructional staff to attend. Just in Time trainings are held for all instructional staff to ensure that curriculum is implemented with fidelity on-site. instructional staff also attend district training that aligned with their deliberate practice plan.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our master schedule allows for intervention and enrichment time daily in reading and math. Teachers use data to create differentiated groups that allow for more intensive remediation or enrichment. This time daily occurs outside of the core instruction.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Increase knowledge and experience in examining class and student data and using that data to make instructional decisions by hiring a full-time Intervention Teacher to assist with weekly PLC's and instruct on data analysis.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

An Intervention teacher was hired to assist the teachers in recognizing trends in their data and determine how to meet the remediation and enrichment needs of each student.

Provide a description of the strategy below.

Examine data weekly with teachers to determine class and individual student needs and grouping for either remediation or enrichment.

How is data collected and analyzed to determine the effectiveness of this strategy?

Minutes and sign in sheets for each PLC documenting attendance and planning notes, instructional grouping using data and developing intervention plans matching student needs.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Lisa Roth, Principal

INSTRUCTIONAL STRATEGY #2

Strategy Type

Create a Master Schedule that allows for increased opportunities for grade level teams to collaboratively plan and analyze student data.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To increase opportunities for Weekly Professional Learning Communities with SBLT and grade level teams.

Provide a description of the strategy below.

During PLCs data will be analyzed as a grade level, class, and by individual students to determine next steps.

How is data collected and analyzed to determine the effectiveness of this strategy?

Minutes and sign in sheets for each PLC documenting attendance and planning notes, Lesson plans and instructional grouping using data and developing intervention plans matching student needs.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Lisa Roth, Principal

INSTRUCTIONAL STRATEGY #3

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We hold a Kindergarten Round-up meeting that is advertised on the marquee, flyer's and parent connect messages. We also host the band program for the local middle school to support the transition to middle school for our 5th graders. The Kindergarten Round-Up evening program is for our new Kindergarten students and their families. Parents are provided with information specific to the needs of incoming students and their families including lunch procedures, supplies, dress code, and how they can help to prepare for the school year during the summer. Parents and students are also invited to a "Meet and Greet" the day before school begins to meet the teachers and find their classrooms to ease any first day anxiety on the part of students and/or parents. To further decrease the anxiety of new students and their families an Ice Cream Social is held at Belcher the Friday before school starts. YMCA after care provider will be on hand to answer questions and register students and the school office will be open for registration.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Lisa	Roth	Administrator	rothli@pcsb.org
Raylee	Fleisch	Library Media Spec.	Fleischr@pcsb.org
Rebecca	Bullock	Teacher	bullockr@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Tina	Muldoon	Teacher	muldoonp@pcsb.org
Doreen	Malo	Intervention Teacher	malot@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Literacy Leadership Teams build capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- .Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- .Providing scaffolding that does not preempt or replace text reading by students
- .Developing and asking text dependent questions from a range of question types
- .Emphasizing students supporting their answers based upon evidence from the text
- .Providing extensive research and writing opportunities (claims and evidence)
- .Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
- .The district will provide training and tools for teachers through the School wide Data Champions.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects
- Training using Fountas-Pinnell Running Records K-5

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.8	55	58

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.9	0	0

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67.2		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44.9	55	60

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21.2	20	23

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20.9	11	13

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	58.2	9	12
Black/African American	39.3	7	10
Hispanic	42.6	8	11
Asian	80	10	13
American Indian	0	25	28
English Language Learners (ELLs)	27.6	6	9
Students with Disabilities (SWDs)	27	4	7
Economically Disadvantaged	59	9	12

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

The current percentages are the students in grades 1-4 Cycle 3 Running Records that are proficient: 55% of students are proficient on Running Records Cycle 3 data.

Increase the percentage of students proficient in reading by 3% above the state average using the Florida Standards Assessment test.

Provide possible data sources to measure your reading goal.

Running Record Data and Florida State Assessments.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Use Jan Richardson reading group strategies to increase student's ability to read.	Two or more days per week per group depending on student need. Provide Professional Development to increase teacher knowledge of implementation.
Action 2	Plan to Implement Action 2
Arrange for teachers to have common collaborative planning and data analysis time.	Create a master schedule that allows time for teacher collaboration to analyze data in PLCs once per quarter. Data includes running records as progress monitoring and cycle 2 and cycle 3 reading assessments.
Action 3	Plan to Implement Action 3
Maintain the number of LLI teachers to two working with struggling students.	Continue LLI program to add additional students to the intensive reading program to increase the specified targeted intervention to these students.
Action 4	Plan to Implement Action 4
SBLT and grade level Data Champions will implement and monitor the RtI process and examine data with teachers to increase achievement at Belcher Elementary.	Increase knowledge and experience in examining class and student data and using that data to make instructional decisions. Weekly PLCs are held with the administrators and grade level teams

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section B Area 2: English Language Arts (Writing)

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57.8		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Increase the number of fourth and fifth grade students proficient in writing by 3% above the state average as measured by the FSA (Florida Standards Assessment).

Provide possible data sources to measure your writing goal.

Standardized writing assessments. District Common Assessment in writing.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implement DBQ (document based questions) lessons that support the writing process.	Attend ongoing Florida State Standards training and weekly team meetings to prepare teachers in the use of the DBQ activities with fidelity.
Action 2	Plan to Implement Action 2
Increase knowledge and experience in examining class and student data and using that data to make instructional decisions.	During weekly SBLT, Professional Learning Communities and grade level team meetings, data will be analyzed as a grade level, class, and individual students to inform instructional practices.
Action 3	Plan to Implement Action 3
Increase opportunities for writing across all content areas.	Implement journal writing activities in math and science.
Action 4	Plan to Implement Action 4
Arrange for grade level teams to have a common time to collaborate and plan utilizing data analysis.	Create a master schedule that allows time for teacher collaboration to analyze writing data.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C Area 3: Mathematics

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60	0	0

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.2	0	0

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
73	39	42

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65	0	0

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	61	7	10
Black/African American	42	3	6
Hispanic	46	6	9
Asian	0	8	11
American Indian	0	7	10
English Language Learners (ELLs)	40	2	5
Students with Disabilities (SWDs)	34	3	6
Economically Disadvantaged	43	6	9

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The data reflected above is from the percent of students proficient on Cycle 3 mathematics Common Assessment Data.

Increase the number of students proficient in mathematics by 3% above the state average as measured by the Florida Standards Assessment.

Provide possible data sources to measure your mathematics goal.

Common Assessments Cycles 1, 2, and 3
 Reports generated from ST Math
 Florida Standards Assessment

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Use Mathematics Formative Assessments System (MFAS) to determine students achievement level to differentiate instruction	Teachers will collaborate to select Mathematics Formative Assessments System (MFAS) for each unit as they unpack the standards.
Action 2	Plan to Implement Action 2
Monitor student use of ST Math using data from program reports to determine students that are not making adequate progress.	Technology Specialist will produce weekly reports of grade level, classroom and student use of ST Math program. Results will be reported to teachers and administration at PLC.
Action 3	Plan to Implement Action 3
Arrange for teachers to common collaborative planning and data analysis time.	Create a master schedule that allows time for teacher collaboration to analyze ST math data, CA data as well as classroom assessment data.
Action 4	Plan to Implement Action 4
Incorporate Number Talks into daily warm ups to practice fluency skills.	Teachers will use the Number Talks book and Math Curriculum Guide to teach Number Talks for 5-10 minutes during the Core.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section D **Area 4: Science**
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.9	38	48

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	20	30

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Increase the number of students who are proficient in Science by 10% as measured by FCAT 2.0.

Provide possible data sources to measure your science goal.

FCAT 2.0, Science Common Assessments, number of students participating in science fair, Kindle assessments for science lab units and 3rd/4th grade Review Diagnostic Assessment.

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How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment.	Give diagnostic assessment. Teachers collaborate for item analysis from performance matters to identify lowest performing standards by teacher or grade level for each science strand. Develop a plan for differentiation for students with a priority focus on students who are scoring in the red or yellow zone.
Action 2	Plan to Implement Action 2
Establish routine practice for students using Success Criteria to track individual progress of Learning Goals.	Order Success Criteria from Instructional materials. Monitor consistent routine practice of students using Success Criteria to track their progress of Learning Goals.
Action 3	Plan to Implement Action 3
Establish routine practice for students in the use of the Science Activity Guides (SLAGS) as a component of the Science Notebook Process.	Order SLAG guides. Identify teachers as mentors that have taken the Just In Time science training in the use of SLAGS. Monitor consistent routine practice of students using SLAGS.
Action 4	Plan to Implement Action 4
<p>Implement science lab for grades 3,4 and 5.</p> <p>Action 5 Create and implement an after-school science club to review 3rd and 4th grade benchmarks.</p> <p>Action 6 5th Grade teachers will implement BOAST from April 11-29, 2016.</p> <p>Action 7 Teachers in 1st-5th grades will implement "STEP UP: Vocabulary Enhancement" towards the end of the school year, dates TBA.</p>	<p>Ensure that all teachers have attend science lab training, select science lead teachers, establish a master schedule that allows for full usage of science lab with materials set up for each unit.</p> <p>Order "What's the Evidence?" books from Central Copying. Hire a teacher to facilitate the club. Invite targeted students from 4th and 5th grade. Meet weekly from September to April.</p> <p>Teachers will determine priority focus based on 5th grade diagnostic assessment, SLAG progress monitoring assessments and Common Assessment data.</p> <p>Teachers will check Moodle for science timeline and vocabulary to use.</p>

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section E Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28	38	48

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	20	30

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Implement STEM Academy to increase STEM opportunities 4th and 5th grade students. The STEM Academy will offer opportunities for 4th and 5th grade students to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning, and interact with community business partners.

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Provide possible data sources to measure your STEM goal.

Participation at STEM academy.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Identify 4th and 5th grade students who will work hard and have an interest in math and science.	Collaborate with teachers to identify students who might be interested in the STEM academy.
Action 2	Plan to Implement Action 2
Distribute applications to identify students for the STEM academy.	Prepare and distribute applications. Communicate with parents about the benefits of the STEM program. Have a parent meeting to encourage parent involvement in the process of deciding whether they would like for heir child to participate in the STEM program.
Action 3	Plan to Implement Action 3
Recruit teachers to facilitate the STEM program.	Distribute applications for interested teachers. Hire teachers to facilitate the STEM program for 26 weeks.
Action 4	Plan to Implement Action 4
Implement the STEM academy.	Schedule STEM academy for 26 weeks for 40 4th and 5th grade students. Conduct hands-on activities related to STEM concepts, explore careers in STEM fields, complete a STEM inquiry project and participate in an end-of-the-year STEM Expo in April 2016.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	16	2	1
Grade 1	13	0	0
Grade 2	13	5	3
Grade 3	6	3	2
Grade 4	4	3	2
Grade 5	6	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	14	11	9
Grade 1	9	15	13

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	8	11	9
Grade 3	6	12	10
Grade 4	5	9	7
Grade 5	5	9	7

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	21	7	4
Grade 1	20	10	7
Grade 2	1	16	13
Grade 3	14	19	16
Grade 4	20	11	8
Grade 5	14	13	10

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4	5	2
Grade 1	8	2	0
Grade 2	6	4	1
Grade 3	4	4	1
Grade 4	5	4	1
Grade 5	1	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	2	1	0
Grade 2	3	0	0
Grade 3	1	0	0
Grade 4	0	0	0
Grade 5	3	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	5	0	0
Grade 1	5	3	1
Grade 2	4	1	0
Grade 3	4	5	3
Grade 4	3	3	1
Grade 5	2	5	3

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1		1
Grade 1	1		1
Grade 2	2		1
Grade 3	1		1
Grade 4	0		1
Grade 5	0		1

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1		0
Grade 1	1		0
Grade 2	1		0
Grade 3	0		0
Grade 4	0		0
Grade 5	0		0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	5	3	1
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	52		5
Grade 4	25		5
Grade 5	52		5

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	1	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	2	0
Grade 1	.08	0	0
Grade 2	0	5	3
Grade 3	9	3	1
Grade 4	7	3	1
Grade 5	2	0	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

The following programs we have to monitor academic and behavior performance are Jan Richardson Guided Reading, ST MATH, iReady, STEM Academy, Promise Time, Check and Connect program, STEPS, Child Study Team, Level Literacy Intervention (LLI), AIMS web, DIBELS Progress Monitoring. These are monitored by the Assistant Principal. Specifically, the Behavior Specialist, Guidance Counselor and Social Worker monitor the fidelity of Check and Connect program and STEPS.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase the number of Black students proficient in reading by 3% over the state average as measured by the State Standardized Assessments. We will provide the student with measures to handle behaviors before they are removed from class so they will be present for instruction in reading. Also, we will encourage staff to be consistent, infusing social skills lessons when needed and having consequences for inappropriate behaviors. The Guidance Counselor will meet with the student and teachers will receive training from the PBIS team.	38		

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase the number of Black students proficient in math by 3% over the state average as measured by the State Standardized Assessments. We will provide the student with measures to handle behaviors before they are removed from class so they will be present for instruction in math. Also, we will encourage staff to be consistent, infusing social skills lessons when needed and having consequences for inappropriate behaviors. The Guidance Counselor will meet with the student and teachers will receive training from the PBIS team.	42		

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Belcher Elementary School's goal is 100% of parents will engage with their child's school through school events.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Encourage parent attendance at school through at least one of the following events: Title I Annual Meeting, Open House, student programs, FCAT / FSA Parent opportunities, logging in to Focus, volunteering, annual picnic, ice cream social, School Spirit Nights and other programs the school hosts in cooperation with Title I.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Belcher utilizes the expertise of our school social worker and guidance counselor to keep apprised of relevant student resources for our students. This includes Clothes to Kids, Pack a Sack and health related services

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Gold Level recognition with the Alliance for a Healthier Generation.		Gold in 83% of	Gold in 6 out of 6

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	Effective Planning in a Math Classroom
Related Goal(s)	Increase the number of students proficient in mathematics by 3% above the state average as measured by the Florida Standards Assessment.
Topic, Focus, and Content	Unpacking the standards, journaling, Standards for Mathematical Practice, Number Talks and Mathematics Formative Assessments System (MFAS)
Facilitator or Leader	District Math Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	K-5 teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once per month
Strategies for Follow-Up and Monitoring	PLC discussions, lesson plan analysis and math common assessment data analysis.
Person Responsible for Monitoring	Gina Owens, Assistant Principal
Professional Development Identified	Jan Richardson Guided Reading Program
Related Goal(s)	Increase the percentage of students proficient in reading by 3% above the state average using the Florida Standards Assessment.
Topic, Focus, and Content	Guided Reading Strategies, iStation training and Explicit Vocabulary Instruction
Facilitator or Leader	District ELA Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Teachers in grades 1-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once per month
Strategies for Follow-Up and Monitoring	Monitor reading data,: Cycle 1, Cycle 2, Running Records and FAIR
Person Responsible for Monitoring	Gina Owens, Assistant Principal
Professional Development Identified	Science Modules
Related Goal(s)	Increase the number of students who are proficient in Science by 10% as measured by FCAT 2.0.
Topic, Focus, and Content	Success Criteria, Science Learning Activity Guides (SLAGS) and 3rd/4th grade Review Diagnostic Assessment
Facilitator or Leader	District Science Coach

Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Teachers in grades 3-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	once per month
Strategies for Follow-Up and Monitoring	Monitor science data from assessments, 3rd/4th grade Review Diagnostic Assessment
Person Responsible for Monitoring	Gina Owens, Assistant Principal

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Title 1 Funds have been used to pay salaries for the following staff at Belcher Elementary School : Part time hourly intervention teacher, LLI Teacher and Technology Specialist and a Family Community Liaison. Additionally Title 1 Funds were used to purchase agenda planners for every Belcher student.

MEETING STUDENT NEEDS - 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.

Belcher Elementary School conducted a Comprehensive Needs Assessment Survey (CNA). Staff, Parents and the SAC committees were surveyed for suggestions to improve programs that support the academic needs of the students. These needs were translated into the goals for th School Improvement Plan. Funding from Title 1 was used to supply additional personnel to support the goals of the School Improvement Plan.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	

Amount Needed	
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PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	<input style="width: 100%; height: 20px;" type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

