



WELCOME TO
change



School Improvement Plan 2016-17

Belcher Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Improvement Plan 2016-17

School Profile

Principal: Lisa Roth	SAC Chair: Erin Ester
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School Vision	100% Student Success
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School Mission	We BELIEVE that all students can learn; we ACT on those beliefs so that all students may ACHIEVE.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
694	2.2%	10.5%	24.6%	6.5%	56%	0.2%

School Grade	2016: C	2015: B	2014: B	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	45	49	52	50	40	59						
Learning Gains All	50		54									
Learning Gains L25%	51		46									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Roth	FT	11-20 years
Asst Principal	Gina	Owens	FT	1-3 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other (specify) click here				
Other (specify)				
Total Instructional Staff:	92		Total Support Staff:	101



School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Belcher uses PBIS. 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. The guidelines for success are reviewed every morning on the Bobcat news that is watched each morning school-wide. The goals are monitored through walk throughs by administration and discussions monthly at PBIS committee meetings.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Common Area expectations have been developed and are posted throughout the school. They include rules for the cafeteria, hallways, courtyard, restrooms and car/bus areas. Each classroom teacher has developed expectations and rules that are aligned to the school wide rules. They are posted in the classroom along with the school wide rules. Teachers are asked to post all the rules and expectations near the main exit door for consistency. Staff are trained on school wide expectations and rules during preschool week. Students are trained on school wide rules and expectations by the classroom teacher and our physical education staff during the first week of physical education classes. Reminders are given daily throughout the year on the school news program. The teachers conduct lessons to train students on classroom expectations, rules, and procedures during the first week of school as well. School wide rules and expectations will be shared with parents by administration and classroom teachers at open house. Rules and expectations will also be sent home in a school newsletter. Consequences for expectations are found in the staff handbook that is given out during preschool and all staff are trained on appropriate consequences for inappropriate behaviors throughout the year by administration.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

The Behavior Support Team (BST) meets twice per month to discuss student behaviors that need Tiered Interventions. The minutes will be delivered to all staff members so they can monitor the progress of their students in the Tiered process. To increase Character Education, teachers will spend 3 minutes to share how to involve the character trait into every day. The specialists and administration look for trends in data and share concerns with the core instruction that may lead to behavior issues for a student. When a teacher recommends a student to the BST, a staff member visits the classroom to make observations of the classroom and the concerning behaviors. The BST will make suggestions to the classroom teacher on changes and/or strategies to implement that will benefit the concerning behavior before moving to the Tier 2 supports.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

To be proactive, Girlfriends club, check in and check out data collection, social skills and lunch bunch are in place at Belcher. If a student is struggling physically, socially or emotionally, they meet with either the social

worker or guidance counselor one-on-one. Once the issues are identified, that child will either meet individually with the social worker or guidance counselor, or is placed in a small group counseling to support their needs.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Each month, we use the school profile to review data with the school. We look at the referrals, attendance, enrollment and early warning indicators and discuss the data with all staff members. Biweekly, the Behavior Support Team (BST) meets to discuss students receiving interventions, FBAs, and referrals. Data is gathered from Focus, BIDS, and School Profile.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership ensures high expectations through weekly meetings during PLCs to discuss student work samples as well as Title 1 funds to provide TDEs for planning and training for teachers. Lesson plans are monitored weekly followed by walk throughs to ensure that rigorous and equitable instruction is occurring in the classroom as planned. Data is monitored through common assessments and formative assessment to be certain that no child is struggling without differentiated instruction to meet their needs.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Reduce the number of student discipline referrals by 10%. In 2015-2016, 203 referrals were documented in Portal. We set our goal to not have more than 244 referrals for the 2015-2016 school year and achieved that goal. We will set the goal for 2016-2017 to reduce the number of student discipline referrals by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Guidelines for success posted in all traffic areas including classrooms and only administration and behavior specialist can write a referral after reviewing situation with the teacher.	Administration, Guidance Counselor and Behavior Specialist.
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
During the 2015-2016 school year, 25% (19 students) of Belcher’s African American population received at least one referral. Goal: Given data from School Profile, we would like to reduce the number of African American referrals by 25% during the 2016-2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Staff mentors for African American students where they check in and out every other week, as well as a boys/girls club during lunch	Administration, Guidance Counselor and Behavior Specialist.



Standards-Based Instruction for Learning

Connections: District Strategic Plan ● Goals 1,2,4,5
Marzano Leadership ● Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

After each cycle of Common Assessments, Administration has a data chat with the teacher to review their data. We discuss student gains, bubble students and comparisons to the district. Teachers that are being successful are highlighted to share their strategies with the team. Administration discusses with the teams any needed professional development that is needed. A review of the SIP is conducted to make sure we have all of our Just in Time training scheduled for training. In addition to the Common Assessments, teachers use their Running Records, FSA, Portfolio assessments, and Formative Assessments to guide instruction. Following data chats, administration conducts walk throughs to confirm that instruction is rigorous and all students are engaged.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Using the FSA scores and Common Assessments compared to district scores it is determined that our areas of improvement are Math and Reading. We will continue to improve our practice through the use of CPALMs, Just in Time trainers for ELA and Math and continue to use Formative Assessments.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Every teacher posts and refers to Learning Goals and scales in all of their ELA and Math lessons. Teachers are provided with TDEs to collaborate in writing of scales for upcoming units. Each week at PLC meetings, teachers discuss formative assessments, student progress and share success lessons.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

The SBLT meet each week to Track tier 1 and 2 students. We document what supports are given, PMP, IEP ect... and look at istation reports for progress.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Master Schedule- Common Planning times	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The use of Unify, school profile and Focus will be used to analyze data to plan for specific standards that need to be revisited during interventions	Lisa Roth and Gina Owens
Instructional Strategy 2	
Jan Richardson instruction school-wide supported by Just in Time coaching	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom walk throughs, reviewing lesson plans and data discussions at PLCs	Lisa Roth and Gina Owens
Instructional Strategy 3	
Science Lab/ STEM clubs	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Monitoring Pre and post test scores, SLAGs and science journals for student achievement	Lisa Roth and Gina Owens
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Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

After reviewing our AdvanED climate survey, we determined that our school climate is positive. To continue the growth of encouraging a positive working relationship, we will continue to highlight all staff weekly in Principal’s Bobcat brief. At the monthly staff meetings, we will recognize staff through a program called, “Paw Praise”. At decision time, administration gathers input from all staff so they can provide any concerns and/or ideas on the topic.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The Master schedule provides time for common planning times and Weekly PLCs where the teachers collaborate on strategies for struggling students and enrichment for high achieving students. The weekly Bobcat Brief highlights reminders on rigorous instructional strategies, topics for PLCs and upcoming assessments that teachers may need to plan for as a team. A calendar of topics for PLCs is provided to the staff in advance so they can be prepared with work samples and evidence.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

MATH- we had Number Talks, Formative Assessment and MFAS training which was successful. It has increased differentiation in the classroom and development of rigorous activities.
 Science- we had coaching support for k-5 which supported teachers in their science instruction.
 Reading- Guided reading training was welcomed this school year, but it is needed for all teachers to maintain consistency in instruction. Oral Storytelling for 1-2 grade was very well received and increased oral discussions in the classrooms.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Formative Assessments in Math	Fall	K-5	Differentiate instruction in math
Oral Storytelling	Fall	1-2 grade teachers	Increase vocabulary development in writing and speaking
Guided Reading	Fall	K-5	Effective instruction in small groups
Scale writing	Pre-School and Fall	K-5	Write effective scales for instruction
How to Raise your Math Block: 3 phrase math lesson structure	Pre-school and fall	K-5	Create a student centered- problem based classroom
Going beyond Go Math: Being a critical consumer using Marzano’s Essentials for Achieving Rigor with Marzano’s Taxonomy of Educational Objectives	Pre-School	K-5	Making informed decisions about curricular materials



Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7
Marzano Leadership • Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Belcher encourages parent attendance at school through many events. At the Title 1 Annual Meeting/ Open House, parents learn about classroom expectations for the year. Many grades hold student programs and FSA parent opportunities to assist parents with learning instructional strategies to assist their child at home. Parents are encouraged to log into Focus so they are monitoring their child’s performance in the classroom. By volunteering, the Belcher annual picnic, ice cream social, School Spirit nights and other programs the school hosts in cooperation with Title 1 we invite the parents to support the school and share their feedback to make Belcher Elementary the best learning environment for all.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Belcher utilizes the expertise of our school social worker and guidance counselor to assist families with academic testing and any additional supports the child may need to be successful. Teachers have the student's track their own data and hold parent teacher conferences to review the progress their students are making with each family.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Belcher Elementary School's goal is 100% of parents will engage with their child's school through school events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Post school event dates on school website, announce through connect-ed calls, notes in agenda and posted in front office	Administration and Tech. Specialist
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Belcher Elementary School's goal is to fund students in need with Pack a Snack, Clothes to Kids and other health related services funded by community partnerships.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
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 Snack and other health related services	Social Worker and Sherri Cousineau, Guidance Counselor

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	Content Area & <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager:
Given the FSA assessment in 2017, Belcher will score 55% of the students in grades 3-5 meeting a level 3 or higher on the ELA FSA assessment.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Analyze data to adjust curriculum to ensure differentiated instruction and use of istation for monitoring and teachers receive Guided Reading professional development	District Common Assessments and classroom assessments
We will use Title 1 funds to purchase ipads and myon for ELA instruction	Istation and Myon reports, District Common Assessments and classroom assessments

Mathematics Goal	Goal Manager:
Give the FSA assessment in 2017, Belcher will score 62% of the students in grades 3-5 meeting a level 3 or higher on the Mathematics FSA assessment.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers in grades k-5 will use ST Math to fidelity and differentiated instruction in the core to ensure learning gains for all students.	District Common Assessments and classroom assessments
Professional development in math instruction will be provided in the Fall to provide rigorous support and strategies to be implemented into the core math instruction.	District Common Assessments and classroom assessments

Science Goal	Goal Manager:
Given FSSA, 59% of students in grade 5 will score a level 3 or higher on the 2017 Florida State Science Assessment.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Monthly professional development in science instruction will provide teachers with support on science lab implementation, 10, 70, 20 of instruction and reviewing data after assessments.	District Common Assessments, lab pre and post data, Diagnostic assessment data and classroom assessments

STEM club for grades 2-5 and 3 rd and 4 th grade review plan for FSSA	District Common Assessments, lab pre and post data, Diagnostic assessment data and classroom assessments
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Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal - Maintain GOLD Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Lisa Roth
Belcher is working toward Gold Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2014-15, school was recognized for SILVER national recognition. In 2015-16, school was recognized for GOLD national recognition. Eligible in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to maintain eligibility for GOLD national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Implement STEM Academy to increase STEM opportunities for 3rd, 4th and 5th grade students. The STEM Academy will offer opportunities for 3rd, 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.	Goal Manager: Lance Oij
Actions / Activities in Support of Goal	Evidence to Measure Success

Identify 3 rd , 4th and 5th grade students who will work hard and have an interest in math and science. 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 their child to participate in the STEM program.	Applications turned in for acceptance into the STEM Academy.
Schedule STEM academy for 26 weeks for 60 3 rd , 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 2017.	Completed STEM inquiry projects and FSSA scores

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager:
Increase the number of Black students receiving a level 3 or above in reading and mathematics to 55% or higher as measured by the Florida Standards Assessment in 2017.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
The S.T.E.P.S. program will encourage African American students to maintain adequate grades, increase community involvement and encourage students to participate in after school activities at Belcher.	Progress Reports, communication from teachers and S.T.E.P.S. strategic plan
Provide students with staff mentors that monitor their academics and provide support as needed.	Mentor check in and out logs

Subgroup Goal (ELL)	Goal Manager:
Increase the number of ELL students receiving a level 3 or above in reading to 32% or higher and in mathematics to 45% or higher as measured by the Florida Standards Assessment in 2017.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Jan Richardson instruction in small group	Running Records, istation and teacher observation
ESOL strategies within the classroom and instruction	Lesson plans, graphic organizers, journals across subject areas and classroom observations

Subgroup Goal (ESE)	Goal Manager:
Given FSA in ELA and Mathematics, ESE students will increase the number of students obtaining a level 3 or higher by 10% (GOAL- ELA 30% and Math 46%).	
Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Small group using specialty designed instruction	Common Assessments, Running Records observation in group.
Collaboration with General Education teacher monthly	Common Assessments, Running Records, Teacher Observation and feedback

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	
Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	0	0	0	4	17	21	3
Students with attendance below 90 %	12	13	14	10	10	59	14
Students with excessive referrals**	8	3	9	9	4	33	5
Students with excessive course failures**	0	0	0	0	0	0	0
Students exhibiting two or more indicators	3	2	1	1	2	9	1

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Reduce the percent of high absences from 14% to 10% in grades kindergarten through fifth grade.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success

Contact parents to meet with administration and Child Study Team when their child has exceeded 5 absences to determine reason/barriers that prevent the child arriving to school at scheduled time.	CST reports every other week
Child Study Team implements monthly attendance reward for parents that have students with 100% attendance each month.	Monthly attendance report

EWS - Discipline

Discipline Goal Please ensure that your goal is written as a SMART goal.	
Given school wide expectations and character training, Belcher will reduce the number of student discipline referrals by 10% for the 2016-2017 school year that are reported in School Profile.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Character training once per month by Guidance Counselor	Teacher observation and incident reports
Posting school wide expectations around the school and reinforcing in class	Teacher observations and incident reports

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Belcher uses the STARS program for dropout prevention, the PreK program for early intervention and Promise Time for the extended learning. We use FSA scores of a level 1 and 2 to identify students for the dropout prevention and extended learning programs.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Given the data from Florida Standards Assessment in ELA and Math, Belcher will reduce the number of students that receive level 1 and 2 due to participation in the Extended Learning Programs, Promise Time, five days per week for enrichment in ELA and Mathematics instruction.

Actions / Activities in Support of Goal	Evidence to Measure Success
Monitor student engagement and participation in the programs to ensure differentiated instruction is meeting all student needs	Teacher observation, iready reports and discussion on performance with classroom teacher.
Contact parents and excite the students about the Promise Time program and how it will assist their child in academic support outside of the normal school day.	Attendance each day

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	57	% with advanced degrees	34
% receiving effective rating or higher	97	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	29
% certified in-field**	100	% with 6-14 years of experience	44
% ESOL endorsed	64	% with 15 or more years of experience	27

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

Following district hiring policies, the principal will utilize interview teams of 3 or more and seek 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.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Lisa	Roth	White	Principal
Erin	Ester	White	Parent
Celeste	Roche	Hispanic	Teacher
Kim	Cole	Asian	Parent
Stacey	Williams	White	Parent
Tracy	Rivera	Hispanic	Support Employee
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Gina Owens, Assistant Principal
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State Days / Intervals that Team meets below.
Every Monday from 7:35-8:15 a.m.

Budget / 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 funding. We will use the funds for purchasing technology for students.
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Use this space to paste budget, if desired.