



School Improvement Plan 2017-18

Belcher Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Lisa Roth	SAC Chair: Keith Werling
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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 %
	2	9.1	25.5	4.5	58.8	0.2

School Grade	2017: B	2016: C	2015: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	59	50	61	55	61	42						
Learning Gains All	55	50	67	54								
Learning Gains L25%	44	51	56	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
Total Instructional Staff:	54	Total Support Staff:	37	



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).

We will be transitioning Restorative Practices into our Positive Intervention Support Plan (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. For the initial implementation of Restorative Practices, we will be adding Restorative Circles into classroom meetings.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your 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 Second Step program is delivered by the teachers and Social Worker for those students that show a need for additional social and emotional supports. 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 following the morning news to share how to involve the character trait mentioned 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. All students will participate in Restorative Practices and circles within their classroom.

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. All of our students will participate in classroom guidance lessons, use of Restorative Practices and Positive Praise to recognize students doing the right thing, and Character of the Month. 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 dashboards, disparity gaps 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. Our Child Study Team (CST) also meets biweekly to monitor attendance of all students and problem solve for those that struggle to attend school daily. In CST, we monitor students that have missed 10% or more of school and invite parents in to offer them assistance with any resources they may need to get their child to school on time daily. Our CST monitors trends in attendance, sends letters to families as well as home visits to increase attendance rates at our school.

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 SIP 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 MAP and formative assessment to be certain that no child is struggling without differentiated instruction to meet their needs.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Reduce the number of student discipline referrals by 10%. In 2016-2017, 230 referrals were documented in Portal. We set our goal to not have more than 244 referrals for the 2016-2017 school year and achieved that goal. We will set the goal for 2017-2018 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 the 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 2016-2017 school year, 26% of referrals were written to Belcher’s African American population. Goal: Given data from School Profile, we would like to reduce the number of African American referrals by 15% during the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will track 100% of the African American students weekly to monitor their academic and extra-curricular supports they are receiving at school.	Administration, Guidance Counselor and Behavior Specialist
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



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 MAP, 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 MAP, 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 MAP 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. Teachers will be trained in Restorative Practices to be proactive on providing strategies to students to meet their individual needs.

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, 2 and 3 students. We document what supports are given, PMP, IEP etc... and look at iStation reports for progress.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
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
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
PLC and Curriculum Meetings	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Student work samples, data in Unify, reviewing lesson plans and classroom walk throughs.	Lisa Roth and Gina Owens
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Teachers engage in Responsive Instruction	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lessons regularly reflect the range of student interests, based on gender, represented in the classroom	Lisa Roth and Gina Owens



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 among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvanED 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. All PLCs are led by the administrators and data is analyzed and problem solving occurs for the needed improvements.

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?

Science- we had coaching support for k-5 which supported teachers in their science instruction. Teachers had monthly support from the coach in the lab, journaling and daily instruction.
 Reading- Guided reading training was held for grades 1-5. Oral Storytelling for grades k-2 was very well received and increased oral discussions in the classrooms.
 MATH- we had Beyond Go Math training, Formative Assessment and MFAS training which was successful. It has increased differentiation in the classroom and development of rigorous activities.

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, ISM visit feedback, etc.).

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	Pre-School	K-5	List the formative assessment for each lesson in lesson plans each week
Guided Reading	Fall	K-5	Effective instruction in small groups
Book Study- Culturally Responsive Training	Fall	PreK-5	Provide strategies so staff is more Culturally Responsive in their practice.



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 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. This year, we will begin the Volunteer Café which will be held once per month to unite volunteers. By volunteering, the Belcher annual picnic, ice cream social, School Spirit nights and other programs the school hosts, 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 interpreting and using student data via trainings, data chats and/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 these 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, 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, email or home visits.	<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 (especially those linked to student learning).	<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.

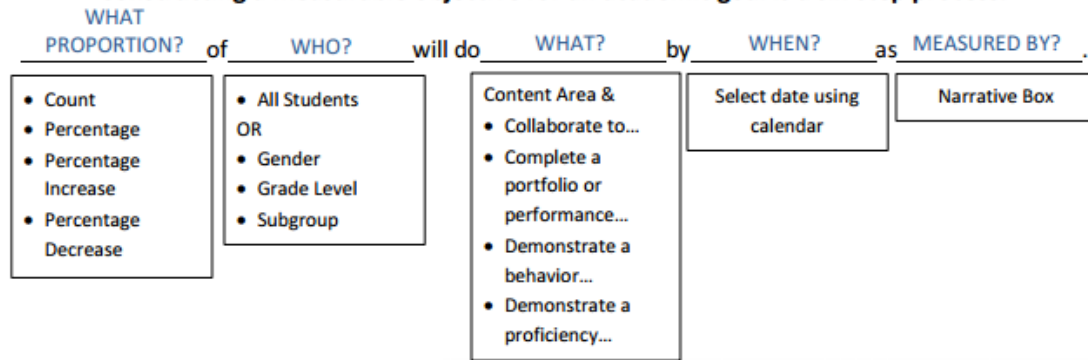
Family Engagement / Key Goals and Strategies

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	Anna Athanasatos, Social Worker and Sherri Cousineau, Guidance Counselor
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

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



SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Sarah Christena and Cristiana Wilson		
When given the 2017-2018 Florida Standards Assessments (FSA), 65% of students in grades 3-5 will score at level 3 or higher (proficient) in English Language Arts.			
Actions / Activities in Support of ELA Goal		Evidence to Measure Success	
Staff will monitor and analyze data, including iStation reports, to adjust curriculum in order to ensure appropriately differentiated instruction. Additionally, teachers will receive Jan Richardson Guided Reading professional development.		MAP assessments and classroom assessments	
Teachers will provide explicit grammar and vocabulary instruction within the core literacy block.		MAP assessments and classroom assessments	

Mathematics Goal	Goal Manager: Bonnie Adams and Joshua Parker		
When given the 2017-2018 Florida Standards Assessments (FSA), 66% of students in grades 3-5 will score at level 3 or higher (proficient) in Mathematics.			
Actions / Activities in Support of Math Goal		Evidence to Measure Success	

Teachers in grades K-5 will use STMath with fidelity to differentiate instruction in the core in order to ensure learning gains for all students.	MAP assessments and classroom assessments
Teachers will use district provided resources, including Collaborative Planning, Go Math Guidance, Rich Mathematical Tasks, and Number Talks (specifically for Kindergarten) to supplement core mathematics instruction.	MAP assessments and classroom assessments
Our staff will participate in the High Yields Number Routines Math Training	MAP assessments and classroom assessments

Science Goal	Goal Manager: Allison Jester and Mary Zenel
When given the 2017-2018 Florida Statewide Science Assessment (FSSA), 65% of students in grade 5 will score at level 3 or higher (proficient).	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Teachers will receive monthly professional development in science instruction, including support on science lab implementation, managing the "10, 70, 20" of instruction, and reviewing data after assessments.	MAP assessments, lab pre and post data, diagnostic assessment data, and classroom assessments
Staff will implement STEM club for grades 2-5 and 3 rd and 4 th grade review plan for FSSA.	MAP assessments, lab pre and post data, diagnostic assessment data, and classroom assessments

Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: STEM	Goal Manager: Lance Oij
Implement STEM Academy to increase STEM opportunities for 2 nd , 3 rd , 4 th and 5 th grade students. The STEM Academy will offer opportunities for 3 rd , 4 th and 5 th 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.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Identify targeted 2 nd , 3 rd , 4 th and 5 th grade students using a rubric 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.	Application submitted for acceptance into STEM Academy.
Schedule STEM academy for 26 weeks for 60 2 nd , 3 rd , 4 th and 5 th grade students. Conduct hands-on activities related to STEM concepts, explore careers in STEM fields, complete a STEM	Completed STEM inquiry projects and FSAA scores.

inquiry project and participate in an end-of-the-year STEM Expo in April 2018.	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Heidi Baird
Belcher Elementary will maintain Gold Level status with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	Evidence to Measure Success
Staff training to review Healthy School Program indicators.	Gold in 6 out of 6 of the HSP Assessment modules.
Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Lisa K. Roth
When given the 2017-2018 Florida Standards Assessments (FSA), 65% of Black students in grades 3-5 will score at a Level 3 or higher (proficient) in English Language Arts, while 65% will score at Level 3 or higher (proficient) in Mathematics.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
STEPS program will encourage high achieving 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 STEP strategic plan.
Using referendum funds, we will purchase additional culturally relevant books for classroom libraries to supplement core instruction representing diverse perspectives	Formative assessments, classroom assessments and MAP

Subgroup Goal (ELL)	Goal Manager: Tina Muldoon and Celeste Roche
When given the 2017-2018 Florida Standards Assessments (FSA), 65% of ELL students in grades 3-5 will score at level 3 or higher (proficient) in English Language Arts, while 65% will score at level 3 or higher (proficient) in Mathematics.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Teachers will provide Jan Richardson guided reading lessons in a small group setting.	Istation, running records, and teacher observation.

Teachers will infuse ESOL strategies throughout instruction.	Lesson plans, graphic organizers, journals across subject areas, and classroom observation.
Using Access data and Can Do strategies, teachers will implement the specific strategies for students to help them be successful in the classroom in all settings.	MAP assessments and classroom assessments

Subgroup Goal (ESE)	Goal Manager: Rachel Boat
When given the 2017-2018 Florida Standards Assessments (FSA), 65% of ESE students in grades 3-5 will score at level 3 or higher (proficient) in English Language Arts, while 65% will score at level 3 or higher (proficient) in Mathematics.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
ESE teachers will use specially designed instruction in a small group setting.	MAP assessments, running records, and teacher observation.
ESE teachers will collaborate general education teachers monthly.	MAP assessments, running records, and teacher observation and feedback.

Subgroup Goal Gender Gap	Goal Manager: Roth and Owens
Classroom libraries are built with student interests in mind.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Classroom libraries spotlights new texts, trendy titles, and peer-reviewed reads.	MyOn reports, referendum book titles purchased and teacher observation
Most texts are accessible and at student eye-level	Administration walk throughs and teacher observation

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	21	31	38			90	11
Students with excessive absences / below 90 %	18	12	17	26	17			131	16
Students with excessive behavior / discipline**	4	9	6	9	14			44	5

Students with excessive course failures**	12	28	15	12	10			77	10
Students exhibiting two or more Early Warning indicators	2	1	3	12	13			32	4

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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 12.5% to 9% 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 2017-2018 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		
Place goal statement here (only if needed).		
Actions / Activities in Support of Goal	Evidence to Measure Success	

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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 PreK program for early intervention and offers the extended learning program 4 days per week. We use FSA scores of a level 1 and 2 as well as MAP scores 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, four 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, iStation reports and discussion on performance with classroom teacher.
Contact parents and excite the students about the Extended Learning 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		Complete and update only as data become available.	
# of Instructional Employees (total number)	54	% with advanced degrees	26.1
% receiving effective rating or higher	100	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	20
% certified in-field**	100	% with 6-14 years of experience	33
% ESOL endorsed	52.2	% with 15 or more years of experience	47

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

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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 <i>(Describe the measures being taken to meet compliance below.)</i>

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:
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Please state the days / intervals that your 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. Attached budget if preferred.

We have been provided with \$5 per child of SIP funding. We will use the funds for purchasing technology for students and TDEs for teacher professional development.
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