

Pinellas County Schools

BELCHER ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 5
 - D. Demographic Data 6
 - E. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement 20
- IV. Positive Culture and Environment 26
- V. Title I Requirements (optional) 29
- VI. ATSI, TSI and CSI Resource Review 33
- VII. Budget to Support Areas of Focus 34

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dawn Lewis

Position Title

Principal

Job Duties and Responsibilities

Oversee that the plan is implemented, and staff know what the plan entails.

Leadership Team Member #2

Employee's Name

Melissa Wolcott-Crabb

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee the plan and make sure elements are being implemented and reviewed.

Leadership Team Member #3

Employee's Name

Amy Soto

Position Title

MTSS Coordinator

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Virginia Esposito

Position Title

Instructional Staff Developer

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Francine Harvey

Position Title

Teacher, ESOL

Job Duties and Responsibilities

Assist with Title 1 responsibilities within the School Improvement Plan.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Belcher Elementary School Improvement Plan was established through the collaboration of teachers and administration following the release of the 23-24 school data. As a team, we looked at the progression of learning for all students, subjects, and subgroups over the three assessment windows to decide the necessary goals and action steps necessary to maximize the success of all students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The School Improvement Plan is a fluid, living document that will allow our instructional staff to analyze the current data trends and plan our instruction based on the specific needs of our students. Our schoolwide progress in reference to the SIP will be assessed following each individual assessment cycle. Our grade level data will be assessed weekly during PLC's, School Based Leadership Meetings and ongoing data chats with teachers, interventionists, and administration. Adjustments and revisions will be made as needed to ensure the goals and action steps are aligned to produce 100% student success.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	46.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		27	18	25	23	13				106
One or more suspensions				4		1				5
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				3	18	18				39
Level 1 on statewide Math assessment				2	24	11				37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		5	1	4						10
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59			50	54	53	55	55	56
ELA Grade 3 Achievement **	66			48	54	53			
ELA Learning Gains	65						62		
ELA Learning Gains Lowest 25%	67						51		
Math Achievement *	69			60	61	59	62	51	50
Math Learning Gains	79						65		
Math Learning Gains Lowest 25%	68						49		
Science Achievement *	68			60	62	54	55	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	70			59	64	59	65		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	597
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	59%	58%	56%		60%	49%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners	70%	No		
Black/African American Students	35%	Yes	2	
Hispanic Students	70%	No		
Multiracial Students	63%	No		
White Students	64%	No		
Economically Disadvantaged Students	63%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	4	1
English Language Learners	59%	No		
Black/African American Students	33%	Yes	1	
Hispanic Students	50%	No		
Multiracial Students	59%	No		
White Students	66%	No		
Economically Disadvantaged Students	54%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	54%	No		
Native American Students				
Asian Students	90%	No		
Black/African American Students	48%	No		
Hispanic Students	55%	No		
Multiracial Students	74%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%	66%	65%	67%	69%	79%	68%	68%					70%
Students With Disabilities	23%	30%	52%	50%	34%	76%	73%	40%					
English Language Learners	61%	64%	74%		77%	79%		82%					56%
Black/African American Students	44%	36%			25%								
Hispanic Students	49%	62%	66%	86%	66%	81%	91%	57%					73%
Multiracial Students	50%		46%		80%	75%							
White Students	65%	76%	67%	50%	74%	79%	63%	69%					36%
Economically Disadvantaged Students	57%	61%	64%	67%	63%	73%	65%	68%					48%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%	48%			60%			60%					59%
Students With Disabilities	20%	27%			28%			13%					
English Language Learners	49%	40%			60%			69%					76%
Black/African American Students	38%				29%			33%					
Hispanic Students	35%	25%			51%			71%					67%
Multiracial Students	56%	50%			72%								
White Students	56%	58%			67%			56%					92%
Economically Disadvantaged Students	46%	44%			58%			49%					73%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	55%		62%	51%	62%	65%	49%	55%					65%
Students With Disabilities	27%		50%	47%	36%	57%	44%	17%					
English Language Learners	50%		43%		59%	67%		39%					65%
Native American Students													
Asian Students	80%				100%								
Black/African American Students	33%		59%		46%	53%							
Hispanic Students	56%		63%		55%	65%	40%	45%					61%
Multiracial Students	67%				80%								
Pacific Islander Students													
White Students	56%		60%	48%	62%	65%	59%	56%					67%
Economically Disadvantaged Students	48%		64%	46%	53%	58%	42%	53%					60%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Belcher scholars have increased performance in science for 5th grade. This area has improved with a strong focus on the rigor of instruction and sharing ownership with all instructional staff. Science instruction was a protected block of time for our school and incorporating science into all other core subjects became a wonderful way to increase Science vocabulary. Through these efforts, Belcher's Science score increased from 61% proficiency to 68% proficiency.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with Disabilities continue to fall behind the Federal Index and their peers at Belcher Elementary. The problem/gap is occurring because students were not exposed to curriculum at the level of rigor intended. Although we are trending in a positive direction, we have identified this group as a major focus in the upcoming year.

Greatest Decline

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

Attendance within our school is a great area of concern, a decline in attendance for our 3rd-5th graders occurred this year. The decline of attendance could be attributed to the varying responsibilities of the school social worker. Increasing attendance in the lower performing students and ensuring teachers are working closely with parents to identify barriers with attendance will be a focus for this year. Through weekly Child Study Team meetings to review and discuss attendance data patterns, the social worker will be better utilized to focus on attendance during the coming year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our school's current level of Black vs. Non-Black students is concerning in mathematics. In mathematics, only 25% of our Black students were proficient in comparison to 71 % proficiency for

our Non-Black students as evidenced by the state's cycle 3 progress monitoring FAST assessment. The problem/gap is occurring because all students did not engage with and practice to the level of rigor that the grade-level math benchmarks expect. Ensuring that teachers deepen their understanding of the Florida's B.E.S.T. Benchmarks will lead to a deeper understanding for our students.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In 2023-2024 school year Belcher had a total of 18 Level 1's in 4th grade and 18 Level 1s in 5th grade English and Language Arts. When comparing those numbers to 3rd grade with only 3 students were in Level 1. We have work to do to increase the level of proficiency in 4th and 5th grades.

Highest Priorities

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

1. Improve attendance for all students.
2. Increase the number of students in ESE with learning gains.
3. Increase the exposure of high rigor instruction across all core subjects.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Tiered Instruction-

Instructional practices specifically related to monitoring whole group and small group instruction that is designed and implemented according to evidence-based principles.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- Proficiency in Math will increase from 67% to 77% as measured by the PM3 FAST Assessment.
- Proficiency in Grades 3-5 ELA will increase from 54% to 64% as measured by the PM3 FAST Assessment.
- Proficiency in Grade 3 ELA will increase from 66% to 76% as measured by the PM3 FAST Assessment.
- Proficiency in Science will increase from 61% to 71% as measured by the State Science Assessment. .

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Using district assessments along with state benchmarks, students will be progress monitored three times a year to assess proficiency in Math and ELA. Ongoing assessments - unit assessments, teacher observation, formative assessments, and analysis of student's work to determine student progress. In Science, grades 1-3 will take their Earth/Physical/Life Science Formative assessments. Fourth and fifth graders in science will have the mid-year and spring formative assessments. All grade levels will have unit/Big Idea assessments.

Person responsible for monitoring outcome

Dawn Lewis and Dr. Melissa Wolocot-Crabb

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

In order to maintain our focus on implementing evidence-based principles we will focus our Professional Learning Community work on the following strategies: explicit and systematic instruction, scaffolding instruction, giving corrective feedback with opportunities to make corrections, and providing differentiation to our students.

Rationale:

Explicit instructional practice for students learning new content: 1) full, clear explanation 2) teacher modeling 3) Provide an "exit ticket " opportunity followed by differentiation 4) teacher corrective feedback

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Focusing on implementation of evidence-based strategies during Professional Learning Communities. Use current data to make decisions for explicit and systematic instruction.

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teachers and administrators implement and facilitate a goal setting environment where students regularly set goals for improvement and visibly participate in setting their own goals, monitor academic progress, revise goals based on data, and celebrate success

Person Monitoring:

Dawn Lewis

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly student work analysis. Use data to develop and implement plans to support students through targeted instruction, differentiated instruction, and adapting content/product/process/resources. Progress will be monitored regularly, and adjustments will be made with a focus on closing gaps.

Action Step #2

Embedded support from ISD to support teachers of students with significant deficiencies to manage

differentiation while continuing to expose them to grade-level content.

Person Monitoring:

Lewis

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure the ESE teachers receive ongoing professional development aligned to implementing research-based interventions that are aligned to IEP goals as well as standards-based instruction. Provide embedded PD and coaching supports centered around the utilization of data to drive instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Strategically focus on interventions that meet the needs of our 3 - 5 students in foundational literacy standards in order to close gaps so they may become proficient readers at grade level.

Grades K-2: Measurable Outcome(s)

We will increase the percent of students proficient by 10 percentage points as measured by PM3 data.

Grades 3-5: Measurable Outcome(s)

We will increase the percent of students proficient by 10 percentage points as measured by PM3 data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We use a tracking tool in which we track the foundational standards by phonemic awareness level, phonics level (decoding and encoding), sight word level, and reading level. Based on this data, students are strategically placed in small groups to have their gaps met and we move them to proficiency. We monitor improvement every 6 - 8 weeks and readjust groups based on new data.

Person responsible for monitoring outcome

Melissa Wolcott-Crabb

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- o Provides print rich, explicit, systematic, and scaffolded instruction
- o Teach students to decode words, analyze word parts, and recognize words
- o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary
- o Provide instruction in broad oral language skills
- o Teach students how to use reading comprehension strategies
- o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Assessment

Person Monitoring:

Melissa Wolocott-Crabb

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.

Action Step #2

Collaborative planning with strong focus on student and teacher discourse.

Person Monitoring:

Crabb

By When/Frequency:

05/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Engage in ongoing professional learning on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback. When we Implement student-led conferences to allow students to engage in discourse to share their academic goals and in turn lead them to increase test scores.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Action Step #4****Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Attendance is a direct reflection of the student's enjoyment and comfort level of school. A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. During the 2023-2024 school year 106 students missed greater than 10% of the school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To reinforce behaviors and expectations, a positive reward system is in place that includes classroom and schoolwide recognitions that also include recognition for attendance.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Child Study Team will meet bi-weekly and use the CST dashboard to disaggregate the attendance to determine individual (and possible grade-level) next steps for each student/students over 10% of absences. CST will also brainstorm and seek input for attendance incentives for students to help lower the percentage of students that are near and over the 10%.

Person responsible for monitoring outcome

Melissa Wolcott-Crabb

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

To reinforce behaviors and expectations, a positive reward system is in place that includes classroom and schoolwide recognitions. To improve on the fidelity of this process we will utilize the PBIS Online Reward system to track and monitor student behavior and reinforcement of appropriate behaviors.

Rationale:

A school-wide approach to building a positive school culture and environment includes a positive behavior support system, use of Restorative Practices with an equity mindset, and attendance monitoring and support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Classroom Visits

Person Monitoring:

Lewis/Crabb

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide support and feedback focused on observed explicit, systematic and sequential approaches to implementing the guidelines of success and encouraging daily attendance.

Action Step #2

Walkthrough feedback

Person Monitoring:

Lewis/Crabb

By When/Frequency:

Biweekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

<https://www.pcsb.org/belcher-es>

All documents via our website, Facebook, and office lobby. In addition we share the documents at our Annual Title I meeting, SAC, and PTA. The documents are provided in the other languages as needed. SIP and all supporting documentation can be found at

<https://www.pcsb.org/belcher-es>.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://www.pcsb.org/belcher-es>

We also plan to implement student led conferences and events where parents can participate with their children.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

Data chats with teachers and students will strengthen the students' knowledge of what the

benchmarks are and where they should be. Student data may be kept up regularly in students view for checking progress.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

School Messenger will be utilized to inform parents and families of the importance of attendance and its correlation to student achievement. Individual phone calls will be made to the scholars who have been identified as needing attendance support.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Not applicable

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

We will continue to implement a school-wide commitment to restorative practices, including deliberate strategies to build classroom relationships and community. We will also continue to employ our school-wide commitment to Positive Behavior Interventions and Supports implementation for fair and equitable disciplinary practices for all students.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

We will reach out to district Instructional Staff Developers to provide supports to strengthen our staff's ability to engage students in complex tasks. We will ask them ways to enhance our students' background knowledge so we can provide appropriate scaffolds for them to reach when engaging in these complex tasks.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year.

Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00