

Pinellas County Schools

# BELCHER ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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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

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100% student success.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

lewisda@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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The principal oversees the daily operation of the entire school. She is in charge of hiring and retention of teachers, promoting a positive school culture and climate for all staff and scholars and ensuring best teaching practices are known and used for improvement of student achievement. As the school leader, the principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes.

## Leadership Team Member #2

**Employee's Name**

Sarah Painter

paintersa@Pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. She supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

## Leadership Team Member #3

**Employee's Name**

Amy Soto

Sotoa@pcsb.org

**Position Title**

MTSS

**Job Duties and Responsibilities**

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The MTSS Coach provides assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement. They also facilitate the implementation of the problem-solving process with the school-based team and all school staff.

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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In the initial stages of our SIP Planning, our SBLT members disaggregated data from FAST PM 3.

other stakeholders (SAC and Title One) provided additional input into the goals and action steps as well. Once the plan is finalized, the entire SAC will have the opportunity to review, provide input and ultimately approve our SIP for the 25/26 School Year.

### **3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The SIP will be monitored midyear to assess progress toward our measurable goals. The leadership team will analyze walkthrough data and student data (including ESSA subgroups) to determine whether we are on track with our student achievement goals. Administration and the SBLT work collaboratively to determine the next steps to support progress toward our goals and to closing achievement gaps for all students. Progress is also shared with SAC the second semester through our State of the School.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: B</b> <b>2021-22: B</b> <b>2020-21: B</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	63	73	77	64	71	63				411
Absent 10% or more school days	0	17	19	18	16	22				92
One or more suspensions	0	2	5	8	2	2				19
Course failure in English Language Arts (ELA)	0	0	0	1	2	0				3
Course failure in Math	0	0	0	1	1	0				2
Level 1 on statewide ELA assessment	0	0	0	8	18	0				26
Level 1 on statewide Math assessment	1	16	18	29	8	14				86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2025-26

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	8	9	15	9	17				58

#### Current Year 2025-26

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	1	1	1	0	0				3
Students retained two or more times	0	0	1	0	0	0				1



**Prior Year (2024-25) 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										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-6.053, 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

**Prior Year (2024-25) 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 (2024-25) 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										0
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	64	59	59	61	57	50	54	53
Grade 3 ELA Achievement	72	67	59	66	63	58	48	54	53
ELA Learning Gains	56	62	60	65	64	60			
ELA Lowest 25th Percentile	54	59	56	67	62	57			
Math Achievement*	68	69	64	69	66	62	60	61	59
Math Learning Gains	69	67	63	79	68	62			
Math Lowest 25th Percentile	65	56	51	68	58	52			
Science Achievement	75	70	58	68	69	57	60	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	62	67	63	56	65	61	59	64	59

\*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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	579
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	66%	59%	58%	56%		60%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	52%	No		
English Language Learners	60%	No		
Black/African American Students	41%	No		
Hispanic Students	55%	No		
Multiracial Students	68%	No		
White Students	77%	No		
Economically Disadvantaged Students	62%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	58%	72%	56%	54%	68%	69%	65%	75%					62%
Students With Disabilities	32%		52%	47%	47%	65%	64%	60%					
English Language Learners	47%	60%	66%	67%	55%	63%		60%					62%
Black/African American Students	33%		22%	30%	46%	59%	58%						
Hispanic Students	48%	67%	56%	54%	50%	50%		56%					55%
Multiracial Students	50%				86%								
White Students	71%	83%	63%	80%	79%	79%	80%	89%					70%
Economically Disadvantaged Students	56%	69%	54%	55%	66%	67%	58%	74%					58%

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%					56%
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%

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	66%	65%	1%	57%	9%
ELA	4	54%	62%	-8%	56%	-2%
ELA	5	49%	61%	-12%	56%	-7%
Math	3	76%	68%	8%	63%	13%
Math	4	56%	68%	-12%	62%	-6%
Math	5	67%	65%	2%	57%	10%
Science	5	70%	67%	3%	55%	15%

### III. Planning for Improvement

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#### 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?

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Belcher students have again 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. Systematically incorporating science into all other core subjects has become a common practice. It is also a way to increase Science vocabulary. Through these efforts, Belcher's Science score increased from 68% proficiency to 70% 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.

---

Our school's overall proficiency score has been significantly impacted by a decline in 4th grade reading performance. A root cause analysis indicates that students were not consistently engaged with tasks aligned to the rigor and expectations of the B.E.S.T. Standards. Additionally, inconsistent teacher planning and limited opportunities for students to build independent reading stamina have contributed to this decline. Moving forward, our focus will be on strengthening standards-aligned **core instruction**, improving the fidelity of lesson planning, and intentionally cultivating student stamina through daily independent reading opportunities and accountability structures.

##### **Greatest Decline**

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

---

This year, our most significant area of academic decline was in Math learning gains. A closer analysis reveals that a disproportionate amount of instructional time was dedicated to interventions targeting foundational skills such as number sense and multiplication facts. While these skills are essential, this focus came at the expense of time spent engaging students in more complex, grade-level applications aligned to the B.E.S.T. Standards. As a result, many students lacked sufficient exposure to the deeper conceptual understanding and problem-solving opportunities required for proficiency and growth. Moving forward, we will work to balance foundational skill support with rigorous, standards-aligned instruction that challenges students to think critically and apply mathematical

concepts in meaningful ways.

### **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.

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Our 5th grade reading scores are currently 7% below the state average, which has been identified as an area of concern. Upon analysis, a key contributing factor is students' ongoing struggle with reading stamina. Many students are finding it difficult to maintain focus and comprehension throughout extended reading passages and multi-step tasks aligned to the rigor of the B.E.S.T. Standards. As part of our improvement plan, we will implement intentional strategies to build reading stamina, including increased opportunities for sustained independent reading, strategic scaffolding during instruction, and targeted support to strengthen reading endurance and engagement. These efforts are aimed at closing the gap and ensuring our students are better prepared for academic success.

### **EWS Areas of Concern**

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

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1. Increasing the percentage of students performing proficiently in Math (currently 69%) on the FAST Assessment
2. Increasing the percentage of students performing proficiently in ELA (currently 59%) on the FAST Assessment

### **Highest Priorities**

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

---

As we reflect on our data and instructional practices, three priorities will guide our schoolwide improvement efforts in the upcoming year:

1. **Intentional Lesson Planning** – We will prioritize consistent, standards-based lesson planning to ensure that all students receive equitable access to grade-level content delivered with the appropriate level of rigor. Collaborative planning and clear alignment to the B.E.S.T. Standards will be central to this work.
2. **Data-Driven Small Group Instruction** – Increased emphasis will be placed on using formative and summative data to drive small group instruction that meets the diverse needs of our learners. Teachers will be supported in grouping students effectively and providing targeted interventions and enrichment opportunities.
3. **Student Goal Setting and Progress Monitoring Aggressively** – We will foster a culture where students are active participants in their own learning. By creating a learning environment that supports individual goal setting and progress tracking, we aim to increase student ownership and motivation, ultimately driving academic growth.

These priorities are designed to strengthen core instruction, deepen student engagement, and ensure that every learner has the tools and support needed to succeed.

## 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 Benchmark-aligned instruction

#### Area of Focus Description and Rationale

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.

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Benchmark deep dives will be facilitated during collaborative planning in order to gain a deeper understanding of the B.E.S.T. ELA Benchmarks as a non-negotiable for improving student outcomes. Target-task alignment, as well as ways to facilitate small group instruction, will be the main areas of focus during collaborative planning. This will ensure students are practicing their skills to the complexity of the benchmarks in order to become proficient.

#### Measurable Outcome

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.

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Proficiency in ELA will increase from 59% to 70% as measured by state and district assessments. Proficiency in Math will increase from 64% to 74% as measured by state and district assessments. Proficiency for 3rd grade ELA will increase from 71% to 75% as measured by state and district assessments. Proficiency in Science will increase from 75% to 80% as measured by state and district assessments.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Implementation levels in every classroom will be monitored by district created module assessments, formative assessments, and standards-based teacher-created assessments. Leadership will monitor student tasks by way of walkthroughs, formal and informal observations. Administrators will monitor core instruction through observations, using fidelity checklists and content rubrics aligned with modules and current grade level curriculum

#### Person responsible for monitoring outcome

Sarah Painter- Assistant Principal and Dawn Lewis - Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Gain a deep understanding of the BEST Standards and Florida's State Academic Standards for Science as a non-negotiable for improving student outcomes. Develop a professional learning plan that results in improved practice and better student outcomes.

**Rationale:**

Teachers must have a clear understanding of standards and conceptual learning in ELA, math and science to ensure students are engaged in rigorous, grade level instruction and practice. Professional development aligned to schoolwide data will support effectiveness of implementation of curriculum

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Increased focus on the BEST Standards in ELA and Math and Florida's State Academic Standards for Science in the area of Science.

**Person Monitoring:**

Amy Soto

**By When/Frequency:**

Monthly

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

Professional development will focus on BEST Standards and Florida's State Academic Standards for Science, aligned with inquiry, conceptual teaching/learning and questioning. MTSS Coach will support teams and teachers to analyze student achievement results to determine trends, areas of strength and areas of improvement

**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)****Area of Focus Description and Rationale**

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.

---

Our area of focus will include monitoring to provide actionable feedback during lessons as well as student academic discourse. Monitoring to provide actionable feedback during lessons and academic discourse affect student learning because they allow teachers to provide immediate correction and guidance to resolve misconceptions, increase student engagement, differentiate instruction in the moment, promote critical thinking, and enhance metacognitive skills. These areas were identified as a crucial need from the prior year through observational data .

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

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

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

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Ensure whole group and small group instruction during the ELA block is designed and implemented according to the evidence-based principles academic discourse and formative assessment with corrective feedback.

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**Grades K-2: Measurable Outcome(s)**

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As measured by district and state assessments, proficiency in VPK-2nd Grade English Language Arts will increase to 50% of scholars scoring in the 40th percentile or higher.

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**Grades 3-5: Measurable Outcome(s)**

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- 40% of students in 3RD-5th grade scored a 3 or above on the 2025 ELA FAST with a goal of 55% for the 2026 ELA FAST

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**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Monitoring will occur through involvement by the administrative team and coaches in PLCs while planning for standards-based instruction. Student engagement in standards-based instruction will be monitored via walk-throughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency .

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**Person responsible for monitoring outcome**

Lewis/Painter

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**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

All K-2 teachers will utilize UFLI with fidelity as an integral component of their literacy block. . The Literacy Coach will be vital to the implementation of this program.

**Rationale:**

Utilizing a systematic approach such as UFLI for the delivery of instruction ensures consistency, alignment with learning objectives, effective planning and differentiation, ongoing assessment and adjustment. It also seamlessly builds upon prior knowledge.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Teacher Lesson Study

**Person Monitoring:**

Painter/ Lewis

**By When/Frequency:**

Weekly

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

Teacher will sharpen their UFLI skills to increase lesson proficiency. While collaborative planning, teachers will review text and identify tier vocabulary for explicit instruction of the lessons. An emphasis Include a “turn-and-talk” prompt. This routine supports students in using the new vocabulary through meaningful interaction. Also, it provides an opportunity for students to connect their existing knowledge to new word meanings, deepening their understanding of the word.

**Action Step #2**

Formative Assessment with Corrective Feedback.

**Person Monitoring:**

Lewis

**By When/Frequency:**

Weekly

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

Providing formative assessment with in-the moment corrective feedback allows teachers to identify learning gaps, personalize learning, make data driven decisions, clarify misconceptions, and holds students accountable.

## IV. Positive Learning Environment

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**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)



**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.

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By focusing on our PBIS practices, we can refine our level of supports and interventions for behavior and increase actions and/or activities that will have a positive impact on culture and climate. This has been identified as a crucial need in order to decrease time spent out of class/off task due to behavior and decrease referrals/suspensions.

**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.

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The use of Positive Behavior Interventions and Supports (PBIS) will decrease the number of Behavior Tracker Incidents by 10% from the prior school year.

**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.

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During our MTSS meetings, emphasis will be placed on student supports both academic and social/emotional. During monthly PBIS meetings, team leader, and leadership team meetings, members will discuss referrals and Rise Recognition data. Professional development will be implemented based on teacher need, and targeted interventions will be implemented based on student need.

**Person responsible for monitoring outcome**

Dawn Lewis

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The MTSS framework and PBIS will be implemented to consistently and systematically utilize appropriate behavior interventions and supports.

**Rationale:**

A combination of the explicit school wide expectations, PBIS and morning meetings to focus on character building, students will feel a sense of belonging through social supports in place.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

All classroom teachers will conduct daily morning meetings/community building circles or class meetings to focus on positive relationships, interactions, sharing class responsibility, growing empathy, establishing use of "I" statements to express feelings, demonstrating and practicing active listening and use of affective language.

**Rationale:**

Positive Behavioral Interventions and Supports (PBIS) is a widely implemented framework for promoting positive school systems and fostering students' social, emotional, behavioral, and mental health.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Explicit Teaching of Tier 1 Behavior Expectations

**Person Monitoring:**

Dawn Lewis

**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The PBIS Team will lead implementation of beginning of the year lesson plans for explicitly teaching Tier 1 Behavior Expectations to include examples and nonexamples. These behavioral curriculum lesson plans will teach common area expectations from the behavior matrix that use a variety of teaching strategies and will include reboot lessons (extended and holiday breaks). The lesson plans will teach students' school wide expectations - what those expectations look like, sound like, and feel like. Behavior based lessons will be scheduled and taught simultaneously; school wide.

## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

The SIP plan, Title One School-Wide Plan and Family Engagement plans are discussed and shared with all stakeholder groups. Monthly PTA and SAC meetings include a segment of the meeting to review SIP focus areas, action steps, and data points. At family engagement events, the SIP focus related to the event is share with the families as part of the compelling reason the event is being held. The SIP plan is also posted on the district, school and social media websites.

#### 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

Our goal is to create engaging opportunities for families to partner with us in supporting student learning—whether through hands-on science nights, reading challenges, take-home activities, or family workshops. By intentionally connecting families to what students are learning in the classroom, we can strengthen both academic achievement and home-school relationships.

Positive relationships are built through all interactions with parents. In the first day folder, a Parent/Family Engagement Compact is sent home to all families. Communication is sent home to encourage

parents to join monthly SAC and PTA meetings to learn more about the school improvement process.

### **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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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The school leadership team meets weekly to review school-wide data and engage in problem solving for behavior, attendance and social emotional challenges as exclusionary factors, and why students are not responding to interventions. Our Social Worker and Child psychologist work in collaboration with community services to address a host of barriers with our students.

When analyzing the initial data and also considering student background data, the team creates a data wall to identify the % of students at the Tier 2 and Tier 3 across grade level requiring additional behavior support and what type of support is needed such as individual/group counseling/mental health services, mentoring, check-in/out, behavior plans, PBIP/ FBA and other behavior support strategies to improve student success in learning daily on our campus.

### **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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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The plan is developed in coordination and integration with federal programs (Title I) and local programs (YMCA).

#### **ESOL-**

Belcher Elementary School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

#### **IDEA (ESE)-**

Belcher Elementary School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-

Belcher Elementary School will take advantage of any support provided by the district in regards professional learning.

Community partners from CNA:

We are grateful for partnerships established with Hope Presbyterian Church and Andes Custard which have provided us with people(Lunch Pals) and resources to better serve our students. Largo Police have also provided us with several safety initiatives to support student safety.

## **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Positive relationships and strong partnerships are built through all interactions with parents. In the first day folder a Parent/Family Engagement Compact is sent home to all families. A join the SAC and /or PTA form is also sent home and encourages parents to join the monthly meeting to learn more about the school improvement process.

We have a calendar of events scheduled for the year including family events , conference nights, several parent nights focused on academics (including Math, Science and Literacy nights, and a student led conferencing night)

#### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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Our school promotes the Great American Teach-In which focus on developing student's awareness of diverse post-secondary opportunities. Our PreK-5th grade students are able to engage in interactive activities and discussion with members from our community from various career and technical programs. Students have access to a variety of career books in the media center, which are promoted during the week of Great American Teach-in. Our 5th grade students have an opportunity in the school year to develop their awareness and plan for their future careers as they prepare for and attend Enterprise Village, which provides them with a day in a career. We also send our students in each grade level on field trips outside of school to learn about various careers while learning academic content.

#### **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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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A tier 1 behavior system is in place. The rules and expectations for all settings on the school campus are identified, defined, and posted. The expectations, known as the ROAR Expectations, are reviewed each day on the morning show and embedded throughout the school day. These expectations are the foundation for what is expected in the classroom. The use of a token economy is used throughout the school. Students can spend their Bobcat Bucks in the school store. Each month a PBIS event is held for students who worked hard to meet the expectations. Guidance lessons support the character traits and expectations of the school.

We will also 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 staff professional development to ensure 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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We utilized instructional coaches to build teacher capacity in planning with differentiation and small group instruction. Teachers will participate in PD specific to their needs based on walkthrough and trend data. We will also include support personnel in our professional development as much as possible (non-homeroom teachers, admin), as they will be utilized to work in small groups with students to improve student outcomes.

### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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Our PreK teachers assist families in making informed choices for their children prior to entering kindergarten and there are opportunities throughout the year for teachers to meet and develop relationships with the families of our young learners. We work hard to identify barriers and opportunities for enrichment for all learners.

In the spring, we invited the families of incoming kindergarteners to Ready, Set, Kindergarten. An evening communicate how kindergarten will develop and refine social and emotional skills: managing feelings, sharing materials and resolving conflicts with words. We also communicate how we are guided by Florida's B.E.S.T. standards in English Language Arts and Mathematics as well as standards in science, social studies, physical education, health education, visual arts and music.

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered



VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00