

Pinellas County Schools

# BELCHER ELEMENTARY SCHOOL



## 2026-27 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 5
  - D. Early Warning Systems ..... 6
- II. Needs Assessment/Data Review ..... 9
  - A. ESSA School, District, State Comparison ..... 10
  - B. ESSA School-Level Data Review ..... 11
  - C. ESSA Subgroup Data Review ..... 12
  - D. Accountability Components by Subgroup..... 13
  - E. Grade Level Data Review ..... 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment ..... 26
- V. Title I Requirements (optional)..... 30
- VI. ATSI, TSI and CSI Resource Review ..... 34
- VII. Budget to Support Areas of Focus ..... 35

## 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

## 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

painters@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 COACH

**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. She also facilitates 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.

SBLT consists of members representing our leadership team, student services, ESE and grade level team leaders. As a team, we use multiple sources of data including surveys from throughout the year to address current trends and establish areas of success and areas of opportunity. Upon completion, SAC committee reviews and approves or makes suggestions toward completion.

### **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 is monitored at the end of each quarter to address meeting our action items in pursuance of our goals. For our faculty stakeholders, we will share our goals during pre-school meetings, data PLC's and after PM1 and PM2. We will share our SIP goals to our families during our Meet the Teacher event, Title 1 Annual Meeting evening and along the way during our student led conferences, nightly academic events, as well as through our schoolwide communication in either email or newsletter form.

## C. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2026-27 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                                                               |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>ELEMENTARY<br/>PK-5</b>                                                                                                                                                                                                                                                                  |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                                                               |
| <b>2025-26 TITLE I SCHOOL STATUS</b>                                                                                                                         |                                                                                                                                                                                                                                                                                             |
| <b>2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>98.1%</b>                                                                                                                                                                                                                                                                                |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>NO</b>                                                                                                                                                                                                                                                                                   |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>YES</b>                                                                                                                                                                                                                                                                                  |
| <b>2025-26 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 07/09/2026                                                                                              | <b>N/A</b>                                                                                                                                                                                                                                                                                  |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                                                             |
| <b>2025-26 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2025-26: A</b><br><b>2024-25: A</b><br><b>2023-24: A</b><br><b>2022-23: B</b><br><b>2021-22: B</b>                                                                                                                                                                                       |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2026-27

Using 2025-26 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                                                                                                         | 36          | 68 | 66 | 73 | 70 | 64 |   |   |   | 377   |
| Absent 10% or more school days                                                                                            | 0           | 9  | 13 | 15 | 17 | 12 |   |   |   | 66    |
| One or more suspensions                                                                                                   | 0           | 7  | 7  | 6  | 7  | 5  |   |   |   | 32    |
| 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  | 16 | 26 | 9  | 9  |   |   |   | 60    |
| Level 1 on statewide Math assessment                                                                                      | 0           | 11 | 8  | 22 | 14 | 5  |   |   |   | 60    |
| 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           | 0  | 3  | 12 | 4  | 0  |   |   |   | 19    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 0           | 5  | 4  | 10 | 10 | 0  |   |   |   | 29    |

#### Current Year 2026-27

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           | 4 | 11 | 23 | 15 | 7 |   |   |   | 60    |

#### Current Year 2026-27

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           | 2 | 0 | 4 | 0 | 0 |   |   |   | 6     |
| Students retained two or more times | 0           | 0 | 0 | 1 | 0 | 0 |   |   |   | 1     |

**Prior Year (2025-26) 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 |       |
| School Enrollment                                                                                                         | 63          | 73 | 77 | 64 | 71 | 63 |   |   |   | 411   |
| Absent 10% or more school days                                                                                            |             | 17 | 19 | 18 | 16 | 22 |   |   |   | 92    |
| One or more suspensions                                                                                                   |             | 2  | 5  | 8  | 2  | 2  |   |   |   | 19    |
| Course failure in English Language Arts (ELA)                                                                             |             |    |    | 1  | 2  |    |   |   |   | 3     |
| Course failure in Math                                                                                                    |             |    |    | 1  | 1  |    |   |   |   | 2     |
| Level 1 on statewide ELA assessment                                                                                       |             |    |    | 8  | 18 |    |   |   |   | 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     |

**Prior Year (2025-26) 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 |             | 8 | 9 | 15 | 9 | 17 |   |   |   | 58    |

**Prior Year (2025-26) 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     |             | 1 | 1 | 1 |   |   |   |   |   | 3     |
| Students retained two or more times |             |   | 1 |   |   |   |   |   |   | 1     |

## 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 2025-26 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT                                         | 2026   |           |        | 2025   |           |        | 2024   |           |        |
|------------------------------------------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|                                                                  | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement*                                                 | 69     | 68        | 62     | 58     | 64        | 59     | 59     | 61        | 57     |
| Grade 3 ELA Achievement                                          | 64     | 70        | 61     | 72     | 67        | 59     | 66     | 63        | 58     |
| ELA Learning Gains                                               | 69     | 65        | 63     | 56     | 62        | 60     | 65     | 64        | 60     |
| ELA Lowest 25th Percentile                                       | 77     | 63        | 58     | 54     | 59        | 56     | 67     | 62        | 57     |
| Math Achievement*                                                | 68     | 72        | 66     | 68     | 69        | 64     | 69     | 66        | 62     |
| Math Learning Gains                                              | 64     | 69        | 64     | 69     | 67        | 63     | 79     | 68        | 62     |
| Math Lowest 25th Percentile                                      | 55     | 56        | 50     | 65     | 56        | 51     | 68     | 58        | 52     |
| Science Achievement                                              | 71     | 72        | 62     | 75     | 70        | 58     | 68     | 69        | 57     |
| Social Studies Achievement*                                      |        |           | 95     |        |           | 92     |        |           |        |
| Graduation Rate                                                  |        |           |        |        |           |        |        |           |        |
| Middle School Acceleration                                       |        |           |        |        |           |        |        |           |        |
| College and Career Acceleration                                  |        |           |        |        |           |        |        |           |        |
| Progress of ELLs in Achieving English Language Proficiency (ELP) |        |           |        |        | 67        | 63     |        | 65        | 61     |

\*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)

| 2025-26 ESSA FPPI                            |         |         |         |         |           |          |
|----------------------------------------------|---------|---------|---------|---------|-----------|----------|
| ESSA Category (CSI, TSI or ATSI)             |         |         |         |         |           | N/A      |
| OVERALL FPPI – All Students                  |         |         |         |         |           | 67%      |
| OVERALL FPPI Below 41% - All Students        |         |         |         |         |           | No       |
| Total Number of Subgroups Missing the Target |         |         |         |         |           | 0        |
| Total Points Earned for the FPPI             |         |         |         |         |           | 537      |
| Total Components for the FPPI                |         |         |         |         |           | 8        |
| Percent Tested                               |         |         |         |         |           | 99%      |
| Graduation Rate                              |         |         |         |         |           |          |
| ESSA OVERALL FPPI HISTORY                    |         |         |         |         |           |          |
| 2025-26                                      | 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* |
| 67%                                          | 64%     | 66%     | 59%     | 58%     | 56%       |          |

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

| 2025-26 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          | 55%                             | No                 |                                                       |                                                       |
| English Language Learners           | 63%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 42%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 70%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 58%                             | No                 |                                                       |                                                       |
| White Students                      | 73%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 63%                             | 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.

| 2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2024-25 | C&C<br>ACCEL<br>2024-25 | ELP<br>PROGRESS |
| All Students                                   | 69%         | 64%                    | 69%       | 77%               | 68%          | 64%        | 55%                | 71%         |            |              |                         |                         |                 |
| Students With<br>Disabilities                  | 47%         | 43%                    | 62%       | 85%               | 42%          | 50%        | 58%                | 54%         |            |              |                         |                         |                 |
| English<br>Language<br>Learners                | 53%         | 45%                    | 54%       | 60%               | 74%          | 77%        |                    | 80%         |            |              |                         |                         |                 |
| Black/African<br>American<br>Students          | 48%         | 64%                    | 62%       |                   | 39%          | 43%        | 20%                | 18%         |            |              |                         |                         |                 |
| Hispanic<br>Students                           | 65%         | 57%                    | 76%       |                   | 70%          | 76%        | 70%                | 73%         |            |              |                         |                         |                 |
| Multiracial<br>Students                        | 58%         |                        |           |                   | 58%          |            |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 77%         | 71%                    | 66%       | 67%               | 77%          | 63%        | 80%                | 84%         |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 65%         | 64%                    | 69%       | 74%               | 60%          | 60%        | 50%                | 62%         |            |              |                         |                         |                 |

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |                         |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|-------------------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL.            |
|                                                |             |                        |           |                   |              |            |                    |             |            | GRAD<br>RATE<br>2023-24 |
|                                                |             |                        |           |                   |              |            |                    |             |            | C&C<br>ACCEL<br>2023-24 |
|                                                |             |                        |           |                   |              |            |                    |             |            | ELP<br>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<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2022-23 | C&C<br>ACCEL<br>2022-23 | ELP<br>PROGRESS |
| All Students                                   | 59%         | 66%                    | 65%       | 67%               | 69%          | 79%        | 68%                | 68%         |            |              |                         |                         | 56%             |
| Students With<br>Disabilities                  | 23%         | 30%                    | 52%       | 50%               | 34%          | 76%        | 73%                | 40%         |            |              |                         |                         |                 |
| English<br>Language<br>Learners                | 61%         | 64%                    | 74%       |                   | 77%          | 79%        |                    | 82%         |            |              |                         |                         | 56%             |
| Black/African<br>American<br>Students          | 44%         | 36%                    |           |                   | 25%          |            |                    |             |            |              |                         |                         |                 |
| Hispanic<br>Students                           | 49%         | 62%                    | 66%       | 86%               | 66%          | 81%        | 91%                | 57%         |            |              |                         |                         | 73%             |
| Multiracial<br>Students                        | 50%         |                        | 46%       |                   | 80%          | 75%        |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 65%         | 76%                    | 67%       | 50%               | 74%          | 79%        | 63%                | 69%         |            |              |                         |                         | 36%             |
| Economically<br>Disadvantaged<br>Students      | 57%         | 61%                    | 64%       | 67%               | 63%          | 73%        | 65%                | 68%         |            |              |                         |                         | 48%             |

## 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.

| 2025-26 SPRING |       |        |          |                   |       |                |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 3     | 61%    | 68%      | -7%               | 60%   | 1%             |
| ELA            | 4     | 67%    | 66%      | 1%                | 60%   | 7%             |
| ELA            | 5     | 73%    | 66%      | 7%                | 61%   | 12%            |
| Math           | 3     | 58%    | 71%      | -13%              | 66%   | -8%            |
| Math           | 4     | 75%    | 72%      | 3%                | 65%   | 10%            |
| Math           | 5     | 66%    | 69%      | -3%               | 62%   | 4%             |
| Science        | 5     | 68%    | 70%      | -2%               | 60%   | 8%             |

### 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?

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Our area of greatest improvement was ELA learning gains for our Lowest 25% (L25) students. The percentage of students making learning gains increased significantly, rising from 54% to 77%.

Several actions contributed to this growth, including strong teacher leadership, increased clarity and consistency of instruction, collaborative Professional Learning Community (PLC) meetings, the use of various ELA instructional resources, and the consistent implementation of instructional strategies introduced by our ELA coach. Additionally, there was a schoolwide focus on maximizing the intervention block and delivering targeted interventions with fidelity, ensuring that students received the support they needed to accelerate learning.

##### **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 3rd grade ELA data showed the lowest performance. We decreased proficiency in 3rd grade by 8%. Data analysis suggests that the primary contributing factor to this decline is gaps in students' foundational reading skills. These skill deficits limited students' ability to independently access increasingly complex grade-level texts and successfully complete rigorous literacy tasks aligned to the standards. Additionally, many students entered Grade 3 requiring continued intervention to address unfinished learning from the primary grades, resulting in a wider range of instructional needs within the classroom.

A review of schoolwide trends reinforces the importance of strengthening literacy instruction before students reach Grade 3. While K–2 has remained a priority area for foundational literacy instruction, the Grade 3 results highlight the need to ensure consistent implementation of evidence-based literacy practices, frequent progress monitoring, and timely interventions across all primary grade levels. As a school, we have continued to focus on K-2 the foundational literacy areas. Strengthening our K-2 instruction allows students to access complex grade level text and engage in complex tasks in grades 3-5.

##### **Greatest Decline**

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

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Our Math L25 achievement decreased from 65% to 56%. There is a need for monitoring students with specific feedback to target areas of growth in all subject areas. While interventions were provided, the intensity, frequency, and fidelity of implementation varied across classrooms, resulting in inconsistent support for students requiring the greatest academic acceleration. Additionally, many students struggled with the higher levels of conceptual understanding, mathematical reasoning, and multi-step problem-solving required by the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. In some cases, instructional time was heavily focused on remediating foundational skills, reducing opportunities for students to engage in rigorous, grade-level tasks that promote both achievement and growth. Moving forward, we will work to balance foundational skill support with rigorous, standards-aligned instruction that challenges students to think critically.

### **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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When compared to the state, our students in 5th grade outperformed the state by 10% in math; however, we were 7% under the state in overall ELA proficiency. As we continue to reflect practices from year to year, much of the gaps that we are seeing in grades 3-5 are aligned to the significant gaps in the foundational literacy areas (phonics, fluency, comprehension and writing), which is a major barrier in our grades 3-5 students' ability to access complex texts.

### **EWS Areas of Concern**

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

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Our leadership team has concluded that one of the major EWS that is impacting math proficiency is student tardies and absences.

### **Highest Priorities**

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

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

1. Intentional Collaborative 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. Teachers will practice identifying critical content: teachers pinpointing the essential knowledge and skills students need to acquire within a lesson or unit. This involves determining what is most important for students to learn based on standards/benchmarks and

curriculum goals.

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. Strengthening K-2 ELA instruction to include aligned core instruction, improving the fidelity of lesson planning, and intentionally cultivating student stamina through daily independent reading opportunities and accountability structures. To address these instructional gaps proactively, the school will be incorporating the Pinellas Early Literacy Initiative (PELI) model to strengthen instructional practices in the primary grades through targeted professional learning, coaching, and collaborative planning. This will build teacher capacity across K-2 and strengthen foundational instructional practices that will support students' overall academic readiness.

4. Writing to Learn: Advance student thinking through writing in all subjects and all grades.

## 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

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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Utilize a master schedule that allows for collaboration between General Education and ESE teachers to ensure there is understanding of instructional approach and accommodations throughout the student's school day.

#### 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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64% of students in 3rd-5th grade scored a 3 or above on the 2026 ELA FAST with a goal of 75% for the 2027 ELA FAST by PM3.

69% of students in 3rd-5th grade scored a 3 or above on the 2026 Math FAST with a goal of 75% for the 2027 Math FAST by PM3.

71% of students in 5th grade scored a 3 or above on the 2026 Science FAST with a goal of 75% for the 2027 Science assessment by PM3.

#### 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 walkthroughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency.

#### Person responsible for monitoring outcome

Lewis/Painter

**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:**

Ensure inclusionary practices are in place to ensure access to general education curriculum using grade level text.

**Rationale:**

Ensure all teachers are aligned with the desired outcomes when planning small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices to support goals for ELA, Math, and Science.

**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**

Lesson Study and/or Rehearsal

**Person Monitoring:**

Lewis/Painter

**By When/Frequency:**

Biweekly

**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.

**Action Step #2**

Establishing the critical content within each benchmark prior to planning

**Person Monitoring:**

Painter/Soto

**By When/Frequency:**

Weekly

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

Teachers will clearly identify, communicate, and reinforce the critical content (learning target/essential benchmark) in every lesson. Critical content will be posted, referenced throughout instruction, and revisited during guided practice, independent practice, and lesson closure to ensure students understand the most important concepts and skills.

School leaders will conduct regular classroom walkthroughs using a checklist to monitor the presence and implementation of critical content. PLCs will review student work samples, formative assessment data, and common assessment results to determine student mastery of the identified critical content.

Trends in walkthrough data and student achievement data will be analyzed monthly to assess

effectiveness and inform needed instructional adjustments.

### **Action Step #3**

Lowest quartile monitoring

#### **Person Monitoring:**

Painter/Lewis

#### **By When/Frequency:**

Monthly

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

Implement a plan to identify students who are not meeting grade level benchmarks. Use data to develop and implement plans to support students through targeted instruction, differentiated instruction, and resources. Progress will be monitored regularly through all relevant formative data and adjustments will be made with a focus on closing gaps.

### **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.

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. Utilize the PELI model to grow teacher capacity and support students' overall academic readiness across K-2 classrooms.

#### **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.

The percent of all students achieving English Language Arts proficiency in K-2 will increase from 70% to 75% as measured by the STAR Early Literacy and STAR Reading assessments during cycle 3 of progress monitoring.

#### **Monitoring**

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

ELFAC will be utilized several times per year to monitor growth within our K-2 grade classrooms as well as additional formative assessments.

#### **Person responsible for monitoring outcome**

Painter

**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:**

Implement the Pinellas Early Literacy Initiative (PELI) model across K-2 classrooms to build teacher capacity through evidence-based instructional practices, data-driven decision-making, differentiated small-group instruction, ongoing progress monitoring, and targeted coaching.

**Rationale:**

Strengthening these foundational literacy skills will support students' overall academic readiness, improve their ability to comprehend and solve complex tasks, and establish the critical thinking and language skills necessary for success across all content areas. By consistently implementing high-quality instruction and using data to inform interventions, the school will better prepare students to meet the increasing rigor of literacy in the intermediate grades.

**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**

Implement the PELI Instructional Model

**Person Monitoring:**

Lewis/Painter

**By When/Frequency:**

Biweekly

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

Implement the Pinellas Early Literacy Initiative (PELI) instructional framework in all K-2 classrooms through modeling, collaborative planning, and ongoing professional learning. Administrative team will conduct classroom walkthroughs using a common look-for tool to monitor fidelity of implementation and provide timely feedback. Student progress monitoring data and classroom assessment results will be reviewed during PLCs to evaluate the impact on student learning.

**Action Step #2**

Data-Driven PLCs

**Person Monitoring:**

Administration/Soto

**By When/Frequency:**

Weekly

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

Utilize PLC meetings to analyze formative assessments, progress monitoring data, and common assessment results to identify instructional strengths and student needs. Teams will collaboratively

plan interventions and enrichment aligned to student data. PLC agendas, meeting notes, instructional plans, and student data will be reviewed regularly to monitor implementation and student growth.

### **Action Step #3**

Targeted Intervention and Progress Monitoring

**Person Monitoring:**

Painter/Soto

**By When/Frequency:**

Biweekly

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

Ensure students identified through screening and progress monitoring receive timely, targeted interventions aligned to identified skill deficits. Intervention fidelity will be monitored through intervention schedules and student progress monitoring data, as well as walkthrough data. MTSS meetings will review intervention effectiveness and adjust supports based on student response to instruction.

### **Area of Focus #3**

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

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **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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Based on data, this area has a crucial need to increase overall proficiency for black students. Data indicate a gap in proficiency between black/nonblack students in all areas.

#### **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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Based on most current state assessments, 69% of all students were proficient in English Language Arts. 48% of all black students were proficient based on the same assessment. We expect the performance of black students to increase to 60% proficient by May 2027

In Mathematics 68% of all students were proficient in English Language Arts. 39% of all black students were proficient based on the same assessment. We expect the performance of black students to increase to 60% proficient by May 2027

#### **Monitoring**

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

---

The area of focus school leadership team will monitor school-wide academic performance monthly as part of the school-based team meeting agenda rotation. School leaders will conduct weekly instructional walkthroughs providing feedback to instruction directly related to standards aligned instruction and school improvement strategies .

**Person responsible for monitoring outcome**

Lewis/Painter

**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:**

Track and celebrate student's growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

**Rationale:**

Students will increase their performance when they experience being celebrated in their success toward their academic goals.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

Small group intervention directed at the area students most need will take place daily during the intervention block.

**Rationale:**

This strategy will allow the teachers to address students specific deficits and ensure that they are able to meet the grade level benchmark

**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**

Implement goal setting opportunities where the students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating success.

**Person Monitoring:****By When/Frequency:**

Lewis/Painter

Ongoing through May 2027

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

Implement student-led conferences to allow student to share their academic goals and their progress with their mentors, preferred person and/or family members.

## **IV. Positive Learning Environment**

### **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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The consistent level of behavior incidents and calls for behavior supports suggests a need for a more proactive, consistent, and tiered approach to behavior management. By focusing on clear expectations, direct instruction of behavior skills, consistent reinforcement systems, and early intervention for students requiring additional support, we can build a more structured and supportive environment that promotes student success. Establishing a strong Tier 1 foundation across all classrooms where expectations are explicitly taught, modeled, and reinforced will reduce the number of disruptions escalating to behaviors. Also, enhancing our Tier 2 and Tier 3 systems will allow us to provide timely and targeted support for students with intense behavioral needs.

#### **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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We will decrease the number of students with one or more in-school suspensions (12) and out of school suspensions by 50% as measured by focus 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.

---

Classroom walkthroughs will be conducted to observe student behavior, engagement, and the overall learning environment. These observations will help administration assess the implementation of Tier 1 PBIS practices such as posted expectations, visual cues, and reinforcement systems while providing actionable feedback to support instructional improvement and professional development.

#### **Person responsible for monitoring outcome**

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:**

Schoolwide teaching and reinforcement of behavior expectations such as tiered interventions for students with extensive behavioral needs.

**Rationale:**

Schoolwide teaching and reinforcement of behavior expectations ensures that all students understand what is expected, maintaining consistency across classrooms and common areas. When expectations are explicitly taught, modeled, and positively reinforced, students are more likely to engage in appropriate behavior, reducing the need for reactive discipline. Tiered interventions for students with escalating behavioral needs allow our staff to provide increasing levels of support based on student data.

**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**

Increase the knowledge and implementation of Tier 1 expectations schoolwide

**Person Monitoring:**

Administration/Parson

**By When/Frequency:**

Weekly

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

The Behavior Specialist will support teachers in implementing Tier 1 PBIS strategies, with targeted coaching for classrooms identified through behavior data. Teachers will provide direct instruction and consistent modeling of schoolwide expectations.

**Action Step #2**

Strengthen Behavior Data Systems and Behavioral Interventions

**Person Monitoring:**

Administration/Parson

**By When/Frequency:**

Biweekly

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

The SBLT team will meet biweekly to review individual student progress and refine intervention plans. Additionally, the behavior specialist and administration will meet biweekly to analyze school wide behavioral trends and develop proactive, strategies.

## Area of Focus #2

### 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.

According to the 2025/2026 attendance data, 66 students were absent 10 or more days during the school year, indicating a significant need to improve student attendance across all grade levels. Chronic absenteeism negatively impacts student learning by reducing instructional time, limiting opportunities for skill development, and contributing to gaps in academic achievement and social-emotional growth. Students who miss substantial amounts of school are less likely to master grade-level standards and are at greater risk for falling behind their peers.

#### 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.

The number of students missing 10% or more of school in the primary grades will decrease by 25% by the end of the 2026-2027 school year as evidenced by attendance data pulled from FOCUS.

#### 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.

Child Study Team (CST) will meet twice a month to review data and plan for improvement.

#### Person responsible for monitoring outcome

Lewis/CST

#### 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:

Increase fidelity with procedures to include close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance.

#### Rationale:

Systematic identifying, reporting, and communicating attendance barriers with all parties will increase the probability of increased student attendance.

#### 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**

The social worker will pull attendance data weekly and monitor students who are trending to be absent more than 5 days.

**Person Monitoring:**

Social Worker

**By When/Frequency:**

Weekly

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

The school social worker will review weekly attendance reports to identify students who are approaching or have exceeded five absences and monitor attendance trends to provide early intervention before students become chronically absent. Identified students will be discussed with the MTSS Team and CST to determine appropriate supports, such as parent communication, attendance conferences, problem-solving meetings, referrals to community resources, and individualized attendance plans when needed. The impact of this action step will be monitored through weekly FOCUS attendance reports, monthly attendance trend analyses, documentation of intervention efforts, and ongoing review during MTSS and CST Team meetings. Success will be measured by a reduction in the number of students progressing to chronic absenteeism (missing 10% or more of school days) and improved overall student attendance rates throughout the school year.

## 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 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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The School Improvement Plan (SIP), Schoolwide Plan (SWP), and Title I budget will be disseminated to all stakeholders through multiple communication channels to ensure transparency and accessibility. These documents will be posted on the school website, <https://www.pcsb.org/belcher-es>, as well as the district website and social media websites. These documents will also be maintained in the Title I Parent Resource/Information Station located in the front office for public review and presented during School Advisory Council (SAC) meetings. PTA and SAC meetings include a segment of the meeting to review SIP focus areas, action steps, and data points. SAC meetings also provide opportunities for staff, families, and community members to review the plans and budget, ask questions, provide feedback, and participate in the continuous improvement process.

#### 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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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, and several Family Engagement nights focused on academics (including Math, Science, and Literacy Nights, and a Student Led Conference Night). At these 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 school's website, <https://www.pcsb.org/belcher-es>, is where the Parental Family Engagement Plan (PFEP) is made publicly available to all stakeholders.

### **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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Belcher will put an emphasis on collaborative planning, small group instruction, differentiated instruction, and writing across content areas, inclusive of our SWD, ELL students, and black students.

The School Based Leadership Team (SBLT) and PLCs will engage in ongoing data conversations, including regular data chats and weekly monitoring of student progress.

Extended Learning Program to provide intervention and enrichment to help close learning gaps and deepen understanding with an initial focus being L25 students.

### **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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We coordinate with federal programs and community partners to ensure that wraparound services are leveraged to support families and students. We have increased the number of lunch pal mentors for our scholars. We have partnered with Hope Presbyterian Church who have members who come to read with our scholars , provide weekend meals and school supplies and backpacks for scholars to have at home to do academics. We partnered with Largo PD for bicycle helmet safety. Belcher also welcomes Suncoast Mental Health specialists who provides counseling to several scholars across the week as well as additional behavior supports issued through the parents' health insurance.

## 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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Belcher will utilize our part-time psychologist, social worker, and entire leadership team to work as team with teachers to identify scholars who need more mental health and mentoring services. We provide school employee mentors through our Lunch Pals program. Our student services team all provide 1:1 and/or small group support based on scholar need.

#### 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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Through classroom activities, students also explore their own career interests while learning about the criteria and opportunities available in secondary and postsecondary education. Additionally, our participation in the annual Great American Teach-In which provides students with firsthand exposure to a variety of careers. 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 have students engage in 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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We have a comprehensive PBIS plan. Staff, scholars, and their families are all trained on our PBIS processes. The rules and expectations for all settings on the school campus are identified, defined,

and posted. The expectations, known as the ROARS 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. We will also implement proactive PBIS strategies, including regular assemblies, to establish, reinforce, and celebrate clear schoolwide expectations so all students and staff understand and consistently uphold them. We also have a behavior specialist that addresses behavioral issues and we use that data to define which scholars who may need Tier 2 or Tier 3 services, in which case we use the MTSS process. This team uses a problem-solving worksheet as needed based on data. The MTSS team meets monthly.

### **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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Belcher utilizes 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. This is an evening utilized to 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

This section must be completed if the school is identified as ATSI, TSI, 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 2026-27 UniSIG funds but has chosen NOT to apply.

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |