

Pinellas County Schools

BELLEAIR ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Belleair Elementary's School Mission is to provide a safe learning environment and achieve at least a year or more of growth through high expectations, community and leadership/ownership.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Renee Kelly

Position Title

Principal

Job Duties and Responsibilities

Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Students.

Leadership Team Member #2

Employee's Name

Laura Johnson

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful

Professional Development, Observation and Coaching of Instructional Staff, Develop and Maintain Positive School Climate and Culture for Adults and Students.

Leadership Team Member #3

Employee's Name

Rebecca Jenkins

Position Title

MTSS Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to all content areas and social/emotional learning.

Leadership Team Member #4

Employee's Name

Juile Essom

Position Title

PELI Coach

Job Duties and Responsibilities

Assist with the Monitoring of School Data in grades K-2, Support Instructional Planning, Implementation of Meaningful Professional Development, Observation and Coaching of Instructional Staff as related to Early literacy.

Leadership Team Member #5

Employee's Name

Michele Morehouse

Position Title

School Guidance Counselor

Job Duties and Responsibilities

Provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

School data and feedback from parent and staff surveys were analyzed by the leadership team and staff to determine next steps. A SIP team was created to analyze data and create action steps with measurable outcomes. Areas with the largest gaps will be areas of focus for the 2024-2025 school year. During the school year we provided multiple opportunities to gain feedback through surveys and carousel activities after each data cycle is complete. Based on the feedback and data we revise as necessary.

SIP Monitoring

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

Monthly SIP meetings have been built into the school calendar to comprehensively analyze the data to align with our school's mission and vision. The leadership team will monitor fidelity of implementation of SIP action steps by adjusting goals, identifying points of progress, consistently evaluating the plan and revising action steps.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	81.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	36	24	18	19	20				117
One or more suspensions	0	4	1	0	0	2				7
Course failure in English Language Arts (ELA)	0	0	0	0	0	2				2
Course failure in Math	0	0	0	0	0	2				2
Level 1 on statewide ELA assessment	0	0	0	5	7	26				38
Level 1 on statewide Math assessment	0	0	0	2	9	26				37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	15	14	9						38
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	15	8	7	5					35

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	3	8	17				32

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	2	24	23	14	13	15				91
One or more suspensions		1	1	1	1	2				6
Course failure in ELA				1	2	4				7
Course failure in Math					2	4				6
Level 1 on statewide ELA assessment				2	24	11				37
Level 1 on statewide Math assessment				2	24					26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	8	3	5	4						24

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	2	2	10	7				23

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	45			43	54	53	44	55	56
ELA Grade 3 Achievement **	61			44	54	53			
ELA Learning Gains	57						52		
ELA Learning Gains Lowest 25%	74						50		
Math Achievement *	53			53	61	59	56	51	50
Math Learning Gains	63						63		
Math Learning Gains Lowest 25%	57						53		
Science Achievement *	59			56	62	54	52	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	53			48	64	59	48		

*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 (FPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	525
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	47%	52%	58%		53%	50%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	53%	No		
Black/African American Students	52%	No		
Hispanic Students	60%	No		
White Students	53%	No		
Economically Disadvantaged Students	57%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	48%	No		
Black/African American Students	28%	Yes	3	1
Hispanic Students	52%	No		
White Students	62%	No		
Economically Disadvantaged Students	45%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	55%	No		
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	40%	Yes	2	
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students	73%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%	61%	57%	74%	53%	63%	57%	59%					53%
Students With Disabilities	31%	50%	57%		46%	55%		58%					50%
English Language Learners	39%	48%	50%	60%	62%	62%		48%					56%
Black/African American Students	39%	62%	45%	70%	37%	58%	50%	57%					
Hispanic Students	48%	59%	59%	71%	63%	66%		62%					55%
White Students	48%		64%		41%	59%							
Economically Disadvantaged Students	44%	63%	54%	71%	54%	62%	56%	60%					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	43%	44%			53%			56%					48%
Students With Disabilities	42%				56%			50%					32%
English Language Learners	39%		48%		65%			48%					39%
Black/African American Students	25%		16%		31%			38%					
Hispanic Students	45%		50%		65%			59%					41%
White Students	70%		67%		48%								
Economically Disadvantaged Students	41%		42%		53%			51%					38%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	44%		52%	50%	56%	63%	53%	52%					48%
Students With Disabilities	23%		29%		51%	54%		55%					45%
English Language Learners	42%		53%	53%	62%	63%	64%	52%					48%
Native American Students													
Asian Students													
Black/African American Students	28%		35%	42%	43%	57%	41%	37%					
Hispanic Students	47%		56%	53%	62%	66%	58%	59%					48%
Multiracial Students													
Pacific Islander Students													
White Students	75%		79%		75%	64%							
Economically Disadvantaged Students	41%		51%	54%	55%	60%	52%	50%					49%

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

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

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

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

III. Planning for Improvement

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

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

Most Improvement

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

3rd grade ELA from progress monitoring cycle 1 to cycle 3 increased by 52% proficiency and ended the year with 60% (52% based on all students and to include the 14 students that did not count towards school grade) of our 3rd grade students achieving a level 3-5 and 76% of our L25 students in grades 3-5 made ELA gains and are closing the literacy gap. The actions our school took towards the improvements in data were: Walk to intervention between 2nd and 3rd grade, fluency program with FAST style questions, small group intensive early literacy intervention using ELFAC, benchmark and other formative assessments. Our science scores increased by 2 percentage points and each year continually shows an increase in proficiency. School wide science showcase that builds on previous grade level benchmarks, test taking strategies with an emphasis on academic vocabulary and key word, Science in a Snap and before and after school tutoring were some of the components that led our science scores to an increase. 66% of students in grades 3-5 made math gains based on last year's FAST scores. Actions our school took to achieve this percentage of gains were: math focus on fact fluency, starting the math block with math intervention and using daily formative assessment to work with small groups, collaborative planning with district math coach, and targeted Dreambox lessons. Based on the STAR reading assessment 55% of our 2nd and 3rd graders are proficient due to the continued focus of early literacy.

Lowest Performance

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

Black subgroup on the ESSA index for math and ELA. The last three years our black subgroup has fallen below the 41% index but did show gains from in proficiency from last year's FAST data. ELA proficiency continues to fall under 50% proficient. The contributing factors included: There is a lack of stamina, academic vocabulary, content knowledge interests and higher order/cognitive thinking tasks that students need in order to become proficient. 39% of our 1st graders are proficient based on STAR reading and 38% of 2nd graders are proficient on STAR math. The factors that contribute was that the students are still working on basic math fact and early literacy learning.

Greatest Decline

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

contributed to this decline.

ESE, ELL, and black subgroup index declined to below the 41% proficiency from the previous year. Our current 5th graders decreased proficiency from the previous year from 46% to 34% in ELA.

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.

ELA proficiency had the greatest gap when compared to the state average. In grades 3-5 the state average for ELA proficiency is 54% and Belleair proficiency average is 41% (45% based on school grade). Factors that contributed is that there were 31 students in grades 3-5 that did not count towards are school grade due to the date the student entered a US school and transient population.

EWS Areas of Concern

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

1. Number of students absent 10% or more
2. Number of level 1 students based on FAST in math and ELA going to 5th grade for the 24/25 school year.

Highest Priorities

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

1. 1st and 5th grade students overall for ELA and Math.
2. VPK-3rd grade early literacy and foundational skills.
3. Conditions for learning/PBIS, Processes and procedures and high expectations for all stakeholders.
4. Leadership/ownership opportunities for all stakeholders.
5. During collaborative planning with opportunities for cross grade articulation with a focus on academic vocabulary, oral language, increase content knowledge/build background and student interest.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Students with disabilities subgroup index declined to below the 41% proficiency from the previous year. Students with disabilities require remediation and skill development in order to master the BEST standards through collaborative planning and appropriate scaffolding of grade level curriculum alongside the general education teacher; to provide timely support for increasing proficiency. Collaborative planning with all teachers allows modifications to the general education curriculum so that it is accessible to all students.

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.

Based on the 22-24 ESSA SUBGROUP DATA SUMMARY, Belleair's students, grades 3-5, with disabilities are performing below proficiency at 29% in ELA. IN math students with disability were at 41% proficiency. Proficiency will increase to at least 41% as measured by end of school year data through the FAST assessment.

Monitoring

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

Students with disabilities data will be monitored by daily walk-throughs and weekly PLCs. All grade level data, including, common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups will be monitored at weekly PLCs and SBLT meetings. Administration will meet regularly with ESE teachers regarding the collection of data and monitor progress towards IEP goals and objectives, then if needed, adjust services and accommodations. ESE teachers will administer foundational skills diagnostic and running records to monitor specific foundational skill IEP goals and assist in determining ELA intervention groups to close the foundational skills gap.

Person responsible for monitoring outcome

Renee Kelly

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide opportunities for ESE and general education teachers to collaboratively plan for differentiated instructional and modifications to the general education curriculum so all grade level curriculum is accessible.

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

The 24/25 master schedule allows for collaboration between general education and ESE teachers through collaborative planning and PLCs to ensure that all students with disabilities receive accommodations throughout the day and are provided individual intensive instruction to close early literacy gaps and increase grade level proficiency. All grade level data, including, common assessments, formative and summative assessments, attendance, and monthly data chats with ESE teachers.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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

EL student subgroup index declined to below the 41% proficiency from the previous year. English language learners must learn language and content at the same time for all content areas. In order to

succeed in these classes, ELs need the literacy, language skills, and background knowledge necessary to master that new content knowledge. The 24/25 master schedule allows for collaboration between general education and ESOL teachers through planning and PLCs to ensure that all classroom teachers lesson plans meet the needs of EL students based on English language proficiency levels and length of time in US schools to ensure academic success.

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.

Based on the 22-24 ESSA SUBGROUP DATA SUMMARY, Belleair's EL students are performing below proficiency at 31%. Proficiency will increase to at least 41% as measured by end of school year data through FAST and STAR. 18 of the current students that comprised the 31% proficiency in reading have attended a US school for less than two years.

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.

EL student data will be monitored by daily walk-throughs and weekly PLCs. All grade level data, including, common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups will be monitored at weekly PLCs and SBLT meetings. Administration will meet regularly with ESOL teachers regarding daily classroom bi-lingual support so that the general education curriculum is accessible and monitor intervention groups towards mastery towards English language proficiency.

Person responsible for monitoring outcome

Renee Kelly

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

ESOL and general education teachers will collaboratively plan to increase opportunities to increase building background/content knowledge, oral language development, academic vocabulary across all content areas, and supporting academic language development.

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

The 24/25 master schedule allows for collaboration between general education and ESOL teachers through collaborative planning and PLCs. Professional development on increasing academic vocabulary, oral language and content building/background knowledge, learning walks and coaching cycles and walkthrough feedback from administration. Collaboration with ESOL teacher and Cindy Rengifo (UCF ESOL consultant) to provide professional development, modeling and expertise during collaborative planning on strategies to implement in the classroom to increase oral language, academic vocabulary and building content. This will be monitored through walkthrough tool create by ILT.

Action Step #2

Schedule LY students by language proficiency clusters to optimize the support they receive from classroom teachers, ESOL teachers and bilingual assistants.

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

For the 24/25 school year, all level 1 and 2 EL students were clustered in the same classroom(s), in order to provide support in the core from bilinguals, provide reading intervention based on early literacy skills assessment and vocabulary development intervention provided by bilinguals. Administration, ESOL teachers and bilinguals will collaborate to create a schedule for core support and interventions. student's data will be monitored by daily walk-throughs and weekly PLCs. All grade level data, including, common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups will be monitored at weekly PLCs and SBLT meetings. Administration will meet regularly with ESOL teachers regarding the collection of data and monitor progress towards WIDA goals, then if needed, adjust services and accommodations. ESOL teachers will administer foundational skills diagnostic and running records to monitor specific foundational skill for Level 1 and 2 students and assist in determining ELA intervention groups to increase English proficiency and adjust as needed based on on-going progress monitoring.

Action Step #3

Provide designated time to develop English oral language proficiency (as part of Tier 1 core instruction, even if students are receiving Tiers 2 or 3 interventions).

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

EL student's data will be monitored by daily walk-throughs and weekly PLCs. All grade level data, including, common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups will be monitored at weekly PLCs and SBLT meetings. Administration will meet regularly with ESOL teachers regarding the collection of data and monitor progress towards WIDA goals, then if needed, adjust services and accommodations. ESOL teachers will administer foundational skills diagnostic and running records to monitor specific foundational skill for Level 1 and 2 students and assist in determining ELA intervention groups to increase English proficiency and adjust as needed based on on-going progress monitoring.

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

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

Based on the 23-24 school year FAST data, the African American subgroup fell below the 41% proficiency index level in all content areas: 36% proficiency in Reading and 32% proficiency in math. Over the past three years the African American subgroup has fallen below the 41% proficiency index. The action step selected will bring awareness to the cultural needs of African American students by keeping them engaged during instruction, connected throughout the school community and increase their proficiency in all subject areas. Systematic instruction to include break lessons into sequential and manageable steps that increase in difficulty level. Teachers and staff will provide a safe and equitable learning environment in which African American students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success. In order to reduce the disparity within our black subgroup's data in attendance, discipline, and academics, professional development is necessary for ALL adults on our campus. The professional development should be on increasing the student engagement of our black students through the use of culturally responsive teaching practices, an equitable mindset, and the setting of high expectations.

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.

Based on the 23-24 ESSA SUBGROUP DATA SUMMARY, Belleair's African American students are performing below proficiency at 36% in ELA and 32% in math proficiency. Proficiency will increase to at least 41% as measured by end of school year data through FAST and STAR.

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.

This area of focus will be monitored by professional development followed by walk-throughs, side-by-side coaching, and modeling of best practices. Student will be individually monitored through the school's data excel sheet and reviewed during monthly PLCs with grade level teams.

Person responsible for monitoring outcome

Renee Kelly

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Teachers and staff will provide a safe and equitable learning environment in which African American students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/ emotional success.

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

Professional development on Culturally Relevant Teaching, Restorative Practices, and Equity to increase staff instructional strategies on student engagement based on students' interest. All grade level data, including, common assessments, formative and summative assessments, attendance, and social/emotional data. Student will be individually monitored through the school's data excel sheet and reviewed during monthly PLCs with grade level teams.

Action Step #2

All African American Students not mastering grade level benchmarks and need of support with social/emotional skills will be assigned a staff mentor.

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

step:

Identify a list of all African American students not mastering grade level benchmarks and are in need of social/emotional skills and during pre-school have staff select a student that they have already build a relationship with to mentor. Provide professional development regarding the mentor program: daily or weekly check ins, goal setting, lunch bunch, tutoring opportunities before and after school, mentor log. Monitor through individual data and monthly mentor log. All grade level data, including, common assessments, formative and summative assessments, attendance, and social/emotional data. Student will be individually monitored through the school's data excel sheet and reviewed during monthly PLCs with grade level teams.

Area of Focus #4

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

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

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

ELA continues to be the lowest content area for percent proficient. FAST ELA data was at 45% proficiency for grades 3-5, which is below the district and state average. Our 3rd and 5th graders showed the greatest improvement and gains in proficiency in ELA, while the 4th graders declined in proficiency based on previous years FAST ELA scores. Based on our data our lowest 25% of our students are making the most growth overall, with 76% making learning gains in ELA. Overall, 57% of our students made learning gains in one year based on the ELA FAST. The Area of Focus for ELA will be to increase content knowledge and build background knowledge. The reasoning for this is due to our students from diverse backgrounds. They need the opportunities to increase oral language, academic vocabulary, content knowledge/building background while being explicitly taught and being provided scaffolds to be successful with grade level content. Our goal is to create student-centered classroom environments that leads to deep learning by activating prior knowledge, increasing relevancy, agency, and authentic engagement.

STAR Reading data overall was at 49% proficient, with our current 1st grades for the 24/25 school year only at 39% proficient and the other two grades were over 50% proficient.

Measurable Outcome

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

-
- Proficiency in English Language Arts will increase to at least 50% (45%), as measured by PM3 FAST ELA in grades 3-5 and by STAR in grades K-2.
 - Proficiency in Grade 3 ELA will increase from 60% to 65% as measured by the PM3 FAST assessment.

- Overall learning gains will increase from 57% to 65%, as measured by PM3 FAST ELA in grades 4-5 and any retained 3rd grader that has a previous FAST score from the 23/24 school year.
- Overall L25 gains will be maintained with at least 70% of students making a learning gain.

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.

School based instructional leadership team will monitor data through the use of a grade and content level excel document to include common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups. We will monitor all tier levels of instruction (core and intervention blocks). The ILT will provide feedback and just in time support that focuses on explicit and systematic instructional practices for all content levels.

Person responsible for monitoring outcome

Renee Kelly

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide regular structures for collaborative planning/PLCs where teachers regularly engage in data/student work analysis.

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

Schedule weekly PLCs and collaborate planning for each grade level and model the backwards

design for collaborative planning. Provide PD at the beginning of the year to all team leaders regarding the backwards planning design so they can facilitate their grade level collaborative planning. PLC document to follow the plan, do, study, act cycle. Administration, coaches, ESOL, ESE and grade level teachers will attend both PLCs and collaborative planning. All grade level data, including, common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups will be monitored at weekly PLCs meetings. ILT team will meet each Monday to analyze assessment taken the previous week and prepare the PLC documents for the upcoming grade level PLC.

Action Step #2

Deliver explicit, step-by-step instruction—in multiple, briskly-paced cycles related to student interests and cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

Professional development regarding what explicit instruction is and teacher feedback from administration based on walkthroughs. Using learning boards and step outs so that the learning for students is clear (teacher clarity). In the beginning of the year conduct student interest/background surveys and use these interests during collaborative planning. Goal setting after each district and state assessment and visible data walls in each classroom. This will be monitored through walkthrough tool create by ILT and during collaborative planning using students' backgrounds and intrests to create lesson plans that are engaging.

Action Step #3

Increase opportunities for building background/content knowledge, academic vocabulary, and oral language through professional development, learning walks, coaching cycles and book study.

Person Monitoring:

Renee Kelly

By When/Frequency:

Monthly

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

Professional development on increasing academic vocabulary, oral language and content building/background knowledge, learning walks and coaching cycles and walkthrough feedback from administration. Collaboration with ESOL teacher and Cindy Rengifo (UCF ESOL consultant) to provide professional development, modeling and expertise during collaborative planning on strategies to implement in the classroom to increase oral language, academic vocabulary and building content. This will be monitored through walkthrough tool create by ILT.

Action Step #4

Person Monitoring:

By When/Frequency:

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

Area of Focus #5

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Area of focus will be to monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. Small groups should be intentional, and fluid; this action will be adhered to with the assistance of the MTSS coach, leadership and PD. Teachers should be monitoring their core instruction to develop their small groups on a daily basis. It has been identified that some classrooms pre-identify their small groups and do not have a routine system to monitor and adapt as students are in need of remediation, and therefore, this practice will be closely monitored, developed, and coached as teachers of all grade levels modify their current practice of teaching whole group and releasing, and/or pulling the same students for small group regardless of their progress.

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.

Belleair's kindergarten through 2nd grade proficiency levels for the 23/24 school year is as follows:

PM 1: 6.8%

PM2: 21.9%

PM3: 48.3%

Belleair's third through fifth grade proficiency levels for the 23/24 school year is as follows:

PM1: 3.8%

PM2: 19.2%

PM3: 49.5%

Proficiency in Math will increase to at least 55%, as measured by PM3 FAST ELA in grades 3-5 and to at least 55%, as measured by STAR in grades K-2.

- Overall learning gains will increase from 66% to at least 70%, as measured by PM3 FAST MATH in grades 4-5 and any retained 3rd grader that has a previous FAST score from the 23/24 school year.
- Overall L25 gains will increase from 53% to at least 60% of students making a learning gain.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

The school-based leadership team will monitor this area of focus for the desired outcome by PLC/ Collaborative discussion groups about core and intervention blocks and specifically grade-level students in all grade levels, ILT walkthroughs with feedback, analyzing all relevant data (common assessments, formative and summative assessments), and concurrently and consistently considering the social/well-being of students, attendance, learning styles, and subgroups. The ILT will be an integral part of this process by providing necessary feedback, providing instructional support, and participating in small group instruction.

Person responsible for monitoring outcome

Laura Johnson

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide regular structures for collaborative planning/PLCs where teachers regularly engage in data/ student work analysis.

Person Monitoring:

Laura Johnson

By When/Frequency:

Monthly

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

Schedule weekly PLCs and collaborate planning for each grade level and model the backwards design for collaborative planning. Provide PD at the beginning of the year to all team leaders regarding the backwards planning design so they can facilitate their grade level collaborative planning. PLC document to follow the plan, do, study, act cycle. Administration, coaches, ESOL, ESE and grade level teachers will attend both PLCs and collaborative planning. All grade level data, including, common assessments, formative and summative assessments, attendance, social/

emotional learning and subgroups will be monitored at weekly PLCs meetings. ILT team will meet each Monday to analyze assessment taken the previous week and prepare the PLC documents for the upcoming grade level PLC.

Action Step #2

Provide PD and School-wide opportunities for staff to learn more about engagement strategies

Person Monitoring:

Laura Johnson

By When/Frequency:

Monthly

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

The ILT will employ and provide opportunities for instructional practices PD to motivate and deepen student engagement including, but not limited to meaningful tasks related to student interests/cultural backgrounds, opportunities for students to ask and learn in risk-free environments, and be included in project-based, real-world learning, and application-type mathematical learning, that are experiences and related and connected to reading, science, social studies and social/emotional learning.

Area of Focus #6

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

The Area of Focus for science will be to increase content knowledge and build background knowledge. The reasoning for this choice is due to our students from diverse backgrounds and poverty. They need the opportunities to experience the world through more read alouds, explicitly and inexplicitly taught vocabulary so that they can build their knowledge.

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.

Belleair's science achievement was 56% in 22/23, and 58% in 23/24. Late last year we did a school-wide science key word initiative, and this year we plan to continue this, but using various methods to get science in the hands of all students all year long. For all grade levels we will promote, include PD, as well as participate in interactive science read alouds, vocabulary and key word teaching, and make science an integral part of every school day, even while they are at lunch. We also plan to encourage more hands-on science activities that will derive from more collaboration amongst teams as well as across grade levels to promote an environment in which we are all assisting each other with materials to save time and ease the frustration from teachers by collaborating.

Our desired outcome for 24/25 is no less than 60% proficiency on the SSA in the spring of 2025.

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.

This area of focus will be monitored by team leaders, the ILT, and our allotted-time science coach. Ongoing monitoring will impact student achievement outcomes by the enrichment of a science-rich school and monitoring of science assessments, PLCs, and grade level/team leader meeting to keep science ideas forefront of our curriculum discussions. We plan to include correct academic language for all grade levels, and cross grade level articulation so that moving forward each year, our science is strengthened.

Person responsible for monitoring outcome

Renee Kelly and Laura Johnson

Evidence-based Intervention:

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

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

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

Action Step #1

Provide regular structures for collaborative planning/PLCs where teachers regularly engage in data/student work analysis.

Person Monitoring:

Laura Johnson

By When/Frequency:

Monthly

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

Schedule weekly PLCs and collaborate planning for each grade level and model the backwards design for collaborative planning. Provide PD at the beginning of the year to all team leaders regarding the backwards planning design so they can facilitate their grade level collaborative planning. PLC document to follow the plan, do, study, act cycle. Administration, coaches, ESOL, ESE and grade level teachers will attend both PLCs and collaborative planning. All grade level data, including, common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups will be monitored at weekly PLCs meetings. ILT team will meet

each Monday to analyze assessment taken the previous week and prepare the PLC documents for the upcoming grade level PLC.

Action Step #2

Provide staff PD and all students with engaging science activities

Person Monitoring:

Laura Johnson

By When/Frequency:

Monthly

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

The ILT will employ and provide opportunities for instructional practices PD to motivate and deepen student engagement including, but not limited to meaningful tasks related to student interests/cultural backgrounds, opportunities for students to ask and learn in risk-free environments, and be included in real-world learning, science investigations/experiments/projects that are experiences and related and connected to reading, math, and social studies.

Area of Focus #7

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

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

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

No Answer Entered

Area of Focus Description and Rationale

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

In our intermediate grade levels we will be focusing on increasing the content knowledge, especially with targeting science and social studies benchmarks, which will also include writing across all content areas. We will be focusing on background knowledge in a myriad of ways: with PD, fishbowl activities, and vertical articulation/PLC focuses.

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

Teachers and interventionists will use the integration of content areas into their ELA curriculum by building content knowledge and purposefully selecting specific topics to write knowledgeably about these chosen topics to increase their background knowledge

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

We will increase the percent of students from 45% to 50%, as measured by the PM3 FAST 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.

Monitoring will occur by administration, coaches, by walkthroughs, PLC discussions with student artifacts, and during collaborative planning.

Person responsible for monitoring outcome

Renee Kelly and Laura Johnson

Evidence-based Intervention:

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

Description of Intervention #1:

Systematic explicit literacy and writing instruction across all grade levels using resources aligned to the district curriculum and the Science of Reading.

Rationale:

Our teachers must be equipped with the tools and knowledge to determine their student's strengths and needed areas of growth. In addition, they need to have the skillsets to implement the instruction to move students forward-emphasizing on language comprehension and writing in all content areas.

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

No

Action Steps to Implement:

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

Action Step #1

Data-based PLCs and Collaborative Planning

Person Monitoring:

Renee Kelly and Laura Johnson

By When/Frequency:

ongoing

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

PLCs will utilize the problem-solving data method, and follow up PLCs will be scheduled to determine the outcomes. All collaborative planning sessions will use grade-level and any other stakeholders included to design stands-based lessons in a sequential order with daily formative assessments build in for determining small groups.

Action Step #2

PD for content/knowledge building

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

Renee Kelly and Laura Johnson

ongoing

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

ELA teaching and learning will include an integration of science and social studies benchmarks. Prior knowledge needed to understand the depth of the content knowledge will be determined and pre-taught prior to beginning grade level benchmarks.

IV. Positive Culture and Environment**Area of Focus #1**

Student Attendance

Area of Focus Description and Rationale

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

Based on the early warning indicators and Pinellas County Schools attendance dashboard, 23% (95 students) of our students were absent at least 10% or more. 6% (26 students) missed 20% or more days in the 23/24 school year. Students who attend school regularly are more likely to achieve proficiency in core subjects such as math, science and reading compared to their peers with irregular attendance. Even though the students with at least 10% or more decreased from the previous school year this is still a critical need because we have not yet met the goal of less than 20% of the students missing 10% or more of school.

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 that were absent 10% or more will decrease from 23% to 15% as measured by the CST dashboard.

Number of students in each grade with 10% or more absences:

- 1st Grade- 36
- 2nd Grade- 24
- 3rd Grade- 18
- 4th Grade- 19
- 5th Grade - 20

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Michele Morehouse and Laura Johnson

Evidence-based Intervention:

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

Description of Intervention #1:

Child Study Team will strengthen our attendance problem solving process to address and support the needs of students across all tiers on an on-going basis, to include personalized early outreach (administration and student services, calls home by teacher, auto-generated letters from FOCUS (mailed or emailed), individual student success plan, parent conferences, check in and check out, action plan that addresses barriers and increase in engagement, and attendance groups.

Rationale:

This strategy was chosen because we wanted to tighten CST processes, specifically with a flow chart of action steps. It is also the intention to increase empathetic communication, while simultaneously educating families on the importance of attendance and increase the desire of certain students arriving to school on time and staying in school all day.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Flow chart will be shared with staff during pre-school so that everyone is aware of the expected processes. During the first week of school, identified students from the previous year's attendance rate will receive a letter explaining the process of attendance and the correlation between academics and attendance.

Person Monitoring:

Michele Morehouse and Laura Johnson

By When/Frequency:

Bi-weekly

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

Monitor through CST dashboard during Child Student Team meetings and monitor that the number of students that miss more than 10% or more is decreasing.

Action Step #2

Office staff will call/document all students in 1st and 2nd due to those grade levels producing the

most absences and identified students based on previous year's attendance data when they are tardy/absent each day. Implement Tier 2 and Tier 3 plans for all individual students on a regular basis.

Person Monitoring:

Renee Kelly

By When/Frequency:

Bi-weekly

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

Monitor through parent contact logs in Focus and will meet with office bi-weekly to review attendance for students that have tier 2 and/or tier 3 attendance plans.

Action Step #3

When attendance conferences are held with CST, academic information will be shared to show any pertinent correlations and if families are unreachable, home visits will be conducted by the Child Study Team.

Person Monitoring:

Laura Johnson, Zoe Foster and Michele Morehouse

By When/Frequency:

Monthly

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

Monitor through CST dashboard during Child Student Team meetings and monitor that individual students that have been identified attendance is increasing and monitor district and school assessments for mastery towards grade level benchmarks.

Area of Focus #2

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

We provide all documents via the school website and in our school lobby. In addition, we share the documents at our Annual Title I meeting, SAC, family student led-conferences, and family lunch days. The documents are provided in Spanish for our Hispanic families. You can find our SIP and all supporting documentation at <https://www.pcsb.org/belleair-es>

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The school website is <https://www.pcsb.org/belleair-es>. During the first full week of school, families are invited to attend a Meet the Leadership Team and meet the teacher event day. Biannually, we had student-led conferences; one for primary and one for intermediate students. We will also have content area nights each semester to highlight the arts and all content areas.

Plans to Strengthen the Academic Program

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

For the 2024-2025 school year, our goal is to identify and promote teacher leaders to build capacity within our school to provide professional development, learning walks, and coaching opportunities. By

recognizing potential leaders/and or educators desiring or already proficient in data analysis, to join our team so that more leaders at our school can become even better equipped at the management of our school's data to add to our growing bank of knowledge from our current leadership team, due to the significant budget reduction for the 24-25 school year.

How Plan is Developed

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

Belleair has many partners which impact our school positively. We have a few partners that have helped with our school garden projects that the students use for educational purposes as well as for social emotional purposes to refocus, redirect, and calm down. The partners that have contributed to our school for the garden are: Duke Energy (Lisette Guzman), First United Methodist Church (Charlie Thiemann), Matt Tiernan (general contractor), Community Service Foundation, (Ed Thiebe), and Ace Hardware (Tad Gage). Other partners that have contributed mentoring, supplies for students, Pack a Sack, food for special teacher days, food for student-led conferences, and volunteered time are as follows: First United Methodist Church (Brittany LeClair, Director of Outreach), Pam Fry, Abe's Restaurant, Five Star Pizza, and The City of Belleair and Lunch Pals.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instructor and interventions developed to meet those needs. The problem solving/response to intervention (PS/RTI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

The Title I MTSS Coach is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports with documentation relative to problem-solving process; assists teachers with involving students, parents and families at all levels of MTSS process and participating in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

Professional Learning and Other Activities

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

Professional learning and other activities for teachers, paraprofessionals, and other school personnel will be offered throughout the year to improve instruction. Professional development opportunities will be held monthly, based on school data from academic assessments. Professional Learning Communities & collaborative planning on each grade level will be held weekly and differentiated based on each grade level team's needs. New staff members will attend monthly mentoring meetings to ensure they have the support needed to be successful.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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