

Pinellas County Schools

BELLEAIR ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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)

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

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

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, 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

Holly Huey

hueyh@pcsb.org

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

johnsonl@pcsb.org

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

jenkinsr@pcsb.org

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

Patricia Galdames

Galdamesp@pcsb.org

Position Title

Reading 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.

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.

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 2025-2026 school year. During the school year we provided multiple opportunities to gain feedback through PLC meetings and carousel activities after each data cycle is complete. Based on the feedback and data we revise as necessary

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)).

SIP review is built into the cycle of SBLT meetings 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: B 2023-24: B 2022-23: B 2021-22: C 2020-21: B

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	55	50	65	64	64	63	0	0	0	361
Absent 10% or more school days	0	16	20	19	19	12				86
One or more suspensions	0	1	1	1	5	1				9
Course failure in English Language Arts (ELA)	0	0	0	1	1	0				2
Course failure in Math	0	0	0	1	1	1				3
Level 1 on statewide ELA assessment	0	0	21	34	23	0				78
Level 1 on statewide Math assessment	0	9	21	32	10	18				90
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	6	9	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	15	14	5	0				39

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	6	18	10	16				53

Current Year 2025-26

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		36	24	18	19	20				117
One or more suspensions		4	1			2				7
Course failure in English Language Arts (ELA)						2				2
Course failure in Math						2				2
Level 1 on statewide ELA assessment				5	7	26				38
Level 1 on statewide Math assessment				2	9	26				37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		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)		15	8	7	5					35

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	64	59	45	61	57	43	54	53
Grade 3 ELA Achievement	49	67	59	61	63	58	44	54	53
ELA Learning Gains	51	62	60	57	64	60			
ELA Lowest 25th Percentile	44	59	56	74	62	57			
Math Achievement*	61	69	64	53	66	62	53	61	59
Math Learning Gains	73	67	63	63	68	62			
Math Lowest 25th Percentile	61	56	51	57	58	52			
Science Achievement	57	70	58	59	69	57	56	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	62	67	63	56	65	61	48	64	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	507
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	58%	47%	52%	58%		53%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	55%	No		
Black/African American Students	41%	No		
Hispanic Students	60%	No		
White Students	67%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	49%	49%	51%	44%	61%	73%	61%	57%					62%
Students With Disabilities	52%		60%		44%	58%							57%
English Language Learners	44%	48%	46%	36%	65%	79%	67%	52%					62%
Black/African American Students	32%	21%	44%		38%	50%	56%	45%					
Hispanic Students	53%	56%	52%	43%	71%	81%	64%	59%					59%
White Students	62%	60%	58%		69%	84%							
Economically Disadvantaged Students	46%	45%	50%	48%	59%	72%	60%	59%					59%

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%					56%
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%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	49%	65%	-16%	57%	-8%
ELA	4	44%	62%	-18%	56%	-12%
ELA	5	42%	61%	-19%	56%	-14%
Math	3	54%	68%	-14%	63%	-9%
Math	4	53%	68%	-15%	62%	-9%
Math	5	64%	65%	-1%	57%	7%
Science	5	54%	67%	-13%	55%	-1%

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?

The greatest improvement was in the area of math. Learning gains increased by 10% which also resulted in an 8% growth in proficiency. A focus on the effective tools for the intervention block supported students closing the gap. Strong standard-based instruction with data-driven interventions being provided contributed to the increase. Intervention groups were created by skill needs and were adjusted based on data.

Lowest Performance

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

The lowest performance was with the black subgroup in both ELA and math. In ELA there was a 7% decline in proficiency and a 1% decline in math proficiency. The contributing factors were lack of academic vocabulary and background knowledge needed to grapple with grade level text. Teachers need to focus on building this into their planning to best prepare students for texts. For math, continued targeted skill-based interventions are needed to build conceptual knowledge to prepare for grade level questions.

Greatest Decline

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

The greatest decline was in the area of ELA learning gains for the lowest 25%. Only 44% of the L25 made a learning compared to 74% the year prior. The contributing factors were lack of supports and interventions during the first part of the year due to changes in personnel. Small group interventions were not always held with fidelity during the personnel changes.

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 56% and Belleair proficiency average is 49%. Factors that contributed

were changes in grade level teachers who were new to the grade level standards and lack of supports due to changes in personnel.

EWS Areas of Concern

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

1. The number of students who were absent 10% or more of the year.
2. The number of students in grade 2 and 3 who were level 1 in math.

Highest Priorities

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

1. Focus on planning for targeted intervention in gap areas for L25 students in math and ELA.
2. Focus on planning for academic vocabulary and background knowledge of text to support students meeting grade level benchmarks.
3. Increase student engagement through the use of collaborative structures and high yield instructional strategies.
4. Ensure instructional supports are in place for all students during core instruction and intervention.

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 ELA

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.

Standards-based data (FSA, unit assessments, etc.) collected from 2024-2025 school year showed an increase in grade level proficiency in ELA to 49%. Fifty-one percent of students across grades 3-5 are continuing to perform below grade level in reading and need standards-based instruction that meets the depth of the standard and interventions to fill gaps based on their individual needs. The students need 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.

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.

Proficiency in grades 3-5 ELA will increase 6% from 49% to 55% as measured by end of the year FAST assessments. Proficiency in 3rd Grade ELA will increase 6% from 49% to 55% as measured by end of the year FAST assessments.

Monitoring

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

PM1 and PM2 along with Istation (ISIP) and module/unit assessments will be used to monitor student progress toward proficiency of grade level benchmarks throughout the year. Data chats around grade level and individual students will be held after each cycle and biweekly in PLC meetings.

Person responsible for monitoring outcome

Holly Huey

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:

Strategically focus on whole group and small group instruction to ensure explicit (with guidance and feedback) and systematic instruction is targeted to the needs of the students. Provide additional supports, school based professional development, and coaching/feedback to increase teacher content knowledge in the science of reading and instructional routines to improve student achievement.

Rationale:

To develop literacy skills, students need instruction in foundational reading skills and reading comprehension skills. Using assessment data to align and target specific skills during intervention periods as well as focus on the use of high-yield routines during core instruction, along with targeted interventions, will allow all students to progress to mastery of grade level benchmarks. A focus on explicit guidance that provides strong instructional support and differentiating instruction through process, product, content, or environment will create the optimal learning environment.

Tier of Evidence-based Intervention:

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

Instructional Supports

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with special needs, English Language supports, as well as extensions for students above benchmark. Utilize pop up small group supports to include access to grade-level text and beyond as well as small group instruction based on data.

Action Step #2

Collaborative Planning

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Provide regular structures for planning using an effective planning protocol. Teachers will use data/ student work analysis to plan for scaffolds that address gaps in student learning. Teams will plan for providing interventions for students who are not meeting the benchmark. Teams will incorporate explicit planning for teaching tier 2 and 3 vocabulary and building background.

Action Step #3

Tracking Students & Interventions

Person Monitoring:

Holly Huey

By When/Frequency:

September

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

Implement a plan for tracking students not meeting the benchmark, including the intervention being provided, and frequently monitoring progress. Develop a team approach to planning for student needs and delivering small group instruction

Action Step #4

Student Engagement

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Employ instructional practices to motivate and deepen student engagement including, but not limited to: expectations for success; meaningful task related to student interests & cultural backgrounds; opportunities for students to ask their own questions, engage in academic discourse, and make their own choices.

Area of Focus #2

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**

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.

Standards-based data (FSA, unit assessments, etc.) collected from 2024-2025 school year showed an increase in grade level proficiency in Math to 61%. Thirty-nine percent of students across grades 3-5 are continuing to perform below grade level in reading and need standards-based instruction that meets the depth of the standard and interventions to fill gaps based on their individual needs. The students need opportunities to develop conceptual knowledge at their grade level and build fluency skills through whole and small group instruction.

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.

Proficiency in Math will increase 5% from 61% to 66% as measured by end of the year FAST assessments.

Monitoring

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

PM1 and PM2 along with Dreambox and unit assessments will be used to monitor student progress toward proficiency of grade level benchmarks throughout the year. Data chats around grade level and individual students will be held after each cycle and biweekly in PLC meetings.

Person responsible for monitoring outcome

Holly Huey

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:

Strategically focus on whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles that is targeted to the needs of the students. Developing cognitive engagement with content, tracking formative assessments data with feedback, and building procedural fluency will be the focus for the 2025-2026 school year.

Rationale:

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches to problem solving as well as arguments about solution strategies. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding.

Tier of Evidence-based Intervention:**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

Collaborative Planning

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Provide regular structures for planning using an effective planning protocol, using the B1G-M to support implementing the BEST Standards, benchmark clarification, and appendices to fully understand the expected outcomes of the standards. Planning will incorporate techniques to enhance student talk and increase engagement. Planning will include plans for spiral review and developing fluency based on standards. Teams will plan for providing interventions for students who are not

meeting the benchmark

Action Step #2

Instructional Supports

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with special needs, English Language supports, as well as extensions for students above benchmark. Utilize the intervention portion of the block to provide additional supports for core and fluency.

Action Step #3

Tracking Students & Interventions

Person Monitoring:

Holly Huey

By When/Frequency:

September

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

Implement a plan for tracking students not meeting the benchmark (including L25) including the intervention being provided, and frequently monitoring progress. Develop a team approach to plan and deliver instruction for student needs across the grade level.

Action Step #4

Focus on Fluency & Review

Person Monitoring:

Holly Huey

By When/Frequency:

October

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

Focus on fluency and spiral review routines schoolwide. Professional development to increase teacher knowledge of stages of fluency and math foundational skills

Action Step #5

Student Engagement

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Employ instructional practices to motivate and deepen student engagement including, but not limited to: expectations for success; meaningful task related to student interests & cultural backgrounds; opportunities for students to ask their own questions, engage in academic discourse, and make their own choices.

Area of Focus #3

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

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

Our current level of performance is 57% based on SSA proficiency scores. The focus will be on student-centered instruction at the level of the standard, including prior year standards being assessed. The teaching will include prior year standards along with new standards at the level of the standard in order for proficiency to increase. Instruction needs to have a strong focus on activating prior knowledge and teaching key vocabulary for students to have access to the standards.

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.

Proficiency in science will increase to 60% as measured by end of the year SSA assessments.

Monitoring

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

Unit assessments, mid-year, and mock assessments will be used to progress monitor student progress toward proficiency throughout the year. Data chats around grade level and individual students will be held after each cycle and discuss regularly at PLCs.

Person responsible for monitoring outcome

Holly Huey

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:

Monitor whole group instruction to ensure instruction is designed and implemented according to evidence-based strategies. A focus on classroom discussion routines and high engagement strategies to activate prior knowledge of previously taught standards will be a focus of instruction.

Rationale:

Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. This will support our focus on assuring students have mastered prior year standards. Classroom discussion is a method of teaching, that involves the entire class in a discussion. This practice allows teachers to see if students have learned the concepts that are being taught. Discussions will enhance student-centered rich conversations around the standard/learning target,

providing students opportunities to analyze and apply their learning through discussion and maintain high engagement.

Tier of Evidence-based Intervention:**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

Collaborative Planning

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Provide regular structures for engaging in data/student work while preparing for upcoming lessons, including scaffolds that address gaps in student learning. Plan for spiral review of 3rd/4th grade based on data from unit assessments. Explicitly plan for teaching vocabulary and routines for reviewing vocabulary.

Action Step #2

Instructional Supports

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Ensure instructional supports are in place for all students during core instruction, including supports for exceptional needs, English Language supports, as well as extensions.

Action Step #3

Tracking Students & Interventions

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Collaborate around collective goal setting to improve student outcomes, track data of students not meeting the benchmarks, and planning for additional opportunities for review/reteach.

Action Step #4

Student Engagement

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

Employ practices to motivate and deepen student engagement (task embedded in game structures, tasks with competitive structure, open-ended tasks, and choices)

Area of Focus #4

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.

Based on FAST progress monitoring cycle 3 data, Black/African American student's proficiency was over 10% lower than their non-black peers, with learning approximately 5% lower. In Math, proficiency was over 20% lower than non-black peers with learning gains almost 20% lower. There is a need for more systematic instruction for students in both content 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.

Increase Black/African American student's proficiency in ELA from 32% to 50%, with learning gains at 70%. Increase math proficiency from 38% to 50% while matching the learning gains of their peers at 70%.

Monitoring

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

PM1 and PM2 along with Istation (ISIP) and data unit assessments will be used to monitor student progress toward proficiency throughout the year. Data chats around grade level and individual students will be held after each cycle.

Person responsible for monitoring outcome

Laura Johnson

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:

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. We will also ensure that each student in this subgroup has a staff member monitoring their progress and using regular goal setting and data chats with the student, creating relational capacity and connection to the school community.

Rationale:

As we continue to monitor the proficiency of our entire student body, we are ensuring that students in this subgroup are being monitored closely within their whole group lesson as well as small group instructional setting. The student's plan of instruction will be discussed more closely to ensure that we are planning for the needs of identified students, and that students are aware of these goals, and they are part of the problem-solving process during PLC and MTSS meetings.

Tier of Evidence-based Intervention:**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

Tracking Student/Goal Setting

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:

Provide mentoring to all African American students not mastering grade level benchmarks or who show need for additional support. Match each student with a staff member/mentor for the year to help track progress and develop strong relationships with the student. Set goals with each students, track and celebrate progress throughout the year. Meet with the student each week as a touchpoint and monthly for data chat.

Area of Focus #5

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 fully implementing the Pinellas Early Literacy Initiative by focus on classroom instruction, ensuring equitable use of resources, to include instructional supports, school based professional development, cycles of coaching, and feedback.

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

In the K-2 classrooms, the focus will be on providing print-rich, systematic, and scaffolded instruction. Teachers will reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary.

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

In the 3-5 classrooms, the focus will be on providing print-rich, systematic, and scaffolded instruction. Teachers will teach students how to use reading comprehension strategies.

Grades K-2: Measurable Outcome(s)

According to PM3 STAR Reading Data, 44% of K-2 students are proficient in reading. The goal is to increase that score to 50%.

According to PM3 STAR Early Literacy Data, 61% of K-2 students are proficient in early literacy skills. The goal is increase that score to 70%

Grades 3-5: Measurable Outcome(s)

According to PM3 FAST Reading Data, 49% of grades 3-5 students are proficient in reading. The goal is to increase that score to 55%.

Monitoring

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback by administrators, MTSS, and reading coaches. FAST PM1 and PM2 assessments as well as, district module assessments and other classroom assessments will be monitored closely in data chats through bi-weekly PLCs. Lesson plans will be monitored by the leadership team and coaches to ensure small instruction is intentional.

Person responsible for monitoring outcome

Holly Huey

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:

Strategically focus on whole group and small group instruction to ensure explicit (with guidance and feedback) and systematic instruction is targeted to the needs of the students. Provide print rich, explicit, systematic instruction. Teach students to decode words, analyze word parts, and recognize words. Provide instruction in broad oral language skills. Teach students how to use comprehension strategies.

Rationale:

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

Tier of Evidence-based Intervention:

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

Professional Learning

Person Monitoring:

Holly Huey

By When/Frequency:

Each module/unit

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

PLCs are guided by assessment data and provide time for teachers to collaborate, research, and plan instruction based on the data.

Action Step #2

Literacy Coaching

Person Monitoring:

Holly Huey

By When/Frequency:

Monthly

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

Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes.

IV. Positive Learning 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.

Absences negatively impact student achievement in all academic areas. Chronic absences can also effect students social interactions with staff and peers. Efforts and focus on regular attendance for

students will lead to improved academic and social outcomes for 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.

Currently 86 students have attendance below 90%. Our attendance rate was 85% for the school year. We expect our attendance rate to be 90% for the 2025-2026 school year

Monitoring

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

Child study team (made of social worker, administration, school counselor) will meet regularly to review attendance data.

Person responsible for monitoring outcome

Laura Johnson

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:

Strengthen the attendance problem solving process to address and support the needs of students across all tiers regularly throughout the year.

Rationale:

The attendance problem-solving process will increase student attendance. Academic and social needs are met when students are regularly in attendance.

Tier of Evidence-based Intervention:

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

Attendance Processes

Person Monitoring:

Laura Johnson

By When/Frequency:

September

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

Review attendance processes with staff and share school-wide strategies for positive attendance with staff.

Action Step #2

Processes

Person Monitoring:

Laura Johnson

By When/Frequency:

Throughout the year

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

Ensure attendance is taken on time and accurately daily. Implement a process for noting reasons for absences and tardies (appropriate codes).

Action Step #3

Incentives/Improvement Plans

Person Monitoring:

Laura Johnson

By When/Frequency:

Throughout the year

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

Develop improvement plans with students and implement attendance incentive programs/competitions. Recognize positive attendance each quarter on announcements/assemblies.

Action Step #4

Communication

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:

Increase communication with parents about importance of attendance. Use CST letters and process to follow up with families in order to reduce chronic absenteeism.

Area of Focus #2

Other: Family Involvement

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.

Data collected through parent conferences, parent surveys, student interviews, and walkthroughs show a continued need for parent communication around standard expectations/data and academic recognition systems.

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.

Increase the ways students can be recognized for academic accomplishments (growth in areas,

meeting expectations in academic programs, goal setting). Increase the communication to families about how to understand the data they receive each cycle and communication around the standards being taught.

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.

Data on the recognition of students will be done through our tier one plan each month and at the end of each grading period. Communication around standards/testing will be monitored through SAC and parent surveys.

Person responsible for monitoring outcome

Laura Johnson

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:

Effectively communicate with families and community members about the state of the school and our instructional practices. Actively invite parents in our school initiatives and help families be more connected to the classroom through knowing what their child is learning and the expectations laid out by the standards.

Rationale:

When families, school, and communities work effectively together, this partnership becomes a powerful tool to improve student achievement. through communication with families about standards expectation and the progress of each child, we can partner with families and enhance a student's academic path. Working with community partners can also grow our village to support the whole child and assure all students are highly engaged in school.

Tier of Evidence-based Intervention:

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

Newsletters

Person Monitoring:

Holly Huey

By When/Frequency:

Monthly

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

step:

Create monthly newsletters with academic standards being taught in each grade level to communicate learning happening around campus. This newsletter will include testing information when appropriate. Translate into Spanish.

Action Step #2

Communication

Person Monitoring:

Holly Huey

By When/Frequency:

Weekly

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

Share happenings of the classroom on social media platforms and website for families to feel more connected to the classroom experience. Create weekly communicate via phone/email/text to families about what is happening on campus and ways they can get involved.

Action Step #3

Parent Involvement

Person Monitoring:

Holly Huey

By When/Frequency:

Quarterly

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

Provide academic tools and ways to support student achievement through parent conferences, student led-conferences, and school wide academic events.

Action Step #4

Recognize Students

Person Monitoring:

Holly Huey

By When/Frequency:

Throughout the year

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

Recognize student academic accomplishments (goals, report cards, online programs) throughout the month and at the end of the grading period. Communicate the celebrations with families and the school community.

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.

Belleair provides 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 involvement activities. The documents are provided in English and Spanish. You can find our SIP and all supporting documentation at <https://www.pcsb.org/belleair-es>. Parents have opportunities through these avenues to provide input into the development and decision-making process of all activities related to the school. Survey results are also used to analyze the effectiveness of the communication and the programs for the school.

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)).

The school website is <https://www.pcsb.org/belleair-es>. Prior to school opening, families are invited to attend a meet the teacher and staff event day. Biannually, we host 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. The school compact is used to support ongoing communication with all stakeholders. Student led conferences and parent/teacher conferences are held to discuss each child's progress, including data, and share ways families can support the learning at home. Night events to provide families with activities to do at home are hosted throughout

the year. Bilingual support is provided at all events for families. We use survey data to determine times/days that work best for families attendance. The materials are provided to families even if they cannot attend.

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: First Methodist Church, City Of Belleair, Lunch Pals, Culvers Gulf to Bay, Dr. Bee Pediatric Dentistry , Andy's Frozen Custard and Lowes. 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.

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)).

For the 2025-2026 school year, our goal is to identify and promote teacher leaders to build capacity within our school to provide professional development around understanding and use academic data, conducting strategy-based learning walks, and coaching opportunities. The master schedule was adjusted this year to allow support staff members more flexibility in working with multiple grades and to support all content areas. In addition, time was allotted for all staff members to attend trainings. In addition, collaborative planning time was built into the schedule for preparing lesson plans.

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)).

Belleair has many partners which have a positive impact on the school. Some partners that have contributed mentoring, supplies for students, Pack a Sack, food for student-led conferences, and volunteered time. First United Methodist partners with the school to support supplying students with uniforms. Wraparound services are provided by the YMCA and many afterschool opportunities are provided through our Promise Time program. These programs help extend educational services beyond the classroom and create a support network for students and families.

We schedule a variety of family engagement events, highlighting student academics. Activities may

include coordinated meetings with parents, teachers meet to discuss the specific learning needs of students, and night events to highlight the ways parents can support at home. Yearly, Belleair hosts a Ready, Set, Kindergarten parent and family engagement event to allow families more information about the school, programs, and resources to support kindergarten readiness. We invite our local VPK providers outside of Pinellas County Schools to attend the event. We monitor and seek feedback on all events through our PTA, SAC, family engagement surveys, and feedback. We aim to increase family and community engagement by sharing events via our website, Facebook page, email, school messenger calls, school marquee, as well as fliers.

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

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

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

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)).

N/A

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)).

N/A

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)).

Belleair staff have been trained schoolwide in Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. On-going trainings will take place this year to ensure it is implemented with fidelity. Teachers develop a behavior management plan for their class in line with the schoolwide guidelines for success. Students who require additional support beyond the tier 1 plan, can begin the MTSS process to develop an appropriate intervention.

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 Support Assistant 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 the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Strategically schedule PLCs for the 2025-2026 school year to align with assessment periods, including specific dates that would represent purposeful planning for the analysis of testing data to assist in collaborative planning for the teachers. Monthly grade level planning using with administration and content coaches present using backwards design. ELA book study for K-2 and 3-5 meeting monthly during PLCs or staff meetings. Every 6-8 weeks PLCs for K-5 using early literacy data to form reading interventions and acceleration groups. Continue the PELI work for all Pre-K to 2nd grade teachers and provide coaching, modeling, and professional development for new teacher to early literacy in grades Pre-K to 2nd. Learning walks and promoting teacher leaders.

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)).

Yearly, Belleair hosts a Ready, Set, Kindergarten parent and family engagement event to allow families more information about the school, programs, and resources to support kindergarten readiness. We invite our local VPK providers outside of Pinellas County Schools to attend the event.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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).

No Answer Entered

VII. Budget to Support Areas of Focus

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