# Belleair Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Belleair Elementary School

## 1156 LAKEVIEW RD, Clearwater, FL 33756

## http://www.belleair-es.pinellas.k12.fl.us

### 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)

A school can be identified as CSI in any of the following four ways:

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 parent), 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://www.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)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

# I. School Information

## School Mission and Vision

**Provide the school's mission statement.**

Belleair Elementary School's 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

## School Leadership Team, Stakeholder Involvement and SIP Monitoring

### School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Kelly, Renee | Principal | Oversees all operational and instructional decisions within the school in the name of student achievement. |
| Johnson, Laura | Assistant Principal | Oversees all operational and instructional decisions within the school in the name of student achievement. |
| Morehouse, Michelle | School Counselor | Oversees and provides counseling services for all grade levels on a biweekly schedule and supports small groups based on needs of students. |
| Cooney , Tiffani | Other | Uses data to help match academic and social-emotional behavior assessment and instructional resources to each student's needs. Provide professional development and coaching with staff. |
| Essom , Julie | Reading Coach | Supports teachers with reading benchmarks through collaborative planning, PD, coaching and small group instruction in grades kindergarten to 2nd grade with both staff and students. |

### 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. (ESSA 1114(b)(2))

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

During the school year we provided multiple opportunities to gain feedback through surveys and carousel activities after each data cycle is complete. The leadership team used the survey data to determine areas of growth and action steps. 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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 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.

| Demographic Data | |
|---|---|
| **2023-24 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Other School PK-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 78% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **2021-22 ESSA Identification** | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| **School Grades History** | 2021-22: C  2020-21: B  2019-20: C  2018-19: C  2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

| Early Warning Systems |
|---|

**Using 2022-23 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 days | 2 | 24 | 23 | 14 | 13 | 15 | 0 | 0 | 0 | 91 |
| One or more suspensions | 0 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 6 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 1 | 2 | 4 | 0 | 0 | 0 | 7 |
| Course failure in Math | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 6 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 2 | 24 | 11 | 0 | 0 | 0 | 37 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 2 | 24 | 0 | 0 | 0 | 0 | 26 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 8 | 3 | 5 | 4 | 2 | 2 | 0 | 0 | 0 | 24 |

**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 | 2 | 2 | 2 | 10 | 7 | 0 | 0 | 0 | 23 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 3 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 8 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |

**Prior Year (2022-23) As Initially 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 days | 1 | 23 | 15 | 23 | 10 | 17 | 0 | 0 | 0 | 89 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 |
| Course failure in Math | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 20 | 18 | 20 | 0 | 0 | 0 | 58 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 11 | 13 | 20 | 0 | 0 | 0 | 44 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 14 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 4 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year (2022-23) Updated (pre-populated)**
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**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 days | 1 | 23 | 15 | 23 | 10 | 17 | 0 | 0 | 0 | 89 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 |
| Course failure in Math | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 20 | 18 | 20 | 0 | 0 | 0 | 58 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 11 | 13 | 20 | 0 | 0 | 0 | 44 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 14 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 4 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
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.

**District and State data will be uploaded when available.**

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 44 | | | 45 | | | 38 | | |
| ELA Learning Gains | 52 | | | 60 | | | 56 | | |
| ELA Lowest 25th Percentile | 50 | | | 61 | | | 54 | | |
| Math Achievement* | 56 | | | 54 | | | 63 | | |
| Math Learning Gains | 63 | | | 72 | | | 62 | | |
| Math Lowest 25th Percentile | 53 | | | 72 | | | 51 | | |
| Science Achievement* | 52 | | | 48 | | | 31 | | |
| Social Studies Achievement* | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| ELP Progress | 48 | | | 55 | | | 70 | | |

*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.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 418 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| 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% |
| SWD | 43 | | | |
| ELL | 55 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 40 | Yes | 2 | |
| HSP | 56 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 73 | | | |
| FRL | 52 | | | |

**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)

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | 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 |
| SWD | 23 | 29 | | 51 | 54 | | 55 | | | | | 45 |
| ELL | 42 | 53 | 53 | 62 | 63 | 64 | 52 | | | | | 48 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 28 | 35 | 42 | 43 | 57 | 41 | 37 | | | | | |
| HSP | 47 | 56 | 53 | 62 | 66 | 58 | 59 | | | | | 48 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 75 | 79 | | 75 | 64 | | | | | | | |
| FRL | 41 | 51 | 54 | 55 | 60 | 52 | 50 | | | | | 49 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 45 | 60 | 61 | 54 | 72 | 72 | 48 | | | | | 55 |
| SWD | 30 | 57 | | 57 | 79 | | 46 | | | | | 43 |
| ELL | 42 | 53 | | 59 | 74 | | 53 | | | | | 55 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 33 | 50 | | 37 | 59 | | 27 | | | | | |
| HSP | 50 | 65 | 67 | 62 | 77 | | 51 | | | | | 55 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 58 | | | 65 | | | | | | | | |
| FRL | 44 | 60 | 60 | 51 | 70 | 73 | 46 | | | | | 54 |

| 2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 | ELP Progress |
| All Students | 38 | 56 | 54 | 63 | 62 | 51 | 31 | | | | | 70 |
| SWD | 23 | 41 | 36 | 51 | 56 | 57 | 12 | | | | | 56 |
| ELL | 39 | 55 | 50 | 68 | 64 | 69 | 24 | | | | | 70 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 28 | 40 | 33 | 41 | 56 | 45 | 14 | | | | | |
| HSP | 42 | 57 | 50 | 69 | 64 | 57 | 36 | | | | | 70 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 44 | 86 | | 77 | 70 | | 36 | | | | | |
| FRL | 37 | 56 | 50 | 63 | 63 | 52 | 32 | | | | | 68 |

**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.

**School, District and State data will be uploaded when available.**

# III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the 2022-2023 state assessment, the following data components show the most need for improvement:
1. 3rd grade both ELA 40% and math 37%. The contributing factors included: social and emotional maturity level, dissolution of a unit, teaming model, student mastery of foundational early literacy and mathematic skills.
2. Black subgroup on the ESSA index.
3. ELA proficiency continues to fall under 50% proficient. The contributing factors included: There is a lack of stamina and foundational mastery and higher order/cognitive thinking tasks that students need in order to become proficient.

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

African American students overall in ELA (3% decrease) and Math (6% in decrease) and Caucasian in Math (25% decrease) in overall proficiency scores.

**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.**

Based on comparative data analysis, our third-grade students scored lower than the state average in both reading and math. Based on the scaled scores for FAST, our third-grade students scored 10 points below in math and 5 points below in reading.

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

Our science scores increased by 4 percentage points. Our Hispanic and ELL proficiency scores increased. The SWD subgroups increased significantly overall in proficiency in ELA and Math in all grade levels, ELA increased 27% and Math increased 6%. Overall, our school utilized a co-teaching model for ELL and ESE teachers, collaborative planning, extended learning opportunities, and pinpointed students were placed into accelerated learning groups.

**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 going to 4th grade for the 23/24 school year

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

1. 4th 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. African American students to increase proficiency and close learning gaps
5.Leadership/ownership opportunities for all stakeholders

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

:

## #1. Positive Culture and Environment specifically relating to Early Warning System

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the early warning indicators and Pinellas County's attendance dashboard 27% of our students were absent at least 10% or more. 27% (109) of the school's population missed 10% or more days in the 22/23 school year. 6% (25) of the school's population missed 20% or more days in the 22/23 school year.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students that were absent 10% or more will decrease from 27% to 20% as measured by the attendance dashboard.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

The Child Study Team will use the attendance dashboard to disaggregate the data and meet bi-monthly to determine specific next steps for each student.

**Person responsible for monitoring outcome:**

Michelle Morehouse (morehousem@pcsb.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We 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 (admin 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 for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

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.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Flow chart will be shared with staff during pre-school so that everyone is aware of the expected processes. Office staff will call/document all 4th grade students 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. When attendance conferences are held with CST, academic information will be shared to show any pertinent correlations. 3 Day warning letters will be presented to

families in a face to face conference with the principal. When parents are unreachable, home visits will be conducted by CST. Pre-school letters will be sent to all students identified from the 22/23 school year that missed 10% or more of the school year, and/or those students that had a chronic tardy issue. The letter will explain the process involved with attendance and tardies as followed by CST.

**Person Responsible:** Michelle Morehouse (morehousem@pcsb.org)

| #2. ESSA Subgroup specifically relating to Black/African-American |
| --- |

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on FAST progress monitoring cycle 3 data, African American students are scoring lower than the state and subgroups at the school level and continue to show a decrease in proficiency in both ELA and math.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Black students' proficiency in ELA/Math/Science will increase 10% (ELA: 25% to 35%, math: 37% to 47%, science: 38% to 48%), as measured by FAST and SSA.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

School based instructional leadership team (Principal, Assistant Principal and MTSS coach) 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.

**Person responsible for monitoring outcome:**

Tiffani Cooney (cooneyt@pcsb.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

This strategy 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.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

**Person Responsible:** Tiffani Cooney (cooneyt@pcsb.org)

Providing teachers with current high leverage practices.

**Person Responsible:** Tiffani Cooney (cooneyt@pcsb.org)

**#3. Positive Culture and Environment specifically relating to Other**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on observational data from the 22/23 school year, conducted by ILT, the first 15 minutes of the instructional class period was not intentionally planned, time management (following the flow of the day), and providing engaging student task.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Initial baseline will be conducted by the ILT to determine a percentage of classrooms that are fully engaged in learning (95%). This will be demonstrated by students engaged in a task during the first 15 minutes of the class period. We will then share this data and provide PD, modeling, support and feedback to assist teachers in reaching this school goal.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor continuously, and then 6-8 weeks later, we will formally do the observations again, randomly, but planned with the ILT and then compile the data to share again with the staff to show our growth. We will continue this process until we have this mastered fully school wide.

**Person responsible for monitoring outcome:**

Laura Johnson (johnsonl@pcsb.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based area of focus will be increasing student engagement by improving conditions for learning and setting high expectations through morning meetings, review tasks that differentiate the learning, collaborating through vertical articulation based on content area to share the planned tasks or activities.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

We are wanting to increase student engagement, keeping high expectations at the forefront, and maximize instructional time.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Introduction and Utilization of Belleair's Instructional Playbook, which is a comprehensive guide for teachers that focuses on the foundations of great teaching that includes instruction, check lists, examples, and other supporting literature to provide teachers with information that can assist any level teacher.

**Person Responsible:** Renee Kelly (kellyre@pcsb.org)

PD through PLC or whole group to increase student engagement and high expectations to maximize instructional time

**Person Responsible:** Tiffani Cooney (cooneyt@pcsb.org)

Coaching cycles to include modeling, supporting, collecting and reviewing of trend data, and gradual release of the process

**Person Responsible:** Laura Johnson (johnsonl@pcsb.org)

| #4. Instructional Practice specifically relating to Benchmark-aligned Instruction |
|---|

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FAST/STAR data from the 2022-2023 school year reflected that students were performing below grade level in ELA and Math in 3rd graders going to 4th grade for the 23/24 school year, even though proficiency increased after each cycle of FAST/STAR data in all content areas. Current 5th graders in math were above the state average; however, in ELA they were below the state average. There is a significant gap for African American subgroups. K-2 ELA: Strategically focus on K-2 teachers and instruction where acceleration by ensuring equitable use of resources including instructional supports, school-based PD, cycle of coaching, and feedback.

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. Proficiency in English Language Arts will increase 10% (from 45% to 55%), as measured by PM3 FAST/STAR assessment.
2. Proficiency in Mathematics will increase 10% (from 57% to 67%), as measured by PM3 FAST/STAR assessment.
3. Proficiency in Science will increase 10% (from 56% to 66%), as measured by the SSA
4. Proficiency in Grade 3 ELA will increase from 40% to 70% as measured by the PM3 FAST assessment.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

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 (kellyre@pcsb.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ensure that staff are providing whole group and small group (to include core and intervention block) instruction cycles that include planning, collaboration, aligning benchmark, gradual release model, providing feedback in a timely manner with scheduled follow up and practice application and enrichment.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

To close foundational learning gaps and increase student proficiency in all content areas.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Increase teacher knowledge of the science of reading and evidence-based practices in all grade levels and subject areas.
2. Ensure teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, oral language and using read aloud to teach the benchmarks into an explicit, systematic and sequential approach.
to reading in VPK thorough 3rd grade.
3. Use ELFAC and PAST Assessment to identify early literacy gaps, plan targeted instruction, monitor progress and adjust instruction for all grade levels.
4. In grades 3rd-5th and second semester 2nd graders, increase fluency, advanced decoding/encoding, and reading for meaning (comprehension).

**Person Responsible:** Renee Kelly (kellyre@pcsb.org)

All content areas: Deliver explicit, step by step instruction (using step outs) to include students interests and background with providing students opportunities with taking ownership for their learning (data walls, data chats, goal setting, student led conferences).

**Person Responsible:** Renee Kelly (kellyre@pcsb.org)

All Content Areas: Ensure instructional supports are in place for all students during core and independence and including supports for students with exceptionalities, English Language supports as well as acceleration.

**Person Responsible:** Renee Kelly (kellyre@pcsb.org)

All content areas: Provide all students with constant opportunities to engage in complex, grade level content and activities aligned to the rigor of the standard/benchmark.

**Person Responsible:** Renee Kelly (kellyre@pcsb.org)

Identify, recruit and retain committee leaders to encourage leadership through mentoring and coaching cycles for all areas.

**Person Responsible:** Renee Kelly (kellyre@pcsb.org)

Teachers and administrators will engage in collaborative planning to ensure that intervention blocks are purposely planned and differentiated each day.
Teachers and administrators will ensure that the first fifteen minutes of each class period is planned and devoted to review and/or working on fluency facts and skills.
Teachers and administrators will engage in technology and gaming to enhance their instruction.

**Person Responsible:** Laura Johnson (johnsonl@pcsb.org)

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VKP-2 classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

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

**Measurable Outcomes**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

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

### Grades 3-5 Measurable Outcomes

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

**Monitoring**

**Monitoring**
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

**Person Responsible for Monitoring Outcome**
Select the person responsible for monitoring this outcome.

Kelly, Renee, kellyre@pcsb.org

## Evidence-based Practices/Programs

**Description:**
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

**Rationale:**
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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

## Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. | Kelly, Renee, kellyre@pcsb.org |
| Literacy coach/admin work to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes. | Kelly, Renee, kellyre@pcsb.org |

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**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. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

We provide all documents via website, facebook, and in our school lobby. In addition, we share the documents at our Annual Title I meeting, SAC and PTA. 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

**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 Family Engagement Plan is made publicly available. (ESSA 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 event, one grade level each morning, so the team can

share specific grade level information, attendance, bullying vs conflict, student code of conduct. Each month we have a designated day for family lunch day. Biannually, we had student-led conferences; one for primary and one for intermediate classes so that students can share their academic data as well as their arts (music/art) assignments from the year. We will also have content area nights each semester to highlight the arts and all content areas.

**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. (ESSA 1114(b)(7)ii))**

We have developed an instructional playbook which builds on our school wide common language of expectations that are aligned to our school improvement plan. The three big rocks/focuses include leadership/ownership, high expectations and community. All of big rocks/focuses can be found in our plan for improvement in our school improvement plan.

**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). (ESSA 1114(b)(5))**

N/A

## Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

**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. (ESSA 1114(b)(7)(iii)(I))**

We have a full-time guidance counselor and part time social worker who work closely with administration to identify students who need additional social emotional learning (SEL) and mentoring services. Our social student services team provides whole group, small group and 1:1 social skills group to support SEL based on level of need for each individual student. We also have partnerships with Chrysalis counselor that provides mental health 1:1 counseling through Medicaid services.

**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. (ESSA 1114(b)(7)(iii)(II))**

N/A

**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 ESSA 1114(b)(7)(iii)(III).**

Tier 1:
Through the MTSS process students are identified for academic and/or behavior tiered supports. We have weekly grade level PLCs that follow a process that uses student data to problem solve, develop an action plan, monitor and re-asses for results. The data uses ranges from formative assessments to summative assessments. For all students we use PBIS for a behavior management.

Tier 2:
Through PLC data, weekly ILT data meetings and teacher/staff concerns, students that need an additional layer of support will be supported during the math/ELA intervention block and the intervention will target the students' deficits. Behavior supports can include check in/check out, mentors, point sheets, individual student contracts.

Tier 3: Data and student progress with be monitored by the Individual Problem Solving Academic and Behavior team and students that need a more intensive support will be identified and the problem-solving process will be initiated and monitored and adjusted based on the needs of the individual student (PSW/FBA).

**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. (ESSA 1114(b)(7)(iii)(IV))**

Weekly PLCs that all instructional staff and grade level teams that follow a process that uses student data to problem solve, develop action plans (re-teach), monitor and re-assess. Bi-weekly professional development meeting will be held, and all staff will attend that align with our 3 area of focuses (big rocks) leadership/ownership, community and high expectations. Based on observation walkthrough trends, staff deliberate practice plans and student data we develop professional development that aligns with individual needs of the staff.

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

In January families will have the opportunity to visit our school and take a tour of the campus and kindergarten classrooms and hear from administration and kindergarten teachers and get pertinent information (Ready, Set...K). Before the start of the school year kindergarten teachers use a readiness screener to determine readiness for kindergarten. After each student is assessed administration and kindergarten teachers speak to the families regarding the result and then get to have a school tour and visit a kindergarten class. The school also promotes that student transitioning from VPK to kindergarten attended summer bridge, Rising K.