

Flagler Schools

# BELLE TERRE ELEMENTARY SCHOOL



## 2024-25 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 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:

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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The mission of Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world.

#### Provide the school's vision statement

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Our District's vision statement is that as a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

### B. School Leadership Team

#### School Leadership Team

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

#### Leadership Team Member #1

##### Employee's Name

Jessica DeFord

##### Position Title

Principal

##### Job Duties and Responsibilities

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Ms. DeFord is the principal of Belle Terre Elementary, where she guides the staff in providing a superior education that caters to all students. She works closely with students, families, and the community to promote their well-being and create a supportive learning atmosphere.

#### Leadership Team Member #2

##### Employee's Name

Sarah Ashman

##### Position Title

Assistant Principal

**Job Duties and Responsibilities**

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Ms. Ashman is one of the assistant principals of Belle Terre Elementary, where she, along with Ms. Deford, guides the staff in providing a superior education that caters to all students. She works closely with students, families, and the community to promote their well-being and create a supportive learning atmosphere.

**Leadership Team Member #3**

**Employee's Name**

Tim Ruddy

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Mr. Ruddy is one of the assistant principals of Belle Terre Elementary, where he, along with Ms. Deford, guides the staff in providing a superior education that caters to all students. He works closely with students, families, and the community to promote their well-being and create a supportive learning atmosphere.

**Leadership Team Member #4**

**Employee's Name**

Dawn Emling

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

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Ms. Emling offers guidance in literacy instruction, collaborating with teachers to enhance their skills through professional development focused on effective teaching methods. As the leader of our Literacy Leadership Team, she ensures that teachers analyze literacy data to make informed decisions aimed at boosting student performance and learning progress.

**Leadership Team Member #5**

**Employee's Name**

Carrie Harris

**Position Title**

Math/Science Academic Coach

**Job Duties and Responsibilities**

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Ms. Harris offers educational support in math and science, collaborating with teachers to enhance their skills through professional development in effective teaching methods. She also plays a key role in promoting family involvement through academic events and activities throughout the year.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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Once the data is available, the school leadership team—comprising administration, academic coaches, and aspiring leaders—analyzes our data and sets preliminary improvement goals. In our initial monthly SAC meetings, we review our data, School Improvement Plan (SIP), Title I plan, budget, and activities with parents. Parents on the SAC committee contribute to the SIP, the plan implementation, review, and monitoring. They also provide input into the Parent Family Engagement Plan (PFEP) through SAC meetings, PFEP event feedback, and the Title I parent survey. The SIP is available on the website and at the front desk in a summarized version for easy access by parents. Additionally, the summary is electronically sent to parents via our parent portal.

### SIP Monitoring

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

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The SIP will be reviewed by the School Advisory Council. It is reviewed three times a year. At the beginning of the year, we evaluate the previous year's performance to identify successes and areas needing improvement and review our current plan. Mid-year, we assess our progress towards our current goals. At the end of the year, we determine which goals were met successfully and what adjustments are necessary for further improvement. Some goals may need more frequent evaluations than others.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>42.1%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>80.9%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: A 2020-21: 2019-20: A</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	86	62	44	50	67	0	0	0	309
One or more suspensions	1	8	6	17	10	17	0	0	0	59
Course failure in English Language Arts (ELA)	2	19	12	24	31	25	0	0	0	113
Course failure in Math	2	9	10	16	18	15	0	0	0	70
Level 1 on statewide ELA assessment	0	0	0	0	47	65	0	0	0	112
Level 1 on statewide Math assessment	0	0	0	0	26	41	0	0	0	67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	15	14	16						47
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	36	47	45	76					206

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	13	8	16	23	28	0	0	0	90

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	0	1	1	3	1	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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

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

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

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

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	59	57	59	56	53	64	61	56
ELA Grade 3 Achievement **	66	63	58	63	59	53			
ELA Learning Gains	59	60	60				62		
ELA Learning Gains Lowest 25%	53	60	57				58		
Math Achievement *	60	62	62	60	61	59	69	49	50
Math Learning Gains	56	62	62				73		
Math Learning Gains Lowest 25%	52	54	52				69		
Science Achievement *	59	57	57	57	60	54	56	63	59
Social Studies Achievement *								66	64
Graduation Rate								53	50
Middle School Acceleration								56	52
College and Career Readiness									80
ELP Progress	63	73	61	47	69	59	68		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	528
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	61%	65%	59%		66%	62%

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

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

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	2	2
English Language Learners	58%	No		
Asian Students	85%	No		
Black/African American Students	47%	No		
Hispanic Students	55%	No		
Multiracial Students	54%	No		
White Students	62%	No		
Economically Disadvantaged Students	53%	No		



2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	1	1
English Language Learners	47%	No		
Asian Students	83%	No		
Black/African American Students	52%	No		
Hispanic Students	55%	No		
Multiracial Students	60%	No		
White Students	63%	No		
Economically Disadvantaged Students	56%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	72%	No		
Native American Students				
Asian Students	94%	No		
Black/African American Students	54%	No		
Hispanic Students	67%	No		
Multiracial Students	59%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	61%	No		

### D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%	66%	59%	53%	60%	56%	52%	59%					63%
Students With Disabilities	16%	27%	37%	37%	15%	37%	51%	16%					
English Language Learners	47%	75%	57%	64%	61%	64%		31%					63%
Asian Students	87%		73%		87%	91%							
Black/African American Students	50%	43%	50%		45%	55%	55%	29%					
Hispanic Students	54%	65%	57%	55%	55%	51%	43%	50%					64%
Multiracial Students	50%	60%	48%		58%	52%		54%					
White Students	63%	70%	61%	54%	64%	56%	57%	66%					64%
Economically Disadvantaged Students	53%	59%	54%	52%	51%	49%	47%	51%					60%

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	59%	63%			60%			57%					47%
Students With Disabilities	19%	25%			20%			15%					
English Language Learners	28%				44%			50%					67%
Asian Students	71%				94%								
Black/African American Students	51%	67%			53%			38%					
Hispanic Students	50%	53%			50%			49%					74%
Multiracial Students	57%	75%			54%			55%					
White Students	62%	64%			64%			63%					
Economically Disadvantaged Students	53%	59%			54%			54%					60%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	64%		62%	58%	69%	73%	69%	56%					68%
Students With Disabilities	26%		51%	49%	38%	67%	69%	39%					
English Language Learners	60%		74%		60%	84%	91%	64%					68%
Native American Students													
Asian Students	94%		100%		81%	100%							
Black/African American Students	45%		64%	63%	47%	63%	65%	32%					
Hispanic Students	62%		59%	58%	67%	75%	78%	63%					71%
Multiracial Students	55%		57%	64%	64%	70%		46%					
Pacific Islander Students													
White Students	69%		61%	54%	74%	73%	63%	59%					
Economically Disadvantaged Students	59%		58%	61%	62%	69%	68%	49%					65%

## 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	64%	61%	3%	55%	9%
Ela	4	56%	56%	0%	53%	3%
Ela	5	52%	54%	-2%	55%	-3%
Math	3	61%	60%	1%	60%	1%
Math	4	57%	64%	-7%	58%	-1%
Math	5	55%	55%	0%	56%	-1%
Science	5	56%	53%	3%	53%	3%

### III. Planning for Improvement

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

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

##### Most Improvement

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

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In the 23-24 school year, our 3rd-grade ELA achievement scores increased by 3%, while our ELL ELA achievement scores grew significantly by 19%. This growth can be attributed to the collaborative efforts of our dedicated teachers and Literacy Coach, who met weekly in Collaborative Team Planning (CTPs) to analyze data from unit tests. These meetings allowed them to identify specific standards and skills where students needed improvement and to plan targeted small group instruction accordingly. Additionally, the implementation of small group instruction through Title I funding ensured that students received focused, personalized teaching. A key factor in our ELL success was the presence of a dedicated ESOL teacher who worked closely with paraprofessionals to regularly meet with ESOL students. This team also collaborated with classroom teachers to provide academic support, ensuring that the unique needs of our ELL students were met effectively.

##### Lowest Performance

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

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In the 23-24 school year, our ELA achievement for Students with Disabilities (SWD) dropped by 3% to 16%, and in math, it decreased by 5% to 15%. This marks the second consecutive year that achievement levels in both math and ELA have declined for our SWD students. Several factors may have contributed to this trend, including an increase in the number of students with disabilities at Belle Terre.

##### Greatest Decline

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

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The most significant decline in achievement during the 23-24 school year occurred among African American students in 3rd grade ELA achievement, where scores dropped by 24% compared to the 22-23 school year. Factors contributing to this decline may include insufficient access to resources and gaps in personalized support tailored to specific needs.

##### Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

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factor(s) that contributed to this gap and any trends.

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The greatest gap between our school's performance and the state average on the FAST test was observed in ELA 5th grade, where our students scored 3% lower than the state. Several factors may have contributed to the 3% gap between our 5th graders' performance on the FAST test and the state average. There may be misalignments between our school's curriculum and the state standards, leading to gaps in content coverage or skill development. Also, variability in instructional quality or the use of less effective teaching methods could impact student understanding and mastery of key concepts.

### **EWS Areas of Concern**

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

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Reflecting on the Early Warning System (EWS) data, two potential areas of concern are course failure in English Language Arts (ELA) and students scoring Level 1 on the statewide ELA assessment. Course failure in ELA indicates that students are struggling with foundational literacy skills, which can hinder their overall academic progress. Additionally, students scoring at Level 1 on the statewide ELA assessment are performing below grade level, highlighting the need for targeted interventions to support reading comprehension and critical thinking skills.

### **Highest Priorities**

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

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Are highest priorities are:

- 1-Increasing ELA student achievement
- 2-Increasing Math student achievement
- 3-Increasing SWD ELA student achievement



## 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

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

Our Area of Focus is to increase ELA school proficiency to 63% by the end of the 24-25 school year. Achieving this goal is essential to enhancing student learning and overall academic success. This foundational proficiency is essential for students' academic growth, as strong literacy skills are linked to better performance in other areas, such as math and science.

The rationale behind this focus stems from an analysis of prior year data, which revealed only a 1% increase in ELA proficiency from the previous year. This small gain is concerning, especially given that it represents a decline from proficiency levels achieved two years ago. The limited progress highlights a persistent need for targeted interventions and strategic improvements in our ELA instruction. By setting a clear goal of reaching 63% proficiency, we aim to address the gaps identified in our data, implement effective instructional practices, and provide the necessary support to elevate our students' ELA performance and ensure their academic success.

#### Measurable Outcome

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

BTES 3rd through 5th grade students will show an increase of 3% average proficiency in ELA in the F.A.S.T with an average of 63% scoring on or above grade level.

#### 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.

Teachers, in collaboration with members of the leadership team, will monitor progress toward our Area of Focus by analyzing student performance on common unit tests, F.A.S.T. Progress Monitoring, and iReady diagnostics. In Collaborative Team Planning (CTPs), teachers will review their ELA Benchmark tests, discuss student performance, and identify specific standards that need to be mastered. This analysis will help determine which skills students need to focus on to succeed not only in their current grade but also as they advance to the next grade.

**Person responsible for monitoring outcome**

Dawn Emling

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

ELA Collaborative Team Planning (CTP) will meet a minimum of every other week to strategically plan for upcoming essential standards. During these sessions, teachers will collaborate to develop lesson plans and instructional strategies aimed at ensuring all students achieve mastery of the essential standards. In addition to these regular meetings CTPs will convene after each assessment to analyze student performance data. This analysis will inform targeted remediation plans for students who need additional support, as well as extension activities for those who have already mastered the standards.

**Rationale:**

We are implementing Collaborative Team Planning (CTPs) due to the fact that collaborative and data-driven instruction is key to improving student achievement. Research consistently shows that when educators work together to analyze student data, share best practices, and plan instruction, student learning outcomes improve and collective teacher efficacy (Hattie = 1.57) rises. By meeting a minimum of every other week, our CTPs will ensure that teachers have regular opportunities to discuss and plan for upcoming essential standards. This consistent collaboration allows for timely adjustments to instruction based on student needs. Additionally, by meeting after each assessment, teachers can promptly address learning gaps through targeted remediation and provide enrichment opportunities for students who have already mastered the material. This focused and responsive approach ensures that instruction is continually aligned with student needs, promoting higher levels of proficiency and academic growth.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Description of Intervention #2:**

Teachers will incorporate small group instruction into their classrooms daily to provide targeted support and personalized learning opportunities for students. Each day, teachers will organize students into small groups based on their specific learning needs. During these sessions, teachers will focus on differentiated instruction, allowing them to address the unique needs of each group more effectively.

**Rationale:**

By integrating small group instruction into their daily routines, teachers can ensure that all students receive the attention and resources they need to succeed, ultimately enhancing overall classroom performance and student outcomes. Small group instruction enables teachers to tailor their teaching methods and materials to meet the specific needs of each student. This individualized approach helps close learning gaps and accelerates progress for all students, including those who may struggle with certain concepts and those who need more challenging material.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

ELA Collaborative Team Planning (CTPs)

**Person Monitoring:**

Dawn Emling

**By When/Frequency:**

Every Other Week

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

1. Train CTP Leads over the summer on how to run a CTP, how to be a good leader, and how to identify essential benchmarks using the R.E.A.L. method. 2. During Pre-Planning CTP Leads will teach the grade level how to identify essential benchmarks. 3. Grade levels will create a schedule for the year in order to assure them meet a minimum of every other week. 4. Grade Levels will then pre-plan throughout the year to identify each unit's essential standards and share how to best assure mastery. 5. Grade levels will meet within 48 business hours of giving a common assessments to disaggregate the data and create opportunities to remediate and extend. This will be monitored for impact during the review of data meetings after each assessment.

**Action Step #2**

ELA Small Group Instruction

**Person Monitoring:**

Dawn Emling

**By When/Frequency:**

Every Other Week

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

1. Administration will ensure time in the schedule for daily small group instruction. 2. Academic Coach will work with grade levels to plan for small group instruction during their CTPs. 3. Administration will perform "Look Fors" each week including small group instruction. This will be monitored for impact during the review of data meetings after each assessment. Person Responsible: Dawn Emling

**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**

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

Our area of focus is to raise math proficiency to 63% by the end of the 2024-2025 school year. Improving math proficiency is essential as it builds foundational skills, boosts problem-solving

abilities, and prepares students for future academic and career opportunities. By focusing on math, we aim to increase student confidence, engagement, and overall success in their academic journeys. This area was identified because our 3-5th grade average proficiency was below the state average as well as our math learning gains decreased 16% from the previous year.

### **Measurable Outcome**

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

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BTES 3rd through 5th grade students will show an increase of 3% average proficiency in math in the F.A.S.T with an average of 63% scoring on or above grade level.

### **Monitoring**

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

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Teachers, in collaboration with members of the leadership team, will monitor progress toward our Area of Focus by analyzing student performance on Common Standards Assessments (CSAs), F.A.S.T. Progress Monitoring, and iReady diagnostics. In Collaborative Team Planning (CTPs), teachers will review their math common tests, discuss student performance, and identify specific benchmarks that need to be mastered. This analysis will help determine which skills students need to focus on to succeed not only in their current grade but also as they advance to the next grade.

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

Carrie Harris

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

Math Collaborative Team Planning (CTPs) will meet a minimum of every other week to strategically plan for upcoming essential standards. During these sessions, teachers will collaborate to develop lesson plans and instructional strategies aimed at ensuring all students achieve mastery of the essential standards. In addition to these regular meetings, CTPs will convene after each assessment to analyze student performance data. This analysis will inform targeted remediation plans for students who need additional support, as well as extension activities for those who have already mastered the standards.

#### **Rationale:**

We are implementing Collaborative Team Planning (CTPs) due to the fact that collaborative and data-driven instruction is key to improving student achievement. Research consistently shows that when educators work together to analyze student data, share best practices, and plan instruction, student learning outcomes improve and collective teacher efficacy (Hattie = 1.57) rises. By meeting a

minimum of every other week, our CTP will ensure that teachers have regular opportunities to discuss and plan for upcoming essential standards. This consistent collaboration allows for timely adjustments to instruction based on student needs. Additionally, by meeting after each assessment, teachers can promptly address learning gaps through targeted remediation and provide enrichment opportunities for students who have already mastered the material. This focused and responsive approach ensures that instruction is continually aligned with student needs, promoting higher levels of proficiency and academic growth.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Description of Intervention #2:**

Teachers will incorporate small group instruction into their classrooms daily to provide targeted support and personalized learning opportunities for students. Each day, teachers will organize students into small groups based on their specific learning needs. During these sessions, teachers will focus on differentiated instruction, allowing them to address the unique needs of each group more effectively.

**Rationale:**

By integrating small group instruction into their daily routines, teachers can ensure that all students receive the attention and resources they need to succeed, ultimately enhancing overall classroom performance and student outcomes. Small group instruction enables teachers to tailor their teaching methods and materials to meet the specific needs of each student. This individualized approach helps close learning gaps and accelerates progress for all students, including those who may struggle with certain concepts and those who need more challenging material.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Math Collaborative Team Planning (CTPs)

**Person Monitoring:**

Carrie Harris

**By When/Frequency:**

Every Other Week

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

1. Train CTP Leads over the summer on how to run a CTP, how to be a good leader, and how to identify essential benchmarks using the R.E.A.L. method. 2. During Pre-Planning CTP Leads will teach the grade level how to identify essential benchmarks. 3. Grade levels will create a schedule for the year in order to assure them meet a minimum of every other week. 4. Grade Levels will then pre-plan throughout the year to identify each Topic's essential standards and share how to best assure mastery. 5. Grade levels will meet within 48 business hours of giving a common assessment to disaggregate the data and create opportunities to remediate and extend. This will be monitored for

impact during the review of data meetings after each assessment.

**Action Step #2**

Math Small Group Instruction

**Person Monitoring:**

Carrie Harris

**By When/Frequency:**

Every Other Week

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

1. Administration will ensure time in the schedule for daily small group instruction. 2. Academic Coach will work with grade levels to plan for small group instruction during their CTPs. 3. Administration will perform "Look Fors" each week including small group instruction. This will be monitored for impact during the review of data meetings after each assessment.

**Area of Focus #3**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

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

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Our area of focus is to increase the proficiency of our ELA Exceptional Student Education (ESE) students to 41%. This goal aims to significantly enhance their reading skills, which are critical for their overall academic success in all areas of study. The need for this focus emerged from a review of last year's data, which revealed a persistent gap in ELA proficiency among ESE students compared to their peers. In 3-5th grade, 16% of our ESE students scored proficient in the ELA F.A.S.T. assessment.

**Measurable Outcome**

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

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BTES 3rd through 5th grade ESE students will show an increase of 25% average proficiency in ELA in the F.A.S.T with an average of 41% scoring on or above grade level.

**Monitoring**

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

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Teachers, in collaboration with members of the leadership team, will monitor progress toward our Area of Focus by analyzing student performance on common unit tests, F.A.S.T. Progress Monitoring, and iReady diagnostics. In Collaborative Team Planning (CTPs), teachers will review their ELA Benchmark tests, discuss student performance, and identify specific standards that need to be mastered. This analysis will help determine which skills students need to focus on to succeed not only in their current grade but also as they advance to the next grade.

**Person responsible for monitoring outcome**

Sarah Ashman

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Collaborative Team Planning (CTPs) will meet a minimum of every week to strategically plan for upcoming essential standards in both math and ELA. During these sessions, teachers will collaborate to develop lesson plans and instructional strategies aimed at ensuring all students achieve mastery of the essential standards. In addition to these regular meetings, CTPs will convene after each assessment to analyze student performance data. This analysis will inform targeted remediation plans for students who need additional support, as well as extension activities for those who have already mastered the standards. Support Facilitators will attend these meetings.

**Rationale:**

We are implementing Collaborative Team Planning (CTPs) due to the fact that collaborative and data-driven instruction is key to improving student achievement. Research consistently shows that when educators work together to analyze student data, share best practices, and plan instruction, student learning outcomes improve and collective teacher efficacy (Hattie = 1.57) rises. By meeting a minimum of every other week, our CTPs will ensure that teachers have regular opportunities to discuss and plan for upcoming essential standards. This consistent collaboration allows for timely adjustments to instruction based on student needs.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Description of Intervention #2:**

Teachers, along with support facilitators, will incorporate small group instruction into the classrooms daily to provide targeted support and personalized learning opportunities for students. Each day, teachers will organize students into small groups based on their specific learning needs. During these sessions, teachers, along with support facilitators, will focus on differentiated instruction, allowing them to address the unique needs of each group more effectively.

**Rationale:**

By integrating small group instruction into their daily routines, teachers can ensure that all students receive the attention and resources they need to succeed, ultimately enhancing overall classroom

performance and student outcomes. Small group instruction enables teachers to tailor their teaching methods and materials to meet the specific needs of each student. This individualized approach helps close learning gaps and accelerates progress for all students, including those who may struggle with certain concepts and those who need more challenging material.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

ELA Collaborative Team Planning (CTPs)

**Person Monitoring:**

Sarah Ashman

**By When/Frequency:**

Every Other Week

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

1. Train CTP Leads over the summer on how to run a CTP, how to be a good leader, and how to identify essential benchmarks using the R.E.A.L. method. 2. During Pre-Planning CTP Leads will teach the grade level how to identify essential benchmarks. 3. Grade levels will create a schedule for the year in order to assure them meet a minimum of every other week. 4. Grade Levels will then pre-plan throughout the year to identify each unit's essential standards and share how to best assure mastery. 5. Grade levels will meet within 48 business hours of giving a common assessment to disaggregate the data and create opportunities to remediate and extend. This will be monitored for impact during the review of data meeting after each assessment.

**Action Step #2**

ELA Small Group Instruction

**Person Monitoring:**

Sarah Ashman

**By When/Frequency:**

Every Other Week

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

1. Administration will ensure time in the schedule for daily small group instruction. 2. Academic Coach will work with grade levels to plan for small group instruction during their CTPs. 3. Administration will perform "Look Fors" each week including small group instruction. This will be monitored for impact during the review of data meetings after each assessment.

**IV. Positive Culture and Environment**

**Area of Focus #1**

Teacher Retention and Recruitment

**Area of Focus Description and Rationale**

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

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Belle Terre Elementary will successfully onboarded at least fifteen new teachers through a combination of staff transitions and additional positions made available by increasing enrollment. We aim to foster a positive and supportive climate to retain our current staff and meet class size amendment requirements. Our goal is to create effective learning environments that will contribute to our success in improving overall student academic performance.

### **Measurable Outcome**

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

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We will retain at least 90% of our 2024-2025 K-5 instructional staff that are rated Effective or Highly Effective.

### **Monitoring**

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

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To monitor the area of focus, an anonymous survey will be distributed to all staff bi-monthly. This survey will ask staff to evaluate the current efforts and provide suggestions for future improvements.

Teacher retention and high staff morale are crucial for student achievement. Consistent and stable classrooms with experienced teachers foster stronger student-teacher relationships, personalized instruction, and fewer disruptions. A positive school culture encourages collaboration, innovative teaching practices, and high expectations, while supportive environments boost teacher motivation and enthusiasm. These factors create engaging lessons and foster a safe, supportive learning environment, leading to improved academic outcomes and student success.

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

Tim Ruddy

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

To support the retention of new teachers this year, each will be paired with a highly effective mentor, with weekly check-ins scheduled between them. Additionally, all teachers will collaborate through weekly CTPs to plan together, share ideas, and exchange resources. As part of our collaborative team partnership, mentors and mentees will also meet monthly with administration to address any

questions or concerns. To foster a sense of unity and strengthen team dynamics, monthly staff events will be organized, promoting camaraderie and encouraging staff to function as a cohesive, harmonious unit rather than isolated individuals.

**Rationale:**

The rationale for these steps is grounded in the need to provide comprehensive support and foster a positive, collaborative culture to enhance teacher retention and effectiveness. Pairing new teachers with highly effective mentors ensures they receive personalized guidance and support during their critical first year, helping them acclimate to their roles and meet the demands of the classroom. Weekly check-ins between mentors and mentees, along with monthly meetings with administration, create structured opportunities to address challenges and celebrate successes, ensuring that concerns are promptly resolved and guidance is continually provided. The integration of weekly CTPs allows all teachers to collaborate on lesson planning, share best practices, and access a collective pool of resources, which enriches their instructional strategies and professional growth. These collaborative sessions also contribute to a shared sense of purpose and alignment across the teaching staff. Monthly staff events are designed to build strong interpersonal connections and promote a unified school culture. By fostering a sense of camaraderie and teamwork, these events help teachers and staff function more effectively as a cohesive unit, enhancing overall morale and creating a supportive work environment. Together, these steps are intended to build a strong, collaborative, and motivated team of educators dedicated to improving student outcomes and achieving academic excellence

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:**

**Action Step #1**

Building Bobcat Belonging

**Person Monitoring:**

Tim Ruddy

**By When/Frequency:**

Quarterly

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

1. Pairing New Teachers with Mentors \* Identify Mentors: Select highly effective, experienced teachers to serve as mentors. \*Match Mentor-Mentee Pairs: Pair new teachers with mentors based on subject, grade level, and compatibility. \* Introductory Meeting: Schedule an initial meeting to establish the relationship and set expectations. 2. Weekly Check-ins Between Mentors and Mentees \* Schedule Check-ins: Establish a consistent weekly check-in schedule. \* Provide Framework: Develop an agenda or framework for the meetings to ensure productive discussions. \* Encourage Support: Ensure mentors offer support, answer questions, and provide constructive feedback. 3. Weekly Collaborative Team Plannings (CTPs) \* Organize CTP Groups: Group teachers into CTPs based on grade level or subject area. \* Schedule Meetings: Set up a weekly meeting schedule for CTPs. \* Designate Facilitators: Assign a facilitator for each CTP to guide discussions and keep the group focused. 4. Monthly Meetings with Administrators \* Schedule Monthly Meetings: Arrange monthly meetings for mentors and mentees with administration. \* Create a Safe Space: Ensure these meetings allow for open discussion of questions, concerns, and feedback. \* Review Progress: Use the meetings to review progress, set goals, and provide additional support. 5. Monthly Staff Events for Team Building \* Plan Activities: Organize monthly events aimed at promoting staff unity and

camaraderie. \* Variety of Activities: Include a mix of team-building exercises, social gatherings, and professional development workshops. \* Encourage Participation: Foster an inclusive environment where all staff members feel valued and connected. We will monitor and evaluate the program by gathering feedback from new teachers, mentors, and staff members through surveys and interviews. We will evaluate the program's impact using performance data and feedback and make necessary adjustments to ensure the program meets participants' needs and supports teacher retention.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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Belle Terre Elementary will ensure that the School Improvement Plan (SIP) is effectively communicated to families and staff through a variety of ways. The dissemination process will include sharing the SIP with families via the Weekly Bobcat Blast newsletter, our Facebook account, the school website, SAC meetings, and the Remind App. For staff, the SIP will be introduced and discussed during the Pre-Planning Faculty Meeting and further reinforced through the Faculty Bobcat Weekly News.

<https://www.btesbobcats.com/about-us/title-i>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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Belle Terre Elementary School (BTES) is committed to building strong, positive relationships with parents, families, and community stakeholders through consistent and meaningful communication. Each week, the school will send out "The Bobcat Blast," a newsletter that keeps families informed about important updates and events. Additionally, school happenings will be posted multiple times a week on our Facebook page, ensuring that the broader community stays connected and engaged. During monthly SAC and PTO meetings, we will share important information and gather feedback, fostering an open dialogue between the school and its stakeholders. To further involve families, BTES

will host multiple Family Engagement nights throughout the year, creating opportunities for parents to actively participate in their children's education. Parents will also receive Progress Reports or Report Cards every four weeks, keeping them informed of their children's academic progress. All relevant information will be regularly posted on the school's website, making it easy for families and the community to stay up-to-date and connected with the school.

<https://www.btesbobcats.com/about-us/title-i>

### **Plans to Strengthen the Academic Program**

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

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Belle Terre Elementary is committed to enhancing its academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum. To achieve this, the school will implement a comprehensive plan that includes targeted teacher training on facilitating Collaborative Team Planning (CTPs) using the methods from Solution Tree. Each grade level will designate a CTP Lead for math and ELA, who will guide their teams in applying a proven method to identify essential benchmarks and ensure effective instruction. CTPs will regularly review data from common assessments to tailor instruction and meet individual student needs. Additionally, the school has incorporated dedicated small group instruction time into the daily schedule for both math and ELA, ensuring that students receive personalized attention to master key benchmarks. This structured approach aims to bolster academic performance and provide a robust learning environment for all students.

In addition, to achieve this, we will implement four academic paraprofessionals and two intervention teachers who will work with students in small groups throughout the year, offering personalized instruction to address individual learning needs. Additionally, our math/science academic coach will collaborate with teachers using the coaching cycle to strengthen Tier I explicit instruction, ensuring high-quality teaching across the school. To further close academic gaps, we will offer nine weeks of tutoring in both ELA and Math for 3rd, 4th, and 5th grades, providing focused assistance to help students reach their full potential.

### **How Plan is Developed**

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

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We collaborate closely with a FIT Liaison to ensure that our Families in Transition (FIT) receive the

support and resources they need. Through partnerships with local organizations and access to state and federal programs, such as Love in a Backpack, we provide essential materials and transportation assistance to our FIT families. Additionally, we work hand-in-hand with the Volusia/Flagler Early Learning Coalition to facilitate a smooth transition for parents transitioning from Voluntary Pre-Kindergarten (VPK) to kindergarten. Parents can schedule a tour of our school on Thursdays through our registrar, allowing them to explore our learning environment and become familiar with our community.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

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

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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At Belle Terre Elementary, we have three on-site school counselors who support students through one-on-one and small group sessions, as well as classroom instruction. Additionally, a dean is available to offer targeted interventions for students with behavioral challenges. Our team also includes a social worker and a mental health counselor who deliver support to both students and their families. To reinforce our behavioral framework, we implement the PBIS (Positive Behavioral Interventions and Supports) model, which helps cultivate a positive and supportive environment for our students.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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

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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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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The MTSS team at Belle Terre Elementary comprises various school stakeholders, including Title 1 Intervention teachers and the ESOL Resource Teacher. This team convenes regularly to assess student progress using a range of sources, such as state and district assessments, diagnostic tools like the Core Phonics Survey, grades, and teacher feedback. They use this data to address and monitor individual student needs through targeted interventions. If further support is required to ensure student success, the team meets to strategize and determine appropriate next steps.

Our school-wide PBIS program begins with teacher-led classroom lessons during the first one to two weeks, featuring activities designed to enhance student understanding and provide reteaching when necessary. The counselor conducts daily small group sessions focusing on social skills for students

needing additional support, teaching replacement behaviors like waiting to speak rather than interrupting. PBIS strategies are applied universally to proactively manage behavior and minimize the need for disciplinary actions.

For all students, Tier 1 PBIS strategies include providing frequent breaks, acknowledging positive behavior with praise, implementing reward systems, offering redirections, and delivering lessons on coping and social skills. To address disproportionate disciplinary issues and support students requiring Tier 2 interventions, additional strategies are employed. These may involve behavior contracts with specific goals and replacement behaviors, self-monitoring forms to enhance self-awareness, reward systems for achieving goals, and a mentor program that concludes with an end-of-year celebration to honor progress and goal attainment.

For students needing Tier 3 PBIS support, a specialized team is formed, including the dean, counselor(s), MTSS coordinator, school psychologist, parents, the child's doctor or advocate, and the student. This team collaborates to develop a Functional Behavior Plan detailing antecedents, triggers, strategies, replacement behaviors, and goals. Once implemented, the plan is monitored, with behaviors and replacement strategies tracked. Team members teach coping strategies and provide rewards for successful behavior changes. A check-in and check-out system is established, where a team member regularly checks on the student, reviews goals, and assesses progress based on the plan.

### **Professional Learning and Other Activities**

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

To enhance instruction and data utilization, Belle Terre Elementary has developed a comprehensive professional learning plan for teachers, paraprofessionals, and other school personnel. This includes a "Train the Trainer" program for Solution Tree's Professional Learning Communities (PLCs) focusing on both math and ELA. Lead teachers will also undergo specific "Train the Trainer" sessions to effectively guide their teams. Additionally, we will provide ESE and IEP training, enabling the Staffing Specialist to equip teachers with essential knowledge about individual student needs and requirements.

Mid-year data days will be scheduled to analyze FAST PM 2 and iReady diagnostic #2 results, with a focus on adjusting instructional strategies based on these insights. Paraprofessionals will have dedicated time for self-paced professional development through the Master Library, along with targeted training on students' IEPs and behavior plans to better support their needs.

These initiatives are designed to foster a data-driven culture, ensuring that all staff are equipped to leverage academic assessments effectively to improve student outcomes.



In addition, we will have our Collaborative Team Planning (CTP) Leads met during the summer. These Leads will work collaboratively to foster a reflective professional culture, promote ongoing learning, and ultimately contribute to improved student achievement outcomes. Also over the summer, our Team Leads will meet to enhance collaboration and alignment within the school community. This meeting will provide an opportunity to discuss student progress, share best practices, and collectively address challenges. By facilitating open communication and collaboration, these gatherings help ensure consistency in curriculum implementation, identify individual student needs, and strategize effective interventions. Additionally, teachers will participate in LETRS training, which bridges deep, meaningful research into practical classroom success. LETRS equips educators with the knowledge and tools to teach language and literacy skills to every student, grounded in scientific research and language acquisition work. Furthermore, our Academic Coaches will also meet over the summer to collaboratively plan for the proper implementation of coaching cycles, ensuring that our teachers receive the support they need to excel in their instructional practices over the course of the school year.

### **Strategies to Assist Preschool Children**

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

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Belle Terre Elementary works hand-in-hand with the Volusia/Flagler Early Learning Coalition to facilitate a smooth transition for parents transitioning from Voluntary Pre-Kindergarten (VPK) to kindergarten. Parents can schedule a tour of our school on Thursdays through our registrar, allowing them to explore our learning environment and become familiar with our community. In addition, in the Spring, PK and Kindergarten teachers coordinate efforts. We have VPK visit Kindergarten classrooms during the day. We also invite PK and families to join us at the Meet and Greet which is an orientation for parents. During the summer months, we promote summer literacy activities to foster family engagement, and we create a welcome packet students receive when they register with helpful information and learning activities.

## VI. ATSI, TSI and CSI Resource Review

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

### **Process to Review the Use of Resources**

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

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At the district level funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

The process to review the use of resources to meet identified student needs at the school level begins with data analysis, where student performance metrics—such as Early Warning System (EWS) indicators, FAST and iReady results and classroom performance—are examined to identify specific academic challenges. Following this, an inventory of available resources is conducted, encompassing instructional materials, staff (like interventionists and counselors), and professional development opportunities, ensuring alignment with the identified needs. Engaging key stakeholders, including teachers, administrators, and support staff, is essential for discussing current resource use and gathering feedback on effectiveness, often through team meetings or focused committees. To further strengthen the review process, we involve community members by presenting the plan to our School Advisory Council (SAC) and Parent Teacher Organization (PTO) members for their input and suggestions. The evaluation of resource effectiveness involves assessing the impact of current allocations through data review and progress monitoring, looking for correlations between resource use and student outcomes.

### **Specifics to Address the Need**

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

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We will be utilizing the UFLI program for our K-2 students and the Magnetic Reading program for our 3-5 students. Both of these programs are research-based and evidence-based, ensuring they are grounded in proven educational strategies. Our teachers will begin implementing these programs following the initial iReady diagnostic and F.A.S.T. progress monitoring. In January, we will evaluate student progress using the same progress monitoring tools and adjust our instructional approaches based on the data collected. This systematic approach will help ensure that our teaching methods are effective and responsive to the needs of our students.

## VII. Budget to Support Areas of Focus

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

**No**

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