

Flagler Schools

BELLE TERRE ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 28
- V. Title I Requirements (optional)..... 31
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 39

School Board Approval

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

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Jessica DeFord

defordj@flaglerschools.com

Position Title

Principal

Job Duties and Responsibilities

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

Tim Ruddy

ruddyt@flaglerschools.com

Position Title

Assistant Principal

Job Duties and Responsibilities

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 #3

Employee's Name

Carrie Harris

Harrisc1@flaglerschools.com

Position Title

Math & Science Instructional Coach

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Dawn Emling

emlingd@flaglerschools.com

Position Title

Literacy Coach

Job Duties and Responsibilities

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

Lisa Gilbert

gilbertl@flaglerschools.com

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Gilbert serves as one of the assistant principals at Belle Terre Elementary, where she partners with Ms. DeFord to support a high-quality educational experience for every student. She collaborates closely with staff, families, and the community to foster a positive, inclusive school environment that prioritizes student success and well-being.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	72.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	0						0	0	0	0
Absent 10% or more school days	0	40	44	38	25	45	0	0	0	192
One or more suspensions	0	3	2	6	12	20	0	0	0	43
Course failure in English Language Arts (ELA)	0	3	5	13	6	17	0	0	0	44
Course failure in Math	0	4	0	5	4	16	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	0	23	52	0	0	0	75
Level 1 on statewide Math assessment	0	0	0	0	13	46	0	0	0	59
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	29	37	51	41	33	0	0	0	191
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	14	23	24	14	17	0	0	0	92

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	6	8	26	0	0	0	43

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	5	2	4	4	1	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		86	62	44	50	67				309
One or more suspensions	1	8	6	17	10	17				59
Course failure in English Language Arts (ELA)	2	19	12	24	31	25				113
Course failure in Math	2	9	10	16	18	15				70
Level 1 on statewide ELA assessment					47	65				112
Level 1 on statewide Math assessment					26	41				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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	61	59	60	59	57	59	56	53
Grade 3 ELA Achievement	68	66	59	66	63	58	63	59	53
ELA Learning Gains	60	59	60	59	60	60			
ELA Lowest 25th Percentile	59	56	56	53	60	57			
Math Achievement*	64	67	64	60	62	62	60	61	59
Math Learning Gains	61	63	63	56	62	62			
Math Lowest 25th Percentile	42	51	51	52	54	52			
Science Achievement	64	60	58	59	57	57	57	60	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	79	80	63	63	73	61	47	69	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	559
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	59%	61%	65%	59%		66%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	64%	No		
Asian Students	93%	No		
Black/African American Students	55%	No		
Hispanic Students	64%	No		
Multiracial Students	54%	No		
White Students	63%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%	68%	60%	59%	64%	61%	42%	64%					79%
Students With Disabilities	29%	52%	60%	60%	29%	44%	41%	32%					
English Language Learners	49%	36%	63%	68%	70%	76%	70%	65%					79%
Asian Students	93%				93%								
Black/African American Students	53%	63%	59%	71%	56%	47%	29%	64%					
Hispanic Students	62%	66%	66%	70%	61%	66%	45%	67%					74%
Multiracial Students	56%	72%	48%		58%	41%		47%					
White Students	64%	68%	59%	53%	67%	63%	51%	64%					81%
Economically Disadvantaged Students	53%	62%	55%	58%	55%	52%	40%	55%					68%

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%

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	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	65%	64%	1%	57%	8%
ELA	4	59%	56%	3%	56%	3%
ELA	5	65%	57%	8%	56%	9%
Math	3	74%	70%	4%	63%	11%
Math	4	63%	65%	-2%	62%	1%
Math	5	61%	60%	1%	57%	4%
Science	5	63%	58%	5%	55%	8%

III. Planning for Improvement

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

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

Most Improvement

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

SWD Proficiency:

- PL with FIN and FDLRS for support facilitators
- MTSS- Moving T3 students who need sustained support
- Making this an area of focus

Lowest Performance

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

The data component that showed the lowest performance was "Math Lowest Quartile Learning Gains. Although fifth grade has room for improvement when it comes to math learning gains, our fourth grade only showed 21% of lowest quartile showing growth. This could be due to the fact that this year we switched from being departmentalized to teaching all subjects and 36% of the 4th grade team being new to the school.

Greatest Decline

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

The data component that showed the greatest decline was Math LQ LG. BTES shifted from a 52% proficient to a 44% proficient in this specific area. Once data was reviewed there was a significant lack of proficiency in 4th grade math with the lowest quartile students. The fourth grade team had four new teachers added to the team this year, with one leaving within the first nine weeks. This position was filled as soon as possible however there were some weeks of subs. This team also received an additional allocation in November due to student allocations, but this specific class was then filled by two different teachers. This lack of consistency showed through our lowest quartile students not making learning gains.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state average was Grade 3 ELA Achievement, showing a 9% deficit.

This gap is largely attributed to inconsistent implementation of a solid, systematic phonics curriculum in the early grades. Gaps in foundational reading skills, such as decoding and fluency, have impacted students' ability to access and comprehend grade-level texts by third grade. Additionally, the lack of targeted early interventions contributed to students not reaching proficiency. Trends indicate that strengthening foundational literacy instruction and ensuring alignment across grade levels are essential for closing this gap.

EWS Areas of Concern

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

Based on the EWS data, Belle Terre Elementary has identified two primary areas of concern:

1. Math Lowest Quartile Learning Gains – Our 2024 FSA data indicated a significant drop in math lowest quartile learning gains from 52% to 44%, with fourth grade demonstrating only 21% growth in this subgroup. This decline can be attributed to a combination of factors, including a high percentage of new staff members in fourth grade, mid-year teacher turnover, and extended periods of substitute coverage. These staffing changes resulted in a lack of consistent, targeted instruction for our lowest quartile students.
2. Student Mobility and Staffing Instability – Frequent changes in teacher assignments and the addition of new allocations during the school year created instructional disruptions. This lack of continuity had a direct impact on student learning, particularly for those requiring sustained intervention and support.

To address these concerns, BTES will focus on strengthening instructional continuity, ensuring targeted intervention for our lowest quartile students, and providing ongoing professional learning to support new and transitioning teachers.

Highest Priorities

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

1. Math Learning Gains
2. ELA Learning Gains
3. SWD ELA Achievement
4. SWD Math 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 Math

Area of Focus Description and Rationale

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

For the 2025–2026 school year, our Area of Focus will continue to center on strengthening standards-based instruction through:

1. the consistent use of Focus Boards in all classrooms and
2. deepening collaboration through *teacher-led* Collaborative Team Plannings (CTPs).

This focus spans all grade levels and is designed to ensure instructional clarity, consistency, and student ownership of learning.

(K–2): Focus Boards will be used to establish clear learning targets and success criteria in math using student-friendly language and visuals. CTPs will focus on identifying foundational math skills, analyzing formative data, and planning scaffolded support for early learners struggling with number sense and operations.

(3–5): Teachers will use Focus Boards to connect daily math objectives to state standards, modeling the language of math reasoning and problem-solving. CTPs will be responsible for monitoring student progress through common assessments, identifying students in the lowest quartile, and developing targeted interventions to close gaps.

Measurable Outcome

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

BTES will increase the math lowest quartile learning gains in FAST 12% from 44% to 56%.

Monitoring

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

Administrative Walkthroughs: School leaders will conduct classroom walkthroughs using a standardized look-for tool to monitor the presence, alignment, and clarity of Focus Boards.

Observational data will be analyzed monthly to ensure consistent implementation across grade levels.

CTP Monitoring: Teacher-led CTPs will submit agendas and notes weekly, documenting data analysis, instructional planning, and intervention strategies targeting lowest quartile students. The instructional leadership team will review submissions and provide targeted feedback to ensure alignment with school goals.

Instructional Coaching Support: Coaches and admin will attend CTPs regularly to model data protocols, facilitate planning for differentiated instruction, and monitor the integration of Focus Board content into daily lessons.

Person responsible for monitoring outcome

Administration and Instructional Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

BTES will implement two key evidence-based practices: 1 The use of Focus Boards and 2. Teacher-led Collaborative Team Planning (CTPs). These practices support teacher clarity, student ownership of learning, and data-driven instruction, all of which are proven to improve outcomes, particularly for struggling learners. K–2: Focus Boards will present clear, student-friendly math targets and success criteria. CTPs will focus on foundational math skills, formative data analysis, and planning scaffolds for students needing support in number sense and operations. 3–5: Teachers will use Focus Boards to connect daily objectives to standards and build math vocabulary. CTPs will analyze assessment data, identify lowest quartile students, and plan targeted interventions such as small-group instruction and re-teaching. In order to Monitor Implementation and Impact we will do the following: Administrative Walkthroughs: Walkthroughs using a look-for tool will monitor the presence, clarity, and alignment of Focus Boards. Data will be reviewed monthly. CTP Monitoring: Weekly CTP agendas and notes will document planning and intervention work. Leadership will review for alignment and provide feedback. Coaching Support: Coaches and admin will attend CTPs to model data protocols, support instructional planning, and ensure Focus Boards are integrated into lessons. Progress Monitoring: Lowest quartile students will be tracked using i-Ready, FAST PM and common assessments. Data Chats: Data chats will be conducted mid-year to review updated data and to create plans for the remainder of the year.

Rationale:

The strategies of using Focus Boards and strengthening teacher-led Collaborative Team Planning (CTPs) were selected based on student performance data from the prior year, which showed that only 44% of students in the lowest quartile made learning gains in math. This highlighted a need for greater instructional clarity, consistency, and targeted intervention. Focus Boards were chosen to ensure all students understand the learning goals and success criteria, which research shows

increases engagement and achievement—especially for struggling learners. CTPs were selected to strengthen teachers’ use of data to plan instruction and respond to student needs in real time. Together, these strategies promote aligned, high-quality instruction and timely support for students in the lowest quartile.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Training Session

Person Monitoring:

Admin and coaches

By When/Frequency:

Mid-August

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

During Pre-planning, staff will participate in a training session focused on how to create, implement, and consistently use Focus Boards to display learning targets, success criteria, and key vocabulary. The training will include modeling, examples, and collaborative planning time to ensure readiness for classroom implementation on day one. Administrators and coaches will conduct walkthroughs to check Focus Board use and clarity. Teacher feedback will be gathered through surveys, and student assessment data will be reviewed regularly to gauge improvements linked to Focus Board implementation.

Action Step #2

CPT Refresher

Person Monitoring:

Admin and coaches

By When/Frequency:

Mid-August

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

During pre-planning, staff will participate in a brief refresher session reviewing CTP expectations, data protocols, and planning for interventions. The training will align team practices with school goals and ensure readiness for focused, data-driven collaboration. The instructional leadership team will review CTP agendas and notes to ensure data-driven planning and targeted interventions are in place. Coaches and administrators will attend CTP regularly to observe collaboration and provide feedback. Student progress data will be used to assess the effectiveness of CTP-driven instructional adjustments.

Area of Focus #2

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

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

For the 2025–2026 school year, Belle Terre Elementary School will focus on improving ELA achievement for Students with Disabilities (SWD) by strengthening teacher-led Collaborative Team Planning (CTPs) and ensuring consistent inclusion of Support Facilitators in the planning process. Our measurable goal is to increase ELA proficiency for SWD students from 34% to 38%.

This focus spans all grade levels (K–5) and aims to improve instructional alignment, intervention planning, and access to grade-level content for students receiving ESE services. By including Support Facilitators as active members of each grade-level CTP, we ensure that accommodations, scaffolds, and specially designed instruction are planned collaboratively and intentionally.

(K–2): CTPs will concentrate planning instruction on foundational reading standards, prioritizing phonics using Foundations and UFLI , while Second-grade CTPs will additionally integrate a focus on reading fluency. All instruction will be strategically guided by formative assessment data to plan and deliver targeted instruction and implement appropriate interventions, with a specific emphasis on meeting the needs of Students with Disabilities (SWD). Concurrently, Support Facilitators will collaborate to enhance literacy efforts by contributing specialized strategies for phonemic awareness, decoding, early language development and fluency.

(3–5): CTPs will analyze ELA performance data to identify gaps in comprehension and fluency. With Support Facilitators present, teams will plan differentiated instruction, incorporate IEP accommodations, and align supports to grade-level standards.

Measurable Outcome

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

BTES will increase ELA FAST achievement of SWD students 4% from 34% to 38%.

Monitoring

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

To ensure progress toward increasing ELA achievement for SWD students from 34% to 38%, this Area of Focus will be monitored through both implementation checks and impact measures:

- **CTP Monitoring:** Grade-level CTP agendas and notes will be submitted and reviewed by the instructional leadership team to ensure Support Facilitators are actively participating and that plans reflect data-driven ELA instruction for SWD students.
- **Administrative Observation:** School leaders and coaches will attend CTPs regularly to observe collaboration and provide real-time feedback.
- **Student Data Tracking:** SWD student performance will be monitored through i-Ready, progress monitoring tools, and classroom-based formative assessments. Data will be reviewed in CTPs to adjust instruction and interventions.

Person responsible for monitoring outcome

Admin and Academic Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Belle Terre Elementary will implement the evidence-based intervention of Collaborative Team Planning (CTPs) with active inclusion of Support Facilitators in all grade levels to increase ELA achievement for Students with Disabilities (SWD). This intervention aligns with research supporting professional collaboration and data-driven instruction as high-impact strategies for improving academic outcomes, particularly for students with specialized needs (ESSA Tier 2 – Moderate Evidence). K–2: CTPs will focus on foundational ELA skills such as phonemic awareness, decoding, and early comprehension. Support Facilitators will co-plan interventions aligned to individual student needs. 3–5: CTPs will use formative data to identify gaps in reading comprehension, vocabulary, and writing. Support Facilitators will collaborate on scaffolded instruction, reading strategies, and targeted small-group plans for SWD students. In order to Monitor Implementation and Impact we will do the following: Weekly CTP Monitoring: Agendas and notes will be submitted and reviewed by the instructional leadership team to confirm the presence of Support Facilitators and alignment to ELA goals for SWD students. CPT Observations: Instructional coaches and administrators will attend CTPs regularly to provide support, ensure effective collaboration, and monitor use of data-informed decision-making. Progress Monitoring of SWD Students: Student achievement will be tracked through i-Ready diagnostics, classroom assessments, and other progress monitoring tools. Data will be reviewed in CTPs to adjust instruction and interventions as needed.

Rationale:

Collaborative Team Planning (CTPs) with active inclusion of Support Facilitators was selected based on 2024–2025 data showing only 34% of SWD students were proficient in ELA. This strategy is

supported by evidence from Hattie's Visible Learning research, which identifies collective teacher efficacy (effect size = 1.57) and teacher clarity (effect size = 0.84) as two of the most impactful influences on student achievement. CTPs provide the structure for both—fostering collaborative decision-making and aligning instruction to student needs. By embedding Support Facilitators in this process, we ensure that SWD students receive intentional, data-driven, and inclusive instruction aligned to grade-level standards, increasing their chances of academic success.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

CTP Refresher Training

Person Monitoring:

Admin and Academic Coaches

By When/Frequency:

Pre-Planning

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

Conduct beginning-of-year training for all staff on effective Collaborative Team Planning (CTPs) and the role of Support Facilitators. Leadership will verify Support Facilitator inclusion during the first two weeks of CTPs.

Action Step #2

Ensuring Support Facilitator Participation

Person Monitoring:

Admin and Academic Coaches

By When/Frequency:

On-Going

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

Ensure Support Facilitators are active participants in grade-level CTPs to plan for ELA instruction and accommodations. The school will monitor the impact of this action step through attendance in CTP meetings.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Belle Terre Elementary School (BTES) will focus on increasing ELA learning gains for all students in

grades 3–5. This area of focus was selected based on a review of prior year data, which revealed that only 59% of students made learning gains in ELA, falling short of district and state expectations. Improving student growth in reading is essential to overall academic success and is a critical indicator of school performance.

This area impacts student learning by addressing foundational gaps in reading comprehension, vocabulary acquisition, and fluency—skills that are necessary for academic achievement across all subject areas. Instructionally, the school will emphasize the use of small-group reading strategies, targeted interventions, and structured progress monitoring to identify and respond to student needs quickly.

Instructional supports will vary by grade level to reflect developmentally appropriate strategies:

- Grade 3 will focus on building fluency and comprehension skills, especially for students transitioning from learning to read to reading to learn.
- Grades 4 and 5 will emphasize more complex text analysis, vocabulary development, and written response to text to support deeper comprehension.

This focus was identified as a priority through a comprehensive review of state FSA results, progress monitoring data, and i-Ready diagnostic scores, which consistently pointed to a need for stronger student growth in ELA across all subgroups. By concentrating efforts on learning gains rather than just proficiency, the school aims to support every student in showing measurable academic growth, regardless of their starting point.

BTES has set a measurable goal to increase ELA learning gains from 59% to 62% during the 2024–2025 school year through high-quality Tier I instruction, aligned interventions, and data-informed decision-making.

Measurable Outcome

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

BTES will increase ELA FAST learning gains 3% from 59% to 62%

Monitoring

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

To ensure effective implementation and progress toward increasing ELA learning gains from 59% to 62%, Belle Terre Elementary will utilize a multi-tiered approach to monitoring both instructional practices and student outcomes.

Implementation will be monitored through:

- Collaborative Team Planning (CTP) meetings, where grade-level teams analyze student work, monitor pacing, and adjust instruction based on formative assessments and progress monitoring data.
- Administrative walk-throughs and classroom observations using look-fors aligned to ELA

standards and effective literacy instruction practices, with feedback provided in real time.

- Review of Tier 1 instruction through fidelity checks to ensure that Foundations is being implemented as designed in primary grades.

Impact will be tracked through:

- FAST Progress Monitoring Assessments (PM1, PM2, PM3) to assess learning gains over time.
- i-Ready diagnostic and growth monitoring reports, particularly focusing on students in the lowest 25%, to ensure gains are being made across all achievement levels.
- Student data chats conducted quarterly by teachers and administration to set goals and celebrate progress.

By combining instructional monitoring with ongoing data analysis, the school will be able to respond quickly to student needs, ensure high-fidelity implementation of resources, and stay on track to meet the targeted goal of increased ELA learning gains.

Person responsible for monitoring outcome

Admin and academic coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To increase ELA learning gains in grades 3–5 from 59% to 62%, Belle Terre Elementary will implement a structured, evidence-based approach combining targeted comprehension instruction, vocabulary development, and fluency support with differentiated intervention for students in need of acceleration. Description by Tier: Tier 1 (Core Instruction): Classroom teachers will provide daily, standards-aligned ELA instruction grounded in the science of reading and best practices for upper elementary comprehension. Instruction will include modeling of complex text analysis, guided close reading, academic vocabulary instruction, and frequent opportunities for written response to text. Tier 2 (Targeted Small Group Support): Students identified through FAST PM data, i-Ready diagnostics, and classroom performance as not meeting expected growth will participate in small-group intervention sessions. These lessons will reinforce grade-level standards while addressing specific skill gaps, such as vocabulary acquisition, main idea identification, and inferencing. Tier 3 (Intensive Intervention): Students demonstrating significant and persistent deficits in decoding, fluency, or comprehension will receive intensive support. Instruction will be explicit, diagnostic, and data-driven, provided in small groups to accelerate skill acquisition.

Rationale:

Review of prior year FAST and i-Ready data identified a need to increase the percentage of students making learning gains in ELA, particularly in the lowest quartile. Many students in grades 3–5 continue to struggle with higher-level comprehension tasks because foundational decoding and fluency skills remain weak, limiting their ability to fully access grade-level content. Research by John Hattie identifies teacher clarity (effect size 0.75) and small-group instruction (effect size 0.49) as high-impact strategies for improving literacy outcomes

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Tier 1 and 2 Review

Person Monitoring:

Administration & Instructional Coac

By When/Frequency:

Weekly during Collaborative Team Planning (CTP)

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

Teachers will review FAST PM, i-Ready data and District tests during CTP to adjust Tier 1 and Tier 2 small-group instruction for ELA.

Action Step #2

Tier 3 Instruction

Person Monitoring:

MTSS Coordinator, Administration and academic coaches

By When/Frequency:

Every 4–6 weeks during MTSS cycles

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

Interventionists will deliver Tier 3 instruction based on grade level and monitor progress using program assessments.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Belle Terre Elementary School will focus on improving student attendance across all grade levels (K–5) with the goal of reducing chronic absenteeism. Chronic absenteeism is defined as missing 10% or more of the school year, regardless of whether absences are excused or unexcused. During the 2024–2025 school year, 192 of our current students met this criterion.

This high rate of absenteeism impacts student learning by reducing instructional time, limiting opportunities for students to engage in collaborative learning, and creating gaps in skill acquisition.

These gaps are especially detrimental in foundational literacy and mathematics, where consistent, sequential instruction is essential for mastery. Attendance issues also affect classroom pacing and require teachers to dedicate additional time to reteaching, which can slow progress for the entire class.

The need to address attendance was identified after reviewing prior-year data, which showed a strong correlation between chronic absenteeism and lower academic performance on state and district assessments. Students with attendance challenges were disproportionately represented in our lowest-performing subgroups and were less likely to make learning gains. This area of focus is critical for ensuring equitable access to instruction, improving academic achievement, and fostering a culture of engagement and accountability among students and families.

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.

Belle Terre Elementary School will reduce the percentage of students who are chronically absent from 18% to 14% (a decrease of at least 40 students)

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.

Attendance will be monitored daily through Skyward reports and reviewed weekly by the attendance clerk and student services team. Quarterly data checks will identify students approaching the chronic absentee threshold so interventions can begin early. Strategies will include parent contact, attendance contracts, and support from the school counselor.

Ongoing monitoring will allow the school to address attendance issues promptly, minimizing instructional time lost and keeping students engaged in Tier 1 classroom instruction. Improved attendance will directly increase access to academic content, leading to higher student achievement and supporting gains in both ELA and Math performance.

Person responsible for monitoring outcome

Student Services Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

BTES will implement a multi-tiered system of support (MTSS) approach to improve attendance, using evidence-based practices including: Tier 1: Schoolwide attendance awareness campaigns, recognition programs for good/improved attendance, and consistent communication with families about attendance expectations. Tier 2: Early identification of at-risk students (absent 5–9% of school days) and targeted outreach such as parent meetings, goal-setting, and attendance contracts. Tier 3: Intensive interventions for students with chronic absenteeism (10%+ days missed), with guidance counselors working closely with students to address barriers, set improvement goals, and provide ongoing check-ins and mentoring.

Rationale:

Research shows that consistent attendance improves academic outcomes by increasing exposure to high-quality instruction and peer interaction. By proactively identifying and supporting students at risk, BTES aims to reduce chronic absenteeism and increase learning time, directly impacting ELA and Math achievement. Implementation will be monitored through weekly Skyward reports, leadership team reviews, and quarterly data analysis.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Early Identification & Parent Outreach

Person Monitoring:

Tim Ruddy and Lisa Gilbert

By When/Frequency:

Weekly

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

Review Skyward attendance reports to identify students at risk (5–9% absences). Contact families via ParentSquare, hold parent meetings, and develop attendance improvement plans.

Action Step #2

Guidance Counselor Check-Ins for Chronic Absentees

Person Monitoring:

Guidance Counselor

By When/Frequency:

Monthly

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

Meet with students absent 10%+ days to set attendance goals, discuss barriers, and provide mentoring. Track progress and share updates with student services meeting.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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 ParentSquare. For staff, the SIP will be introduced and discussed during a Faculty Meeting and further reinforced through the Faculty Weekly Newsletter.

<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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

At Belle Terre Elementary School (BTES), we prioritize strong partnerships with families and the community through ongoing, purposeful communication. Each week, families will receive "The Bobcat Blast" newsletter, which highlights key announcements, upcoming events, and school news. To broaden our reach, school updates will also be shared several times per week on our official Facebook page, allowing the wider community to stay informed and engaged.

Monthly SAC and PTO meetings will provide a forum for sharing updates and gathering input from stakeholders, ensuring two-way communication. BTES will also host a variety of Family Engagement

Nights throughout the year, offering families hands-on opportunities to connect with their child's learning and school culture.

Parents will stay informed of academic progress through progress reports or report cards sent home every four weeks. Additionally, the school's website will be updated regularly with important announcements, resources, and calendar events to keep families connected and well-informed.

<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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Belle Terre Elementary is dedicated to strengthening its academic program by extending both the quality and effectiveness of instructional time, while also enriching and accelerating learning opportunities. As part of this effort, the school will carry out a strategic plan that includes focused professional development on teacher-led Collaborative Team Planning (CTPs), utilizing Solution Tree practices. These collaborative sessions will emphasize the use of common assessment data to drive instructional decisions and better meet the diverse needs of students.

To provide targeted support, BTES will utilize four academic paraprofessionals and two intervention teachers who will deliver small group instruction throughout the year, allowing for individualized learning and remediation. Our math and science instructional coach will support teachers through ongoing coaching cycles, with a focus on enhancing Tier I instruction and improving instructional clarity and consistency.

To further accelerate student growth and close achievement gaps, BTES will implement state-approved Focus Boards in every classroom. These boards will clearly display learning targets and success criteria, promoting student ownership and ensuring alignment with standards-based instruction schoolwide.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Belle Terre Elementary School (BTES) works in close partnership with a dedicated FIT (Families in Transition) Liaison to ensure that students and families experiencing transitional housing challenges

receive consistent access to vital resources and services. By collaborating with community organizations and leveraging support from state and federal programs such as *Love in a Backpack*, the school is able to provide essential supplies and transportation to help meet the needs of our Families in Transition.

BTES also partners with the Volusia/Flagler Early Learning Coalition to support a seamless entry into kindergarten for families transitioning from the VPK program. To help families feel welcomed and informed, the school offers scheduled campus tours every Thursday through our registrar, giving parents the opportunity to become familiar with our school culture and environment firsthand.

Additionally, BTES utilizes Title III (ESOL) support to provide services for English Language Learners through resources such as Echo Ed translation services, Imagine Learning, and ELlevation platforms. These tools help teachers differentiate instruction, monitor language acquisition progress, and ensure that communication with families occurs in their preferred language.

Through Title IV, Belle Terre Elementary enhances both instructional and family engagement initiatives. This includes ongoing professional learning opportunities for teachers in technology integration, Parent and Family Engagement professional development, and support from attendance specialists to address chronic absences and improve overall student attendance.

Together, these coordinated efforts across multiple programs and funding sources ensure that Belle Terre Elementary provides equitable access, academic support, and wraparound services for all students and families, aligning with federal, state, and local priorities for student success.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Belle Terre Elementary provides a strong network of student support through a comprehensive team that includes three school counselors. These counselors offer individualized and small group guidance, as well as whole-class lessons to address social-emotional needs. A school dean is also available to assist students requiring specific behavioral interventions.

In addition, our school is staffed with a social worker and a mental health counselor who work collaboratively with families and students to address emotional and situational challenges. To promote a positive school culture, we follow the PBIS (Positive Behavioral Interventions and Supports) framework, which reinforces appropriate behavior and fosters a safe, encouraging learning environment for all 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

At Belle Terre Elementary, the MTSS (Multi-Tiered System of Supports) team is made up of key school personnel, including Title I interventionists, the ESOL Resource Teacher and MTSS coordinator. This team meets consistently to review multiple sources of student data—such as state and district test results, diagnostic assessments like the Core Phonics Survey, student grades, and teacher observations—to guide decision-making and provide targeted academic and behavioral supports. When more intensive interventions are necessary, the team collaborates to develop tailored

action plans.

Our Positive Behavioral Interventions and Supports (PBIS) framework is introduced during the first two weeks of school through classroom lessons led by teachers. These lessons help establish clear expectations and routines, with additional reteaching as needed. The school counselor also runs daily small groups focusing on social skill development for students requiring extra support, reinforcing behaviors like turn-taking and impulse control.

Tier 1 PBIS strategies are implemented schoolwide and include positive reinforcement, structured breaks, praise, and direct instruction on social-emotional skills. For students needing Tier 2 support, interventions may include behavior goal contracts, self-monitoring tools, individual reward systems, and mentorship programs that celebrate student success at the end of the year.

For students requiring Tier 3 interventions, a specialized behavior team is formed—consisting of administrators, counselors, the MTSS coordinator, school psychologist, family members, and outside advocates or providers if necessary. This team designs and implements Functional Behavior Plans with specific strategies, goals, and replacement behaviors. Progress is tracked closely, and the student participates in a daily check-in/check-out process to monitor growth and reinforce positive change.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

To strengthen instruction and enhance the use of data, Belle Terre Elementary has designed a robust professional learning plan that includes targeted training for teachers. All instructional staff will participate in a refresher course on Collaborative Team Planning (CTP), emphasizing data-driven instruction and best practices in aligning instruction with student needs.

Paraprofessionals will participate in ongoing, self-paced training via the Master Library, as well as targeted sessions focused on supporting students' behavior plans and accommodations outlined in their IEPs.

Mid-year data days will be built into the calendar to review FAST PM2 and i-Ready Diagnostic #2 results. These sessions will allow teams to adjust instruction based on current student performance data and ensure instructional decisions are responsive and strategic.

Additionally, some instructional staff will participate in LETRS training, which equips educators with evidence-based knowledge and instructional strategies grounded in the science of reading. This training will deepen understanding of literacy development and help ensure all students receive high-quality reading instruction.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early

childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Belle Terre Elementary partners closely with the Volusia/Flagler Early Learning Coalition to support a seamless transition from Voluntary Pre-Kindergarten (VPK) to kindergarten. Families are encouraged to schedule Thursday tours through our registrar, giving them an opportunity to become familiar with the campus and school community. In the spring, VPK and kindergarten teachers coordinate a joint effort for our annual “Kindergarten Round-Up,” where incoming students and their families are invited to explore the school, meet staff, and learn about what to expect in kindergarten. Families are also invited to attend our school-wide Meet and Greet event, which serves as an orientation for new students and their parents. To support continued engagement, we share summer literacy activities that encourage learning at home, and each newly registered student receives a welcome packet filled with important school information and academic resources.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

District-level decisions regarding funding and resource allocation are made using a variety of methods, including staffing formulas, position control reviews, comprehensive needs assessments, evaluation of instructional materials, and Title I budget planning.

At the school level, the process begins with a thorough analysis of student data—including Early Warning System (EWS) indicators, FAST assessments, iReady diagnostics, and classroom performance—to pinpoint areas of academic need. From there, a review of existing resources is conducted, taking into account instructional tools, support personnel such as interventionists and counselors, and available professional learning opportunities, to ensure they align with identified needs.

Collaboration with school stakeholders—including teachers, leadership, and support teams—is a critical part of reviewing current resource use and gathering feedback on what is or isn't working, typically through grade-level or committee meetings. Input from families and the community is also prioritized; proposed plans and updates are shared with both our School Advisory Council (SAC) and Parent Teacher Organization (PTO) for their insight and recommendations.

Effectiveness of resource use is continuously evaluated by monitoring student progress and analyzing outcomes in relation to how resources are allocated, ensuring that support is targeted and responsive to student needs.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

To strengthen foundational literacy and address gaps in early reading development, Belle Terre Elementary will implement a tiered approach using evidence-based phonics programs across all levels of instruction.

Resources:

- *Foundations* (Wilson Language Training) for Tier 1 and Tier 2 instruction
- *UFLI* (University of Florida Literacy Institute) Foundations for Tier 3 intervention

Rationale (Data):

Our most recent FAST PM and iReady diagnostic assessments indicate that a significant percentage of students in K–2 are performing below grade level in phonics and phonemic awareness.

Specifically, data shows that while many students benefit from high-quality Tier 1 instruction, a

substantial group requires additional support in decoding and word recognition to meet proficiency benchmarks.

Plan and Timeline:**• Tier 1 Instruction:**

Foundations will serve as our core phonics curriculum in grades K–2 during the ELA block. All teachers will implement *Foundations* with fidelity, five days a week, focusing on structured literacy routines that support all learners. Implementation began at the start of the 2024–2025 school year, with ongoing support from academic coaches and administration to ensure consistent delivery and fidelity checks.

• Tier 2 Instruction:

Students identified through classroom performance and progress monitoring as needing additional support will receive small-group *Foundations* interventions, targeting specific skill deficits. These sessions will occur 3–5 times weekly in addition to core instruction. Groups will be fluid, based on data from *Foundations* unit assessments, FAST PMs, and teacher observations. This process will be reviewed at MTSS meetings every 4–6 weeks.

• Tier 3 Instruction:

For students demonstrating significant and persistent reading difficulties, the *UFLI Foundations* program will be used to provide intensive, individualized instruction focused on the most critical foundational skills. Interventionists and ESE teachers trained in UFLI will deliver this support daily in small groups or 1:1 settings. Tier 3 planning and progress will be monitored closely by the MTSS team and adjusted monthly.

This tiered implementation of *Foundations* and UFLI ensures alignment and consistency across our school's reading support model, allowing us to proactively close learning gaps and provide all students with the tools they need for reading success.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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