

Pinellas County Schools

BELLEAIR ELEMENTARY SCHOOL



2026-27 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..... 4
 - D. Early Warning Systems 5
- II. Needs Assessment/Data Review 8
 - A. ESSA School, District, State Comparison 9
 - B. ESSA School-Level Data Review 10
 - C. ESSA Subgroup Data Review 11
 - D. Accountability Components by Subgroup..... 12
 - E. Grade Level Data Review 15
- III. Planning for Improvement..... 16
- IV. Positive Learning Environment 30
- V. Title I Requirements (optional)..... 34
- VI. ATSI, TSI and CSI Resource Review 40
- VII. Budget to Support Areas of Focus 41

School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Holly Huey

hueyh@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Laura Johnson

johnsonl@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

2. Stakeholder Involvement

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

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

School data and feedback from parent and staff surveys were analyzed by the leadership team and staff to determine next steps. A SIP team was created to analyze data and create action steps with measurable outcomes. Areas with the largest gaps will be areas of focus for the 2026-2027 school year. During the school year we provided multiple opportunities to gain feedback through PLC meetings and feedback opportunities after each data cycle is complete. SAC meetings are used to gain feedback from community partners and parents. Based on the feedback and data we revise as necessary.

3. SIP Monitoring

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

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

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	42	70	60	61	48	67				348
Absent 10% or more school days	0	32	23	14	6	20				95
One or more suspensions	0	1	0	0	0	1				2
Course failure in English Language Arts (ELA)	0	0	0	0	1	0				1
Course failure in Math	0	0	0	2	0	0				2
Level 1 on statewide ELA assessment	0	0	18	20	8	12				58
Level 1 on statewide Math assessment	0	7	14	24	13	11				69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	5	5	5	0				15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	8	11	7	0				28

Current Year 2026-27

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	12	18	21	10	14				75

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment	55	50	65	64	64	63				361
Absent 10% or more school days		16	20	19	19	12				86
One or more suspensions		1	1	1	5	1				9
Course failure in English Language Arts (ELA)				1	1					2
Course failure in Math				1	1	1				3
Level 1 on statewide ELA assessment			21	34	23					78
Level 1 on statewide Math assessment		9	21	32	10	18				90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			6	9	4					19
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		5	15	14	5					39

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) 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				6						6
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	50	68	62	49	64	59	45	61	57
Grade 3 ELA Achievement	53	70	61	49	67	59	61	63	58
ELA Learning Gains	66	65	63	51	62	60	57	64	60
ELA Lowest 25th Percentile	68	63	58	44	59	56	74	62	57
Math Achievement*	55	72	66	61	69	64	53	66	62
Math Learning Gains	66	69	64	73	67	63	63	68	62
Math Lowest 25th Percentile	63	56	50	61	56	51	57	58	52
Science Achievement	44	72	62	57	70	58	59	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	465
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	56%	58%	47%	52%	58%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	39%	Yes	1	
English Language Learners	58%	No		
Black/African American Students	52%	No		
Hispanic Students	60%	No		
White Students	66%	No		
Economically Disadvantaged Students	59%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	50%	53%	66%	68%	55%	66%	63%	44%					
Students With Disabilities	38%		50%		32%	47%		29%					
English Language Learners	46%	42%	68%	63%	51%	74%	86%	32%					
Black/African American Students	44%	50%	69%		46%	66%		36%					
Hispanic Students	52%	54%	63%	65%	55%	66%	75%	48%					
White Students	58%		71%		67%	69%							
Economically Disadvantaged Students	50%	51%	67%	80%	54%	64%	59%	49%					

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

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

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	48%	68%	-20%	60%	-12%
ELA	4	50%	66%	-16%	60%	-10%
ELA	5	41%	66%	-25%	61%	-20%
Math	3	44%	71%	-27%	66%	-22%
Math	4	56%	72%	-16%	65%	-9%
Math	5	55%	69%	-14%	62%	-7%
Science	5	41%	70%	-29%	60%	-19%

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?

Our greatest improvement was in learning gains in ELA. ELA learning gains improved by 15% points and our L25 gains grew 24% points. This year based on mid-year data we developed a intervention lesson plan using grade level texts that focused on our lowest standards in each grade level. We used this intervention for the second half of the year.

Lowest Performance

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

Our data component that showed the lowest performance was science. In 2024/2025 we were 57% proficient and in 2025/2026 we were 44%. Contributing factors included a direct alignment to lower 5th Grade ELA reading ability and scores, and also less of an emphasis on science small groups for 5th grade due to an increased focus on our ELA 3rd grade reading assessments and the staff needed to attend to testing these students.

Greatest Decline

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

Our data component that showed the greatest decline was science. We dropped 13% points from the prior year. Contributing factors included a direct alignment to lower 5th Grade ELA reading ability. Students had more difficulty reading the questions, understanding the vocabulary, and making sense of graphs and larger passages.

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.

Our greatest gap when compared to the state is in science. There is an 18% point difference in our proficiency compared to the state average. We had a large drop in proficiency this year, due to the cohort of students. The cohort of students were 41% proficient in reading which aligned closely with their scores.

EWS Areas of Concern

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

1. Attendance: the number of students that were absent more than 10% of the 2025/2026 school year.
2. Math proficiency: the number of students that were deficient or substantially deficient in the 2025/2026 school year.

Highest Priorities

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

1. Focus on planning for targeted intervention in gap areas for L25 students in math and ELA.
2. Focus on planning for writing, academic language and discourse to support students meeting grade level benchmarks.
3. Focus on problem solving and fluency routines in mathematics.
4. Increase student engagement through the use of collaborative structures and high yield instructional strategies.
5. Ensure instructional supports are in place for all students during core instruction and intervention.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Standards-based data (FAST, unit assessments, etc.) collected from 2025-2026 school year showed an increase in grade level proficiency in ELA to 50%. Fifty percent of students across grades 3-5 are continuing to perform below grade level in reading and need standards-based instruction that meets the depth of the standard and interventions to fill gaps based on their individual needs. The students need opportunities to increase academic language, vocabulary, and content knowledge/building background while being explicitly taught and provided scaffolds to be successful with grade level content.

Measurable Outcome

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

Proficiency in grades 3-5 ELA will increase 7% from 50% to 57% as measured by end of the year FAST assessments. Proficiency in 3rd Grade ELA will increase 7% from 53% to 60% as measured by end of the year FAST assessments. Learning gains and L25 learning gains will increase to 70%.

Monitoring

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

PM1 and PM2 along with Amira (ISIP) and module/unit assessments will be used to monitor student progress toward proficiency of grade level benchmarks throughout the year. Data chats around grade level and individual students will be held after each cycle and in PLC meetings. Portfolios in 3rd grade will be monitored closely for reteaching planning.

Person responsible for monitoring outcome

Holly Huey

Evidence-based Intervention:

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

Description of Intervention #1:

Advance thinking through writing to learn strategies, developing academic language/vocabulary, and academic discourse about reading and across the content areas and grade levels.

Rationale:

Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work. All students deserve to feel heard and valued in the classroom. When students contribute to the collective classroom experience, it motivates and engages and creates a platform for teachers to assess understanding.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Deepen Content Knowledge/Academic Language

Person Monitoring:

Holly Huey

By When/Frequency:

August/September

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

Schoolwide plan for teaching and reinforcing academic language and common vocabulary. Share in communications with families. Engage students in activities around this vocabulary in cafeteria, news show, and specials. Use writing to monitor content knowledge using the strategies from The Writing Revolution. Use interactive notebooks to create a resource for students to record strategies and student thinking for reference.

Action Step #2

Academic Discourse/Collaborative Structures

Person Monitoring:

Holly Huey

By When/Frequency:

All year

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

Highlight model classrooms to showcase strong discourse strategies to encourage teacher's collaboration across campus. Model through all professional learning with staff. Teach new strategies in PLC and newsletters.

Action Step #3

Collaborative Planning/PLC

Person Monitoring:

By When/Frequency:

Holly Huey

September

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

Provide regular structures for planning using an effective planning protocol for whole group instruction. Teams will incorporate explicit planning for discourse, writing to learn, and academic language. Teachers will use data/student work analysis to plan for scaffolds that address gaps in student learning. Teams will plan for providing interventions for students who are not meeting the benchmark during monthly PLCs in each subject area.

Action Step #4

Tracking Students/Interventions

Person Monitoring:

Holly Huey

By When/Frequency:

October/All Cycles

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

Implement a plan for tracking students not meeting the benchmark, including the intervention being provided, and frequently monitoring progress. Develop a team approach to planning for student needs and delivering small group instruction. Focus in intermediate on students in grade level texts with support for decoding and vocabulary. Focus in primary on student groups being formed around ELFAC/Running Record data.

Area of Focus #2

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

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

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

Standards-based data (SSA, Mid-formative, unit assessments, etc.) collected from 2025-2026 school year showed a decrease in grade level proficiency from 57% to 44%. Fifty-six percent of students in grade 5 performed below grade level in science and need standards-based instruction that meets the depth of the standard and small groups to fill gaps based on their individual needs. The students need opportunities to increase academic language, vocabulary, and content knowledge/building background while being explicitly taught and provided scaffolds to be successful with grade level content.

Measurable Outcome

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

Proficiency in Science for grade 5 will increase 16% from 44% to 60% as measured by end of the year SSA assessment.

Monitoring

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

Module/unit assessments/Mid-formative/Mock SSA, will be used to monitor student progress toward proficiency of grade level benchmarks throughout the year. Data chats around grade level and individual students will be held after each cycle and in PLC meetings.

Person responsible for monitoring outcome

Laura Johnson

Evidence-based Intervention:

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

Description of Intervention #1:

All hands-on-deck approach to have Identified small group interventions for teaching science benchmarks using aligned reading strategies and vice versa, teaching science in reading intervention blocks with science standards weekly.

Rationale:

After reviewing 2025/2026 5th grade data, we concluded that our reading and science data were almost identical in lack of proficiency due to the students' reading abilities. Develop small group lessons to teach science content more frequently and for the entire year, not just prior to testing as in years' past.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, 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

Academic Discourse/Collaborative Structures

Person Monitoring:

Laura Johnson

By When/Frequency:

September/October

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

Highlight model classrooms to showcase strong discourse strategies to encourage teacher's collaboration across campus. Model through all professional learning with staff. Teach new strategies in PLC and newsletters. Gamify with teachers and students when this strategy is conducive to the type of activity.

Action Step #2

Deepen Content Knowledge/Academic Language

Person Monitoring:

Laura Johnson

By When/Frequency:

September/October

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

Schoolwide plan for teaching and reinforcing academic language and common vocabulary. Share in communications with families. Engage students in activities around this vocabulary in cafeteria, news show, and specials. Use writing to monitor content knowledge using the strategies from The Writing Revolution. Use interactive notebooks to create a resource for students to record strategies and student thinking for reference.

Action Step #3

Collaborative Planning/PLC

Person Monitoring:

Laura Johnson

By When/Frequency:

September/October

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

Provide regular structures for planning using an effective planning protocol for whole group instruction. Teams will incorporate explicit planning for discourse, writing to learn, and academic language. Teachers will use data/student work analysis to plan for scaffolds that address gaps in student learning. Teams will plan for small group weekly lessons (to be shared) during monthly PLCs in each subject area.

Action Step #4

Tracking Students

Person Monitoring:

Laura Johnson

By When/Frequency:

September/October

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

Implement a plan for tracking students and benchmarks and frequently monitoring progress, during after unit assessments, but even more heavily after the Mock SSA and Mid-formative for review lessons. Develop a team approach to planning for student needs and delivering small group instruction.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Standards-based data (FAST, unit assessments, etc.) collected from 2025-2026 school year showed a decrease in grade level proficiency in Math to 55%. Forty-five percent of students across grades 3-5 are continuing to perform below grade level in math and need standards-based instruction that meets

the depth of the standard and interventions to fill gaps based on their individual needs. The students need opportunities to develop grade-level conceptual knowledge, problem solving skills, and build fluency through whole and small group instruction.

Measurable Outcome

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

Proficiency in Math will increase 7% from 55% to 62% as measured by end of the year FAST assessments. Learning gains and L25 learning gains will increase to 70%.

Monitoring

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

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

Person responsible for monitoring outcome

Holly Huey

Evidence-based Intervention:

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

Description of Intervention #1:

Strategically focus on whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles that is targeted to the needs of the students. Focus on building procedural fluency from conceptual understanding, facilitating meaningful discourse and writing to learn will be implemented to increase achievement.

Rationale:

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches to problem solving as well as arguments about solution strategies. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding. Effective instruction uses evidence of student thinking through discussions or writing to assess progress.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Holly Huey

By When/Frequency:

August/September

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

Provide regular structures for planning using an effective planning protocol and using the B1G-M for whole group instruction. Teams will incorporate explicit planning for discourse, writing to learn, and academic language. Teachers will use data/student work analysis to plan for scaffolds that address gaps in student learning. Teams will plan for providing interventions for students who are not meeting the benchmark during monthly PLCs in each subject area.

Action Step #2

Tracking Students/Interventions

Person Monitoring:

Holly Huey

By When/Frequency:

October/All Cycles

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

Implement a plan for tracking students not meeting the benchmark, including the intervention being provided, and frequently monitoring progress. Develop a team approach to planning for student needs and delivering small group instruction. Focus of interventions/centers will be on past benchmarks not mastered, fluency, and problem-solving routines.

Action Step #3

Deepen Content Knowledge/Academic Language

Person Monitoring:

Holly Huey

By When/Frequency:

August/September

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

Schoolwide plan for teaching and reinforcing academic language and common vocabulary. Share in communications with families. Engage students in activities around this vocabulary in cafeteria, news show, and specials. Use writing to monitor content knowledge using the strategies from The Writing Revolution. Use interactive notebooks to create a resource for students to record strategies and student thinking for reference.

Action Step #4

Academic Discourse/Collaborative Structures

Person Monitoring:

Holly Huey

By When/Frequency:

All year

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

Highlight model classrooms to showcase strong discourse strategies to encourage teacher's collaboration across campus. Model through all professional learning with staff. Teach new strategies in PLC and newsletters.

Area of Focus #4

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

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

Area of Focus Description and Rationale

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

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

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.

According to PM3 STAR Reading Data, the data is as follows:

K-64%

1st - 55%

2nd - 45%

Our goal for the 26-27 school year is:

K-70%

1st - 60%

2nd - 60%

Monitoring

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

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

Person responsible for monitoring outcome

Holly Huey

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Holly Huey

By When/Frequency:

Monthly

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

PLCs are guided by assessment data and provide time for teachers to collaborate, research, and plan instruction based on the data. One monthly PLC will be dedicated to the analysis of ELFAC/RR data and grouped will be analyzed to assure they match.

Action Step #2

Literacy Coaching

Person Monitoring:

Holly Huey

By When/Frequency:

Monthly

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

Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UF Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes. Side by side coaching and supported collaborative planning/ PLC will be provided by PELI Coach.

Area of Focus #5

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.

Based on FAST progress monitoring cycle 3 data, SWD student's proficiency in ELA was 12% lower than their peers, with learning gains 16% lower. In Math, proficiency was 23% lower than their peers with learning gains 19% lower. There is a need for more explicit instruction for students in both content areas.

Measurable Outcome

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

Increase SWD student's proficiency in ELA from 38% to 50%, with learning gains at 65%. Increase math proficiency from 32% to 50% with learning gains at 60%.

Monitoring

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

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

Person responsible for monitoring outcome

Holly Huey

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Tracking Students/Goal Setting

Person Monitoring:

Holly Huey

By When/Frequency:

October/All Cycles

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

Set goals with each student, track and celebrate progress throughout the year. Administration and ESE team will perform data chats with identified students.

Action Step #2

Data Chats/SDI Planning

Person Monitoring:

Holly Huey

By When/Frequency:

September/Monthly

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

Monthly PLC to focus on tracking data, scheduling, determining SDI needs, and PD needs. Utilize district staff developer to provide support in planning SDI and professional development for interventions.

Area of Focus #6

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Based on FAST progress monitoring cycle 3 data, Black/African American student's proficiency in ELA was 6% lower than their non-black peers, however learning gains were 3% higher. In Math, proficiency was 9% lower than non-black peers with learning gains equal. There is a need for more systematic instruction for students in both content areas.

Measurable Outcome

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

Increase Black/African American student's proficiency in ELA from 44% to 55%, while matching the learning gains of their peers at 70%.. Increase math proficiency from 46% to 55% while matching the learning gains of their peers at 70%.

Monitoring

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

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

Person responsible for monitoring outcome

Laura Johnson

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

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

No

Action Steps to Implement:

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

Action Step #1

Tracking Students/Goal Setting

Person Monitoring:

Laura Johnson

By When/Frequency:

November/All Cycles

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

Provide mentoring to all underperforming African American. Match each student with a staff member/mentor for the year to help track progress and develop strong relationships with the student. Set goals with each student, track and celebrate progress throughout the year. Mentoring goal of bi-weekly. Administration team will perform data chats with identified students.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Absences negatively impact student achievement in all academic areas. Chronic absences can also affect students social interactions with staff and peers. Efforts and focus on regular attendance for students will lead to improved academic and social outcomes for all students.

Measurable Outcome

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

Currently 95 students have attendance below 90%, with over 50 of these students attending first or second grade. These are formative years for learning to read. 28 students have attendance below 80%. Our overall attendance rate was 92% for the school year, which was an increase from the year prior.

Monitoring

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

Child study team (made of social worker, administration, school counselor) will meet twice a month to review attendance data. The team will set yearly action plans and actions plan for specific subgroups or students at each meeting.

Person responsible for monitoring outcome

Holly Huey

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Improvement Plans/Incentive

Person Monitoring:

Holly Huey

By When/Frequency:

Monthly

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

Develop improvement plans with individual students who are below 80% and implement attendance incentive programs/competitions to encourage those below 90%. Recognize positive attendance each quarter on announcements/assemblies.

Action Step #2

Communication

Person Monitoring:

By When/Frequency:

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

Increase communication with parents about importance of attendance. Increase communication with staff around chronic absent students and develop plans for students with teacher and families. Use CST letters, parent conferences and process to follow up with families in order to reduce chronic absenteeism.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

reviewed.

Data collected through parent surveys, student surveys, parent/community input meetings, and school walkthroughs show a need to continue to expand our PBIS system with a focus on building relationships through restorative practices and recognition systems.

Measurable Outcome

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

Increase the ways students can be recognized for academic accomplishments (growth in areas, meeting expectations in academic programs, goal setting). Increase the ways students can be recognized for following the Guidelines for Success. Increase the opportunities for collaborative structures to build relationships through restorative circles (morning meetings) weekly.

Monitoring

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

Data on the recognition of students will be done through our tier one plan each month and at the end of each grading period. Attendance at events and spending in Paw Mart will reflect success of program. This will be monitored through student and parent surveys. Data on our PBIS and restorative circles will be collected through our Tier 1 data system.

Person responsible for monitoring outcome

Laura Johnson

Evidence-based Intervention:

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

Description of Intervention #1:

Through a focus on our PBIS Tier 1 implementation, we will engage our school-wide community to create our school's culture and establish a climate where everyone feels welcome and seen. The goal is that all teachers, students, and families perceive their school's climate more positively.

Rationale:

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success.

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

Academic Recognition

Person Monitoring:

Laura Johnson

By When/Frequency:

Monthly/Grading Period

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

Recognize student academic accomplishments throughout the month with Tiger bucks and ROAR Awards. Recognize growth and academic achievements at the end of the grading period through Tiger of the Quarter. Increase goal setting with individual students to all grades. Communicate the celebrations with families and the school community. Create public displays through website, social media, and campus displays.

Action Step #2

Restorative Circles (Morning Meeting)

Person Monitoring:

Laura Johnson

By When/Frequency:

Weekly

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

Teachers will use restorative circles weekly to build relationships, teach guidelines and expectations, solve problems, and focus on building school wide positive culture.

Action Step #3

Curriculum

Person Monitoring:

Laura Johnson

By When/Frequency:

Monthly

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

Use Harmony Curriculum™ as instructional tool and classroom resource to support teaching students about healthy relationships and to build social and emotional skills in students inside and outside the classroom.

Action Step #4

PBIS Events/Behavior Recognition

Person Monitoring:

Laura Johnsons

By When/Frequency:

Monthly

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

Host monthly events to recognize students for following Guidelines for Success.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Belleair provides all documents via the school website and in our school lobby. In addition, we share the documents at our Annual Title I meeting, SAC, family student led-conferences, and family involvement activities. The documents are provided in English and Spanish. You can find our SIP and all supporting documentation at <https://www.pcsb.org/belleair-es>. Parents have opportunities through these avenues to provide input into the development and decision-making process of all activities related to the school. Survey results are also used to analyze the effectiveness of the communication and the programs for the school.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school website is <https://www.pcsb.org/belleair-es>. Prior to school opening, families are invited to attend a meet the teacher and staff event day. We host student-led conferences for all K-5 students. We will also have content area nights each semester to highlight the arts and all content areas. The school compact is used to support ongoing communication with all stakeholders. Student led conferences and parent/teacher conferences are held to discuss each child's progress, including data, and share ways families can support the learning at home. Night events to provide families with activities to do at home are hosted throughout the year. Bilingual support is provided at all events for

families. We use survey data to determine times/days that work best for families attendance. The materials are provided to families even if they cannot attend.

Belleair has many partners which impact our school positively. We have a few partners that have helped with our school garden projects that the students use for educational purposes as well as for social emotional purposes to refocus, redirect, and calm down. The partners that have contributed to our school for the garden are: First Methodist Church, City Of Belleair, Lunch Pals, Culvers Gulf to Bay, Dr. Bee Pediatric Dentistry , Andy's Frozen Custard and CharityWorks. Other partners that have contributed mentoring, supplies for students, Pack a Sack, food for special teacher days, food for student-led conferences, and volunteered time are as follows: First United Methodist Church , Abe's Restaurant, Five Star Pizza, and The City of Belleair and Lunch Pals.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

For the 2026-2027 school year, our goal is to identify and promote teacher leaders to build capacity within our school to provide professional development around understanding and use academic data, writing to learn, and increasing academic discourse within all content areas. The master schedule was adjusted this year to allow support for ESE, ESOL, and interventionists more flexibility in working with multiple grades and to support all content areas. Collaborative planning time was built into the schedule for preparing lesson plans and PLC content focus was adjusted to allow time to plan as a team for interventions based on unit/module assessments.

How Plan is Developed

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

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

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

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

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

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

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The school provides comprehensive support services to address students' social, emotional, and behavioral needs. A school social worker supports students through individual and small-group counseling, assists with attendance concerns, and works closely with families to connect them with community resources and services. The social worker collaborates with teachers, administrators, and families to identify barriers to student success and develop appropriate interventions. Attendance support initiatives, family engagement efforts, and referrals to community agencies further ensure that students receive the assistance they need both in and outside of school.

Through these coordinated services, the school promotes student well-being, strengthens family partnerships, and supports the development of skills that contribute to academic and personal success.

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)).

Not applicable.

Addressing Problem Behavior and Early Intervening Services

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

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

with a tier 2 plan by Behavior Specialist, and can begin the MTSS process to develop an appropriate intervention.

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RTI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA). In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement. The school based student services team (School Psychologist and Social Worker) is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

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

Professional Learning and Other Activities

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

Strategically schedule PLCs for the 2026-2027 school year to align with assessment periods, including specific dates that would represent purposeful planning for the analysis of testing data to assist in intervention planning for the teachers. Throughout the month, teachers are provided with one PLC per subject area to analyze data, adjust groups, and plan the intervention groups/centers. One staff meeting will be held each month and staff will engage in studying the work of The Writing Revolution, with teachers hosting the professional development each month. Continue the PELI work for all Pre-K to 2nd grade teachers and provide coaching, modeling, and professional development for new teacher to early literacy in grades Pre-K to 2nd. Collaborative planning time is supplied each week and teachers are provided coachign support and a protocol to create a framework for planning

core 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)).

Yearly, Belleair hosts a Ready, Set, Kindergarten parent and family engagement event to allow families more information about the school, programs, and resources to support kindergarten readiness. We invite our local VPK providers outside of Pinellas County Schools to attend the event. We also host a KG readiness event for own VPK families to teach our families ways they can assure their student is ready for KG. This event is a hands on learning event where familie spractice strategies with thier child with support from the teachers.

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 (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.

In an effort to exceeding the Federal Index of 41% for our SWD subgroup, we will work with the district to ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of each student based on 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).

Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of each student. Ensure that ESE and Gen-ed teachers implement evidence based/research-based interventions on scaffold skills determined in the IEP to close academic and functional gaps. The ESE team and staff developers must support Gen-ed teachers by providing tools for modifications to instructional strategies, provide PD for staff on high impact ESE strategies, and co-plan around students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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