

Flagler Schools

Belle Terre Elementary School



2022-23 Schoolwide Improvement Plan

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Belle Terre Elementary School

5545 BELLE TERRE PKWY, Palm Coast, FL 32137

www.flaglerschools.com

Demographics

Principal: Jessica Deford

Start Date for this Principal: 8/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (66%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Flagler County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Belle Terre Elementary School

5545 BELLE TERRE PKWY, Palm Coast, FL 32137

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Deford, Jessica	Principal	Oversees daily operations in facilities, teaching and learning, and provides support to students, staff and family members to raise student achievement.
Rinaldi Jr., Mike	Assistant Principal	Oversees daily operations in facilities, teaching and learning, and provides support to students, staff and family members to raise student achievement.
Muldoon, Natalie	ELL Compliance Specialist	
Ashman, Sarah	Assistant Principal	Oversees daily operations in facilities, teaching and learning, and provides support to students, staff and family members to raise student achievement.
Emling, Dawn	Instructional Coach	ELA coaching support to faculty and staff enhancing overall literacy and student achievement.

Demographic Information

Principal start date

Monday 8/9/2021, Jessica Deford

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

89

Total number of students enrolled at the school

1,191

Identify the number of instructional staff who left the school during the 2021-22 school year.

23

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	157	165	178	192	186	211	233	0	0	0	0	0	0	1322
Attendance below 90 percent	54	30	34	29	50	38	60	0	0	0	0	0	0	295
One or more suspensions	3	10	8	12	24	14	35	0	0	0	0	0	0	106
Course failure in ELA	0	0	0	7	5	2	6	0	0	0	0	0	0	20
Course failure in Math	0	0	0	7	5	5	10	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	17	30	34	0	0	0	0	0	0	85
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	23	33	41	0	0	0	0	0	0	99
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	0	4	16	20	31	0	0	0	0	0	0	75

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	2	5	9	0	1	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	0	1	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 8/19/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	157	165	178	192	186	211	233	0	0	0	0	0	0	1322
Attendance below 90 percent	17	25	15	28	37	28	39	0	0	0	0	0	0	189
One or more suspensions	2	1	1	0	1	3	7	0	0	0	0	0	0	15
Course failure in ELA	3	9	7	9	1	1	2	0	0	0	0	0	0	32
Course failure in Math	1	4	3	5	2	1	4	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	32	33	23	0	0	0	0	0	0	108
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	36	39	21	0	0	0	0	0	0	121
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	11	11	19	13	29	37	0	0	0	0	0	0	127

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		1	4	2	8	0	0	0	0	0	0	0	0	15
Students retained two or more times		0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	61%	56%				69%	63%	57%
ELA Learning Gains	62%						65%	60%	58%
ELA Lowest 25th Percentile	58%						59%	53%	53%
Math Achievement	69%	49%	50%				71%	66%	63%
Math Learning Gains	73%						70%	62%	62%
Math Lowest 25th Percentile	69%						59%	49%	51%
Science Achievement	56%	63%	59%				71%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	68%	1%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	69%	60%	9%	58%	11%
Cohort Comparison		-69%				
05	2022					
	2019	68%	58%	10%	56%	12%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	72%	-3%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	65%	60%	5%	64%	1%
Cohort Comparison		-69%				
05	2022					
	2019	70%	58%	12%	60%	10%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	53%	16%	53%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	51	49	38	67	69	39				
ELL	60	74		60	84	91	64				
ASN	94	100		81	100						
BLK	45	64	63	47	63	65	32				
HSP	62	59	58	67	75	78	63				
MUL	55	57	64	64	70		46				
WHT	69	61	54	74	73	63	59				
FRL	59	58	61	62	69	68	49				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	35	36	34	57	55	7				
ELL	58	54		71	62						
ASN	73			82							
BLK	49	51	50	44	54	60	31				
HSP	66	63	42	66	58	33	48				
MUL	55	56		69	63						
WHT	69	59	50	69	71	65	53				
FRL	59	60	49	57	58	47	42				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	43	49	29	54	52	38				
ELL	66	68		66	81		77				
ASN	71	56		77	65						
BLK	54	54	52	53	58	41	63				
HSP	71	71	66	70	75	71	70				
MUL	69	65	61	75	72	61	65				
WHT	72	65	60	73	70	59	74				
FRL	64	61	57	64	67	56	65				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	72
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	94
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Although all performance areas were up, through analysis, the leadership team recognizes 3rd grade ELA proficiency scores declined 8% from 2021. 5th grade science increased in 2022 but is still trending down over a 3 year period. 3rd grade math is trending up, but as a subgroup, still has the lowest gains in the area of Math. Further analysis shows that our SWD subgroup has trended positively year over year and has outperformed both the District and State, but is still less than 50% proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After analyzing the 2022 state assessments and various progress monitoring tools, BTES' greatest need for improvement are in 3rd grade ELA proficiency, SWD proficiency, and 5th grade science proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In the 3rd grade ELA state assessments, the scores showed a decrease in proficiency from 2021 scores (72% 2021 to 64% 2022). In 5th grade science, the science proficiency score was 5% higher than 2021 but over a 3 year period is showing a negative trend. Improvement in both areas will be addressed through various progress monitoring tools and advanced student data analysis with engaging intervention plans, expanded professional learning through weekly grade level PLC meetings, enhanced science activities through PENDA science and more small group instruction to meet the identified needs of students that are not achieving proficiency as indicated by progress monitoring.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off progress monitoring and the 2022 state assessments, BTES increased in all areas of proficiency over 2021 except for a 1% decline in overall ELA proficiency from 65% to 64%. BTES made the most significant changes in the 2022 state assessment scores in growth with overall ELA growth at a 13% increase over 2021 scores and overall math at an 8% increase over 2021. The largest increase of growth for 2022 to 2021 state assessments was in 5th grade Lowest Quartile subgroup for ELA which showed a 24% growth from 2021. Also, the overall ELA gains for the lowest quartile in ELA had a 10% gain over 2021 and the Math lowest quartile across all grade levels had a 12% gain over 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There were many factors that contributed to the overall performance improvement in state assessments. Attendance for both teachers and students increased due to post pandemic trends, consistent progress monitoring with data analysis for prescribed student interventions, additional targeted interventions for students, expanded coaching and PL opportunities with curriculum specialist and literacy coach and a focus on small group instruction through Tier 1 and Tier 2 MTSS supports.

What strategies will need to be implemented in order to accelerate learning?

There will need to be consistent and targeted PL in the areas of Math as a result of new student Math resources, PL on interpreting data and effective strategies to be used from the new FAST progress monitoring, and continued PL on enhancing the Tier 1 instruction throughout the grade levels. We will continue to use the targeted intervention approach with our students performing below proficiency levels in order to close the learning gaps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will continue to be actively engaged in weekly PLCs (Professional Learning Communities) with their grade level teachers, including support facilitators. During the PLCs teachers will analyze summative and progress monitoring data in order to identify specific classroom trends among student groups. The data will then be used to plan small group instruction for Tier 1 students. We will also have professional development in one of our progress monitoring tools, iReady, so teachers will better understand what the areas of need are and what strategies can be used in the classroom. Science teachers will have expanded opportunities for PL in PENDA science, as well as access to and professional learning in how to best utilize the new science lab to work within the scientific process.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

This year at Belle Terre Elementary, we will be continuing to providing daily tiered small group intervention in both Math and ELA by implementing several Marzano based intervention strategies. This will be done through re-instituting common school-wide "plus 30" time at the start of each school day. Students will participate in small group instruction based on a combination of assessments (Benchmark, Foundations and Savvas Math unit tests and progress monitoring "iReady" results). These small groups will be targeted and planned based on identified student need. Teachers will plan for daily small group Tier 1 intervention for both the Math and ELA blocks. In addition to these blocks teachers will be identifying students at each grade level who are nearing grade level proficiency (as determined by the iReady diagnostic) these students will have specifically designed intervention blocks to close their instructional gaps and rapidly move them towards grade level proficiency. Each of our 90 minute ELA blocks will have classroom teachers working with tier 2 students who demonstrate a greater need of intervention. Tier 3 students demonstrating the highest need of intervention will have an additional level of support with individualized Tier 3 plans and the most intensive interventions.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although almost all BTES' proficiency (Level 3 or higher) sub category areas increased on the 2022 State Assessment, the leadership team at BTES recognizes that the 3rd grade ELA proficiency scores declined 8% from the 2021 FSA scores in ELA proficiency. Data analysis shows that students need more targeted instruction in the area of reading comprehension. These areas will improve with expanded professional learning in PLCs, targeted small group instruction and strategic monitoring of assessments.

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

At least 70% of the 3rd grade ELA students will be on or above grade level in reading as measured and determined by FAST progress monitoring.

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

The area of reading will be measured 3 times per year in FAST progress monitoring. Teachers will analyze progress monitoring data through PLCs and provide necessary instructional differentiation through small group interventions.

Person responsible for monitoring outcome:

Dawn Emling (emlingd@flaglerschools.com)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

We will be using Marzano based strategies for creating professional learning communities that will meet to analyze data and plan daily small group differentiated instruction for reading comprehension.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

The only way to raise our proficiency scores in the areas of ELA (Reading Comprehension) is through small group instruction that targets specific demonstrated needs for individual students. The strategies we are using to create our data PLCs will allow teachers to better plan for different student needs so that we can close learning gaps and increase the number of students reaching proficiency. John Hattie's research on small group instruction and the effects of collective efficacy would support the use of PLC's and small group differentiated instruction.

selecting this strategy.

Action Steps to Implement

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

Step 1: Appropriate training will be provided to teachers on effective implementation of PLCs.

Step 2: Follow-up training will be provided to the faculty on Kagan Strategies which will enhance the teachers' ability to effectively differentiate instruction through small groups.

Step 3: Through observation, monitor teachers use and effectiveness of PLC data analysis and planning and small group differentiated instruction.

Step 4: Evaluate the results of evidenced based strategies implemented through FAST progress monitoring data.

Person

Responsible

Dawn Emling (emlingd@flaglerschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

After disaggregating data from the 2022 ELA FSA in grades 3-6, it was identified that 48% of our SWD students scored a level 3 or higher. Although this is a significant increase from 2019 where 34% of our SWD students were proficient, it is still less than our goal of 58% for this sub-group.

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

Our objective is to raise our percentage of SWD students scoring a level 3 or higher by 48% to 58%. We feel that this can be accomplished by targeting the ELA proficiency which is the weakest area and will provide a foundation for future literacy success.

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

We will monitor progress through the 3 progress monitoring administrations of FAST. After each administration we will pull data for SWD students to ensure that the percentage is increasing and use targeted differentiation to provide meaningful interventions. In addition, we will analyze our 2022 FSA data for our SWD population.

Person responsible for monitoring outcome:

Sarah Ashman (ashmans@flaglerschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We will use our evidence based ELA curriculum resource, Benchmark Advanced, for tier one instruction. This new resource will allow teachers to deliver tier instruction that focuses more on independent reading skills coupled with student discussion and writing with evidence. These skills are crucial in the student's journey towards being on or above grade level. In the past, our curriculum was not inclusive to all areas of reading. Teachers had to use several different programs to piecemeal their Reading instruction. With Benchmark, instruction will close learning gaps in the areas of phonics, fluency and vocabulary so that students with disabilities can more easily digest and comprehend text. Students with academic goals in their IEPs will be pulled for an additional round of intensive small group instruction designed around their identified unique needs. The Support Facilitator and General Education Teacher will work collaboratively to meet individual student needs.

Rationale for Evidence-

This strategy was selected because the Benchmark resource is researched based and has built in teacher routines that reflect strategies proving to be effective such as

based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

independent reads with note taking, the use of graphic organizers, routines for discussion about what was read, and writing about text with citing text based evidence. Enhancing these skills in students will allow the students to move towards proficiency much more rapidly. We will also be able to use the unit test to analyze item analysis data and student trends to better form small group instruction for students with demonstrated need so that a greater percentage will be able to reach grade level proficiency.

Action Steps to Implement

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

Step 1: Teachers will be trained in strategies in how to create rigorous ELA instruction using the new Benchmark curriculum Language Arts resource.

Step 2: Unit tests from Benchmark will be given every three to four weeks and student data will be monitored by the teachers.

Step 3: Teachers, the Literacy Coach, Support Facilitator and Administration will meet in regular PLCs to analyze data from these unit tests and plan specific small group instruction to address standards and skills in which students did not demonstrate mastery.

Step 4: Teachers will monitor student progress to determine if the correct small group differentiated group strategy was used.

Person

Responsible

Sarah Ashman (ashmans@flaglerschools.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>In 2019, BTES' 5th grade students scored 71% on the FSA science, 2021 scored 51% and then in 2022 scored 56%. Although the 2022 score was an increase of 5% from 2021 the score remains 15% less than the 71% in 2019. Due to the downward trend we feel that our school-wide science instruction needs more attention throughout the grade levels with an emphasis on spiraling the most frequently tested standards which will effectively guide students towards understanding basic scientific principles and their application to the scientific methodology, while increasing our students' overall science proficiency. We will do this by expanding our Professional learning opportunities for our teachers in PENDA science, collaborative science PLCs and a new Science Inquiry Lab that will provide students with hands on experiences that will generate interest and excitement having a positive effect on students' science proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Our objective is to raise our percentage of 5th grade students scoring on or above grade level to 70%. We feel that this can be accomplished by using research based strategies in science instruction, providing PL to our science teachers on how to most effectively spiral the most frequently tested standards and by adding a Science Inquiry Lab that will generate interest and excitement for basic scientific principles.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>We will monitor our progress through PENDA Science by analyzing student scores on unit tests, quizzes and through a deep dive analysis in Science PLCs in regards to what standards the students are having difficulty with and providing re-teach opportunities for improved understanding and retention.</p>
Person responsible for monitoring outcome:	<p>Mike Rinaldi Jr. (rinaldim@flaglerschools.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>We will implement evidence based strategies that connect science to real life student experiences, focus on hands-on activities and rigorous instruction of key science NGSSS standards through PENDA Science. We will use various Kagan Cooperative Learning strategies to provide students with positive interdependence, individual accountability, equal participation and simultaneous interactions to improve science instruction through proven research based strategies.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

This strategy was selected because the PENDA Science resource is researched based and has built in teacher routines that reflect strategies proving to be effective such as hands-on activities and rigorous instruction of key science NGSSS standards. Teachers have had in-depth professional learning opportunities in both PENDA Science and Kagan Cooperative Learning Strategies which will enhance the students' science instructional experience and will provide new and exciting approaches to the most significant science standards. Enhancing these skills through cooperative and positive learning experiences will allow students to move towards proficiency much more rapidly. We will also be able to use the unit test to analyze item analysis data and student trends to better form small group instruction for students with demonstrated need so that a greater percentage will be able to reach grade level proficiency.

Action Steps to Implement

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

Step 1: Teachers will set-up an interactive and practical Science Inquiry Lab and create an instructional plan for its use by science teachers in the school.

Step 2: Science Teachers, District Science contact, Support Facilitator and Administration will meet in regular PLCs to analyze data from unit tests and plan specific small group instruction to address standards and skills in which students did not demonstrate mastery.

Step 3: Teachers in other grade levels will be provided the opportunity to have a PLC with 5th grade science teachers to plan and ensure that the most frequently used scientific principle standards are being spiraled throughout the grade levels.

Person

Responsible

Mike Rinaldi Jr. (rinaldim@flaglerschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

N/A

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Building a positive school culture and environment starts by making sure that every member of our staff feels supported and valued. This begins with the newest members of our staff. New teachers receive a staff mentor (or Professional Learning Partner) for one year. This person serves as a point of contact for any questions or needs that may arise during the teacher's first year at Belle Terre. The mentor/mentee relationship allows for new teachers to feel more valued and less frustrated because they have assistance that is readily provided.

Another aspect of ensuring a positive school culture is clear and honest communication with all of our campus stakeholders. We have Team Leader meetings monthly (Java with Jess) where leads can bring the concerns of their team directly to Principal DeFord and the Leadership Team. This allows for direct communication of needs and allows the staff to make sure their needs are heard and responded to in a timely manner. For teachers who are not grade level leads there are various committees that allow teachers to provide team feedback on campus concerns, such as PBIS, technology, flagship development, reflection, etc...

The Belle Terre faculty works diligently to make sure that our campus is a welcoming place where every student placed in our charge is afforded the best academic experience possible. We had almost 40% of faculty and staff trained in Capturing Kids Hearts which emphasizes teaching to the child through relationship building and we have employed social contracts throughout our campus and classrooms which provides as a guide to treating others with respect and care.

In addition, teachers reach out to families personally by phone during pre-planning each year. Teachers use a variety of communication techniques to ensure families receive notifications and can participate with their student's education. We also hold evening parent conferences at least twice per year. We have robust parent participation in our volunteer programs and all parent opportunities to be on campus (lunch, award shows, etc.). We also have an involved PTO and supportive SAC team which our School Board representative also attends.

The Belle Terre team strives to meet the needs of our students on all levels. We have an extensive system of data review and interventions based on student need. Administration, coaches, and guidance attend these reviews to ensure fidelity. These processes ensure that student needs are identified and addressed in a quick yet comprehensive manner. We also hold several social gatherings each year in which students are able to come and have an engaging experience with their peers and teachers outside the academic arena.

Identify the stakeholders and their role in promoting a positive school culture and environment.

There are many stakeholders that help promote a positive culture and environment at BTES. Our parents at BTES do a great job communicating and collaborating with school employees to make sure that all of the needs of their children are met. We have many parents who volunteer on campus in a variety of different roles, including mentoring students, working in classrooms, and helping with daily routines and procedures. Teachers and staff, including transportation, cafeteria, office staff, custodial and paraprofessionals help

promote a positive culture by working diligently, often beyond expectations to ensure a safe and happy environment for all students.

The Kiwanis Club has been a tremendous resource in contributing to our positive school culture by participating in Kindergarten Parent Instructional nights and by contributing and assisting with our garden beautification project behind our main office.

Administration, Guidance and Coaches work to support the teachers and make sure that they have all they need to drive student success.

The School Board supports our school by attending our SAC committee meetings. They are frequently on campus and invested in the success of BTES.

Our business partners, partner financially to help fund extra projects and clubs.