Belmont Academy School

**2023-24
Schoolwide Improvement Plan (SIP)**

Table of Contents

Belmont Academy

1476 SW WALTER AVE, Lake City, FL 32024

www.belmontacademy.com

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Excellence for all students, through visionary leadership, empowered teachers, and involved parents.

Provide the school's vision statement.

Belmont Academy's high academic and social expectations will bring success for every student through continued persistence.

We believe that the pathway for a Belmont student's future is best expressed in three simple words – Expect, Persist, Succeed. A student at Belmont Academy can expect high standards for both academics and behavior. A student at Belmont will learn how to persist in reaching these high standards, and will be given the tools and instruction necessary to succeed. A student at Belmont will succeed in today's society because of the expectations and the persistence he discovered at Belmont Academy.

We believe a 'child prepared' is the test for a successful school. That is why our express purpose here at Belmont Academy is to prepare every enrolled student with both the academic and social skills needed to become a fully functional member of our present-day society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

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

Name	Position Title	Job Duties and Responsibilities
Barker, Ron	Principal	- Attend all SAC meetings throughout the year. - Give input and assist in completing SIP - Report to the SAC the academic status of the school and the progress the school is making towards goals
Sloan, Drew	Assistant Principal	The main job responsibilities of the AP of Discipline includes: Understanding and implementing state policy and laws affecting the management of student behaviors Assists to maintain high standards of student conduct policies, as necessary, complying with BACS guidelines, including the BACS Code of Student Conduct and BACS Student and Parent Handbook Ability to build positive relationships with students, staff, parents and community members Collaborate and communicate effectively with key stakeholders through a variety of methods Provide leadership of behavior management and supervision Facilitate the resolution of conflict Manage and enforce school behavioral expectations, including attendance classroom alignment with school-wide goals. Confer with students, parents, and teachers regarding student related policies. Assist staff with the creation and alignment of classroom student behavioral expectations and classroom management plans. Serve as a resource to staff regarding student and classroom management issues. Create and coordinate education alternatives for students with behavioral needs. Assist in the planning, developing, and implementation of student behavior plans. Confer with students and administer appropriate consequences. Openly communicate with staff and parents/guardians regarding student behavior. Collaborate with the school counselor and personnel to create and maintain research-based behavioral interventions and train faculty and staff in those interventions. Manage the documentation of student behavior through the student management system (FOCUS). Compile, analyze, and share student discipline data regularly, and use that data to make decisions. Provide Professional Development and growth opportunities for all classroom teachers in regard to discipline and classroom management Operates a variety of equipment such as a computer, printer, copier, two-way radio, etc. Interacts and communicates with various groups and individuals such as the principal, professional peers, district staff, students, parents, volunteers, and the general public Monitors classes in teachers absences as necessary Attends training, conferences, workshops, etc., as appropriate to enhance

Name	Position Title	Job Duties and Responsibilities
		job knowledge and skills. Performs routine office tasks as required Performs related duties as required by the principal The main job responsibilities relating to AP of Safety includes: Assist in the maintenance of the crisis management plan and school safety requirements. Enforces policies and procedures designed to protect the safety and welfare of students and staff while on campus Keeps the principal informed of events and activities of an unusual nature as well as routine matters related to the principal's accountability Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, lunchroom, and student pick-up and drop-off areas
Vinson, April	Assistant Principal	Assist with the development and implementation of SIP. Coordinate and monitor all intervention services. Coordinate and monitor IEP and 504 implementation. Assist with targeted professional development. Coordinate and monitor MTSS. Assist in data discussions. Conduct data meetings to drive instruction.
Harris, Jessica	Assistant Principal	Meet with stakeholders, teachers, admin to designate curriculum for the school year. Conduct data meetings to drive instruction Monitor instruction for grades VPK-12 Conduct professional development on targeted areas Boost teacher morale and help with teacher retention
Harrell, Amber	School Counselor	Coordinate and participate in the school Threat Assessment Team. Assist with the threat assessment team to provide a coordinated approach to evaluating and responding to students who pose, appear to pose, a credible potential threat of violence or harm to themselves or others. Participate in Child Study Teams, where high risk students are typically reviewed and staffed. (e.g. Truancy teams, MTSS teams focusing on behavior). Assist in developing Behavior Intervention Plans, Student Safety Plans and Student Crisis plans. For students who are referred, work in collaboration with primary care providers, or any other agency working with the family (DCF, Community based agency, CAT, Meridian). Identify gaps in services, barriers, remove barriers, facilitate services as needed. Facilitate the collection and dissemination of Mental Health Awareness among school personnel, students and their families, law enforcement and community partners. Assist with facilitating the maximization of the Mental Health Assistance

Name	Position Title	Job Duties and Responsibilities
		Allocation. Oversee contracted counselors, invoices and timesheets regarding services for referred students. Development of the Mental Health Allocation. Facilitate the submission of the plan. Maintain a close working relationship with the District (Office of Safe Schools) and community personnel relative to the assigned area to ensure information exchange, coordination and support for the decision making process and to gather feedback concerning services. Refer identified students to recommended resources or services, including (but not limited to) contracted counseling services, DCF, Meridian Mobile Response Team, Meridian CAT team, UF Shands Psychiatric Hospital, GAL. Train staff on Youth Mental Health First Aid to ensure 80% or more of staff is trained, keeping records and logs.
Guetherman, Regina	Other	Provide educational guidance and assistance to 7-12th grade students concerning their academic histories, class schedules, graduation requirements, and post secondary goals and aspirations. Assist students with course selection to attain student's desired outcome as well as criteria set forth by the Florida Department of Education. Assist students and facilitate interactions between students/parents and college providing Dual Enrollment opportunities. Monitor and track students' academic histories to ensure completion of middle school promotion requirements as well has high school graduation requirements.

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

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

We have a sign up sheet for any parent, volunteer, board member or student to join our SAC Committee that reviews our school improvement plan. Their input is vital into our plan. They help make suggestions based on student need, data, and feedback from other members of Belmont.

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

SIP plan will be monitored by all stakeholders involved by tracking data. We will have data meetings with our teachers, professional development to support all staff and faculty and participate in ways to build teacher morale. We can revise the plan as needed based on the results of FAST PM 2. In addition, we send out surveys to our parents asking their opinion on the academic success of their child.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	19%
2022-23 Economically Disadvantaged (FRL) Rate	41%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	4	5	2	7	11	7	10	13	66
One or more suspensions	2	2	1	3	1	3	6	2	8	28
Course failure in English Language Arts (ELA)	0	4	1	1	0	0	0	0	3	9
Course failure in Math	0	1	2	4	1	4	1	1	4	18
Level 1 on statewide ELA assessment	0	0	0	1	1	5	0	5	6	18
Level 1 on statewide Math assessment	0	0	0	1	0	5	0	5	2	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	3	4	4	0	0	1	4	19
	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 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	1	1	2	0	5	1	5	5	20

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	10	7	9	5	10	6	8	15	134
One or more suspensions	0	6	3	5	6	4	12	9	16	92
Course failure in ELA	0	0	2	2	1	1	0	0	0	12
Course failure in Math	0	0	0	1	2	2	3	0	5	29
Level 1 on statewide ELA assessment	0	0	0	0	2	3	6	1	8	37
Level 1 on statewide Math assessment	0	0	0	0	6	5	14	6	9	65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	2	3	6	1	8	37
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	2	2	6	1	7	32

The number of students identified retained:

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	10	7	9	5	10	6	8	15	82
One or more suspensions	0	6	3	5	6	4	12	9	16	61
Course failure in ELA	0	0	2	2	1	1	0	0	0	6
Course failure in Math	0	0	0	1	2	2	3	0	5	13
Level 1 on statewide ELA assessment	0	0	0	0	2	3	6	1	8	20
Level 1 on statewide Math assessment	0	0	0	0	6	5	14	6	9	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	2	3	6	1	8	20
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	2	2	6	1	7	18

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	73	55	53	77	56	55	81		
ELA Learning Gains				63			57		
ELA Lowest 25th Percentile				46			44		
Math Achievement*	77	55	55	75	21	42	72		
Math Learning Gains				68			47		
Math Lowest 25th Percentile				52			27		
Science Achievement*	74	61	52	62	56	54	75		
Social Studies Achievement*	90	63	68	82	56	59	69		
Middle School Acceleration	78	65	70	85	42	51	76		
Graduation Rate	100	91	74	100	61	50	93		
College and Career Acceleration	82	68	53	69	66	70	54		
ELP Progress			55		67	70			

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	82
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	654
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	779
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	1
ELL				
AMI				
ASN	83			
BLK	44			
HSP	64			
MUL	67			
PAC				
WHT	83			
FRL	75			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	35	Yes	1	
ELL				
AMI				
ASN	88			
BLK	60			
HSP	61			
MUL	49			
PAC				
WHT	73			
FRL	56			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	73			77			74	90	78	100	82	
SWD	25			36							2	
ELL												
AMI												
ASN	83			82							2	
BLK	42			45							2	
HSP	64			60			69				3	
MUL	67			67							2	
PAC												
WHT	75			80			78	92	78	81	8	
FRL	67			72			68	85	86		6	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	77	63	46	75	68	52	62	82	85	100	69	
SWD	41	30	36	30	40	33						
ELL												
AMI												
ASN	83			92								
BLK	60											
HSP	69	65	70	52	50							
MUL	57	26		60	63		40					
PAC												
WHT	80	65	45	78	70	55	68	83	89	100	69	
FRL	67	58	40	65	59	39	42	65	71			

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	81	57	44	72	47	27	75	69	76	93	54	
SWD	48	44		42	27	25						
ELL												
AMI												
ASN	100			100								
BLK												
HSP	60			45	30							
MUL	73	40		47	30							
PAC												
WHT	82	58	47	74	46	24	78	71	76	96	55	
FRL	67	44	33	62	43	47	78	69				

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	76%	45%	31%	50%	26%
05	2023 - Spring	71%	57%	14%	54%	17%
07	2023 - Spring	82%	44%	38%	47%	35%
08	2023 - Spring	71%	45%	26%	47%	24%
09	2023 - Spring	62%	43%	19%	48%	14%
04	2023 - Spring	77%	58%	19%	58%	19%
06	2023 - Spring	79%	53%	26%	47%	32%
03	2023 - Spring	78%	51%	27%	50%	28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	92%	58%	34%	54%	38%
07	2023 - Spring	82%	58%	24%	48%	34%
03	2023 - Spring	94%	72%	22%	59%	35%
04	2023 - Spring	90%	66%	24%	61%	29%
08	2023 - Spring	55%	32%	23%	55%	0%
05	2023 - Spring	76%	60%	16%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	50%	*	44%	*
05	2023 - Spring	71%	50%	21%	51%	20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	54%	14%	50%	18%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	33%	33%	48%	18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	55%	24%	63%	16%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	61%	32%	66%	27%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	60%	23%	63%	20%

III. Planning for Improvement

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

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

Our lowest performing area for the 22-23 school year was ELA at 74% proficiency. We maintained the 74% from the 21-22 school year. We were on a decline and this year we maintained. Although the state isn't issuing growth from 22-23 we did see a lot of growth in certain areas with ELA. We would like to see our ELA data show an upward trend and we believe that a few things that are contributing to this: foundational skills lost during covid and vocabulary instruction.

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

Our middle school acceleration went from an 86% to a 79%.

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.

We were above the state average in all categories of proficiency.

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

Our science scores went from 62% to 75%. We hired a teachers who had extensive teaching experience in science. She was able to bring a lot of content knowledge and standard knowledge to the classroom. Our biology teacher took a hands on approach with her students and she continues to grow from year to year.

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

One area of concern is the growth in ELA. Our estimate of proficiency is 74% this year which is the same from the 21-22 school year. Although we noticed a lot of growth from PM1-PM3 we are unsure of what that will look like once the growth goes from PM3-PM3.

Another area of concern is our bottom quartile growth. Once again we have been seeing gains, however, this is a focus of ours. We would like to see that number go up at least 20% from the 21-22 school year.

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

1. ELA growth
2. ELA proficiency
3. Teacher Morale
4. Continued success for SWD

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

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Even though the data from the 22-23 school year wasn't based on a PM3 to PM3 comparison, it still indicated a positive trend with over 90% of students with disabilities showing growth from PM1 to PM3. This suggests that a large percentage of these students are capable of making significant progress in a relatively short period. By targeting PM3 to PM3, we aim to make a more consistent and reliable comparison. This will allow educators to better gauge the true rate of progress across an entire school year rather than just parts of it. While the data from the 22-23 school year is encouraging, there's recognition that the jump from PM1 to PM3 might be inflated due to factors like students adjusting to the beginning of the school year during PM1 or initial acclimatization to the testing environment. Recognizing that students with disabilities may face unique challenges, it's crucial to ensure that they are provided with the necessary resources and support. By setting a goal that acknowledges past performance but remains realistic, we are promoting a positive, growth-oriented learning environment for these students. Setting a benchmark at a 50% increase from SWD ELA gains in the 21-22 school year ensures that there is still room for growth and development. It underscores the importance of continually assessing and adapting teaching strategies and resources to best support students with disabilities.

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

Increase the percentage of students with disabilities who show learning gains on the ELA FAST assessment from PM3 of the 22-23 school year to PM3 of the 23-24 school year by at least 50% from previous SWD learning gains (30%) in the 21-22 school year.

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

Use data analysis to evaluate the progress of students with disabilities. Look for patterns, such as particular areas within ELA where students excel or struggle. Compare the growth rates of students with disabilities to the general student population to determine if there are any disparities that need to be addressed. Ensure that teachers and support staff are equipped with the latest strategies and tools to support students with disabilities. If gaps are identified during monitoring, provide targeted training sessions.

Person responsible for monitoring outcome:

April Vinson (april.vinson@belmontacademy.com)

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

Belmont will use Tiered Instruction to support the needs of all learners with a focus on ELA gains for SWD's.
All students receive high-quality, research-based instruction in the general education classroom. This tier focuses on the core ELA curriculum. Students identified as at risk or who did not show adequate progress in Tier 1 receive targeted, supplemental instruction. This may be in small group settings or specialized breakout sessions focused on specific ELA skills. Students with more intensive needs, including those with disabilities who need further support, receive individualized instruction tailored to their specific needs. This could include one-on-one instruction, specialized teaching methods, or additional resources.

Additionally, through collaborative problem-solving educators, specialists, and support staff collaborate to identify students' needs, design interventions, and assess progress. Lastly, ongoing training ensures that

educators are well-equipped with the latest strategies and techniques to effectively teach ELA and support students with disabilities.

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

The tiered instruction strategy acknowledges that students have varying needs and skill levels. This approach ensures that every student, from those who are mastering the content to those who have intensive needs, receives the appropriate level of support. Education is not the domain of teachers alone. By involving specialists and support staff in problem-solving, Belmont is leveraging the collective expertise of its educational community. This collaboration ensures that challenges are viewed from multiple angles and that solutions are comprehensive and effective. The educational landscape is constantly evolving, with new research, strategies, and tools emerging regularly. By committing to ongoing training, Belmont is ensuring that its educators are always at the forefront of effective instructional practices. This is especially crucial when supporting students with disabilities, as specialized knowledge and techniques can make a significant difference in their learning outcomes.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Conduct a baseline ELA assessment for all students at the start of the academic year to identify their current proficiency levels. FAST STAR K-2, FAST ELA 3-10.

Person Responsible: Jessica Harris (jessica.harris@belmontacademy.com)

By When: August 2023

Ensure all educators are familiar with the core ELA curriculum and that classrooms are equipped with necessary materials and provide ongoing professional development to keep educators updated with research-based instructional methods.

Person Responsible: Jessica Harris (jessica.harris@belmontacademy.com)

By When: August 2023

Analyze baseline assessment data and ongoing classroom performance to identify students requiring supplemental instruction.

Person Responsible: Jessica Harris (jessica.harris@belmontacademy.com)

By When: September 2023

Schedule and implement small group sessions or specialized breakout sessions focusing on specific ELA skills and regularly monitor and adjust the content and teaching methods based on student feedback and progress.

Person Responsible: Jessica Harris (jessica.harris@belmontacademy.com)

By When: Quarterly

Use assessment data, teacher recommendations, and specialist evaluations to identify students with intensive needs. Design and implement individualized instruction plans and allocate necessary resources, including one-on-one instruction time, specialized materials, and support tools.

Person Responsible: April Vinson (april.vinson@belmontacademy.com)

By When: Quarterly

Conduct interim assessments to measure student progress in ELA.
Review and analyze data to adjust tier placements and instructional strategies as needed.

Person Responsible: April Vinson (april.vinson@belmontacademy.com)

By When: Quarterly

Conduct an end-of-year assessment for all students. Review the year's interventions, analyze their effectiveness, and gather feedback from educators and specialists. Use insights from the review to plan for the next academic year.

Person Responsible: Ron Barker (ron@belmontacademy.com)

By When: May/June 2023

#2. Instructional Practice specifically relating to ELA

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

Growth specifically in ELA is a major focus for our 23-24 school year. Even though we aren't declining based on estimates we will be at 74% proficiency which is the same form the year 22-23.

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

We will use FAST PM 1, PM 2 to drive our instruction throughout the year. PM 3 will be used to measure our overall success. We will increase our growth from 64% to 75%.

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

We will monitor this by FAST PM data. We will use data from a program called IXL to monitor student success. We will look for trends in gaps that need to be filled by grade levels.

Person responsible for monitoring outcome:

Jessica Harris (jessica.harris@belmontacademy.com)

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

We will be using Science of Reading principles in order to promote students growth. We have implemented Saxon phonics as a core program for K-2nd grade. We have designated a teacher led intervention time for grades k-6 where our teachers will use data to drive instructional groups based on skills. We will have groups for all level of students in order to promote the growth in all areas of ELA.

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

Science of Reading is backed by research. The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. We will being using material from Saxon phonics and Florida Center of Reading Research to promote to the understanding of science of reading.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

We would like to retain a majority of our teachers. This past year was a very good year when it came to teacher retention. We attribute that to the improvement plan from 22-23 school year. We will continue to do gestures for our teachers to build morale.

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

We hope to retain at least 95% of our teachers for the 24-25 school year. We do have teachers that move and understand that their our reasons out of our control.

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

Send out a survey to see how teachers view their jobs and ways we can improve it for them. We will send teachers to professional development that makes them feel successful in their job. We ill have period morale boosters such as raffles for gifts, goodies in teacher's lunge, days of extra planning and/or lunch.

Person responsible for monitoring outcome:

Jessica Harris (jessica.harris@belmontacademy.com)

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

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus