

Flagler Schools

Belle Terre Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Belle Terre Elementary School

5545 BELLE TERRE PKWY, Palm Coast, FL 32137

www.flaglerschools.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.

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, 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
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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.

Once data is released, the school leadership team, which is comprised of administration, academic coaches, and aspiring leaders, reviews our data and determines preliminary improvement goals. At our first monthly SAC meetings, we discuss our data and SIP, Title I plan, budget, and activities with parents. Parents on the SAC committee have input into the SIP, SW plan implementation, review, and monitoring. Parents have input into the Parent Family Engagement Plan (PFEP) via SAC, PFEP event feedback, and the Title I parent survey. The SIP is housed on the website and at the front desk in a summary version for easy parent access. The summary is sent to parents electronically through our parent portal.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State'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))

The SIP will be monitored through the School Advisory Council. The SIP is monitored three times a year. At the beginning of the year, we review the previous year and identify areas of success and needs. Then we develop our current plan. Mid-year, we check-in to monitor progress toward our current goals, and at

the end of the year we analyze which goals were successful and what changes we need to make to improve. Some of our goals may require more frequent checks than others.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	41%
2022-23 Economically Disadvantaged (FRL) Rate	61%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
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	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 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	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	
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	54	30	34	29	50	38	60	0	0	295	
One or more suspensions	3	10	8	12	24	14	35	0	0	106	
Course failure in ELA	0	0	0	7	5	2	6	0	0	20	
Course failure in Math	0	0	0	7	5	5	10	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	4	17	30	34	0	0	85	
Level 1 on statewide Math assessment	0	0	0	2	23	33	41	0	0	99	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	2	2	0	4	16	20	31	0	0	75

The number of students identified retained:

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

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	54	30	34	29	50	38	60	0	0	295	
One or more suspensions	3	10	8	12	24	14	35	0	0	106	
Course failure in ELA	0	0	0	7	5	2	6	0	0	20	
Course failure in Math	0	0	0	7	5	5	10	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	4	17	30	34	0	0	85	
Level 1 on statewide Math assessment	0	0	0	2	23	33	41	0	0	99	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	2	2	0	4	16	20	31	0	0	75

The number of students identified retained:

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

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*	59	56	53	64	61	56	65		
ELA Learning Gains				62			59		
ELA Lowest 25th Percentile				58			48		
Math Achievement*	60	61	59	69	49	50	66		
Math Learning Gains				73			65		
Math Lowest 25th Percentile				69			57		
Science Achievement*	57	60	54	56	63	59	51		
Social Studies Achievement*					66	64			
Middle School Acceleration					56	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	67	69	59	68			58		

* 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)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

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	20	Yes	1	1
ELL	47			
AMI				
ASN	83			
BLK	52			
HSP	55			
MUL	60			
PAC				
WHT	63			
FRL	56			

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	48			
ELL	72			
AMI				
ASN	94			
BLK	54			
HSP	67			

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%
MUL	59			
PAC				
WHT	65			
FRL	61			

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	59			60			57					67
SWD	19			20			15				4	
ELL	28			44			50				4	67
AMI												
ASN	71			94							2	
BLK	51			53			38				4	
HSP	50			50			49				5	74
MUL	57			54			55				4	
PAC												
WHT	62			64			63				4	
FRL	53			54			54				5	60

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	64	62	58	69	73	69	56					68
SWD	26	51	49	38	67	69	39					
ELL	60	74		60	84	91	64					68
AMI												
ASN	94	100		81	100							

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
BLK	45	64	63	47	63	65	32					
HSP	62	59	58	67	75	78	63					71
MUL	55	57	64	64	70		46					
PAC												
WHT	69	61	54	74	73	63	59					
FRL	59	58	61	62	69	68	49					65

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	65	59	48	66	65	57	51					58
SWD	25	35	36	34	57	55	7					
ELL	58	54		71	62							58
AMI												
ASN	73			82								
BLK	49	51	50	44	54	60	31					
HSP	66	63	42	66	58	33	48					
MUL	55	56		69	63							
PAC												
WHT	69	59	50	69	71	65	53					
FRL	59	60	49	57	58	47	42					57

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
05	2023 - Spring	65%	59%	6%	54%	11%
04	2023 - Spring	56%	57%	-1%	58%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	57%	5%	50%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	64%	4%	59%	9%
04	2023 - Spring	58%	62%	-4%	61%	-3%
05	2023 - Spring	65%	58%	7%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	57%	0%	51%	6%

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.

Grade 4 ELA FAST proficiency data dropped from 66% in 2022 to 56% in 2023. In 2021-22, teachers did not consistently use small groups during their reading block.

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

Grade 4 Math FAST proficiency data was the component that showed the greatest decline from 21-22. In 2021-22, teachers did not consistently use small groups during their math instruction. BTES did not have a math academic coach. Additionally, students lacked number sense because Number Talks was not used consistently or monitored.

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.

Grade 4 Math FAST proficiency data also had the greatest gap when compared to the state, with a 3% gap. BTES did not have a math academic coach. Additionally, students lacked number sense because Number Talks was not used consistently or monitored.

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

Grade 5 Math FAST proficiency data showed the most improvement, as it grew 6% from 21-22. Teachers planned regularly as a team, aligning their instruction to the standards. They used data from Performance Matters to guide their instruction.

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

Our potential area of concern from 22-23 EWS data, are the 40 level 1s in ELA or Math.

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

Are highest priorities are:

- 1-ELA student achievement and proficiency
- 2-Math student achievement and proficiency
- 3-Teacher retention
- 4-Science student achievement and proficiency

Area of Focus

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

#1. 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.

Belle Terre Elementary was fortunate enough to recruit twenty-four teachers between retirement, articulation, and additional allotments due to enrollment. We plan to ensure that, through a positive climate, we could retain those that we had in order to meet the requirements of the class size amendment. We also want to guarantee learning environments that are productive to ensure we are successful in raising overall student academic proficiency.

Measurable Outcome:

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

We will retain at least 85% of our 2023-2024 K-5 staff that are rated Effective or Highly Effective.

Monitoring:

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

In order to retain new teachers this year, they will be placed with a mentor that is highly effective and both the mentor and mentee will have weekly check-ins with each other, and then as our Professional learning partners, they will meet monthly with administration to assure all question and concerns have been addressed.

Person responsible for monitoring outcome:

[no one identified]

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 encourage all of our veteran teachers to seek clinical education training from NEFEC (North East Florida Education Consortium) as to be the the most trained and well-prepared mentors for both interns and first-year teachers. This will help us to increase our hiring pool and retain teachers through a positive supportive work environment. In effect, this strategy will enable our newly hired teachers to be effective and highly effective master teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will implement a mentoring model that we adopted and modified from PK Young (professional learning partners), in which teacher mentors have a regular schedule to support their mentees. At these regularly scheduled weekly meetings, there is a list of topics and evidence pieces that the mentor reviews. This has proven to be an effective model for growing and retaining highly effective new teachers.

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.

Step 1: Each new teacher will be assigned a 180 eighty day mentor. The mentor teacher must be rated as a highly effective teacher.

Person Responsible: Sarah Ashman (ashmans@flaglerschools.com)

By When: Sept 1st

Step 2: The Mentor will have weekly contact with their mentee to help problem-solve and collaborate on lesson plans and data analysis.

Person Responsible: Sarah Ashman (ashmans@flaglerschools.com)

By When: Sept 1

Step 3: BTES's reading and math coaches will have quarterly coaches cycles for each new teacher/intern, which is dependent on what is seen as a need in each specific classroom.

Person Responsible: Natalie Muldoon (muldoonn@flaglerschools.com)

By When: Dec 1st

The teacher will work to train the intern or mentee in classroom management and instructional strategies. The interns, once trained, will form a new talent pool for our school to hire from and our mentees will be set up with Highly effective strategies for the following years.

Person Responsible: Sarah Ashman (ashmans@flaglerschools.com)

By When: May 1st

#2. Instructional Practice specifically relating to Science**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.

BTES had a proficiency score of 57% in 2023 in the 5th Grade FSSA . This is an increase from the previous two school years with a 6% increase from the 2021 score of 51% and another 1% from the 2022 score of 52%. Although BTES' 5th Grade FSSA scores are showing an increase, it is very gradual and still considerably lower than the proficiency score of 71% in 2019. In addition, the science proficiency score of 57% is well below the 5th grade proficiency score in math and ELA which was 65% in both areas.

Measurable Outcome:

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

BTES' 5th grade students will show an increase of 10% proficiency in the FSSA with 67% scoring on or above grade level.

Monitoring:

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

Teachers, along with members of the leadership team, will monitor the progress toward our Area of Focus by analyzing student scores both in common unit tests and the use of PENDA Science in 5th grade. Grades 3-4 will discuss their science unit tests in PLCs and identify standards in which students need more opportunities for practice. 4th and 5th grades will also monitor progress through District Common Quarterlies to compare progress both amongst classes and other schools within the district.

Person responsible for monitoring outcome:

Tim Ruddy (ruddydt@flaglerschools.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.)

The following strategies will be used to increase student performance in Science:

We will add Science Innovation to our Special Area Wheel. This class will be highly engaging where students will be learning through Hands on Experiences and allowing students to connect science theory with life experiences and continued practice of skills and vocabulary

We will implement PENDA Science within all 5th Grade classrooms. PENDA is a game-based online learning platform where students will be empowered to practice Florida Science Standards through interactive simulations that are rigorous and inquiry based.

We will use Kagan Cooperative Learning structures to help students work collaboratively and to increase the engagement of every student. Through Kagan, students will be held more accountable for their participation and become more active participants in the learning process. Teachers will be trained for two days on the proper use of Kagan Cooperative Learning throughout the school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Hattie's factors related to student learning, rehearsal has an effect size of .73, problem solving teaching an effect size of .68 and vocabulary instruction an effect size of .62. BTES students will have increased exposure to each of these highly effective strategies which in turn will help the science concepts become more foundational in order for classroom teachers to build upon.

PENDA will allow students to make choices when interacting with the platform and research shows that this will increase student's desire to complete the tasks assigned and scaffolds the tasks in order for students to work at their level and then increase their cognitive complexity. Scaffolding has an effect size

of .82 on Hattie's factors.

Hattie and Marzano have shown that when teachers correctly use cooperative learning in their lessons, student's achievement will increase at a higher rate than when teachers use whole-class instruction.

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.

Step 1: Leadership will build Science Innovation into the Wheel schedule for all grades and the teacher will plan hands-on, engaging lessons.

Step 2: District personnel will plan for all 5th grade science teachers to be trained on the PENDA platform and then teachers will implement the program into their science block.

Step 3: 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 using Kagan structures

Person Responsible: Tim Ruddy (ruddyt@flaglerschools.com)

By When:

#3. Instructional Practice specifically relating to Math**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.

In 2023, BTES had a proficiency score of 68% in the 3rd Grade F.A.S.T., 58% in 4th Grade and 65% in 5th Grade. This averages to 63.7% of the 3rd-5th grade students being proficient. This is a decrease from the previous school year with a drop of 1.6%.

Measurable Outcome:

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

BTES 3rd through 5th grade students will show an increase of 6.3% average proficiency in the F.A.S.T with an average of 70% scoring on or above grade level.

Monitoring:

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

Teachers, along with members of the leadership team, will monitor the progress toward our Area of Focus by analyzing student scores both in common unit tests, F.A.S.T. Progress Monitoring and iReady diagnostics. Teachers will discuss their math unit tests in PLCs and identify standards in which students need more opportunities for practice.

Person responsible for monitoring outcome:

Natalie Muldoon (muldoonn@flaglerschools.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.)

The following strategies will be used to increase student performance in Math:

Number Talks will be implemented 3 to 5 times per week during each grade level math block.

We will use Kagan Cooperative Learning structures to help students work collaboratively and to increase the engagement of every student. Though Kagan, students will be held more accountable for their participation and become more active participants in the learning process. Teachers will be trained for two days on the proper use of Kagan Cooperative Learning structures throughout the school year.

Participation of teachers and academic coaches in professional learning communities that will meet to analyze data and plan daily small group differentiated instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Numbers Talks will increase the amount of math discussion within the classroom. According to Hattie's factors related to student learning, classroom discussion has an effect size of .82.

Kagan was chosen because both Hattie and Marzano have shown that when teachers correctly use cooperative learning in their lessons, student's achievement will increase at a higher rate than when teachers use whole-class instruction.

PLCs will allow teachers to work towards a common goal which Hattie rates collective teacher efficacy as 1.57.

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.

Step 1: School Administration will build time in the schedule for all grades to do a Numbers Talk in addition to their Math Block. Math Coach and District Personnel will make sure all teachers are trained in Numbers Talk.

Step 2: School Administration will plan for two days of training for the entire staff in Kagan Cooperative Structures. School administrators and academic coaches will help ensure that these structures are built into the daily lessons and are used consistently throughout the year.

Step 3: Math 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 using Kagan structures.

Person Responsible: Natalie Muldoon (muldoonn@flaglerschools.com)

By When:

#4. 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.

In 2023, BTES had an ELA proficiency score of 62% in the 3rd Grade F.A.S.T., 56% in 4th Grade and 65% in 5th Grade. This averages to 61% of the 3rd-5th grade students being proficient. This is a decrease from the previous school year with a drop of 4%. In addition, Grades 1-2 students showed a proficiency of 56.5% in STAR which is 4.5% below the students in grades 3-5.

Measurable Outcome:

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

BTES 3rd through 5th grade students will show an increase of 9% average proficiency in the F.A.S.T with an average of 70% scoring on or above grade level and 1st and 2nd will increase 13.5% with an average of 70% scoring on or above grade level.

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 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 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 Intervention:

Explain the rationale for selecting this specific strategy.

The only way to raise our proficiency scores in the area 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.

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.

Step 1: Unit tests from Benchmark will be given every three to four weeks and student data will be monitored by the teachers.

Step 2: 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 3: Teachers, Title I Interventionists, and Title I Paraprofessionals will provide systematic small group instruction.

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

Person Responsible: Dawn Emling (emlingd@flaglerschools.com)

By When: On going

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

BTES holds monthly SAC meetings. During the first meeting, the Title I plan, budget, and activities are discussed and reviewed with parents. Parents on the SAC committee have input into the school wide plan implementation, review, and monitoring. Throughout the year, we encourage parents to join us and provide input into the Parent and Family Engagement Plan via SAC, at our PFEP night, through event feedback surveys, and the Title I parent survey. The SIP is housed on the website and at the front desk in a summary version for easy parent access. The summary is also sent to parents electronically through our Skylert and/or Remind system.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Belle Terre builds positive relationships with parents and families in a variety of ways. Parents have input into the Parent and Family Engagement Plan via SAC, PFEP event feedback, and the Title I parent survey. Each PFEP event has a survey that parents complete at the end to provide feedback on the event. Parents also have an opportunity to request personal support through their child's teacher, guidance counselor, and administration on individual student related issues or needs.

Parents are kept apprised of information via our webpage, social media accounts, Remind, Skylert, Skyward Family Portal, and weekly teacher communications. At the beginning of the year we provide information to parents about our school both electronically and at our Meet the Teacher event. Through our Skyward Family Portal, parents have live access to their students grades and progress. In addition, parents receive progress reports and report cards quarterly, and score reports after each STAR and FAST assessment period. During the fall, we have a Title I family night and parent conferences that are scheduled outside of the school day. We also have planned and budgeted for a Technology night to

teach parents how to access the electronic resources they have available, monitor their child's online use, and keep apprised of their child's progress. Reading and Math Curriculum Nights have also been planned to provide parents with resources and information to extend learning beyond the school. We have an additional conference week during the spring and Science nights that are a collaborative effort with the District.

Our PTO is very involved, and has paid for a Parent Institute Newsletter to provide information and strategies to parents. They also engage parents to assist with events throughout the school year. Parents, guardians, and community members who want to volunteer during the school day are coordinated through a staff member on our campus, our Volunteer Coordinator. We also partner with Flagler Volunteer Services and enlist the help of their Reading Pals.

Another avenue we use to build relationships with the community is through our business partners and Flagler Ed Foundation. The business partners and Ed Foundation enable us to maintain the high quality learning experience we offer at BTES and District Wide. They give us the ability to assist our families, our students, faculty, and staff, as needed and necessary.

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 III of the SIP. (ESSA 1114(b)(7)(ii))

Our plan consists of multiple tiers. The first level for school wide impact is providing professional learning which was strategically chosen to raise teacher efficacy. By increasing student engagement through the strategies learned during two professional learning opportunities, teachers will actively engage students in learning. Kagan Structures are research-based instructional strategies that improve academic achievement and social outcomes. We will also provide our classroom teachers with the time and opportunity to work with our academic coaches to disaggregate their data and monitor progress after FAST PM1, mid-year, and PM2 in order to adjust their instructional plans to meet students' differentiated needs. In addition, we have a science teacher on the wheel to provide hands on experiences and build background knowledge for science concepts. This teacher will incorporate writing and technology skills for a cross curricular benefit.

The next level provides supports to students based on differentiated needs. We plan to have two teachers and four paraprofessionals funded through Title I to provide supplemental instruction and interventions to students who are working below grade level in reading and math. The paraprofessionals either have or are working toward earning their reading microcredentials. These personnel would accelerate the curriculum for the students to get them back on grade level. In addition, we plan to provide teachers in 4th and 5th grade with ready to use writing lessons that are aligned to the BEST standards in order to improve academic performance.

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

This plan was not developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d).

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

BTES has three school-based counselors to assist students. The counselors utilize individual and small group sessions, and provide classroom lessons. In addition, we have a behavior interventionist to assist with providing interventions to students with behavioral needs. We also have a social worker and a mental health counselor who provide services to students and their families. At Belle Terre, we utilize the PBIS model to support our students behavioural foundation.

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. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The MTSS team is composed of members from the various stakeholders within the school, including the Title 1 Intervention teachers and the ESOL Resource Teacher. The team meets regularly to review student progress through various sources such as state and district assessments, diagnostic tools like the Core Phonics Survey, which is given by the Title 1 Intervention Team, grades, and teacher recommendations. Individual student needs are addressed and monitored through interventions based on this data. Should it be determined that a student needs further assistance to ensure their success, the team convenes to discuss and determine the next steps.

At Belle Terre we implement a school-wide PBIS program with teacher-led classroom lessons for the first one to two weeks. These lessons included teacher-led lessons, activities for student learning and comprehension and lessons for reteaching when students needed reminders of how to achieve better behaviors. For small groups, the counselor held daily sessions on social skills for those students who needed additional support. Both in small groups with the counselor and individually, students were taught replacement behaviors, such as waiting to speak rather than interrupting.

PBIS strategies were used for all students as a way to be proactive and avoid the need discipline. For all students Tier 1 PBIS strategies were in place to avoid negative behaviors and encourage positive behaviors. Tier 1 strategies that were used included frequent breaks when needed, praise and acknowledge positive behavior, rewards systems, redirections and lessons on coping/social skills to name some.

To avoid disproportionate disciplinary for repeat offenders and those needing Tier 2 supports, additional PBIS strategies were used. Some of these strategies included behavior contracts with goals and replacement behaviors, self-monitoring forms to learn self- awareness, reward systems for reaching goals and a mentor program. The mentor program did have an end of year celebration to celebrate goals reached throughout the year and progress made toward positive behavior replacements.

For the students that needed Tier 3 PBIS strategies a team was created to provide a multitude of supports. The team included the dean, counselor, MTSS person, school psychologist, parents, the child's doctor and or advocate, and the student. The team would meet, collaborate and create a Functional Behavior Plan. This plan contained antecedents, triggers, strategies, replacement behaviors and goals. Once the plan was written it would be implemented with teachers. Behaviors and the use of replacement behaviors would be tracked. Replacement behaviors and coping strategies would be taught by members of the team and rewards would be given using them. A check-in and check-out system

would be created so a team member would check on the student at least twice a week or day (depending on the need and the plan) how the student was doing, review the goals and replacement behaviors.

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. (ESSA 1114(b)(7)(iii)(IV))

To increase student engagement in all classrooms, close the achievement gap, and raise student engagement, teachers will receive professional learning on active engagement strategies through the use of structures. In addition, we plan to provide classroom teachers with the time and opportunity to work with our academic coaches to disaggregate their data and monitor progress after FAST PM1, mid-year, and PM2 in order to adjust their instructional plans to meet students' differentiated needs.

Paraprofessionals will work toward their microcredentials in reading. This would improve their knowledge base and the certification would enable them to provide Tier 3 students with reading interventions. This professional learning teaches individuals to use assessment data to plan standards-aligned instruction to meet student needs.

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

The strategies Belle Terre employs to assist preschool children in the transition from early childhood education programs to our elementary school program are a Transition to Kindergarten or T2K committee, district-wide Kindergarten Round-Up, tours of our school during registration, and a video familiarizing parents with different areas of our campus.

A master PK-K calendar is set up on Google for schools to subscribe to with events related to the transition.

Our literacy coach is asked to help facilitate 2 trainings a year open to the private care staff.

In the fall we work to build relationships with local preschools, promote family participation in the Transition to Kindergarten process at their centers by asking them to talk about it and having information about registration and registration dates in the spring.

In the Spring, PK and Kindergarten teachers coordinate efforts. We have VPK visit Kindergarten classrooms during the day. We also invite PK and families to join us at the Meet and Greet which is an orientation for parents.

During the summer months, we promote summer literacy activities to foster family engagement, and we create a welcome packet students receive when they register with helpful information and learning activities.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$11,460.23
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	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	0311	0301 - Belle Terre Elementary School	Title, I Part A		\$6,000.00
			Notes: "The purpose of this activity is to increase active engagement in all classrooms in order to close the achievement gap and raise overall student achievement (p.7). This professional learning was strategically chosen to raise teacher efficacy. By increasing student engagement through the strategies learned during two professional learning opportunities, teachers will actively engage students in learning. Kagan Structures are research-based instructional strategies that improve academic achievement and social outcomes. The key to success in school is quality instruction through active student engagement. Research has demonstrated that engaging students in the learning process increases their attention and focus and motivates them to engage in higher-level critical thinking. Closing the Achievement Gap Research Article Total for this activity is \$6,000.00"			
	6400	0120	0301 - Belle Terre Elementary School	Title, I Part A		\$420.00
			Notes: Salary or Stipend Classroom Teacher- The purpose of this activity is to grow and develop a cohesive team. The intervention teachers work with administration during the summer to set program parameters, disaggregate data, create schedules, and plan for interventions.			
	6400	0220	0301 - Belle Terre Elementary School	Title, I Part A		\$26.04
			Notes: FICA-The purpose of this activity is to grow and develop a cohesive team. The intervention teachers work with administration during the summer to set program parameters, disaggregate data, create schedules, and plan for interventions.			
	6400	0221	0301 - Belle Terre Elementary School	Title, I Part A		\$6.09
			Notes: FICA Med.-The purpose of this activity is to grow and develop a cohesive team. The intervention teachers work with administration during the summer to set program parameters, disaggregate data, create schedules, and plan for interventions.			
	6150	0120	0301 - Belle Terre Elementary School	Title, I Part A		\$735.00
			Notes: Salary or Stipend Classroom Teacher-The purpose of this activity is to build strong relationships with families, and to provide families with the knowledge to support the education of their children. Grade level teachers will be asked to attend and assist. During the ELA and Math nights, we will show parents how to interpret FAST reports, aid in the understanding of state standards, show parents how to monitor their child's progress, and work with their child to improve achievement. We will also provide parents with materials to aid in their child's education at home. In order to provide specific and relevant information, we will host events for Family Nights as follows: Family Night K-2 ELA Night 3-5 ELA Night K-2 Math Night 3-5 Math Night Technology Night Childcare will be provided on a first come first serve basis for up to 15 minutes before and after each event.			
	6150	0150	0301 - Belle Terre Elementary School	Title, I Part A		\$1,037.50
			Notes: Salary or Stipend Para-The purpose of this activity is to build strong relationships with families, and to provide families with the knowledge to support the education of their children. Grade level teachers will be asked to attend and assist. During the ELA and Math nights, we will show parents how to interpret FAST reports, aid in the understanding of state standards, show parents how to monitor their child's progress, and work with their child to improve achievement. We will also provide parents with materials to aid in their child's education at home. In order to provide specific and relevant information, we will host events for Family Nights as follows: Family Night K-2 ELA Night 3-5 ELA Night K-2 Math Night 3-5 Math Night Technology Night Childcare will be provided on a first come first serve basis for up to 15 minutes before and after each event.			
	6150	220	0301 - Belle Terre Elementary School	Title, I Part A		\$109.90
			Notes: FICA-The purpose of this activity is to build strong relationships with families, and to provide families with the knowledge to support the education of their children. Grade level teachers will be asked to attend and assist. During the ELA and Math nights, we will			

			show parents how to interpret FAST reports, aid in the understanding of state standards, show parents how to monitor their child's progress, and work with their child to improve achievement. We will also provide parents with materials to aid in their child's education at home. In order to provide specific and relevant information, we will host events for Family Nights as follows: Family Night K-2 ELA Night 3-5 ELA Night K-2 Math Night 3-5 Math Night Technology Night Childcare will be provided on a first come first serve basis for up to 15 minutes before and after each event.			
	6150	0221	0301 - Belle Terre Elementary School	Title, I Part A		\$25.70
			Notes: FICA Med.-The purpose of this activity is to build strong relationships with families, and to provide families with the knowledge to support the education of their children. Grade level teachers will be asked to attend and assist. During the ELA and Math nights, we will show parents how to interpret FAST reports, aid in the understanding of state standards, show parents how to monitor their child's progress, and work with their child to improve achievement. We will also provide parents with materials to aid in their child's education at home. In order to provide specific and relevant information, we will host events for Family Nights as follows: Family Night K-2 ELA Night 3-5 ELA Night K-2 Math Night 3-5 Math Night Technology Night Childcare will be provided on a first come first serve basis for up to 15 minutes before and after each event.			
	6150	0510	0301 - Belle Terre Elementary School	Title, I Part A		\$100.00
			Notes: The purpose of this activity is to build strong relationships with families, and to provide families with the knowledge to support the education of their children. Grade level teachers will be asked to attend and assist. During the ELA and Math nights, we will show parents how to interpret FAST reports, aid in the understanding of state standards, show parents how to monitor their child's progress, and work with their child to improve achievement. We will also provide parents with materials to aid in their child's education at home. In order to provide specific and relevant information, we will host events for Family Nights as follows: Family Night K-2 ELA Night 3-5 ELA Night K-2 Math Night 3-5 Math Night Technology Night Childcare will be provided on a first come first serve basis for up to 15 minutes before and after each event.			
	6150	0590	0301 - Belle Terre Elementary School	Title, I Part A		\$3,000.00
			Notes: Supplies-The purpose of this activity is to build strong relationships with families, and to provide families with the knowledge to support the education of their children. Grade level teachers will be asked to attend and assist. During the ELA and Math nights, we will show parents how to interpret FAST reports, aid in the understanding of state standards, show parents how to monitor their child's progress, and work with their child to improve achievement. We will also provide parents with materials to aid in their child's education at home. In order to provide specific and relevant information, we will host events for Family Nights as follows: Family Night K-2 ELA Night 3-5 ELA Night K-2 Math Night 3-5 Math Night Technology Night Childcare will be provided on a first come first serve basis for up to 15 minutes before and after each event.			
2	III.B.	Area of Focus: Instructional Practice: Science				\$74,475.42
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	0120	0301 - Belle Terre Elementary School	Title, I Part A		\$53,973.03
			Notes: Science on Wheel salary- Our purpose for having a Science teacher on the wheel is to provide hands on experiences and build background knowledge for science concepts. This teacher would incorporate writing and technology skills for a cross curricular benefit.			
	5100	0210	0301 - Belle Terre Elementary School	Title, I Part A		\$7,324.14
			Notes: Science on Wheel Retirement-Our purpose for having a Science teacher on the wheel is to provide hands on experiences and build background knowledge for science concepts. This teacher would incorporate writing and technology skills for a cross curricular benefit.			
	5100	0220	0301 - Belle Terre Elementary School	Title, I Part A		\$3,346.33

			<i>Notes: Science on Wheel FICA-Our purpose for having a Science teacher on the wheel is to provide hands on experiences and build background knowledge for science concepts. This teacher would incorporate writing and technology skills for a cross curricular benefit.</i>			
	5100	0221	0301 - Belle Terre Elementary School	Title, I Part A		\$782.61
			<i>Notes: Science on Wheel FICA MED- Our purpose for having a Science teacher on the wheel is to provide hands on experiences and build background knowledge for science concepts. This teacher would incorporate writing and technology skills for a cross curricular benefit.</i>			
	5100	0230	0301 - Belle Terre Elementary School	Title, I Part A		\$0.00
			<i>Notes: Science on Wheel Group Ins-Our purpose for having a Science teacher on the wheel is to provide hands on experiences and build background knowledge for science concepts. This teacher would incorporate writing and technology skills for a cross curricular benefit.</i>			
	5100	0231	0301 - Belle Terre Elementary School	Title, I Part A		\$153.82
			<i>Notes: Science on Wheel LTD- Our purpose for having a Science teacher on the wheel is to provide hands on experiences and build background knowledge for science concepts. This teacher would incorporate writing and technology skills for a cross curricular benefit.</i>			
	5100	0240	0301 - Belle Terre Elementary School	Title, I Part A		\$2,698.65
			<i>Notes: Science on Wheel Workers' Comp-Our purpose for having a Science teacher on the wheel is to provide hands on experiences and build background knowledge for science concepts. This teacher would incorporate writing and technology skills for a cross curricular benefit.</i>			
	5100	0590	0301 - Belle Terre Elementary School	Title, I Part A		\$5,066.51
			<i>Notes: Our purpose for having a Science teacher on the wheel is to provide hands on experiences and build background knowledge for science concepts. This teacher would incorporate writing and technology skills for a cross curricular benefit.</i>			
	6400	0120	0301 - Belle Terre Elementary School	Title, I Part A		\$1,050.00
			<i>Notes: The purpose of this activity is for the Science teacher to have the time to develop lessons that are aligned to the standards, have an engaging science experiments component, and incorporate writing and technology skills for a cross curricular benefit. As there is limited time during the instructional year, the teacher would need additional time to strategically plan and develop the lessons.</i>			
	6400	0220	0301 - Belle Terre Elementary School	Title, I Part A		\$65.10
			<i>Notes: The purpose of this activity is for the Science teacher to have the time to develop lessons that are aligned to the standards, have an engaging science experiments component, and incorporate writing and technology skills for a cross curricular benefit. As there is limited time during the instructional year, the teacher would need additional time to strategically plan and develop the lessons.</i>			
	6400	0221	0301 - Belle Terre Elementary School	Title, I Part A		\$15.23
			<i>Notes: The purpose of this activity is for the Science teacher to have the time to develop lessons that are aligned to the standards, have an engaging science experiments component, and incorporate writing and technology skills for a cross curricular benefit. As there is limited time during the instructional year, the teacher would need additional time to strategically plan and develop the lessons.</i>			
3	III.B.	Area of Focus: Instructional Practice: Math				\$12,454.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	6400	0750	0301 - Belle Terre Elementary School	Title, I Part A		\$12,454.00
			Notes: The purpose of this activity is to provide classroom teachers with the time and opportunity to work with our academic coaches to disaggregate their data and monitor progress after FAST PM1, mid-year, and PM2 in order to adjust their instructional plans to meet students' differentiated needs.			
4	III.B.	Area of Focus: Instructional Practice: ELA				\$337,110.36
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	0120	0301 - Belle Terre Elementary School	Title, I Part A		\$116,507.42
			Notes: Salary or Stipend Classroom Teacher- Our purpose for having two instructional intervention teachers is to provide students with interventions to raise their academic achievement to grade level proficiency in Reading and Math. The teachers would identify students who are below grade level, decide on the appropriate intervention, document and provide the intervention to the students. In addition, the instructional intervention teachers would schedule instructional paraprofessional to provide appropriate instructional interventions. As this is a new plan, the teachers would need time to work with administration and paraprofessionals during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0210	0301 - Belle Terre Elementary School	Title, I Part A		\$15,810.06
			Notes: Retirement- Our purpose for having two instructional intervention teachers is to provide students with interventions to raise their academic achievement to grade level proficiency in Reading and Math. The teachers would identify students who are below grade level, decide on the appropriate intervention, document and provide the intervention to the students. In addition, the instructional intervention teachers would schedule instructional paraprofessional to provide appropriate instructional interventions. As this is a new plan, the teachers would need time to work with administration and paraprofessionals during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0220	0301 - Belle Terre Elementary School	Title, I Part A		\$7,223.46
			Notes: FICA-Our purpose for having two instructional intervention teachers is to provide students with interventions to raise their academic achievement to grade level proficiency in Reading and Math. The teachers would identify students who are below grade level, decide on the appropriate intervention, document and provide the intervention to the students. In addition, the instructional intervention teachers would schedule instructional paraprofessional to provide appropriate instructional interventions. As this is a new plan, the teachers would need time to work with administration and paraprofessionals during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0221	0301 - Belle Terre Elementary School	Title, I Part A		\$1,689.36
			Notes: FICA Med.-Our purpose for having two instructional intervention teachers is to provide students with interventions to raise their academic achievement to grade level proficiency in Reading and Math. The teachers would identify students who are below grade level, decide on the appropriate intervention, document and provide the intervention to the students. In addition, the instructional intervention teachers would schedule instructional paraprofessional to provide appropriate instructional interventions. As this is a new plan, the teachers would need time to work with administration and paraprofessionals during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0230	0301 - Belle Terre Elementary School	Title, I Part A		\$0.00
			Notes: Group Insurance- Our purpose for having two instructional intervention teachers is to provide students with interventions to raise their academic achievement to grade level proficiency in Reading and Math. The teachers would identify students who are below grade level, decide on the appropriate intervention, document and provide the intervention to the students. In addition, the instructional intervention teachers would schedule instructional paraprofessional to provide appropriate instructional interventions. As this is a new plan, the teachers would need time to work with administration and paraprofessionals during the summer to disaggregate data, create schedules, and plan for interventions.			

	5100	0231	0301 - Belle Terre Elementary School	Title, I Part A		\$332.05
			Notes: Long Term Disability- Our purpose for having two instructional intervention teachers is to provide students with interventions to raise their academic achievement to grade level proficiency in Reading and Math. The teachers would identify students who are below grade level, decide on the appropriate intervention, document and provide the intervention to the students. In addition, the instructional intervention teachers would schedule instructional paraprofessional to provide appropriate instructional interventions. As this is a new plan, the teachers would need time to work with administration and paraprofessionals during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0240	0301 - Belle Terre Elementary School	Title, I Part A		\$5,825.37
			Notes: Workers Comp.- Our purpose for having two instructional intervention teachers is to provide students with interventions to raise their academic achievement to grade level proficiency in Reading and Math. The teachers would identify students who are below grade level, decide on the appropriate intervention, document and provide the intervention to the students. In addition, the instructional intervention teachers would schedule instructional paraprofessional to provide appropriate instructional interventions. As this is a new plan, the teachers would need time to work with administration and paraprofessionals during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0150	0301 - Belle Terre Elementary School	Title, I Part A		\$129,780.00
			Notes: Salary or Stipend for Paraprofessionals- Our purpose is to have four instructional paraprofessionals to work under the instruction of our intervention teachers. The teachers would identify students who are below grade level, decide on the appropriate intervention, and schedule the paraprofessional to provide the instructional intervention. The paraprofessionals would work toward earning their microcredentials in order to be able to provide Tier 3 student interventions. As this is a new plan, the paraprofessionals would need time to work with administration and teachers during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0210	0301 - Belle Terre Elementary School	Title, I Part A		\$17,611.15
			Notes: Retirement costs- Our purpose is to have four instructional paraprofessionals to work under the instruction of our intervention teachers. The teachers would identify students who are below grade level, decide on the appropriate intervention, and schedule the paraprofessional to provide the instructional intervention. The paraprofessionals would work toward earning their microcredentials in order to be able to provide Tier 3 student interventions. As this is a new plan, the paraprofessionals would need time to work with administration and teachers during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0220	0301 - Belle Terre Elementary School	Title, I Part A		\$8,046.36
			Notes: FICA-Our purpose is to have four instructional paraprofessionals to work under the instruction of our intervention teachers. The teachers would identify students who are below grade level, decide on the appropriate intervention, and schedule the paraprofessional to provide the instructional intervention. The paraprofessionals would work toward earning their microcredentials in order to be able to provide Tier 3 student interventions. As this is a new plan, the paraprofessionals would need time to work with administration and teachers during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0221	0301 - Belle Terre Elementary School	Title, I Part A		\$1,881.81
			Notes: FICA Med.-Our purpose is to have four instructional paraprofessionals to work under the instruction of our intervention teachers. The teachers would identify students who are below grade level, decide on the appropriate intervention, and schedule the paraprofessional to provide the instructional intervention. The paraprofessionals would work toward earning their microcredentials in order to be able to provide Tier 3 student interventions. As this is a new plan, the paraprofessionals would need time to work with administration and teachers during the summer to disaggregate data, create schedules, and plan for interventions.			

	5100	0230	0301 - Belle Terre Elementary School	Title, I Part A		\$0.00
			Notes: Group Insurance-Our purpose is to have four instructional paraprofessionals to work under the instruction of our intervention teachers. The teachers would identify students who are below grade level, decide on the appropriate intervention, and schedule the paraprofessional to provide the instructional intervention. The paraprofessionals would work toward earning their microcredentials in order to be able to provide Tier 3 student interventions. As this is a new plan, the paraprofessionals would need time to work with administration and teachers during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0231	0301 - Belle Terre Elementary School	Title, I Part A		\$369.87
			Notes: Long Term Disability- Our purpose is to have four instructional paraprofessionals to work under the instruction of our intervention teachers. The teachers would identify students who are below grade level, decide on the appropriate intervention, and schedule the paraprofessional to provide the instructional intervention. The paraprofessionals would work toward earning their microcredentials in order to be able to provide Tier 3 student interventions. As this is a new plan, the paraprofessionals would need time to work with administration and teachers during the summer to disaggregate data, create schedules, and plan for interventions.			
	5100	0240	0301 - Belle Terre Elementary School	Title, I Part A		\$6,489.00
			Notes: Workers Comp.-Our purpose is to have four instructional paraprofessionals to work under the instruction of our intervention teachers. The teachers would identify students who are below grade level, decide on the appropriate intervention, and schedule the paraprofessional to provide the instructional intervention. The paraprofessionals would work toward earning their microcredentials in order to be able to provide Tier 3 student interventions. As this is a new plan, the paraprofessionals would need time to work with administration and teachers during the summer to disaggregate data, create schedules, and plan for interventions.			
	7730	0150	0301 - Belle Terre Elementary School	Title, I Part A		\$6,000.00
			Notes: Salary or Stipend Para-The purpose of this activity is for the paraprofessionals to work toward earning their microcredentials in reading. This would improve their knowledge base and certification would enable them to provide Tier 3 students with reading interventions and amongst other things, it teaches individuals to use assessment data to plan standards-aligned instruction to meet student needs . The four month long course consists of 3 components and each component requires 20 hours.			
	7730	0220	0301 - Belle Terre Elementary School	Title, I Part A		\$372.00
			Notes: FICA-The purpose of this activity is for the paraprofessionals to work toward earning their microcredentials in reading. This would improve their knowledge base and certification would enable them to provide Tier 3 students with reading interventions and amongst other things, it teaches individuals to use assessment data to plan standards-aligned instruction to meet student needs . The four month long course consists of 3 components and each component requires 20 hours.			
	7730	0221	0301 - Belle Terre Elementary School	Title, I Part A		\$87.00
			Notes: FICA Med.-The purpose of this activity is for the paraprofessionals to work toward earning their microcredentials in reading. This would improve their knowledge base and certification would enable them to provide Tier 3 students with reading interventions and amongst other things, it teaches individuals to use assessment data to plan standards-aligned instruction to meet student needs . The four month long course consists of 3 components and each component requires 20 hours.			
	5100	0590	0301 - Belle Terre Elementary School	Title, I Part A		\$10,936.45
			Notes: The purpose of this activity is to provide classroom teachers, intervention teachers, and paraprofessionals with supplemental materials needed to provide interventions and instruction enabling students to reach grade level proficiency. The materials include Wilson's Foundation Multi-Level kits, Wilson's student durables sets for grades K-3,			

			<i>Foundations reference charts, Flyleaf sets for decodable readers, and 95% Group Multisyllabic Routine Cards and resources to support their use.</i>			
	5100	0590	0301 - Belle Terre Elementary School	Title, I Part A		\$8,149.00
			<i>Notes: The purpose of this activity is to provide teachers with ready to use writing lessons that are aligned to the BEST standards in order to improve academic performance. The program we are requesting to use is Top Score Writing.</i>			
Total:						\$435,500.01

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes