Bellview Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bellview Elementary School

4425 BELLVIEW AVE, Pensacola, FL 32526

www.escambiaschools.org

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 Bellview Elementary School is to provide learning opportunities that meet the unique needs
of our students in a safe, nurturing environment to produce responsible citizens who respect all people.

Provide the school's vision statement.

The vision of Bellview Elementary School is to provide a positive environment that will enhance students'
academic performance utilizing evidence-based curricula and strategies. Bellview Elementary will develop
master teachers while providing pragmatic professional development that will ultimately lead to students
and teachers taking accountability of their personal and professional growth.

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
Kemp, Ashley	Principal	The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting, and thereby, increase student achievement. She consistently reviews student data and provides the necessary resources to teachers to ensure student mastery.
Golloher, Kristina	Assistant Principal	The assistant principal reviews curricula for all content areas. The assistant principal is responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, she will monitor and model instructional programs and strategies for specifically K-2 teachers. Also, she helps coordinate safety and security measures for the school site.
Cunningham, Kristen	Teacher, K-12	The responsibilities of the instructor is to orient new teachers to the team, facilitate meetings, attend leadership meetings, provide minutes to the principal, and submit required documentation from the grade level team.
Hardeman, Natalie	Math Coach	The instructional coach is responsible for making certain the core MATH program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students' needs are being met. The instructional coach develops and provides inservice to all teachers.
Bozeman, Dawn	Science Coach	The instructional coach is responsible for making certain the core Science program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students' needs are being met. The instructional coach develops and provides inservice to all teachers.
Bartush, Erin	Instructional Coach	The instructional coach is responsible for making certain the ESE program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students' needs are being met. The instructional coach develops and provides inservice to all teachers specifically on IEP goals.
Graber, Ryan	Teacher, ESE	The instructional coach is responsible for making certain the MTSS program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students' needs are being met. The instructional coach develops and provides inservice to all teachers specifically on IEP goals.
Diaz, Stephanie	Behavior Specialist	The behavior specialist is responsible for monitoring and organizing attendance records, calling parents regarding disciplinary issues, circulating in high visible

Name	Position Title	Job Duties and Responsibilities
		areas during school hours, and overseeing student arrival, departure, and monitoring the cafeteria during breakfast and lunch.
Boyett, Samantha	School Counselor	The school counselor provides counseling services, submits mental health referrals, completes threat assessments as needed, holds child study meetings for attendance, and facilitates 504 meetings,

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.

The SIP will be developed with input from the leadership team. The admin team will review and share the SIP with all teachers. The SIP will be published on the building website for families and community members. In addition, the SIP will be reviewed at the SAC meetings.

All stakeholders will be advised of the progress toward meeting the SIP goals and any changes in the action plans during the school year.

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 classroom walkthroughs, student progress monitoring data, data meetings, common planning, grade level team meetings, and through parent and community input provided at SAC meetings.

We will revise the plan based upon monitoring data and monthly walkthroughs with BSI.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* 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: D 2019-20: C 2018-19: C 2017-18: C
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	27	42	29	31	32	19	0	0	0	180
One or more suspensions	2	5	4	10	9	9	0	0	0	39
Course failure in English Language Arts (ELA)	0	5	6	9	9	2	0	0	0	31
Course failure in Math	0	0	7	9	7	3	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	14	25	22	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	8	33	23	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	8	17	22	9	6	0	0	0	65

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	2	4	5	10	11	5	0	0	0	37

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	7	7	2	19	6	0	0	0	0	41
Students retained two or more times	0	1	0	6	4	3	0	0	0	14

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	19	36	37	40	18	33	0	0	0	183
One or more suspensions	0	8	3	8	8	14	0	0	0	41
Course failure in ELA	0	2	7	14	0	7	0	0	0	30
Course failure in Math	0	3	5	11	5	7	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	26	8	39	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	22	21	43	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	11	21	36	8	39	0	0	0	121

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	4	8	10	3	26	0	0	0	51

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	5	1	27	0	0	0	0	0	37
Students retained two or more times	0	0	0	7	0	0	0	0	0	7

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	19	36	37	40	18	33	0	0	0	183
One or more suspensions	0	8	3	8	8	14	0	0	0	41
Course failure in ELA	0	2	7	14	0	7	0	0	0	30
Course failure in Math	0	3	5	11	5	7	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	26	8	39	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	22	21	43	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	11	21	36	8	39	0	0	0	121

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	4	8	10	3	26	0	0	0	51

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	5	1	27	0	0	0	0	0	37
Students retained two or more times	0	0	0	7	0	0	0	0	0	7

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*	33	48	53	31	51	56	34		
ELA Learning Gains				37			31		
ELA Lowest 25th Percentile				29			35		
Math Achievement*	36	50	59	27	46	50	27		
Math Learning Gains				35			22		
Math Lowest 25th Percentile				38			15		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	39	52	54	30	52	59	33		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	58	62	59						

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

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)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	227
Total Components for the Federal Index	7
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	24	Yes	4	4
ELL	34	Yes	1	
AMI				
ASN				
BLK	26	Yes	4	3
HSP	41			
MUL	39	Yes	1	
PAC				
WHT	41			
FRL	30	Yes	3	2

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	22	Yes	3	3
ELL				
AMI				
ASN				
BLK	26	Yes	3	2
HSP	33	Yes	1	
MUL	42			
PAC				
WHT	35	Yes	1	
FRL	30	Yes	2	1

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	33			36			39					58
SWD	21			18			33				4	
ELL	10										2	58
AMI												
ASN												
BLK	25			23			40				4	
HSP	29			37			36				4	60
MUL	31			46							2	
PAC												
WHT	41			45			43				4	
FRL	31			31			36				4	

| 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	31	37	29	27	35	38	30					
SWD	6	26	33	8	31	35	12					
ELL												
AMI												
ASN												
BLK	19	33	27	15	32	45	14					
HSP	34	50		24	22							
MUL	42	33		35	38		60					
PAC												
WHT	38	37	25	35	37	38	35					
FRL	28	34	21	24	36	42	23					

| 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	34	31	35	27	22	15	33					
SWD	10	11	15	13	0	0						
ELL	20			27								

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
AMI												
ASN												
BLK	21	26	31	14	18	23	24					
HSP	43			36								
MUL	54			38								
PAC												
WHT	38	30		33	24	10	33					
FRL	33	30	35	26	21	16	35					

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	34%	49%	-15%	54%	-20%
04	2023 - Spring	40%	57%	-17%	58%	-18%
03	2023 - Spring	24%	44%	-20%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	30%	51%	-21%	59%	-29%
04	2023 - Spring	46%	58%	-12%	61%	-15%
05	2023 - Spring	31%	47%	-16%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	51%	-16%	51%	-16%

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.

ELA was the lowest area of performance in the 23-24 school year. Prior to the change in administration in January, there was inconsistency in aligned instruction, aligned interventions to individual student deficiencies, and limited opportunities were available to instructional personnel to build capacity.

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

In the 23-24 school year, our school increased in all content area cells.

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

The content area of Mathematics shows the greatest gap when compared to the state average. 3rd grade math recorded 30.8 exhibiting a difference of 25.3 and 5th grade math recorded 30.8% demonstrating a negative difference 22.6%. Some contributing factors of this decline was content utilized in the Fall instruction was not to the rigor of the standard, instructional materials were not consistently aligned, data, and small groups were not being implemented.

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

The two areas that exhibited the highest increase was mathematics with an 8% increase and a 7% increase in science. The white subgroup also demonstrated a 7% increase from the 22-23 school year. Bellview strategically targeted students utilizing progress monitoring data and pulled them into small groups beginning in January with benchmark aligned material.

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

The main area of focus with the EWS data will be to continue incentives for attendance. There was a significant increase for January to May however, this is an area that can continue to show improvement. Behavior is another potential area that can show improvement. There were over 900 minor referrals written and over 500 major. This indicator has allowed us to see the immediate importance in realigning our way of work to what will be essential to engage students to be active learners in a safe environment.

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

1) Increase Proficiency in ELA
2) Increase Proficiency in Math
3) Increase Proficiency in Science
4) Continue Improving Culture Climate
5) Improve the 5/5 ESSA Subgroups

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

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a 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.

Achievement in ELA has not reached above 41% for the past 2 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM3 Progress monitoring assessment:

Overall: 35%
Black: 22-23: 28%
Hispanic: 22-23: 29%
Student with Disabilities: 22-23: 19%
Economically Disadvantaged: 22-23: 32%

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

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

ELA: 35% Goal: 52%

Overall ELA achievement will increase from 35% on the 2023 ELA FAST assessment to 52% on the 2024 ELA FAST assessment. Identified ESSA subgroups will increase by 50%.

2023 ELA Identified Subgroups (Overall 35%)
Black: 22-23: 28% Goal 23-24: 43%
Hispanic: 22-23: 29% Goal 23-24: 44%
Student with Disabilities: 22-23: 19% Goal 23-24: 29%
Economically Disadvantaged: 22-23: 32% Goal 23-24: 49%

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

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

The data metrics that will be utilized to monitor ELA goals will be district created probes, unit tests, and quarterly progress monitoring. The admin team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, remediation, and acceleration. The leadership team will also review school wide data at least twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Ashley Kemp (akemp1@ecsdfl.us)

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.)

1. Increase teacher knowledge of the science of reading by providing professional development on BEST aligned instruction. (Tier 1)
2. Intensify interventions for students by maximizing human resources through scheduling and training. (Tier 3)
3. Increase teacher knowledge on use of assessment data to drive instruction. (Tier 1)

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

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement. By utilizing strategies to track student progress, determine and provide individual student needs, and monitor alignment of curriculum we will be able to ensure students are on course to increase achievement in ELA.

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.

The admin team will conduct learning walks on a weekly basis during the ELA block to monitor the implementation of benchmark aligned instruction.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: Weekly

Create a master schedule that secures time for intervention block as well as time for additional interventions needed beyond the intervention block.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: On going as intervention schedules will change based on student need/data.

The admin team will meet with teachers to share school-wide, grade level, and individual teacher/student data.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: Ongoing; After each module assessment and after each progress monitoring assessment.

Planning will occur with Gen-Ed teachers and ESE inclusion teachers. STO Coaches and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: Ongoing throughout the 23-24 school year

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, comprehension strategies, writing integration, and student discourse. The coaching will be provided by both the STO Coaches and the admin team. The coaching will be monitored by the admin team to determine the on-going coaching cycle.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: Starting September 18, 2023 and will be ongoing throughout the 23-24 school year

Utilize Measure Up ELA supplemental workbooks to ensure benchmark aligned instruction during small groups. Early Intervention in Reading supplemental workbooks (2nd grade) will be utilized for intervention and reteaching during small group instruction. Uni-SIG funds will be used to purchase these supplemental materials to help ensure instruction during the intervention will be explicit and systematic. Also, UniSIG funds will be used for a Kris Bray Professional Learning and Coaching contract to provide services for K-2

teachers (mentoring, instructional coaching, and tracking coaching cycle progress) to ensure aligned benchmark instructions.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: on-going during the school year

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Over 500 discipline referrals were written during the 2022-2023 school year and 39 students were suspended one or more days from school resulting in learning loss due to disruption and time spent out of the classroom.

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

Students receiving one or more suspensions will decrease by 50% from 39 students to 20 students.

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

Student discipline data will be reviewed monthly by the PBIS team and shared with grade levels.

Person responsible for monitoring outcome:

Samantha Boyett (sboyett1@ecsdfl.us)

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.)

1. Establish school-wide protocols for desired behavior routines and school-wide procedures for discipline interventions.
2. Create and implement a school-wide PBIS plan.
3. Review discipline data monthly

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

According to 10 Key Policies and Practices for School-wide and Classroom-Based Behavioral Supports, implementing school-wide protocols for behavior interventions improved student behavior increases time on task for learning and decreases learning lost due to disruptions or time away from the classroom.

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.

PBIS team will create and monitor implementation of school-wide routines and procedures.

Person Responsible: Samantha Boyett (sboyett1@ecsdfl.us)

By When: August 10th; ongoing monitoring of implementation.

Create a revised PBIS plan to include incentives for positive behavior.

Person Responsible: Samantha Boyett (sboyett1@ecsdfl.us)

By When: August 10th; ongoing monitoring of implementation

Monthly data analysis of discipline data to include grade level statistics.

Person Responsible: Samantha Boyett (sboyett1@ecsdfl.us)

By When: Monthly

#3. 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.

2023 ELA Identified Subgroups (Overall 35%)
Black: 22-23: 28% Goal 23-24: 43%
Hispanic: 22-23: 29% Goal 23-24: 44%
Student with Disabilities: 22-23: 19% Goal 23-24: 29%
Economically Disadvantaged: 22-23: 32% Goal 23-24: 49%

2023 Math Identified Subgroups (Overall 38%)
Black: 22-23: 26% Goal 23-24: 41%
Hispanic: 22-23: 37% Goal 23-24: 58%
Student with Disabilities: 22-23: 19% Goal 23-24: 30%
Economically Disadvantaged: 22-23: 34% Goal 23-24: 54%

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

SWD students will increase their ELA proficiency from 9% to 29% in ELA and will increase their Math proficiency from 19% to 29% in math.

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

The data metrics that will be utilized to monitor the ELA and math goals will be district created probes, unit tests, and quarterly progress monitoring. The admin team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, remediation, and acceleration. The leadership team will also review school wide data at least twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Ashley Kemp (akemp1@ecsdfl.us)

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.)

1. Provide scaffolded supports (Tier 1)
2. Identify and prioritize long and short term learning goals (Tier 1)
3. Intensify interventions for students by maximizing human resources through scheduling and training. (Tier 3)

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

According to Florida Practice Profiles (Explicit, Systematic, Scaffolded, Differentiated Instruction and Corrective Feedback), Recommendation 3 and Recommendation 5, scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Prioritizing and sequencing what is most important to learn will build essential prerequisites and foundations and lead to improved student success within the classroom.

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.

Strengthening both tier 1 and small group instructional supports by providing professional development on accommodations for general education and special education teachers. Additionally providing professional development on multiple means of engagement through Kagan Structures. Professional Development for differentiated, personalized instruction will be provided through Kris Bray, continual data analysis, and program specific trainings.

Person Responsible: Erin Bartush (ebartush@ecsdfl.us)

By When: End of the first 9 weeks.

Teachers conduct monthly data chats with SWD students on progress towards short and long terms goals and develop action plans as needed to reach student goals.

Person Responsible: Erin Bartush (ebartush@ecsdfl.us)

By When: Monthly

Create a master schedule that maximizes human resources to provide interventions to SWD students.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: August 10

Meet regularly with teachers providing small group instruction and push-in support, to make sure that it meets the following: more time
smaller groups
targeted at the right level
more detailed instruction
more sequenced
more guided and precise practice--errorless instruction
more corrective feedback

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: ongoing throughout the 23-24 school year

#4. 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.

Achievement in MATH has not reached above 41% for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM3 Progress monitoring assessment:

Overall: 38%
Black: 22-23: 26%
Hispanic: 22-23: 37%
Student with Disabilities: 22-23: 19%
Economically Disadvantaged: 22-23: 34%

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

MATH: 38% Goal: 60%

Overall MATH proficiency will increase from 38% on the 2023 MATH FAST assessment to 60% on the 2024 MATH FAST assessment. Identified ESSA subgroups will increase by 58%.

2023 Math Identified Subgroups (Overall 38%)
Black: 22-23: 26% Goal 23-24: 41%
Hispanic: 22-23: 37% Goal 23-24: 58%
Student with Disabilities: 22-23: 19% Goal 23-24: 30%
Economically Disadvantaged: 22-23: 34% Goal 23-24: 54%

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

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

The data metrics that will be utilized to monitor MATH goals will be district created probes, unit tests, and quarterly progress monitoring. The admin team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, remediation, and acceleration. The leadership team will also review school wide data at least twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:
Ashley Kemp (akemp1@ecsdfl.us)

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.)

1. Strengthen differentiated TIER I instructional delivery through use of the STO Math Frameworks and BIG-M Instructional guides.
2. Improve mathematical language through teaching clear and concise mathematical language and support students use of the language to help students effectively communicate their understanding of mathematical concepts.
3. Increase teacher knowledge on use of assessment data to drive instruction.

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

According to Practice Guide 26: Assisting Struggling Students in Math - Elementary, by improving TIER I instruction through the use of the math frameworks and by utilizing the BIG-M, students will receive a solid mathematical foundation through improved teacher instruction. Additionally, improved mathematical language will decreased misunderstandings due to mathematical language and vocabulary. Finally, utilizing data to drive instruction will ensure that students are receiving the instruction and interventions needed to increase student achievement.

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.

Utilize the BIG-M during planning to identify instructional strategies to support benchmark aligned instruction and tiered strategies to support differentiation. UniSIG funds will be used to purchase Math manipulatives for benchmark-aligned instruction.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: Bi-weekly

Structured weekly planning provided by the STO math coaches that models clear and concise mathematical language and provides opportunities for teachers to practice using clear and concise mathematical language.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: Bi-weekly

The admin team will meet with teachers to share school-wide, grade level, and individual teacher/student data.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: Ongoing: After each math assessement and after each progress monitoring assessment.

The math coach will help to ensure that instruction during the intervention will be explicit and systematic. The Measure Up Math resource will be used as supplemental workbooks to support intervention and reteaching during small group instruction. UniSIG funds will be used to purchase the supplemental workbooks and the math coach.

Person Responsible: Ashley Kemp (akemp1@ecsdfl.us)

By When: on-going throughout the 23-24 school year; data review for small group intervention will be after each math assessment and after each progress monitoring assessment.

#5. 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.

Achievement in SCIENCE has not reached above 41% for the past 2 years.

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

SCIENCE: 37% Goal: 52%

Overall SCIENCE proficiency will increase from 37% on the 2023 SCIENCE assessment to 52% on the 2024 SCIENCE assessment. Identified ESSA subgroups will improve by 41%.

2023 Science Identified Subgroups (Overall 38%)
Black: 22-23: 40% Goal 23-24: 56%
Hispanic: 22-23: 36% Goal 23-24: 51%
Student with Disabilities: 22-23: 27% Goal 23-24: 38%
Economically Disadvantaged: 22-23: 35% Goal 23-24: 49%

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

The data metrics that will be utilized to monitor SCIENCE goals will be district created probes, unit tests, and quarterly progress monitoring. The admin team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, remediation, and acceleration. The leadership team will also review school wide data at least twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Kristina Golloher (kgolloher@ecsdfl.us)

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.)

1. School based leadership will ensure that teachers have a shared understanding of the curriculum and standards through the use of the STO science frameworks.
2. Improve science vocabulary through teaching clear and concise scientific vocabulary specific to the grade level and science discipline to help students effectively communicate their understanding of mathematical concepts.
3. Increase teacher knowledge on use of assessment data to drive instruction.

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

According to Policies and Assessments in Schools, improving TIER I instruction, through the use of the STO science frameworks, will increase student understanding of scientific concepts through improved teacher instruction. According to Vocabulary Practices for All Schools, improved science vocabulary will positively increase student understanding of scientific concepts and will decrease misunderstanding. Finally, utilizing data to drive instruction will ensure that students are receiving the instruction and interventions needed to increase student achievement.

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.

Structured planning with the STO science coach utilizing the planning protocol to align TIER I instruction to the explicit intent of the standards.

Person Responsible: Kristina Golloher (kgolloher@ecsdfl.us)

By When: Bi-weekly

Structured planning provided by the STO science coach that models clear and concise scientific vocabulary and provides opportunities for teachers to practice using clear and concise scientific language.

Person Responsible: Kristina Golloher (kgolloher@ecsdfl.us)

By When: Bi-Weekly

The admin team will meet with teachers to share school-wide, grade level, and individual teacher/student data.

Person Responsible: Kristina Golloher (kgolloher@ecsdfl.us)

By When: Ongoing: After each science assessement and after each quarterly progress monitoring assessment.

Teachers will incorporate labs and/or hands on activities at least weekly into the curriculum. STO coach and the admin team will support this effort with example labs/activities and training on implementation. Uni-SIG funds will be used to purchase science supplies for benchmark aligned instruction.

Person Responsible: Kristina Golloher (kgolloher@ecsdfl.us)

By When: Weekly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and

professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

The following data was used to determine the critical need:
41% of Kindergarten ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.
66% of First grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.
57% of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2022-2023 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:
Third grade ELA students scoring below proficiency rate was 74% on the 2023 FAST.
Fourth grade ELA students scoring below proficiency rate was 57% on the 2023 FAST.
Fifth grade ELA students scoring below proficiency rate was 65% on the 2023 FAST.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for grades kindergarten through 2nd grade to 50% or higher on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2024 FAST PM3.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

1.To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
d. Grades 3-5: analyze results by classroom of district module assessments.

2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Kemp, Ashley, akemp1@ecsdfl.us

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Bellview Elementary uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how Into Reading meets Florida' s definition of evidence-based.The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

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

- Do the evidence-based practices/programs address the identified need?

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

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Action Step 1: Literacy Leadership- Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth. Provide professional development regarding the B.E.S.T. ELA Standards, including writing. Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve. Action Step 2: Literacy Coaching- District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing. Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support. Action Step 3: Assessment Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring. Action Step 4: Professional Learning - We will provide training to teachers at our school on the following: Use of STAR360 reports, core reading program data, and the intervention decision trees Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period. Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan The B.E.S.T. ELA standards and the science of reading.	Kemp, Ashley, akemp1@ecsdfl.us

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.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.
https://www.escambiaschools.org/bes
https://www.escambiaschools.org/domain/1292

Information regarding the school-wide parent involvement plan and the activities associated will be shared through school sign advertisement (marquis), monthly school-wide calendar, flyers, and call outs.

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))

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Academic Family Nights are scheduled to build the capacity of families in Literacy, Math and Science. Teachers will share strategies which can be used at home. Teachers send information home to parents on a regular basis regarding their child's academic and social progress.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website.
https://www.escambiaschools.org/domain/1292
https://www.escambiaschools.org/bes

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))

Benchmark aligned instruction, academic vocabulary, and scheduling based on student needs is the primary academic focus this school year. Improving TIER I instruction through benchmark aligned instruction will improve the quality of instruction students recieve on a daily basis while also providing appropriate academic language modeling to improve student academic voacabulary acquisition, thus reducing misconceptions due to vocabulary deficiancies. School, grade level, teacher, and student data will be reviewed regularly and the master schedule as well as academic support groups will be modified to both provide interventions and enrichment to identified students. School wide desired behavior

protocols and procedures will be implemented and practiced and the school-wide PBIS plan has been revised to include incentives for positive behavior that results in increased on-task time for learning.

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))

Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the sergices of the secondary schools guidance TSA.

Title IX, Part A: Provides hygeine items, school supplies, enrollment assistance, social work, and advocacy.Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

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))

Counseling and school-based mental health services are available at the school by the school counselor individually or as a group. Services are also available at the school by a Lakeview counselor who is on site twice a week, with a signed consent form from a parent. Mentors are placed with students based on recommendations from administration, parents and teachers, depending on the number of mentors available and the student's with the highest need. Although these services are available to all students, emphasis is given to students at risk of not meeting state standards or identified as having 2 or more early warning systems identified.

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))

NA

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).

RTI/MTSS Coordinator will meet with teachers to identify students who need additional support (academically) and create a plan for support. The support plan is then monitored through data collection and reviewed for next steps. Additionally, school admin will create and monitor additional small groups for intervention.

The PBIS Coordinator and school counselor will meet with teachers to identify and create a plan to support behavioral needs and emotional needs of students. The support plan is then monitored through data collection and reviewed for next steps.

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))

Teachers and staff have the opportunity to participate in professional learning based on their needs or the recommendation of their evaluator by signing up in the Professional Development System (TalentEd) at the district level.

At the school level, professional learning opportunities are provided individually through coaching and collectively as grade level groups or faculty and staff as a whole. Staff has already participated in PBIS. classroom management, and Reflex training. Kagan training is scheduled for September. Additional professional development will be scheduled based on needs presented thoughout the school year.

All staff will have the opportunity to participate in our Professional Learning Communities (PLC's). Third through fifth grade teachers will have the opportunity to participate in weekly structured planning, to include mini PD sessions, with the STO instructional coaches.

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))

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being kindergarten ready.

Staff are provided with training opportunities lonline, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curricululm and instruction, standards, safety, best practices, using assessments, and behavior.

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: Instructional Practice: ELA			$206,097.45
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	520		0051 - Bellview Elementary School	UniSIG		$2,194.61
			Notes: Bellview ES UniSIG: SIP Focus 1 Measure Up ELA supplemental workbooks to support small group instruction 118 student books x $14.95 per book 14 teacher editions x $16.50 10% shipping				
	6300	100		0051 - Bellview Elementary School	UniSIG		$46,332.00
			Notes: Bellview ES UniSIG: SIP Focus 1-4 Stipends for teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA 39 teachers x 2 hours per week x 2 weeks x 9 months x $33				
	6300	210		0051 - Bellview Elementary School	UniSIG		$6,287.52
			Notes: Bellview ES UniSIG: SIP Focus 1-4 Retirement for stipends for teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA 39 teachers x 2 hours per week x 2 weeks x 9 months x $33 x .1357 39 teachers x 2 hours per week x 2 weeks x 9 months x $33 x .1258				
	6300	220		0051 - Bellview Elementary School	UniSIG		$3,544.40
			Notes: Bellview ES UniSIG: SIP Focus 1 and 2 Social Security for stipends for teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA 39 teachers x 2 hours per week x 2 weeks x 9 months x $33 x .0765				
	6300	240		0051 - Bellview Elementary School	UniSIG		$555.99
			Notes: Bellview ES UniSIG: SIP Focus 1 and 2 Worker's Comp for stipends for teachers to attend planning with administration, School Transformation Instructional Coaches, and District BCBA 39 teachers x 2 hours per week x 2 weeks x 9 months x $33 x .012				
	6400	130		0051 - Bellview Elementary School	UniSIG	1.0	$49,731.00
			Notes: Bellview ES UniSIG: SIP Focus 1 Salary for Pre-Approved Instructional Coach to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023*				
	6400	210		0051 - Bellview Elementary School	UniSIG	1.0	$6,748.00
			Notes: Bellview ES UniSIG: SIP Focus 1 Retirement for salary for Pre-Approved Instructional Coach to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI - May 2023*				
	6400	220		0051 - Bellview Elementary School	UniSIG	1.0	$3,804.00
			Notes: Bellview ES UniSIG: SIP Focus 1 Social Security for salary for Pre-Approved Instructional Coach to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023*				
	6400	230		0051 - Bellview Elementary School	UniSIG	1.0	$7,650.00
			Notes: Bellview ES UniSIG: SIP Focus 1 Health for salary for Pre-Approved Instructional Coach to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023*				
	6400	230		0051 - Bellview Elementary School	UniSIG	1.0	$126.00
			Notes: Bellview ES UniSIG: SIP Focus 1 Life for salary for Pre-Approved Instructional Coach to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023*				
	6400	235		0051 - Bellview Elementary School	UniSIG	1.0	$170.00

			Notes: Bellview ES UniSIG: SIP Focus 1 Dental for salary for Pre-Approved* Instructional Coach to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023			
	6400	240	0051 - Bellview Elementary School	UniSIG	1.0	$597.00
			Notes: Bellview ES UniSIG: SIP Focus 1 Worker's Comp for salary for Pre-Approved* Instructional Coach to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023			
	5100	100	0051 - Bellview Elementary School	UniSIG		$46,332.00
			Notes: Bellview ES UniSIG: SIP Focus 1 Stipend for afterschool tutoring K-5 (estimated 260 students in attendance for tutoring) 39 teachers x 2 hours per week x 2 weeks x 9 months x $33			
	5100	210	0051 - Bellview Elementary School	UniSIG		$6,287.25
			Notes: Bellview ES UniSIG: SIP Focus 1 Retirement for stipend for afterschool tutoring K-5 (estimated 260 students in attendance for tutoring) 39 teachers x 2 hours per week x 2 weeks x 9 months x $33 X .1357			
	5100	220	0051 - Bellview Elementary School	UniSIG		$3,544.40
			Notes: Bellview ES UniSIG: SIP Focus 1 Social Security for the stipend for afterschool tutoring K-5 (estimated 260 students in attendance for tutoring) 39 teachers x 2 hours per week x 2 weeks x 9 months x $33 X .0765			
	5100	240	0051 - Bellview Elementary School	UniSIG		$555.99
			Notes: Bellview ES UniSIG: SIP Focus 1 Workers' Comp for the stipend for afterschool tutoring K-5 (estimated 260 students in attendance for tutoring) 39 teachers x 2 hours per week x 2 weeks x 9 months x $33 X .012			
	5100	520	0051 - Bellview Elementary School	UniSIG		$2,717.24
			Notes: Bellview ES UniSIG: SIP Focus 2 Supplemental ELA student books (2nd grade) to support benchmark aligned instruction. Early Intervention in Reading student book and teacher edition package ($2470.24) 10% shipping			
	5100	519	0051 - Bellview Elementary School	UniSIG		$4,000.00
			Notes: Bellview ES UniSIG: SIP Focus 1: Ink to support benchmark aligned instruction			
	5100	510	0051 - Bellview Elementary School	UniSIG		$8,020.05
			Notes: Bellview ES UniSIG: SIP Focus 1 and 2 Office supplies to support benchmark aligned instruction. (Paper, pencils, composition books, chart paper, folders, poster board, markers, binders).			
	6300	750	0051 - Bellview Elementary School	UniSIG		$1,000.00
			Notes: Bellview ES UniSIG: SIP Focus 1 and 2 Planning for Long-term substitutes to attend planning with school based administration and School Transformation Instructional Coaches.			
	6300	100	0051 - Bellview Elementary School	UniSIG		$1,000.00
			Notes: Bellview ES UniSIG: SIP Focus 1 and 2 Planning for Long-term substitutes to attend planning with school based administration and School Transformation Instructional Coaches.			

	6400	310	0051 - Bellview Elementary School	UniSIG		$4,900.00
			Notes: Bellview ES UniSIG: SIP Focus 1 and 2 Kris Bray Professional Development Contract for K-2 teachers to support benchmark aligned instruction. The professional contract comprises 1 day of professional learning (7 hours); 6 days (7 hours) of instructional coaching for the second grade team and two identified first grade teachers; monitoring for selected teachers in conjunction with school administration to implement goals/benchmarks to track Coaching Cycle Progress. Amount: $4,900 (All inclusive): The contract will commence February 5, 2024 and will continue until April 19, 2024 (Time and days are subject to change based on Administrator Approval). The administration will select the instructional personnel that will participate in the six individual coaching sessions 1-2 sessions bi-weekly 8:00 am - 3:00 pm and a one day (7 hours) of professional learning from 8:00 am - 3:00 pm.				

2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$0.00
4	III.B.	Area of Focus: Instructional Practice: Math				$21,246.90
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0051 - Bellview Elementary School	UniSIG		$2,089.69
			Notes: Bellview ES UniSIG: SIP Focus 4 Math manipulatives for benchmark-aligned instruction. 6 grades X $3250 = $19,500 (fraction bars, GEO boards, color counters, Judy clocks, number cards, addition table, 3D figures, blank pictograph, connecting cubes, fractions of circles, rulers, centimeter grid, multiplication table, measuring cups, play bills, play coins, blank clock faces, math charts).				
	5100	520	0051 - Bellview Elementary School	UniSIG		$2,194.61
			Notes: Bellview ES UniSIG: SIP Focus 4 Measure Up Math supplemental workbooks to support small group instruction 118 student books x $14.95 per book 14 teacher editions x $16.50 10% shipping				
	5100	121	0051 - Bellview Elementary School	UniSIG	1.0	$11,406.20
			Notes: Bellview ES UniSIG: SIP Focus 4 Salary for Pre-approved classroom teacher position (.2 of the salary) to support benchmark-aligned instruction. Split position with Title 1 (.2 from UniSIG and .8 from Title 1).				
	5100	210	0051 - Bellview Elementary School	UniSIG	1.0	$1,547.80
			Notes: Bellview ES UniSIG: SIP Focus 4 Retirement for Pre-approved classroom teacher position (.2 of the salary) to support benchmark-aligned instruction. Split position with Title 1 (.2 from UniSIG and .8 from Title 1).				
	5100	220	0051 - Bellview Elementary School	UniSIG	1.0	$872.60
			Notes: Bellview ES UniSIG: SIP Focus 4 FICA for Pre-approved classroom teacher position (.2 of the salary) to support benchmark-aligned instruction. Split position with Title 1 (.2 from UniSIG and .8 from Title 1).				
	5100	231	0051 - Bellview Elementary School	UniSIG	1.0	$2,968.80
			Notes: Bellview ES UniSIG: SIP Focus 4 Health for Pre-approved classroom teacher position (.2 of the salary) to support benchmark-aligned instruction. Split position with Title 1 (.2 from UniSIG and .8 from Title 1).				
	5100	235	0051 - Bellview Elementary School	UniSIG	1.0	$30.40

			Notes: Bellview ES UniSIG: SIP Focus 4 Dental for Pre-approved classroom teacher position (.2 of the salary) to support benchmark-aligned instruction. Split position with Title 1 (.2 from UniSIG and .8 from Title 1).			
	5100	240	0051 - Bellview Elementary School	UniSIG	1.0	$136.80
			Notes: Bellview ES UniSIG: SIP Focus 4 Worker's Comp for Pre-approved classroom teacher position (.2 of the salary) to support benchmark-aligned instruction. Split position with Title 1 (.2 from UniSIG and .8 from Title 1).			
5	III.B.	**Area of Focus: Instructional Practice: Science**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0051 - Bellview Elementary School	UniSIG		$4,000.00
			Notes: Bellview ES UniSIG: SIP Focus 1: Science Supplies to support benchmark-aligned instruction in K-5 classrooms. (Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)			
					Total:	**$231,344.35**

Budget Approval

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

No