Escambia County School District

Bellview Middle School

2015-16 School Improvement Plan

Bellview Middle School

6201 MOBILE HWY, Pensacola, FL 32526

www.escambia.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	F	D

**Preliminary Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	1	Melissa Ramsey

Former F	Turnaround Status
Yes	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Bellview Middle School is a diverse and inclusive school community committed to academic excellence. Therefore, Bellview Middle School respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical, intellectual development of each child.

Provide the school's vision statement

The vision of Bellview MIddle School is to provide a caring and stimulating environment where children will recognize and achieve their fullest potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Bellview Middle School is a Capturing Kids' Heart (CKH) and Positive Behavior Support school (PBS). Professional learning committees meet each month to review and address behaviors that need to be refocused to support academic and social success. Support is provided for teachers who along with their students develop classroom social contracts for each period, rewards and recognition of students and we continue creating a positive learning environment for all. We have a full-time PBS coach who meets with the PBS team to support behavior change and build relationships with students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Bellview MIddle School is a Positive Behavior School (PBS). The PBS team has created posters, announcements, and activities for students to review and participate in. Announcements are broadcast daily with PBS quotes and messages to encourage students to be respectful, make responsible choices, and stay staff before, during and after school. Afternoon announcements are made at dismissal to reiterate the quotes and message. A Dream Team of student to student mentors is created each year with student representatives from each grade level 6th-8th who help support our PBS goals and work with their peers to foster positive relationships and friendships during school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Protocols have been established for students regarding behaviors that are not conducive to the learning environment such as teacher and team step sheet that documentations behaviors. Phone calls are made to parents and guardians and parent/teacher conferences are set up in efforts to help redirect behaviors for positive outcomes. Bellview Middle School staff is trained on behavioral expectations, discipline procedures, PBS rewards and recognitions to ensure that the system is fair and consistent.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Bellview Middle School has 2 school counselors, 1 PBS Coach, 1 behavior coach, 1 CDAC RISE counselor who is assigned to the school full-time and a part-time mental health counselor. All parties work together with teachers to ensure that proper counselors and mentoring services are established. Teachers, students and parents have been notified in writing regarding ways to request services to address social-emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning System data is designed to flag students who exhibit TWO or more the following criteria.
- Absences in excess of 10% of last school year
- 1 or more suspensions from last year
- level 1 on a standardized assessment last year (ALG I EOC, Biology EOC, or Discovery Ed Math or ELA)
- Failure of either Math or English course, or both, last year

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	57	56	52	165
One or more suspensions	39	53	52	144
Course failure in ELA or Math	32	32	39	103
Level 1 on statewide assessment	155	154	132	441

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	60	77	65	202

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Bellview Middle School has established a SPEAR Club comprised of teachers who oversee identified students who meet the EWS critiera. The students are given an orientation of expected behaviors, academic and attendance expectations and are rewarded with visits to our school PBS store according to meeting expected goals each week. Attendance child study meetings are held as needed of identified students, counselors meet with students and parents/guardians as needed to address concerns with academic progress, discipline referrals and attendance. Bellview Middle School is also a PBS and Capturing Kids' Hearts school.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/174635.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Bellview Middle School has established a community relations committee who meet once a month to discuss the school needs and ways to promote positive activities for our students. Local businesses have donated items toward student rewards for improved attendance and grades. School events are advertised on the outside marquee, school messenger, Facebook, school website, posters and flyers top promote school and student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Adams, Melia	Principal
Boulanger, Tyvanna	Instructional Coach
Emond, Roy	Instructional Coach
Robbins, Jan	Guidance Counselor
Gibson, Katie	Teacher, K-12
Palasciano, Tara	Assistant Principal
Hall, Jan	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The SBLT will address SIP goals and monitor for student achievement and fidelity. Instructional coaches will conduct professional development, model, mentor, and provide post PD support to ensure teachers are growing professionally and implementing the targeted training in the classrooms. The SBLT will review teacher feedback and gauge each growth point. Administrators will offer support

to ensure areas are being met and teachers and students are showing success in student engagement and writing across content.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Bellview Middle School will use data retrieved from Discovery Education assessments, PBS, and attendance to assist with problem-solving processes and monitoring of our MTSS and SIP structures.
Title I, Part A:
Bellview Middle School receives $340,79. Funding will be used for an Instructional Coach, Math Coach, Overage Program Teacher and part-time Technology Coordinator all = $227,719, Technology Coordinator = $29,913, Parent Involvement = $5,797, and other expenditures to include professional development, supplemental resources, non-fiction books for reading classrooms, parent and ESOL resource books = $77,364. All are responsible for helping teachers to disaggregate data and model best practice lessons. 4
Title I, Part C:
Services for Migrant children are provided by the district level Title 1 office. After thoroughly checking the Migrant Student Information Exchange (MSIX) system and our local Student Data Base.
Title I, Part D:
Services to neglected and delinquent students are provided by various district programs. These services are overseen by the Title 1 office.
Title II:
Professional development is offered by both the school and district level. Please see each goal area for specific professional development activities (inservice education).
Title III:
Services for English Language Learners are provided as required by law. Bellview Middle School is an ESOL center. All teachers who serve ELL identified students have ESOL endorsement on their teacher certificate or are currently going through the endorsement.
Title X-Homeless:
Bellview Middle works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKenny-Vento Act to eliminate barriers for free and appropriate education. This program is overseen by the District Title 1 Office.
SAI:
SAI monies are being used to provide professional development for teachers in math, science, social studies, reading, and language arts and co-facilitation.
Violence Prevention Programs:
Bellview Middle School observes Red Ribbon Week in October with school-wide activities. Through our Positive Behavior Support Team (PBS) we provided training and incentatives for faculty, staff, and students regarding positive behaviors and anti-bullying information. Bellview Middle School also has a bullying reporting system where bullies may be reported anonymously.
Nutrition Programs:
Bellview Middle School is committed to continue offering nutritional choices in our cafeteria.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Reginald Campbell	Teacher
Deantrice Kitchen	Education Support Employee
Melia Adams	Principal
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2015-2016 SAC will evaluate what was implemented last school year and assess services, resources needed for this school year.

Development of this school improvement plan

Bellview Middle School SAC was given the opportunity to attend an informative meeting to discuss barriers and ways to achieve success for the school. The SAC committee will continue to provide input as needed to the SIP as various areas are addressed to meet the needs of the school and student achievement.

Preparation of the school's annual budget and plan

The SAC is provided an overview of the annual budget and discussion is ongoing to provide resources needed for instruction and student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Allocation 10003(a) Regular = 30800.00. School improvement funds will be used for professional development of teachers to help develop and increase student engagement and integrating technology into the curriculum frameworks. Professional Learning Communities meet every Tuesday and Thursday after school to focus on specific curriculum targets, technology tools, formative assessment tools, curriculum and framework alignment. Instructional Coaches = $120,000. Parent resources will be purchased for family research, literacy, and technology nights = $7,000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Boulanger, Tyvanna	Instructional Coach
Adams, Melia	Principal
Emond, Roy	Instructional Coach
Palasciano, Tara	Assistant Principal
Robbins, Jan	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT this year for Bellview Middle School will include writing across the curriculum to ensure students are writing in all content areas as directly related to the subject area utilizing the school and state writing rubic. We will also provide opportunities for parents to be be trained through parent nights as well as provide helpful information that parents may use at home with their student(s).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Bellview Middle School has a monthly calendar that includes dates, place and time for Professional Learning Committee meetings, faculty, department, grade level and team meetings. Terrific teacher awards are given to teachers each month in recognition for various things, birthday and family milestones are celebrated in faculty meetings, "shoot out" emails are sent out for recognition. Professional Development is available every Tuesday and Thursday of each week for all teachers to collaborate on specific topics. District subject area specialist meet each week with their respective departments to help support the curriculum frameworks and the integration of technology in the classroom through the use of Chromebooks.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Bellview Middle School will continue to recruit and retain highly qualified, certified-in-field, effective teachers by offering continued professional development to help teachers excel in the learning environment. Instructional coaches will train, model, and provide post support in areas targeted by administration. Persons responsible will be Mrs. Adams, Principal, Ms. Palasciano, Assistant Principal, Tyvanna Boulanger, Instructional Coach, Roy Emond, Math Coach, and district Subject Area Specialist.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Bellview Middle School's teacher mentoring program/plan will include matching teachers with effective teachers within their department/team. This pairing will provide experienced modeling for the new teachers and offer parallel support. Mentoring and modeling will be provided by school instructional coaches and team leaders and department chairpersons.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Bellview Middle School provides additional professional learning opportunities for teachers every Tuesday and Thursday to include:
1. Florida Standards Curriculum review using new ELA and Math materials and item specifications in these subject areas
2. Professional Development on the use of Schoolnet for data and formative assessments
3. Discovery Education DEN Ambassador in-house training
4. Development of content specific formative assessment instruments
5. New teacher instructional skills development to include class room management strategies and strategies to meet the needs of struggling students.
6. Lesson planning to align with Florida Standards and frameworks to ensure various levels of student engagement are addressed
7. Vision 2020 implementation and continued subject area professional development
4:30 - 6:00 pm, Tuesday's and Thursday's. The training would be conducted by both instructional coaches as facilitators at Bellview Middle School.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

School Net data and Discovery Education data is used by teaching teams to identify areas of academic concerns and enrichment. Teams meet together to review data as a team and determine which groups of instructions students will be placed in according to their academic needs. The data concentration of academic or enrichment occurs twice a week in the Compass period. Instruction is modified as data becomes available on each student.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

After school program sponsored by 21st Century and supervised by Epps Center that employes Bellview Middle School teachers of various subject areas to oversee the curriculum enrichment everyday until 6:30 p.m.

Strategy Rationale

By offering enrichment opportunities, the variation will allow students to tie in various concepts from the daily core instruction and engagement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Adams, Melia, madams@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

School Net data, DE data, FSA, teacher input, after school attendance, student feedback

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Bellview Middle School has established 6th grade and 8th grade transition committees, that make up of grade level teachers to review information that is shared with feeder elementary schools. Family transition nights and various activities are planned to provided opportunities for families to tour the school and meet with staff. High school academies are advertised for our middle school students and families to help promote higher learning opportunities and career academies at the high school levels.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Bellview Middle School will focus on advising on course selections and promote academic and career planning by incorporating research into all levels of electives that include personal development, Intro to Information Technology, keyboarding, engineering technology, and the research course. We will request promotional items that are specific to the Career Academy programs offered at each high school. We will also have an 8th grade informational night for students and parents that will allow the high schools to present information and answer questions directly from students and parents. Counselors will develop lesson plans to specifically target students by rotating through the teams to advise students during the registration process.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Bellview Middle School will provide 8th grade students the opportunity to take the Intro to Information Technology course which they may earn industry certification in Microsoft office programs and will give those students the 1.0 high school credit as well as correct placement of 8th grade students in Algebra or Geometry based on pre-reqs. 6th and 7th graders have the opportunity to earn industry certifications through their ICT courses.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Increase participation in Industry Certifications and EOC at the Middle School level

G2. Increase student engagement through the usage of Chromebooks, Google docs/drive/ classroom and bell to bell instruction and learning using evidence-based practices

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase participation in Industry Certifications and EOC at the Middle School level 1a

G072488

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	35.0
Attendance rate	63.0

Resources Available to Support the Goal 2

- District Specialist will provide continued support and professional development for teachers who will in turn share information and resources with students and parents to keep them informed.

Targeted Barriers to Achieving the Goal 3

- Students and parents are not familiar with what Industry Certifications are and how EOC's are calculated in the success of their students academic progress.

Plan to Monitor Progress Toward G1. 8

Will review meeting notes, Google docs /classrooms and student performance

Person Responsible
Melia Adams

Schedule
Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion
Review EOC assessments, DE, Google classrooms percentage usage, industry certifications

G2. Increase student engagement through the usage of Chromebooks, Google docs/drive/classroom and bell to bell instruction and learning using evidence-based practices 1a

G072489

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- Modified bell schedule weekly to include 86 minute block every Wednesday and Thursday, Instructional coaches, book study, Google Drive/docs/classroom and other forms of technology intergration, Kagan, Whole Brain

Targeted Barriers to Achieving the Goal 3

- There is a need for strategic planning for engagement using Chromebooks, Google Drive/docs/classroom and evidence-based strategies and realizing the benefits of these practices.

Plan to Monitor Progress Toward G2. 8

Review of lesson plans, meeting agenda and summaries, professional development and follow-up logs

Person Responsible

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Increase participation in Industry Certifications and EOC at the Middle School level 1

G072488

G1.B1 Students and parents are not familiar with what Industry Certifications are and how EOC's are calculated in the success of their students academic progress. 2

B188894

G1.B1.S1 Provide professional development opportunities provided by subject area specialist and in-house by instructional coaches 4

S200372

Strategy Rationale

We believe that with continue support and various opportunities to provide information and training will allow for students and parents to be involved in all academic planning pertaining to industry certifications and potential success on the EOC's.

Action Step 1 5

CTE teachers, Civics and Algebra teachers will participate in continued professional development to ensure curriculum frameworks are dissected and followed to ensure goals are met for student success. Training provided by the literacy content area specialist.

Person Responsible

Schedule

Weekly, from 9/8/2015 to 5/2/2016

Evidence of Completion

Classroom walk throughs by Administration and Instructional Coaches

Action Step 2 5

Provide professional development after school opportunities Tuesday and Thursday for teachers to focus on curriculum framework/alignment and formative assessment training and technology activities to do with students as a part of Vision 2020.

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Common planning time provided for teams and department planning is provided each month to collaborate on lessons.

Person Responsible

Melia Adams

Schedule

Monthly, from 8/24/2015 to 5/25/2016

Evidence of Completion

Teams and departments provide meeting agenda, sign in, and notes through Google docs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Attend meetings and visit classrooms

Person Responsible

Melia Adams

Schedule

Weekly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Meeting notes, Classroom walk throughs, teacher reflections, Google docs/drive

G1.B1.S2 Meeting with school based instructional coach and subject area specialist. 4

S200373

Strategy Rationale

Action Step 1 5

Math teachers will participate in training with school based math coach that will focus on lesson plans, student enrichment activities, how to do student centers and projects, and strategies to get learning gains from our proficient students.

Person Responsible

Schedule

Evidence of Completion

Discovery Education math data, class room walk through, teacher and student feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teacher implementation of math centers and student enrichment activities

Person Responsible

Schedule

Evidence of Completion

Class room walk through

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student enrichment activities and centers used to increase student engagement

Person Responsible

Schedule

Evidence of Completion

class room walk through, student learning gains, Discovery Education data

G2. Increase student engagement through the usage of Chromebooks, Google docs/drive/classroom and bell to bell instruction and learning using evidence-based practices 1

G072489

G2.B1 There is a need for strategic planning for engagement using Chromebooks, Google Drive/docs/classroom and evidence-based strategies and realizing the benefits of these practices. 2

B188895

G2.B1.S1 Use Instructional Coaches to provide targeted professional development to include intergration of Chromebooks and Google drive into the curriculum to align with their subject area frameworks. 4

S200374

Strategy Rationale

Action Step 1 5

Baseline data of professional development that have occurred within the faculty through survey.

Person Responsible

Schedule

Evidence of Completion

Results from survey

Action Step 2 5

Targeted professional development content areas focused on increase usage of technology in classroom instruction and student projects with the intergration of Chromebooks and Google applications.

Person Responsible

Schedule

Evidence of Completion

Teacher Reflection, Student work, CWTs, Lesson Plans, Google documents and tools

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Person Responsible

Schedule

Evidence of Completion

G2.B1.S5 School-based definition of student engagement. 4

S200378

Strategy Rationale

Action Step 1 5

Brainstorm as a faculty and come to a consensus on what student engagement looks like at Bellview Middle School.

Person Responsible

Schedule

Evidence of Completion

Working definition of Student Engagement.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

progress towards coming to a consensus

Person Responsible

Schedule

Evidence of Completion

feedback from teachers

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Person Responsible

Schedule

Evidence of Completion

G2.B1.S6 Student measurement tool to check for ongoing student engagement perceptions. 4

S200379

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S6 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S6 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	CTE teachers, Civics and Algebra teachers will participate in continued professional development to ensure curriculum frameworks are dissected and followed to ensure goals are met for student success. Training provided by the literacy content area specialist.		9/8/2015	Classroom walk throughs by Administration and Instructional Coaches	5/2/2016 weekly
G1.B1.S2.A1	Math teachers will participate in training with school based math coach that will focus on lesson plans, student enrichment activities, how to do student centers and projects, and strategies to get learning gains from our proficient students.		Discovery Education math data, class room walk through, teacher and student feedback	once	
G2.B1.S1.A1	Baseline data of professional development that have occurred within the faculty through survey.		Results from survey	one-time	
G2.B1.S5.A1	Brainstorm as a faculty and come to a consensus on what student engagement looks like at Bellview Middle School.		Working definition of Student Engagement.	once	
G2.B1.S6.A1	[no content entered]			one-time	
G1.B1.S1.A2	Provide professional development after school opportunities Tuesday and Thursday for teachers to focus on		9/7/2015		weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	curriculum framework/alignment and formative assessment training and technology activities to do with students as a part of Vision 2020.				
G2.B1.S1.A2	Targeted professional development content areas focused on increase usage of technology in classroom instruction and student projects with the intergration of Chromebooks and Google applications.		Teacher Reflection, Student work, CWTs, Lesson Plans, Google documents and tools	one-time	
G1.MA1	Will review meeting notes, Google docs /classrooms and student performance	Adams, Melia	8/31/2015	Review EOC assessments, DE, Google classrooms percentage usage, industry certifications	5/31/2016 monthly
G1.B1.S1.MA1	Attend meetings and visit classrooms	Adams, Melia	9/7/2015	Meeting notes, Classroom walk throughs, teacher reflections, Google docs/drive	5/31/2016 weekly
G1.B1.S1.MA1	Common planning time provided for teams and department planning is provided each month to collaborate on lessons.	Adams, Melia	8/24/2015	Teams and departments provide meeting agenda, sign in, and notes through Google docs.	5/25/2016 monthly
G1.B1.S2.MA1	Student enrichment activities and centers used to increase student engagement		class room walk through, student learning gains, Discovery Education data	once	
G1.B1.S2.MA1	Teacher implementation of math centers and student enrichment activities		Class room walk through	once	
G2.MA1	Review of lesson plans, meeting agenda and summaries, professional development and follow-up logs		9/3/2014		5/27/2015 monthly
G2.B1.S1.MA1	[no content entered]			once	
G2.B1.S1.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S3.MA1	[no content entered]			once	
G2.B1.S3.MA1	[no content entered]			once	
G2.B1.S4.MA1	[no content entered]			once	
G2.B1.S4.MA1	[no content entered]			once	
G2.B1.S5.MA1	[no content entered]			once	
G2.B1.S5.MA1	progress towards coming to a consensus		feedback from teachers	once	
G2.B1.S6.MA1	[no content entered]			one-time	
G2.B1.S6.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase participation in Industry Certifications and EOC at the Middle School level

G1.B1 Students and parents are not familiar with what Industry Certifications are and how EOC's are calculated in the success of their students academic progress.

G1.B1.S1 Provide professional development opportunities provided by subject area specialist and in-house by instructional coaches

PD Opportunity 1

CTE teachers, Civics and Algebra teachers will participate in continued professional development to ensure curriculum frameworks are dissected and followed to ensure goals are met for student success. Training provided by the literacy content area specialist.

Facilitator

CTE Specialist Subject Area Specialist Instructional Coaches

Participants

CTE, Math, ELA, Science, and Social Studies Teachers

Schedule

Weekly, from 9/8/2015 to 5/2/2016

PD Opportunity 2

Provide professional development after school opportunities Tuesday and Thursday for teachers to focus on curriculum framework/alignment and formative assessment training and technology activities to do with students as a part of Vision 2020.

Facilitator

CTE, Math, ELA, Social Studies, Science subject area specialist

Participants

Teachers

Schedule

G1.B1.S2 Meeting with school based instructional coach and subject area specialist.

PD Opportunity 1

Math teachers will participate in training with school based math coach that will focus on lesson plans, student enrichment activities, how to do student centers and projects, and strategies to get learning gains from our proficient students.

Facilitator

Roy Emond, Math Coach

Participants

All math teachers

Schedule

G2. Increase student engagement through the usage of Chromebooks, Google docs/drive/classroom and bell to bell instruction and learning using evidence-based practices

G2.B1 There is a need for strategic planning for engagement using Chromebooks, Google Drive/docs/classroom and evidence-based strategies and realizing the benefits of these practices.

G2.B1.S1 Use Instructional Coaches to provide targeted professional development to include intergration of Chromebooks and Google drive into the curriculum to align with their subject area frameworks.

PD Opportunity 1

Baseline data of professional development that have occurred within the faculty through survey.

Facilitator

TBD

Participants

TBD

Schedule

PD Opportunity 2

Targeted professional development content areas focused on increase usage of technology in classroom instruction and student projects with the intergration of Chromebooks and Google applications.

Facilitator

Participants

Schedule