

Marion County Public Schools

Belleview High School

8-Step problem solving step zero school strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement increased achievement instructional teaching family and community involvement public and mission vision



2015-16 School Improvement Plan

Bellevue High School

10400 SE 36TH AVE, Bellevue, FL 34420

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	63%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	36%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	B

*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 was approved by the Marion County School Board on 12/8/2015.

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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

MISSION

The Faculty and Staff of Bellevue High School is committed to providing a safe, secure and healthy learning environment as a foundation for the academic, social and ethical development necessary for each student to become a successful adult in tomorrow's society.

Provide the school's vision statement

VISION

We are committed to providing a safe and healthy learning environment as a foundation for the academic, social, and ethical development necessary for each student to become a successful citizen in tomorrow's society.

School Environment

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

Listed below are the different means to which Bellevue High School attempts to build relationships with students and learn about their cultures.

- Teacher and student school advisory committees
- Monthly grade level meetings
- Teacher/parent conferences
- Monthly School Advisory Committee Meetings
- School wide book studies
- Teacher office hours (daily 9:00 am - 9:30 am)

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

BHS creates a safe learning environment by using both district and school based policies.

- Teacher and administration duty stations before, during (class change) and after school.
- BHS is equipped with security lights and 9 cameras located around the outside of campus and strategic stairwells.
- Full time School Resource Officer
- Administrator is present at all after school events.

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

BHS has a consistent behavior system that is directly aligned with the district student code of conduct. The behavior system operates from both our schools Positive Behavior System (PBS) and the county's Multi Tiered System of Supports (MTSS). When working with behavior, students at BHS are split within the three MTSS tiers. Students are categorized into behavior tiers based on their level of need for behavior interventions. Tier 1 students (85% of school population) do not need extra assistance. These students behaviors are addressed with our schools basic behavior protocols and

practices. For example, these students respond to teacher classroom management plans and school referrals. Tier 2 students (10% of school population) typically have not responded to tier 1 behavior interventions. Tier II students are discussed at weekly leadership team meetings that are composed of the student's teachers, a guidance counselor and a dean. Within the meetings the teams brainstorm more intensive behavior interventions. Tier 3 (5% of school population) students are in need of the most help. These students have specific behavior plans that consist of multiple behavior interventions. Behavior plans are created at the weekly leadership team meetings. However, these meetings include the schools behavior specialist and school psychologist.

The foundation for behavior at BHS stems from our schools PBS system. As a school we operate off of our "Core 4," Be Respectful, Be Cooperative, Be Responsible and Be Safe. Rules, procedures, award programs, MTSS behavior interventions all reflect and stem from the "Core 4." These four expectations are well known throughout school and drive the every day life at BHS.

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

The social-emotional needs of students at BHS are constantly being addressed/met through the guidance department, social workers, school administration, district behavioral counselors, the Centers, and teachers. Specific programs include; Take Stock in Children, Multi Tiered System of Supports and Positive Behavior Support.

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

The Early Warning System includes the following indicators:

- Attendance rate < 94% by quarter
- Instruction time < 90% by quarter
- Course failures >=3 by quarter
- Referrals >=5 in the school year
- Mobility- Students enrolled in >=3 schools during school year
- Students retained >= 2x since 2000
- Students retained during school 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
	9	10	11	12	
Attendance below 90 percent	67	64	67	51	249
One or more suspensions	99	82	83	23	287
Course failure in ELA or Math	109	142	121	61	433
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	200	194	171	99	664

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

Bellevue High School uses a variety of source data to progress monitor students. Data warehoused within Performance Matters allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes both state (EOC, AIMS Web) and local assessments (FCA, LEOC).

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Bellevue High School offers many opportunities for the parent to be involved with the school. We communicate/advertise to our families through school news letters, the school website and our call system. We offer many avenues to get involved such as the School Advisory Committee, Senior projects, and extra curricular activities. We also encourage our parents to attend our many drama, chorus, and band performances. Consistently throughout the year parents are also urged to sign up for the district portal so they may view their students grades and pose questions for our guidance department.

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

Bellevue High School is business partners with the local Rotary Club and Zaxbys restaurant. Yearly, these organizations donate money to our school.

Rotary Club - Raises money and sends students to different scholarship and leadership programs, financially backs the Interact Club and pays for all BHS award ceremonies.

The community is encouraged to attend our monthly School Advisory Committee meetings and end of year senior project presentations.

Zaxbys Restaurant - Provides financial assistant to our athletics department.

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
Kelly, Mike	Principal
Gamoneda, Sheila	Assistant Principal
Stephens, Scott	Assistant Principal
Kennie, Heath	Assistant Principal

Duties

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

Mike Kelly-Principal
Sheila Gamoneda- Assistant Principal of Curriculum
Heath Kennie - Assistant Principal of Instruction
Scott Stephens - Assistant Principal of Discipline
Debbie Greer - Guidance Counselor
Cozette Sesler - Guidance Counselor
Janelle Johnson - Guidance Counselor
Liz Thompson - Guidance Counselor
Jeff Brewer - AICE Coordinator
Holly Wolfanger - Professional Development Coordinator
Ashley Morgan - Testing Coordinator
Cheri Potter - Athletic Director
James Wulff - Dean
Kayla Palacios -Dean
Reddick Williams- Dean

These members work regularly with students either individually or in groups and track students' overall performance across all academic, behavioral, and attendance areas.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets weekly to engage in the following activities:

Review Universal Screening Data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting Benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The teachers will also be part of the process and included in any meeting that deals with their students. Will review our "At Risk" students annually in September of every school year.

District funds are used to purchase:

- School supplies
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families. Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility

to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Diane Trexler	Parent
Mike Kelly	Principal
Lisa Dreher	Parent
Heath Kennie	Education Support Employee
Sheila Gamoneda	Education Support Employee
Cheri Potter	Education Support Employee
Darin Nine	Teacher
Charles "Dennis" Engelhardt	Teacher
Patrick Briar	Teacher
Kathy Halloway	Parent
Carolyn Warnell	Parent
Caren Davis	Parent
Harlan Newton	Parent
Angie Dansby	Parent
Mike Halloway	Parent
Michelle Sapp	Parent
Tom Jones	Parent
Haleigh Eary	Student
Moriah Grant	Student
Brad Harper	Business/Community

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

At this time it is difficult for us to evaluate last years school improvement plan. BHS is still waiting for state assessment scores.

Development of this school improvement plan

The 2015-2016 School Improvement Plan will be presented to the SAC committee on September 28th 2015. All parts of the plan will be discussed and open for discussion.

Preparation of the school's annual budget and plan

Recently, there have been no funds to budget/plan.

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

There are no funds allocated for school improvement. Bellevue High School uses its internal accounts to budget school projects.

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

Bellevue High School is compliant in all requirements except the number of participants and ratios that are in place. BHS will continue to encourage parents/community to join our schools SAC. This will be done through school news letters, school marquee, the school orientation night and the county call system.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kennie, Heath	Assistant Principal
Gamoneda, Sheila	Assistant Principal
Stephens, Scott	Assistant Principal
Kelly, Mike	Principal

Duties

Describe how the LLT promotes literacy within the school

Through Staff development at Bellevue High School administration lays out certain strategies that incorporate reading and writing every day in every classroom. This is done by using daily journals, reading current articles as bell ringers and reading at least 2 pages in the student's text with a summarization discussion. Teachers are required to show this in their grade books as a category. BHS also participates in school wide reads.

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

Bellevue High School encourages positive working relationships between teachers through common assessments, grade books, syllabuses and Professional Learning Communities (PLCs). Teachers also meet together monthly for grade level, department, and "like" subject meetings.

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

Teachers seeking employment apply on-line to Marion County Public School Personnel Office. The school principals select a group of highly qualified personnel to interview. Recruiting teachers is accomplished by position postings, college campus fairs, and recruiting from Universities. We retain our current effective teachers by our mentoring program for beginning teachers at the school site along with our district based beginning teacher programs. Ample amount of staff development as well as guidance is available through the school as well as the district.

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

Bellevue High School implements its mentoring program by selecting veteran teachers that are highly qualified to pair up with our beginning teachers for guidance. Teachers are usually paired by similar subject areas being taught. Mentor and mentee will meet bi weekly before and after school. Together they will discuss new district initiatives, state standards, the Fundamental 5, the teacher evaluation

system, Multi Tiered System of Supports, Positive Behavior Program, classroom management and every day procedures. Beginning teachers are also encouraged to visit other classrooms during their planning time. If there is no planning period, teachers are provided a substitute teacher.

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

Bellevue High School ensures that core instructional programs are aligned to Florida standards by following the district curriculum guides/maps that have been correlated with State Standards.

Teachers are also encouraged to use the state endorsed lesson plan website, CPALMS.

Administration is constantly checking that the guides are being followed by reviewing teacher lesson plans and doing classroom observations. All instructional materials are bought through district adoptions to ensure that they are aligned with Florida Standards.

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

Bellevue High School uses data in many ways to meet the diverse needs of our students. The school as a whole uses data to write the school improvement plan so that areas of weaknesses may be addressed.

Teachers have access to testing data that shows weaknesses in their student learning so that may reteach concepts that have been missed. This is monitored by their evaluation system along with classroom visits. Student data is also displayed at grade level and department meetings so that teams can collaborate with one another.

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: Before School Program

Minutes added to school year: 5,400

All students at Bellevue High will be on campus by nine am. The first bell to report to first period does not ring until nine thirty. These extra thirty minutes will be designated to teacher office hours. Throughout the school year, students will be encouraged to visit their teachers to make up work, retake assessments or get extra help with work if needed.

Strategy Rationale

Provide extra time for students to make up work, retake assessments or get extra help with work if needed.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kelly, Mike, mike.kelly@marion.k12.fl.us

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

Data is collected through FCA, Benchmark, LEOC, EOC and writing in ELA. Data will be analyzed at department, grade level and "like" subject meetings.

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

BHS welcomes incoming 9th grade students by first visiting them in their 8th grade setting and discussing the positive things BHS has to offer as well allowing students to see all academic offerings. These students are also encouraged to attend the pre-school open house night in which they are given the opportunity to explore the campus as well as obtain information on buses, extra curricular activities and classroom schedules.

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

BHS supports graduating students by preparing them for college or the work force.

- AICE program
- Dual enrollment
- P Squad - Work Readiness program (facilitated by Central Florida College)
- College and Career Night
- College Expo
- Articulation agreements with local agency's
- Financial Aid Night

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

Allied Health Assisting
Certified Nursing Assistant
Certified Medical Administrative Assistant
Animal Science and Services
Certified Ag Technician
Certified Veterinary Assistant
Animal Science Certification
Business Management and Analysis
Microsoft Office Specialist
Microsoft Office Master
QuickBooks Certified User
Culinary Arts
Certified Food Protection Manager (ServeSafe)
National ProStart Certificate of Achievement
Digital Video Production
Adobe Premiere Pro Associate
Landscape Operations
Certified Horticulture Professional
Promotional Enterprise
Adobe Photoshop Associate
Technical Agricultural Operations
Certified Agriculture Technician

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

Career and technical education teachers collaborate with academic course teachers at monthly grade level meetings.

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

Bellevue High School continues to expand AICE program as well as encourage general education students to take the college level AICE courses.

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:

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.** If the school can create and implement a collaborative teaching environment within the core curriculum subjects, then our math scores will go up.
- G2.** If the school can create and implement a collaborative teaching environment within the core curriculum subjects, then our literacy scores will go up.

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. If the school can create and implement a collaborative teaching environment within the core curriculum subjects, then our math scores will go up. **1a**



Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal **2**

- Vertical Collaboration with local middle school (Bellevue Middle)
- Recruitment of highly qualified math teachers (within spring)
- Learning Checks
- School Unified Collaboration System

Targeted Barriers to Achieving the Goal **3**

- Consistency Amongst Staff
- Student Absences

Plan to Monitor Progress Toward G1. **8**

Quarterly Assessments, Quarterly Writing Assessments, Bellevue High School Learning Checks, Marion County Learning Checks, Florida Standards Assessment for Math, Skyward Attendance Reports

Person Responsible

Sheila Gamoneda

Schedule

Biweekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Data from assessments and reports will be analyzed/discussed at weekly leadership meetings.

G2. If the school can create and implement a collaborative teaching environment within the core curriculum subjects, then our literacy scores will go up. 1a



Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Vertical Collaboration with local middle school (Bellevue Middle)
- Recruitment of highly qualified math teachers (within spring)
- Learning Checks
- School Unified Collaboration System

Targeted Barriers to Achieving the Goal 3

- Consistency Amongst Staff
- Student Absences

Plan to Monitor Progress Toward G2. 8

Quarterly Assessments, Quarterly Writing Assessments, Bellevue High School Learning Checks, Marion County Learning Checks, DBQs, Florida Standards Assessment for Reading, Skyward Attendance Reports, AIMS Web

Person Responsible

Sheila Gamoneda

Schedule

Biweekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Data from assessments and reports will be analyzed/discussed at weekly leadership meetings.

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. If the school can create and implement a collaborative teaching environment within the core curriculum subjects, then our math scores will go up. **1**

 G073808

G1.B1 Consistency Amongst Staff **2**

 B192766

G1.B1.S1 School wide unified collaboration system **4**

 S204263

Strategy Rationale

In order to successfully collaborate, all faculty must have the same set of guidelines/expectations.

Action Step 1 **5**

A Unified Collaboration System will consist of the following items:

- Monthly "like" subject area meetings
- Similar "like" subject area syllabuses
- Similar "like" subject grading criteria
- School wide mandatory grading categories (quarterly)
- Learning Checks 10%
- Writing Assessment 10%
- Quarterly Assessment 10%
- Teacher discretion (quizzes, test, projects, homework) 70%
- Monthly department meetings
- Agenda templates provided for collaboration meetings
- Professional Development Trainings for lead teachers on how to run a successful collaborative meeting.

Person Responsible

Mike Kelly

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

"Like" subject and department meeting notes, Classrooms syllabuses, Professional Development Surveys

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

Administration will attend monthly "like" subject and department meetings. Administration will also ask that leader teachers take notes using the mandated agenda template. Teachers will also be asked to hand in class syllabus.

Person Responsible

Sheila Gamoneda

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Class syllabuses, "like" subject and department meeting notes

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

Effectiveness will be determined by the completion of similar syllabuses being used by "like" subject area teachers. Effectiveness will also be determined after reviewing "like" subject area and department meeting notes.

Person Responsible

Heath Kennie

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Syllabuses, "like" subject area and department meeting notes.

G1.B2 Student Absences 2

 B192767

G1.B2.S1 Both positive and negative consequences will be given for student attendance. 4

 S204264

Strategy Rationale

Students tend to positively respond to a circumstance when a consequence is tied to it.

Action Step 1 5

Students will be given both positive and negative consequences for attendance. Listed below is a list of both the positive and negative consequences.

Positive

- Bellevue Bucks. Every two weeks, students with perfect attendance will be given a Bellevue Buck. Bellevue

Bucks can be spent at the school store and at different school events.

- Monetary award drawing. Quarterly, all students with perfect attendance are put into a drawing for a

150 dollar gift card.

- Senior end of year drawing for a new car. Seniors with perfect attendance are placed into a county wide drawing

for a new car.

- End of year certificate for perfect attendance

Negative

- Loss of License. Any student that misses 15 out of 90 days of school is eligible to lose their license.

Person Responsible

Kayla Palacios

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Biweekly list of students who received Bellevue Buck for attendance, List of students who won gift card, List of students who lost their license.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

At the weekly leadership meetings, Kayla Palacios (dean) will report on recent attendance data. During her presentation she will report the number of students who received a Bellevue Buck for perfect attendance. Mike Kelly (principal) will also run reports weekly to make sure that attendance is being taken accurately. Accurate data will allow for the state of Florida to suspend student licenses.

Person Responsible

Mike Kelly

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Skyward attendance reports, Biweekly list of students who received Bellevue Buck, List of students whose license was pulled, End of year car winner

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Skyward attendance reports will be run and discussed at weekly leadership meetings.

Person Responsible

Scott Stephens

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Skyward attendance reports

G2. If the school can create and implement a collaborative teaching environment within the core curriculum subjects, then our literacy scores will go up. 1

 G073809

G2.B1 Consistency Amongst Staff 2

 B192768

G2.B1.S1 School wide unified collaboration system 4

 S204265

Strategy Rationale

In order to successfully collaborate, all faculty must have the same set of guidelines/expectations.

Action Step 1 5

A Unified Collaboration System will consist of the following items:

- Monthly "like" subject area meetings
- Similar "like" subject area syllabuses
- Similar "like" subject grading criteria
- School wide mandatory grading categories (quarterly)
- Learning Checks 10%
- Writing Assessment 10%
- Quarterly Assessment 10%
- Teacher discretion (quizzes, test, projects, homework) 70%
- Monthly department meetings
- Agenda templates provided for collaboration meetings
- Professional Development Trainings for lead teachers on how to run a successful collaborative meeting.

Person Responsible

Mike Kelly

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

"Like" subject and department meeting notes, Classrooms syllabuses, Professional Development Surveys

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

Administration will attend monthly "like" subject and department meetings. Administration will also ask that leader teachers take notes using the mandated agenda template. Teachers will also be asked to hand in class syllabus.

Person Responsible

Sheila Gamoneda

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Class syllabuses, "like" subject and department meetings notes

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

Effectiveness will be determined by the completion of similar syllabuses being used by "like" subject area teachers. Effectiveness will also be determined after reviewing "like" subject area and department meeting notes.

Person Responsible

Heath Kennie

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Syllabuses, "like" subject area and department meeting notes.

G2.B2 Student Absences 2

 B192769

G2.B2.S1 Both positive and negative consequences will be given for student attendance. 4

 S204266

Strategy Rationale

Students tend to positively respond to a circumstance when a consequence is tied to it.

Action Step 1 5

Students will be given both positive and negative consequences for attendance. Listed below is a list of both the positive and negative consequences.

Positive

- Bellevue Bucks. Every two weeks, students with perfect attendance will be given a Bellevue Buck. Bellevue

Bucks can be spent at the school store and at different school events.

- Monetary award drawing. Quarterly, all students with perfect attendance are put into a drawing for a

150 dollar gift card.

- Senior end of year drawing for a new car. Seniors with perfect attendance are placed into a county wide drawing

for a new car.

- End of year certificate for perfect attendance

Negative

- Loss of License. Any student that misses 15 out of 90 days of school is eligible to lose their license.

Person Responsible

Kayla Palacios

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Biweekly list of students who received Bellevue Buck for attendance, List of students who won gift card, List of students who lost their license.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

At the weekly leadership meetings, Kayla Palacios (dean) will report on recent attendance data. During her presentation she will report the number of students who received a Bellevue Buck for perfect attendance. Mike Kelly (principal) will also run reports weekly to make sure that attendance is being taken accurately. Accurate data will allow for the state of Florida to suspend student licenses.

Person Responsible

Mike Kelly

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Skyward attendance reports, Biweekly list of students who received Bellevue Buck, List of students whose license was pulled, End of year car winner

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Skyward attendance reports will be run and discussed at weekly leadership meetings.

Person Responsible

Scott Stephens

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Skyward attendance reports

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	A Unified Collaboration System will consist of the following items: - Monthly "like" subject area meetings - Similar "like" subject area syllabuses - Similar "like" subject grading criteria - School wide mandatory grading categories (quarterly) - Learning Checks 10% - Writing Assessment 10% - Quarterly Assessment 10% - Teacher discretion (quizzes, test, projects, homework) 70% - Monthly department meetings -	Kelly, Mike	8/10/2015	"Like" subject and department meeting notes, Classrooms syllabuses, Professional Development Surveys	5/27/2016 weekly

Marion - 0661 - Bellevue High School - 2015-16 SIP
Bellevue High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Agenda templates provided for collaboration meetings - Professional Development Trainings for lead teachers on how to run a successful collaborative meeting.				
G1.B2.S1.A1	Students will be given both positive and negative consequences for attendance. Listed below is a list of both the positive and negative consequences. Positive - Bellevue Bucks. Every two weeks, students with perfect attendance will be given a Bellevue Buck. Bellevue Bucks can be spent at the school store and at different school events. - Monetary award drawing. Quarterly, all students with perfect attendance are put into a drawing for a 150 dollar gift card. - Senior end of year drawing for a new car. Seniors with perfect attendance are placed into a county wide drawing for a new car. - End of year certificate for perfect attendance Negative - Loss of License. Any student that misses 15 out of 90 days of school is eligible to lose their license.	Palacios, Kayla	8/17/2015	Biweekly list of students who received Bellevue Buck for attendance, List of students who won gift card, List of students who lost their license.	5/27/2016 biweekly
G2.B1.S1.A1	A Unified Collaboration System will consist of the following items: - Monthly "like" subject area meetings - Similar "like" subject area syllabuses - Similar "like" subject grading criteria - School wide mandatory grading categories (quarterly) - Learning Checks 10% - Writing Assessment 10% - Quarterly Assessment 10% - Teacher discretion (quizzes, test, projects, homework) 70% - Monthly department meetings - Agenda templates provided for collaboration meetings - Professional Development Trainings for lead teachers on how to run a successful collaborative meeting.	Kelly, Mike	8/10/2015	"Like" subject and department meeting notes, Classrooms syllabuses, Professional Development Surveys	5/27/2016 weekly
G2.B2.S1.A1	Students will be given both positive and negative consequences for attendance. Listed below is a list of both the positive and negative consequences. Positive - Bellevue Bucks. Every two weeks, students with perfect attendance will be given a Bellevue Buck. Bellevue Bucks can be spent at the school store and at different school events. - Monetary award drawing. Quarterly, all students with perfect attendance are put into a drawing for a 150 dollar gift card. - Senior end of year drawing for a new car. Seniors with perfect attendance are placed into a county wide drawing for a new car. - End of year certificate for perfect attendance Negative - Loss of License. Any student that misses 15 out of 90 days of school is eligible to lose their license.	Palacios, Kayla	8/17/2015	Biweekly list of students who received Bellevue Buck for attendance, List of students who won gift card, List of students who lost their license.	5/27/2016 biweekly
G1.MA1	Quarterly Assessments, Quarterly Writing Assessments, Bellevue High School Learning Checks, Marion County Learning Checks, Florida	Gamoneda, Sheila	8/31/2015	Data from assessments and reports will be analyzed/discussed at weekly leadership meetings.	5/27/2016 biweekly

Marion - 0661 - Bellevue High School - 2015-16 SIP
Bellevue High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Standards Assessment for Math, Skyward Attendance Reports				
G1.B1.S1.MA1	Effectiveness will be determined by the completion of similar syllabuses being used by "like" subject area teachers. Effectiveness will also be determined after reviewing "like" subject area and department meeting notes.	Kennie, Heath	8/31/2015	Syllabuses, "like" subject area and department meeting notes.	5/27/2016 monthly
G1.B1.S1.MA1	Administration will attend monthly "like" subject and department meetings. Administration will also ask that leader teachers take notes using the mandated agenda template. Teachers will also be asked to hand in class syllabus.	Gamoneda, Sheila	8/24/2015	Class syllabuses, "like" subject and department meetings notes	5/27/2016 monthly
G1.B2.S1.MA1	Skyward attendance reports will be run and discussed at weekly leadership meetings.	Stephens, Scott	8/17/2015	Skyward attendance reports	5/27/2016 weekly
G1.B2.S1.MA1	At the weekly leadership meetings, Kayla Palacios (dean) will report on recent attendance data. During her presentation she will report the number of students who received a Bellevue Buck for perfect attendance. Mike Kelly (principal) will also run reports weekly to make sure that attendance is being taken accurately. Accurate data will allow for the state of Florida to suspend student licenses.	Kelly, Mike	8/17/2015	Skyward attendance reports, Biweekly list of students who received Bellevue Buck, List of students who license was pulled, End of year car winner	5/27/2016 biweekly
G2.MA1	Quarterly Assessments, Quarterly Writing Assessments, Bellevue High School Learning Checks, Marion County Learning Checks, DBQs, Florida Standards Assessment for Reading, Skyward Attendance Reports, AIMS Web	Gamoneda, Sheila	8/31/2015	Data from assessments and reports will be analyzed/discussed at weekly leadership meetings.	5/27/2016 biweekly
G2.B1.S1.MA1	Effectiveness will be determined by the completion of similar syllabuses being used by "like" subject area teachers. Effectiveness will also be determined after reviewing "like" subject area and department meeting notes.	Kennie, Heath	8/31/2015	Syllabuses, "like" subject area and department meeting notes.	5/27/2016 monthly
G2.B1.S1.MA1	Administration will attend monthly "like" subject and department meetings. Administration will also ask that leader teachers take notes using the mandated agenda template. Teachers will also be asked to hand in class syllabus.	Gamoneda, Sheila	8/24/2015	Class syllabuses, "like" subject and department meetings notes	5/27/2016 monthly
G2.B2.S1.MA1	Skyward attendance reports will be run and discussed at weekly leadership meetings.	Stephens, Scott	8/17/2015	Skyward attendance reports	5/27/2016 weekly
G2.B2.S1.MA1	At the weekly leadership meetings, Kayla Palacios (dean) will report on recent attendance data. During her presentation she will report the number of students who received a Bellevue Buck for perfect attendance. Mike Kelly (principal) will also run reports weekly to make sure that attendance is being taken accurately. Accurate data will allow for the state of Florida to suspend student licenses.	Kelly, Mike	8/17/2015	Skyward attendance reports, Biweekly list of students who received Bellevue Buck, List of students who license was pulled, End of year car winner	5/27/2016 biweekly

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.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	A Unified Collaboration System will consist of the following items: - Monthly "like" subject area meetings - Similar "like" subject area syllabuses - Similar "like" subject grading criteria - School wide mandatory grading categories (quarterly) - Learning Checks 10% - Writing Assessment 10% - Quarterly Assessment 10% - Teacher discretion (quizzes, test, projects, homework) 70% - Monthly department meetings - Agenda templates provided for collaboration meetings - Professional Development Trainings for lead teachers on how to run a successful collaborative meeting.	\$0.00
2	G1.B2.S1.A1	Students will be given both positive and negative consequences for attendance. Listed below is a list of both the positive and negative consequences. Positive - Bellevue Bucks. Every two weeks, students with perfect attendance will be given a Bellevue Buck. Bellevue Bucks can be spent at the school store and at different school events. - Monetary award drawing. Quarterly, all students with perfect attendance are put into a drawing for a 150 dollar gift card. - Senior end of year drawing for a new car. Seniors with perfect attendance are placed into a county wide drawing for a new car. - End of year certificate for perfect attendance Negative - Loss of License. Any student that misses 15 out of 90 days of school is eligible to lose their license.	\$0.00
3	G2.B1.S1.A1	A Unified Collaboration System will consist of the following items: - Monthly "like" subject area meetings - Similar "like" subject area syllabuses - Similar "like" subject grading criteria - School wide mandatory grading categories (quarterly) - Learning Checks 10% - Writing Assessment 10% - Quarterly Assessment 10% - Teacher discretion (quizzes, test, projects, homework) 70% - Monthly department meetings - Agenda templates provided for collaboration meetings - Professional Development Trainings for lead teachers on how to run a successful collaborative meeting.	\$0.00
4	G2.B2.S1.A1	Students will be given both positive and negative consequences for attendance. Listed below is a list of both the positive and negative consequences. Positive - Bellevue Bucks. Every two weeks, students with perfect attendance will be given a Bellevue Buck. Bellevue Bucks can be spent at the school store and at different school events. - Monetary award drawing. Quarterly, all students with perfect attendance are put into a drawing for a 150 dollar gift card. - Senior end of year drawing for a new car. Seniors with perfect attendance are placed into a county wide drawing for a new car. - End of year certificate for perfect attendance Negative - Loss of License. Any student that misses 15 out of 90 days of school is eligible to lose their license.	\$0.00
Total:			\$0.00