

Marion County Public Schools

# Bellevue Middle School



2016-17 Schoolwide Improvement Plan

## Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*\*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 1/24/2017.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Belleview Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### **a. Provide the school's mission statement.**

Belleview Middle School, working together as partners with the total community, will prepare students for the future. A professional, compassionate staff will provide a challenging, diversified curriculum to meet the individual needs of each student. Our goal is to provide a safe environment where students are expected to develop the integrity, social and life skills necessary to become productive citizens.

##### **b. Provide the school's vision statement.**

Belleview Middle School is committed to equipping students with the tools they need for academic, personal and social achievement.

Belleview Middle School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's' mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

#### 2. School Environment

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

We offer parent teacher conferences before school to ensure good communication between our parents, students and their teachers. Meeting with the students and parents allows our staff to build relationships and offer support if needed. Using our orientation program, open house events and other school related activities helps to build relationships with all involved.

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

Our school provides student supervision upon arrival, transitional periods and during dismissal at all times on our campus using our administrators, instructional and non instructional staff. Our staff monitors in seven zones around campus during class transitions to insure safety for all of our students throughout the school day. This also allows for our students the access of an administrator to report any issues or concerns they may be having at school.

##### **c. 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.**

Our school uses the Positive Behavior System to help teach and cultivate school wide behavior expectations throughout the school day. We use the acronym for the word PROWL to represent Prepared, Respectful, On-Time, Working Hard, Leaders to help increase time on task for all students during instruction. The program implements a token economy that motivates the students to exhibit the characteristics of PROWL. Students are able to redeem their earned Panther Bucks at our school store three days a week. The program also includes a daily check in check out system to give extra support for students who tend to need additional monitoring and positive modeling.

**d. 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.**

At Belleview Middle School our guidance counselors provide basic counseling services when students are identified needing counseling either by the school personnel, the student or a parent request. We also employ the services of our school based social workers to assist depending on the situation and need for additional resources.

**3. Early Warning Systems**

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

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

Our EWS report targets our top 25 students in Skyward using our the districts guidelines for attendance, course failure and students with multiple school referrals. These students are then referred to our child study team which meets every two weeks. The team analyzes the report and develops a plan of action for each student based on their school needs.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	57	67	38	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	12	15	17	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	7	38	26	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	1	11	4	0	0	0	0	16

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	1	16	8	0	0	0	0	25	

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

Identified students are placed with support facilitators assigned in their grade level. Daily logs are kept by the support facilitators indicating additional academic strategies used to help support the students to achieve. Students who are credit deficient are also placed in our labs during a portion of the school day to use the program PLATO to aid in the make-up of missing credits. The assistant principal of curriculum monitors the progress of the students via the support facilitators.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).



**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. Description**

Our goal is to increase the percent of parent involvement at BMS by 5% as measured by parent volunteers, parent portal sign-up, and event attendance.

**2. 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.**

Partnering with our PTO and SAC committees helps to ensure and build community involvement. We invite and incorporate the help of our local Publix and several restaurants to help raise funds to support our students' activities and additional resources needed.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ellers, David	Principal
Westfall, Dee	Assistant Principal
Hicks, Brandon	Assistant Principal

**b. Duties**

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

The team will consist of:

The School Principal- Coordinates Team

The AP for Curriculum- MTSS Academic lead

The AP for Discipline- MTSS Discipline lead

**2. 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.**

We meet bi-monthly to problem solve individual students. The steps involved are:

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine “ Is it working?”



Title I – Part C – Migrant Program:

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 I –Part D- Neglected and Delinquent

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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nancy Pestow	Education Support Employee
Jennifer Thomas	Teacher
Vilma Normand	Teacher
Lisa Brantley	Parent
David Ellers	Principal
Bret Mickel	Parent
Natalie Petsche	Business/Community
Heather Voldness	Parent
Lora Zahnd	Teacher
Sadie Anneroo	Parent
Holly Bogart	Parent
Karin Hunt	Parent
Tiffany Johnson	Parent
Chandra Kiner	Parent
Kristen Pillar	Parent
Celeste Pillow	Parent
Joyce Stewart	Parent
Nicole Renedo	Parent
Helen Stiles	Parent
	Student

## b. Duties

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

#### **a. Evaluation of last year's school improvement plan**

SAC reviewed current district data for BMS and developed a plan of action addressing the areas of concern in academics and discipline.

#### **b. Development of this school improvement plan**

SAC was consulted in development of the plan and SAC approved all funding in the plan. As with any of our school based committees, our school actively seeks input from our SAC for student and school related programs and the input received is considered in our SIP for the school year.

#### **c. Preparation of the school's annual budget and plan**

After reviewing district data for academics and discipline, the committee evaluates the impact of last year's allocated funds for projects, then determines whether to continue the plan for this school year.

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

Saturday School \$ 2500  
Summer Library Hours \$2000

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ellers, David	Principal
Westfall, Dee	Assistant Principal
Gardner, Cristine	Teacher, ESE
Tuscan, Lynn	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Revising our Literacy Block based on FSA results, analyzing new reading data, and leading literacy initiatives at BMS.

**D. Public and Collaborative Teaching**

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

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

Each grade level and department has an assigned chair. The grade levels collaborate within their departments to review data, review academic time lines for instruction and testing, and support each other with experience and knowledge.

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

1. Fostering relationships with prior interns and attending the MCPS job fair help in recruiting new teachers.
- 2.Orientation to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies. Ellers/Westfall/Hicks August 9, 2016
3. Arrange for the new teacher to visit other classrooms to observe exemplary strategies and techniques as needed. Westfall December 19, 2016. Engage all teachers in regular, collaborative, team meetings with other teachers of the same subject/grade level. Ellers/Westfall/Hicks/Faculty Ongoing 2016-17SY
- 4.Provide intensive assistance in response to individual needs. Ellers/Westfall/ Hicks/Faculty Ongoing 2016-17SY

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

We pair all new teachers with a "buddy" to assist with growth as a teacher. This allows a proven veteran of the department to mentor with planning and provide a quicker response to concerns or questions the new teachers may need to be successful on a daily bases. We orient new teachers to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies. We arrange class visits for teachers to observe exemplary strategies.

New teacher meetings once a month providing an opportunity for new teachers to interact with and ask questions of experienced teachers.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Belleview Middle School teachers use the district developed curriculum guides/maps that are aligned to the Florida Standards. Teachers can also access CPALMS/MFAS as a resource to support their lesson plans and formative assessments. Grade level meetings are focused to the district timeline of implementation of the standards and assessments outlined in the curriculum maps.

#### **b. Instructional Strategies**

***1. 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.***

Use of AIMS web data and FSA results along with classroom assessments to determine proper interventions/enrichment groups and programs.

Example: Level 1 and 2 students receive additional reading supports in reading classroom, CAR-PD classrooms and after school tutoring when available.

***2. 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: 900**

After-school tutoring will be offered for 30 days prior to FSA. Focus will be on FSA tested areas in Reading, Writing, Mathematics and Science.

**Strategy Rationale**

After school tutoring helps to give additional instruction to offer support to the student to make gains on state assessments.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Westfall, Dee , dorenda.westfall@marion.k12.fl.us

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

FSA Data and AIMS web data will be monitored as well as program evaluations. Reading, Writing and Math Task Force Groups will analyze and target areas of concern with interventions that need to be addressed on a monthly basis.

**Strategy: Summer Program**

**Minutes added to school year: 15**

Summer Unit Recovery for students who failed a core course

**Strategy Rationale**

Students will be able to complete failed courses and move to appropriate grade level.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Westfall, Dee , dorenda.westfall@marion.k12.fl.us

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

Unit Completion data.

**Strategy:** Extended School Day

**Minutes added to school year:** 200

District Sponsored Intermural activities. These include: Volleyball, Basketball, Cross Country and Track and Field.

**Strategy Rationale**

Intermural activities increases our student's desire to participate in our school culture and motivate the students to achieve academic requirements to participate.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Ellers, David, david.ellers@marion.k12.fl.us

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

Participation data.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

Our ESE Program supports student transitions with our support facilitators as they are integrated into their current grades and through continued support to the next grade level.

### b. College and Career Readiness

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

Offering advanced and honor classes, high school orientation, and articulation meetings allow the students to become familiar with upcoming choices and college courses they will have available to them in high school. Take Stock in Children introduces students to the process of college requirements in regards to writing essays for scholarships.

Marion County Public Schools implements standards provided by the state that set to prepare students for success and make them competitive in the global workplace.

Florida Standards provide clear expectations for the knowledge and skills students need to master in each grade and subject so they will be prepared to succeed in college, career and life.

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

Our agriculture program offers high school credit to encourage students who may continue a path in that respective area. Students have access to enrollment in business courses, TV Production and culinary classes.

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

Through our exploratory program we offer an agriculture program with high school credits to encourage students who may continue a path in that respective area. Students have access to take business courses, TV Production and culinary classes.

**4. 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.**

Offering honor and advanced classes, supports the student's transition to high school to help support their required courses needed for higher education and establishes the foundation of a strong GPA.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If students are given extended learning time and support, then they will be able to improve their mastery of the Florida Standards.
- G2.** If we use high effect size instructional strategies in all classrooms, then we will have an increase the students' performance in all content areas.
- G3.** If we decrease OSS referrals, then students' performance will increase in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If students are given extended learning time and support, then they will be able to improve their mastery of the Florida Standards. 1a

 G087363

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	47.0
FSA ELA Achievement	47.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of remediation tools.
- Money for teacher tutoring.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- SIP dollars can be utilized to hire tutors.
- BHS students can be utilized for tutoring.
- 20 minute Literacy Block can be utilized to provide remediation and enrichment.
- Utilize aides to work with individual students.
- SIP dollars can be used to purchase research based remediation tools.

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

Review data of periodic district required assessments for progress monitoring of students' mastery of the the Florida Standards

**Person Responsible**

Dee Westfall

**Schedule**

Quarterly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

Quarterly district progress monitoring indicators such as Learning Checks, DBQ's, RWA's, FCA's and grading reports. Review all targets for accuracy based on latest data.

**G2.** If we use high effect size instructional strategies in all classrooms, then we will have an increase the students' performance in all content areas. 1a

G087364

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	47.0
FSA ELA Achievement	47.0
FCAT 2.0 Science Proficiency	50.0

**Targeted Barriers to Achieving the Goal** 3

- Not all teachers are in compliance to use the plan due to unfamiliarity with it.
- Teachers are not implementing high effect size strategies within the plan.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Learning Focus Lesson Plan Template
- Staff Training on how to create a Learning Focus Lesson Plan
- Administrative Team

**Plan to Monitor Progress Toward G2.** 8

Teacher Lesson Plans, student performance on school and district testing, student report cards

**Person Responsible**

David Ellers

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

**Evidence of Completion**

Teacher will post Learning Focus Lesson Plans, Student performance will make gains and Administrators will be able to see teachers using Learning Focus Lesson Plans in their instruction.

**G3.** If we decrease OSS referrals, then students' performance will increase in all content areas. 1a

G087365

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	15.0

**Targeted Barriers to Achieving the Goal** 3

- Student compliance with rules/policies is not consistent among all students.
- Lack of alternatives to out of school suspension.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Student Code of Conduct and School Wide Behavior Expectation
- Leadership Team, Teachers and Discipline Assembly
- Parents

**Plan to Monitor Progress Toward G3.** 8

Student grades, interims, report cards, EWS and discipline reports.

**Person Responsible**

David Ellers

**Schedule**

Biweekly, from 8/31/2016 to 5/31/2017

**Evidence of Completion**

Student grades, school based and district testing, EWS and Discipline reports.

## 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 students are given extended learning time and support, then they will be able to improve their mastery of the Florida Standards. **1**

 G087363

**G1.B1** Lack of remediation tools. **2**

 B232169

**G1.B1.S1** Carry over SIP dollars can be utilized to pay for materials such as Great Leaps, flash cards, books, software tools, etc. **4**

 S245024

### Strategy Rationale

The cost of materials is cost prohibitive and our FCAT materials may not align with new standards.

### Action Step 1 **5**

Purchase materials

#### Person Responsible

Dee Westfall

#### Schedule

Quarterly, from 7/1/2016 to 4/1/2017

#### Evidence of Completion

PO's of \$ expended.

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

Purchase orders will be submitted.

**Person Responsible**

Dee Westfall

**Schedule**

On 4/1/2017

***Evidence of Completion***

Purchase order records. Skyward accounts information.

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

Panther Prime Time (Math Intervention)

**Person Responsible**

Dee Westfall

**Schedule**

Daily, from 10/5/2016 to 5/13/2017

***Evidence of Completion***

Data will be gathered from Math Learning Checks, AIMS Testing, Unit Testing.

**G1.B2** Money for teacher tutoring. 2

 B232170

**G1.B2.S1** Allocate money to pay for teachers and aides for before and after school tutoring. 4

 S245025

**Strategy Rationale**

Effective teaching is critical to student growth and development.

**Action Step 1** 5

Utilize SIP Carryover funds to pay for tutoring

**Person Responsible**

Dee Westfall

**Schedule**

Monthly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Sign in sheets for students who participate in tutoring. Pay rosters.

**Action Step 2** 5

Implement Panther Prime Time for remediation, enrichment, tutoring and makeup work.

**Person Responsible**

Dee Westfall

**Schedule**

On 5/31/2017

***Evidence of Completion***

Evidence of lesson plans for PPT and administration walk throughs documented.



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

Walk throughs on tutoring

**Person Responsible**

David Ellers

**Schedule**

On 5/31/2017

***Evidence of Completion***

Collect data on on task behavior by students participating in tutoring.

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

Data will be gathered on FCA, AIMS Web, and Benchmark exams to measure growth.

**Person Responsible**

Dee Westfall


**Schedule**

On 5/31/2017

***Evidence of Completion***

Data from Unify and walk-thru data.

**G2.** If we use high effect size instructional strategies in all classrooms, then we will have an increase the students' performance in all content areas. 1

 G087364

**G2.B1** Not all teachers are in compliance to use the plan due to unfamiliarity with it. 2

 B232171

**G2.B1.S1** Professional development trainings for the staff to familiarize the format of developing good lessons with Learning Focused Plans. 4

 S245026

### Strategy Rationale

Using the format of the Learning Focus Lesson Plans will allow teachers to produce quality instruction for all students.

### Action Step 1 5

Staff development with a Learning Focus Trainer

#### Person Responsible

David Ellers

#### Schedule

Semiannually, from 8/31/2016 to 5/31/2017

#### Evidence of Completion

All staff received training of using Learning Focus Lesson Plans as evidence of sign in/out staff log.

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

Teacher will be required to submit Learning Focused Lesson Plans

#### Person Responsible

David Ellers

#### Schedule

Daily, from 8/17/2016 to 6/3/2017

#### Evidence of Completion

Learning Focus Lesson Plans are required to be submitted on school portal

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

Teacher observations by administrative staff

### Person Responsible

David Ellers

### Schedule

Daily, from 9/1/2016 to 6/3/2017

### Evidence of Completion

Lesson plans and evidence of implementation during observations by administrative staff in the classrooms.

## G2.B2 Teachers are not implementing high effect size strategies within the plan. 2

 B232172

### G2.B2.S1 Train teachers in High Effect size teaching and learning strategies particularly Direct Instruction. 4

 S245027

### Strategy Rationale

Direct instruction is a research based teaching model designed to increase student achievement.

## Action Step 1 5

Train teachers on Direct Instruction using FOCUS book

### Person Responsible

David Ellers

### Schedule

Monthly, from 9/1/2016 to 5/31/2017

### Evidence of Completion

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

Monitor implementation of book study.

**Person Responsible**

David Ellers

**Schedule**

Quarterly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Teacher sign in logs. Copies of plans.

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

Teacher observations will result in increased use of direct instruction model.

**Person Responsible**

David Ellers

**Schedule**

On 5/31/2017

***Evidence of Completion***

Data from MCIES.

**G3.** If we decrease OSS referrals, then students' performance will increase in all content areas. 1

G087365

**G3.B1** Student compliance with rules/policies is not consistent among all students. 2

B232173

**G3.B1.S1** All students will attend a school wide discipline assemble the first week of school to review student code of conduct and behavior expectations. Weekly updates on morning show and using screens in the café. 4

S245028

### Strategy Rationale

Students will learn and follow expected expectations once taught to them.

### Action Step 1 5

All students will attend discipline assemblies.

#### Person Responsible

Brandon Hicks

#### Schedule

On 8/22/2016

#### Evidence of Completion

Students will be required to return the acknowledgment page in their student code of conduct book to be signed by students and parents as evidence of reading and consenting to follow.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

OSS referrals will be monitored by members of our discipline team and CST committee.

#### Person Responsible

Brandon Hicks

#### Schedule

Biweekly, from 8/31/2016 to 5/31/2017

#### Evidence of Completion

EWS and Discipline referrals reports.

### Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Identified students will be monitored academically and for discipline. We will utilize members of CST to support and additional resources to the students on the list.

#### Person Responsible

David Eilers

#### Schedule

Biweekly, from 8/31/2016 to 5/31/2017

#### Evidence of Completion

Academic, EWS, discipline reports.

**G3.B1.S2** Students will receive instruction on bullying, drug awareness, dating violence, and conflict resolution 4

 S245029

#### Strategy Rationale

Students need knowledge and skills in these areas in order to avoid suspensions and disciplinary action.

### Action Step 1 5

Create social skills groups in areas of concerns

#### Person Responsible

Brandon Hicks

#### Schedule

Quarterly, from 10/31/2016 to 5/31/2017

#### Evidence of Completion

Documentation of attendance at skills groups. List of students.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Skills groups will be observed periodically.

**Person Responsible**

Brandon Hicks

**Schedule**

Quarterly, from 10/31/2016 to 4/30/2017

***Evidence of Completion***

Record of attendance. Schedule of skills group meetings.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Decrease in suspension rates.

**Person Responsible**

Brandon Hicks

**Schedule**

Semiannually, from 1/31/2016 to 6/12/2017

***Evidence of Completion***


OSS rates.



**G3.B2** Lack of alternatives to out of school suspension. 2

 B232174

**G3.B2.S1** Develop before and after school detention programs. 4

 S245030

**Strategy Rationale**

Students see loss of free time at home as a deterrent to misbehavior.

**Action Step 1** 5

Develop and implement Detention plan.

**Person Responsible**

Brandon Hicks

**Schedule**

On 5/31/2017

***Evidence of Completion***

Plan developed and implemented.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

APD will monitor implementation of program.

**Person Responsible**

Brandon Hicks

**Schedule**

On 5/31/2017

***Evidence of Completion***

APD will keep records of sign in sheets, work detail logs, and pay information.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Principal will meet with APD and Deans to evaluate progress.

**Person Responsible**

David Ellers


**Schedule**

Quarterly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Suspension data.

**G3.B2.S2** Develop Saturday School as an alternative 4

 S245031

**Strategy Rationale**

Students see loss of free time at home as a deterrent to misbehavior.

**Action Step 1** 5

Develop plan and implement plan for Saturday School.

**Person Responsible**

Brandon Hicks

**Schedule**

Biweekly, from 10/31/2016 to 5/31/2017

***Evidence of Completion***

APD will produce written plan and procedures for Saturday School.

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

APD will monitor implementation of Saturday School

**Person Responsible**

Brandon Hicks

**Schedule**

On 5/31/2017

***Evidence of Completion***

Data on usage will be collected, including student sign in sheets and teacher pay information.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Principal will monitor suspension data to see if OSS rates decrease.

**Person Responsible**

David Ellers

**Schedule**











Quarterly, from 10/31/2016 to 5/31/2017

***Evidence of Completion***

OSS and ISS data will be used as data points.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B1.S1.A1 A317233	All students will attend discipline assemblies.	Hicks, Brandon	8/18/2016	Students will be required to return the acknowledgment page in their student code of conduct book to be signed by students and parents as evidence of reading and consenting to follow.	8/22/2016 one-time
G1.B1.S1.MA1 M329929	Purchase orders will be submitted.	Westfall, Dee	11/1/2016	Purchase order records. Skyward accounts information.	4/1/2017 one-time
G1.B1.S1.A1 A317228	Purchase materials	Westfall, Dee	7/1/2016	PO's of \$ expended.	4/1/2017 quarterly
G3.B1.S2.MA1 M329941	Skills groups will be observed periodically.	Hicks, Brandon	10/31/2016	Record of attendance. Schedule of skills group meetings.	4/30/2017 quarterly
G1.B1.S1.MA1 M329928	Panther Prime Time (Math Intervention)	Westfall, Dee	10/5/2016	Data will be gathered from Math Learning Checks, AIMS Testing, Unit Testing.	5/13/2017 daily
G1.MA1 M329932	Review data of periodic district required assessments for progress monitoring of students' mastery...	Westfall, Dee	9/1/2016	Quarterly district progress monitoring indicators such as Learning Checks, DBQ's, RWA's, FCA's and grading reports. Review all targets for accuracy based on latest data.	5/31/2017 quarterly
G2.MA1 M329937	Teacher Lesson Plans, student performance on school and district testing, student report cards	Ellers, David	8/31/2016	Teacher will post Learning Focus Lesson Plans, Student performance will make gains and Administrators will be able to see teachers using Learning Focus Lesson Plans in their instruction.	5/31/2017 weekly
G3.MA1 M329946	Student grades, interims, report cards, EWS and discipline reports.	Ellers, David	8/31/2016	Student grades, school based and district testing, EWS and Discipline reports.	5/31/2017 biweekly
G1.B2.S1.MA1 M329930	Data will be gathered on FCA, AIMS Web, and Benchmark exams to measure growth.	Westfall, Dee	8/31/2016	Data from Unify and walk-thru data.	5/31/2017 one-time
G1.B2.S1.MA1 M329931	Walk throughs on tutoring	Ellers, David	8/31/2016	Collect data on on task behavior by students participating in tutoring.	5/31/2017 one-time
G1.B2.S1.A1 A317229	Utilize SIP Carryover funds to pay for tutoring	Westfall, Dee	8/31/2016	Sign in sheets for students who participate in tutoring. Pay rosters.	5/31/2017 monthly
G1.B2.S1.A2 A317230	Implement Panther Prime Time for remediation, enrichment, tutoring and makeup work.	Westfall, Dee	8/22/2016	Evidence of lesson plans for PPT and administration walk throughs documented.	5/31/2017 one-time
G2.B1.S1.A1 A317231	Staff development with a Learning Focus Trainer	Ellers, David	8/31/2016	All staff received training of using Learning Focus Lesson Plans as evidence of sign in/out staff log.	5/31/2017 semiannually
G2.B2.S1.MA1 M329935	Teacher observations will result in increased use of direct instruction model.	Ellers, David	8/31/2016	Data from MCIES.	5/31/2017 one-time
G2.B2.S1.MA1 M329936	Monitor implementation of book study.	Ellers, David	8/31/2016	Teacher sign in logs. Copies of plans.	5/31/2017 quarterly
G2.B2.S1.A1 A317232	Train teachers on Direct Instruction using FOCUS book	Ellers, David	9/1/2016		5/31/2017 monthly
G3.B1.S1.MA1 M329938	Identified students will be monitored academically and for discipline. We will utilize members of...	Ellers, David	8/31/2016	Academic, EWS, discipline reports.	5/31/2017 biweekly
G3.B1.S1.MA1 M329939	OSS referrals will be monitored by members of our discipline team and CST committee.	Hicks, Brandon	8/31/2016	EWS and Discipline referrals reports.	5/31/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1  M329942	Principal will meet with APD and Deans to evaluate progress.	Ellers, David	8/31/2016	Suspension data.	5/31/2017 quarterly
G3.B2.S1.MA1  M329943	APD will monitor implementation of program.	Hicks, Brandon	8/31/2016	APD will keep records of sign in sheets, work detail logs, and pay information.	5/31/2017 one-time
G3.B2.S1.A1  A317235	Develop and implement Detention plan.	Hicks, Brandon	8/31/2016	Plan developed and implemented.	5/31/2017 one-time
G3.B1.S2.A1  A317234	Create social skills groups in areas of concerns	Hicks, Brandon	10/31/2016	Documentation of attendance at skills groups. List of students.	5/31/2017 quarterly
G3.B2.S2.MA1  M329944	Principal will monitor suspension data to see if OSS rates decrease.	Ellers, David	10/31/2016	OSS and ISS data will be used as data points.	5/31/2017 quarterly
G3.B2.S2.MA1  M329945	APD will monitor implementation of Saturday School	Hicks, Brandon	10/31/2016	Data on usage will be collected, including student sign in sheets and teacher pay information.	5/31/2017 one-time
G3.B2.S2.A1  A317236	Develop plan and implement plan for Saturday School.	Hicks, Brandon	10/31/2016	APD will produce written plan and procedures for Saturday School.	5/31/2017 biweekly
G2.B1.S1.MA1  M329933	Teacher observations by administrative staff	Ellers, David	9/1/2016	Lesson plans and evidence of implementation during observations by administrative staff in the classrooms.	6/3/2017 daily
G2.B1.S1.MA1  M329934	Teacher will be required to submit Learning Focused Lesson Plans	Ellers, David	8/17/2016	Learning Focus Lesson Plans are required to be submitted on school portal	6/3/2017 daily
G3.B1.S2.MA1  M329940	Decrease in suspension rates.	Hicks, Brandon	1/31/2016	OSS rates.	6/12/2017 semiannually

## V. Professional Development Opportunities

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

**G2.** If we use high effect size instructional strategies in all classrooms, then we will have an increase the students' performance in all content areas.

**G2.B1** Not all teachers are in compliance to use the plan due to unfamiliarity with it.

**G2.B1.S1** Professional development trainings for the staff to familiarize the format of developing good lessons with Learning Focused Plans.

### PD Opportunity 1

Staff development with a Learning Focus Trainer

#### Facilitator

Lindsey Hampton

#### Participants

All administrative and teaching staff.

#### Schedule

Semiannually, from 8/31/2016 to 5/31/2017

**G2.B2** Teachers are not implementing high effect size strategies within the plan.

**G2.B2.S1** Train teachers in High Effect size teaching and learning strategies particularly Direct Instruction.

### PD Opportunity 1

Train teachers on Direct Instruction using FOCUS book

#### Facilitator

Ellers, Elder, Hicks, Westfall

#### Participants

All teachers

#### Schedule

Monthly, from 9/1/2016 to 5/31/2017

**G3.** If we decrease OSS referrals, then students' performance will increase in all content areas.

**G3.B1** Student compliance with rules/policies is not consistent among all students.

**G3.B1.S1** All students will attend a school wide discipline assemble the first week of school to review student code of conduct and behavior expectations. Weekly updates on morning show and using screens in the café.

**PD Opportunity 1**

All students will attend discipline assemblies.

**Facilitator**

APD and APC

**Participants**

School Staff

**Schedule**

On 8/22/2016



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Purchase materials				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	590-Other Materials and Supplies	0631 - Belleview Middle School	School Improvement Funds		\$2,500.00
			Notes: Great Leaps Materials.			
2	G1.B2.S1.A1	Utilize SIP Carryover funds to pay for tutoring				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$2,500.00
3	G1.B2.S1.A2	Implement Panther Prime Time for remediation, enrichment, tutoring and makeup work.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0631 - Belleview Middle School	School Improvement Funds		\$0.00
4	G2.B1.S1.A1	Staff development with a Learning Focus Trainer				\$0.00
5	G2.B2.S1.A1	Train teachers on Direct Instruction using FOCUS book				\$0.00
6	G3.B1.S1.A1	All students will attend discipline assemblies.				\$0.00
7	G3.B1.S2.A1	Create social skills groups in areas of concerns				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$500.00
8	G3.B2.S1.A1	Develop and implement Detention plan.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$1,500.00
			Notes: Funding for Detention programs			
9	G3.B2.S2.A1	Develop plan and implement plan for Saturday School.				\$2,000.00

**Marion - 0631 - Belleview Middle School - 2016-17 SIP**  
*Belleview Middle School*

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$2,000.00
<b>Total:</b>						<b>\$9,000.00</b>