Belleview Middle School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 is pending approval by the Marion County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

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,](section) 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 two 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:](Rule)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Belleview Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. 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 a school based mentor assigned in their grade level. Logs are kept by the mentors indicating additional strategies used to help support the students to achieve. Students who are credit deficient are also placed in our labs during the summer to aid in the make-up of missing credits. The assistant principal of curriculum and guidance counselors monitors the progress of the students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/424325.

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

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 Zaxby's and several restaurants to help raise funds to support our students' activities and additional resources needed.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Gary, Dion	Principal
Fisher, Jennifer	Assistant Principal
Watts, Chris	Assistant Principal
Jones, Carlressian	Dean
Mickel, Rhonda	Dean
Baker, Yvonna	School Counselor
Falcone, Paige	School Counselor
Falconer, Paige	School Counselor
Cook, Rebekah	Administrative Support
Thomas, Jennifer	Instructional Media

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:
Dr. Gary - Principal- Coordinates Team
Ms. Fisher - AP for Curriculum- MTSS Academic lead
Mr. Watts - AP for Discipline- MTSS Discipline lead
Mr. Jones - Student Services Manager - MTSS Discipline
Ms. Mickle - Student Services Manager - MTSS Discipline
Ms. Falcone - Guidance Counselor - MTSS academic
Ms. Falconer - Guidance Counselor - MTSS academics

Dr. Baker - Guidance Counselor - MTSS academics
Ms. Cook - Cambridge Coordinator - MTSS academics
Ms. Thomas - Media Specialist - MTSS academics

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
Bret Mickel	Parent
Natalie Petsche	Business/Community
Heather Voldness	Parent
Lora Zahnd	Teacher
Sadie Anneroo	Parent
Karin Hunt	Parent
Dion Gary	Principal
Alexander Rivas	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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
Gary, Dion	Principal
Fisher, Jennifer	Assistant Principal
Watts, Chris	Assistant Principal
Thomas, Jennifer	Instructional Media

b. Duties

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

At Belleview Middle we have a literacy block of time build into our school day, Monday - Friday, for 30 minutes daily. This time is known as "Panther Prime Time" from 9:15 a.m. - 9:41 a.m. Students participate in a school-wide reading of a book titled "Wonder". All teachers and all classrooms are expected to participate in this school wide reading. Every student is provided a copy of the book to reads along as different teachers and administrators read on a pre-recored video.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Collaborative time occurs at 8:10 am - 9:45 am twice a month.

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.
3. Arrange for the new teacher to visit other classrooms to observe exemplary strategies and techniques as needed. Engage all teachers in regular, collaborative, team meetings with other teachers of the same subject/grade level.

4.Provide intensive assistance in response to individual needs.

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 I-ready 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: Before School Program

Minutes added to school year: 15,600

Before/After-school tutoring will be offered to focus on tested core academic areas. Focus will be on FSA tested areas in ELA, Writing, Mathematics and Science.To improve math scores, we will utilize Robotics as a before school program to enrich and develop students skills with real world application.

Strategy Rationale

Before/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
Gary, Dion, dion.gary@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 I-Ready data will be monitored as well as program evaluations.

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)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gary, Dion, dion.gary@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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gary, Dion, dion.gary@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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 familar 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.

Industry Certification Programs:
Culinary Arts - ServSafe Certification
Agriscience Foundations - Ag. Foundations Certification

Computer Applications - CIW internet Business Associate
Fundamentals of Telecommunications - Adobe Premiere Pro

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 exploritory 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

1 = 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 and technology (I-Ready, cromebooks, engaged classrooms, etc.) in all classrooms, then we will have an increase the students' performance in all content areas.

G3. If we decrease out of school suspension (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

🔑 G096054

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	54.0
FSA ELA Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Lack of extended time to explore new ways of teaching and learning Florida Standards.
- Lack of funds 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.
- SIP Dollars can be utilized for Robotics instructor
- SIP dollars can be utilized for before/after school tutoring

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
Dion Gary

Schedule
Quarterly, from 8/22/2016 to 5/21/2018

Evidence of Completion
Quarterly district progress monitoring indicators such as, QSMA and grading reports. Review all targets for accuracy based on latest data.

G2. If we use high effect size instructional strategies and technology (I-Ready, cromebooks, engaged classrooms, etc.) in all classrooms, then we will have an increase the students' performance in all content areas. 1a

🔑 G096055

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	54.0
FSA ELA Achievement	54.0
FCAT 2.0 Science Proficiency	54.0

Targeted Barriers to Achieving the Goal 3

- Not all teachers understand high effect size strategies.

- Teachers are not implementing high effect size strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Early Release Professional Development

- Teacher Shadowing

- Administrative Feedback

Plan to Monitor Progress Toward G2. 8

Student performance on school and district testing, student report cards

Person Responsible
Jennifer Fisher

Schedule
Quarterly, from 8/21/2017 to 5/21/2018

Evidence of Completion
Student performance on FSA and Administrators will be able to see teachers using high effect instructional strategies and technology (I-Ready) in their instruction.

G3. If we decrease out of school suspension (OSS) referrals, then students' performance will increase in all content areas. `1a`

🔑 G096056

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal `3`

- Student compliance with rules/polices is not consistent among all students.

- Lack of alternatives to out of school suspension (ie. Before school detention/Saturday School).

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

- SIP dollars can be utilized to purchase Saturday School and before/after school instructor

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
Chris Watts

Schedule
Quarterly, from 8/21/2017 to 5/21/2018

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`

🔑 G096054

> **G1.B1** Lack of extended time to explore new ways of teaching and learning Florida Standards. `2`
>
> 🔑 B258600

> > **G1.B1.S1** Carry over SIP dollars can be utilized to pay for staff to implement a before and after school Robotics program. `4`
> >
> > 🔑 S273798

> > ### Strategy Rationale
> >
> > Students will have to learn, and apply math concepts to their Robotics projects. This will consequently strengthen their abilities and help increase FSA Math scores.

> > ### Action Step 1 `5`
> >
> > To improve math scores, we will utilize Robotics as a before/ after school program to enrich and develop students skills in real world application.

> > > **Person Responsible**
> > >
> > > Dion Gary
> > >
> > > **Schedule**
> > >
> > > Quarterly, from 8/21/2017 to 5/21/2018
> > >
> > > ***Evidence of Completion***
> > >
> > > Administration Observations

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

Administration walk-through's and interactions with teachers and students.

Person Responsible

Dion Gary

Schedule

Quarterly, from 8/21/2017 to 8/21/2017

Evidence of Completion

Informal observation notes

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

Teacher feedback

Person Responsible

Dion Gary

Schedule

Quarterly, from 8/21/2017 to 5/21/2018

Evidence of Completion

notes of teacher feedback and student finalized projects.

G1.B2 Lack of funds for teacher tutoring 2

🔑 B258601

G1.B2.S1 Carry over SIP funds can be utilized to pay for a before and after school tutoring program. 4

🔑 S273799

Strategy Rationale

Effective teaching and extended support is critical to student growth and development.

Action Step 1 5

The implementation of a before and after school tutoring program.

Person Responsible

Jennifer Fisher

Schedule

Monthly, from 8/21/2017 to 8/20/2018

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

Dion Gary

Schedule

On 5/21/2018

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

Jennifer Fisher

Schedule

Monthly, from 8/21/2017 to 5/21/2018

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 FSA, iReady and Benchmark exams to measure growth.

Person Responsible

Jennifer Fisher

Schedule

On 5/21/2018

Evidence of Completion

Data from Unify and walk-thru data.

G2. If we use high effect size instructional strategies and technology (I-Ready, cromebooks, engaged classrooms, etc.) in all classrooms, then we will have an increase the students' performance in all content areas. 1

🔑 G096055

G2.B1 Not all teachers understand high effect size strategies. 2

🔑 B258602

G2.B1.S1 Professional development training's for the staff to familiarize with instructional strategies. 4

🔑 S273800

Strategy Rationale

Professional Development training's will enhance teacher skills

Action Step 1 5

Provide teachers with i-Ready Professional Development and follow up

Person Responsible

Dion Gary

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

All staff received training on technology (I-Ready).

Action Step 2 5

Provide teachers with Questioning Techniques PD

Person Responsible

Dion Gary

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

All staff received training on Questioning Techniques

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

I-Ready Data and Walkthroughs

Person Responsible

Dion Gary

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

TNL data, QSMA, and I-Ready Data

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

Informal Walkthrough's

Person Responsible

Dion Gary

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Informal walk-through notes

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

Teacher observations by administrative staff

Person Responsible

Dion Gary

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Data in TNL, I-Ready, QSMA data

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

Teacher observations by administrative staff

Person Responsible

Dion Gary

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Data in TNL, I-Ready, QSMA data

G2.B2 Teachers are not implementing high effect size strategies. 2

🔑 B258603

G2.B2.S1 Grade level collaboration and observations of CAS modeled lessons 4

🔑 S273801

Strategy Rationale

Teachers will have a better understanding of how to implement newly learned instructional strategies.

Action Step 1 5

CAS will provide support through modeling, coaching and facilitating collaboration process.

Person Responsible

Dion Gary

Schedule

Monthly, from 1/8/2018 to 5/21/2018

Evidence of Completion

Attendance Rosters

Action Step 2 5

Utilization of instructional materials that provide strategies for differentiating instruction based on Florida Standards

Person Responsible

Dion Gary

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

QSMA, I-Ready Data

Action Step 3 `5`

Implementation of a whole school book study "Wonder"

> **Person Responsible**
>
> Dion Gary
>
> **Schedule**
>
> Semiannually, from 8/21/2017 to 5/21/2018
>
> *Evidence of Completion*
>
> Student, parent, teacher participation and feedback of the initiative

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

Leadership team will observe collaboration process.

> **Person Responsible**
>
> Dion Gary
>
> **Schedule**
>
> Quarterly, from 8/21/2017 to 8/20/2018
>
> *Evidence of Completion*
>
> Informal observation notes

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

Walkthrough's

> **Person Responsible**
>
> Dion Gary
>
> **Schedule**
>
> Monthly, from 8/21/2017 to 5/21/2018
>
> *Evidence of Completion*
>
> Informal observation data

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

Students need to continue developing and refining reading skills and reading strategies.

Person Responsible

Dion Gary

Schedule

Weekly, from 8/21/2017 to 12/19/2017

Evidence of Completion

Conversations with students, teachers and parents regarding the novel

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

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

Person Responsible

Dion Gary

Schedule

On 8/20/2018

Evidence of Completion

Data from MCIES.

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

Walk-through observations will demonstrate differentiated instruction and incorporation of reading with math.

Person Responsible

Dion Gary

Schedule

Biweekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Student data: QSMA's

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

As students read more, they will develop better decoding skills to comprehend text.

Person Responsible

Dion Gary

Schedule

Weekly, from 8/21/2017 to 12/19/2017

Evidence of Completion

Utilizing a high interest novel and making real world connections will increase the student engagement. Reading is a core aspect to all other major disciplines, therefore, strong readers will perform better in cross curricular areas, such as science and social studies.

G3. If we decrease out of school suspension (OSS) referrals, then students' performance will increase in all content areas. `1`

🔑 G096056

G3.B1 Student compliance with rules/polices is not consistent among all students. `2`

🔑 B258605

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`

🔑 S273802

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

Chris Watts

Schedule

Quarterly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Decrease in OSS referrals

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

Chris Watts

Schedule

Biweekly, from 8/21/2017 to 5/21/2018

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

Chris Watts

Schedule

Biweekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Academic, EWS, discipline reports.

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

🔑 S273803

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

Chris Watts

Schedule

Quarterly, from 8/21/2017 to 8/20/2018

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

Chris Watts

Schedule

Quarterly, from 8/21/2017 to 8/20/2018

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

Chris Watts

Schedule

Every 6 Weeks, from 8/22/2016 to 8/20/2018

Evidence of Completion

OSS rates.

G3.B1.S3 Implement Saturday School and before/after school programs `4`

🔑 S273804

Strategy Rationale

Provide students with alternatives to suspension

Action Step 1 `5`

Saturday School & Before/After School Detention Programs

Person Responsible

Chris Watts

Schedule

Weekly, from 8/21/2017 to 8/20/2018

Evidence of Completion

Attendance Rosters

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Reflection conversations

Person Responsible

Dion Gary

Schedule

Weekly, from 8/21/2017 to 8/20/2018

Evidence of Completion

OSS data

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Reflection Conversations

Person Responsible

Chris Watts

Schedule

Weekly, from 8/21/2017 to 8/20/2018

Evidence of Completion

OSS data

G3.B2 Lack of alternatives to out of school suspension (ie. Before school detention/Saturday School). 2

🔑 B258606

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

🔑 S273805

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

Chris Watts

Schedule

Weekly, from 8/21/2017 to 5/21/2018

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

Chris Watts

Schedule

Weekly, from 8/21/2017 to 5/21/2018

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

Chris Watts

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Suspension data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.MA1 🔍 M394527	Administration walk-through's and interactions with teachers and students.	Gary, Dion	8/21/2017	Informal observation notes	8/21/2017 quarterly
G2.B2.S1.MA6 🔍 M394537	As students read more, they will develop better decoding skills to comprehend text.	Gary, Dion	8/21/2017	Utilizing a high interest novel and making real world connections will increase the student engagement. Reading is a core aspect to all other major disciplines, therefore, strong readers will perform better in cross curricular areas, such as science and social studies.	12/19/2017 weekly
G2.B2.S1.MA5 🔍 M394540	Students need to continue developing and refining reading skills and reading strategies.	Gary, Dion	8/21/2017	Conversations with students, teachers and parents regarding the novel	12/19/2017 weekly
G1.MA1 🔍 M394530	Review data of periodic district required assessments for progress monitoring of students' mastery...	Gary, Dion	8/22/2016	Quarterly district progress monitoring indicators such as, QSMA and grading reports. Review all targets for accuracy based on latest data.	5/21/2018 quarterly
G2.MA1 🔍 M394541	Student performance on school and district testing, student report cards	Fisher, Jennifer	8/21/2017	Student performance on FSA and Administrators will be able to see teachers using high effect instructional strategies and technology (I-Ready) in their instruction.	5/21/2018 quarterly
G3.MA1 🔍 M394550	Student grades, interims, report cards, EWS and discipline reports.	Watts, Chris	8/21/2017	Student grades, school based and district testing, EWS and Discipline reports.	5/21/2018 quarterly
G1.B1.S1.MA1 🔍 M394526	Teacher feedback	Gary, Dion	8/21/2017	notes of teacher feedback and student finalized projects.	5/21/2018 quarterly
G1.B1.S1.A1 🔍 A367623	To improve math scores, we will utilize Robotics as a before/ after school program to enrich and...	Gary, Dion	8/21/2017	Administration Observations	5/21/2018 quarterly
G1.B2.S1.MA1 🔍 M394528	Data will be gathered on FSA, iReady and Benchmark exams to measure growth.	Fisher, Jennifer	8/21/2017	Data from Unify and walk-thru data.	5/21/2018 one-time
G1.B2.S1.MA1 🔍 M394529	Walk throughs on tutoring	Fisher, Jennifer	8/21/2017	Collect data on on task behavior by students participating in tutoring.	5/21/2018 monthly
G1.B2.S1.A2 🔍 A367625	Implement Panther Prime Time for remediation, enrichment, tutoring and makeup work.	Gary, Dion	8/21/2017	Evidence of lesson plans for PPT and administration walk throughs documented.	5/21/2018 one-time
G2.B1.S1.MA1 🔍 M394531	Teacher observations by administrative staff	Gary, Dion	8/21/2017	Data in TNL, I-Ready, QSMA data	5/21/2018 weekly
G2.B1.S1.MA4 🔍 M394532	Teacher observations by administrative staff	Gary, Dion	8/21/2017	Data in TNL, I-Ready, QSMA data	5/21/2018 monthly
G2.B1.S1.MA1 🔍 M394533	I-Ready Data and Walkthroughs	Gary, Dion	8/21/2017	TNL data, QSMA, and I-Ready Data	5/21/2018 weekly
G2.B1.S1.MA3 🔍 M394534	Informal Walkthrough's	Gary, Dion	8/21/2017	Informal walk-through notes	5/21/2018 monthly
G2.B1.S1.A2 🔍 A367627	Provide teachers with Questioning Techniques PD	Gary, Dion	8/21/2017	All staff received training on Questioning Techniques	5/21/2018 monthly
G2.B2.S1.MA4 🔍 M394536	Walk-through observations will demonstrate differentiated instruction and incorporation of reading...	Gary, Dion	8/21/2017	Student data: QSMA's	5/21/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA3 M394539	Walkthrough's	Gary, Dion	8/21/2017	Informal observation data	5/21/2018 monthly
G2.B2.S1.A1 A367628	CAS will provide support through modeling, coaching and facilitating collaboration process.	Gary, Dion	1/8/2018	Attendance Rosters	5/21/2018 monthly
G2.B2.S1.A2 A367629	Utilization of instructional materials that provide strategies for differentiating instruction...	Gary, Dion	8/21/2017	QSMA, I-Ready Data	5/21/2018 monthly
G2.B2.S1.A3 A367630	Implementation of a whole school book study "Wonder"	Gary, Dion	8/21/2017	Student, parent, teacher participation and feedback of the initiative	5/21/2018 semiannually
G3.B1.S1.MA1 M394542	Identified students will be monitored academically and for discipline. We will utilize members of...	Watts, Chris	8/21/2017	Academic, EWS, discipline reports.	5/21/2018 biweekly
G3.B1.S1.MA1 M394543	OSS referrals will be monitored by members of our discipline team and CST committee.	Watts, Chris	8/21/2017	EWS and Discipline referrals reports.	5/21/2018 biweekly
G3.B1.S1.A1 A367631	All students will attend discipline assemblies.	Watts, Chris	8/21/2017	Decrease in OSS referrals	5/21/2018 quarterly
G3.B2.S1.MA1 M394548	Principal will meet with APD and Deans to evaluate progress.	Watts, Chris	8/21/2017	Suspension data.	5/21/2018 weekly
G3.B2.S1.MA1 M394549	APD will monitor implementation of program.	Watts, Chris	8/21/2017	APD will keep records of sign in sheets, work detail logs, and pay information.	5/21/2018 weekly
G3.B2.S1.A1 A367634	Develop and implement Detention plan.	Watts, Chris	8/21/2017	Plan developed and implemented.	5/21/2018 weekly
G2.B1.S1.A1 A367626	Provide teachers with i-Ready Professional Development and follow up	Gary, Dion	8/21/2017	All staff received training on technology (I-Ready).	5/25/2018 monthly
G1.B2.S1.A1 A367624	The implementation of a before and after school tutoring program.	Fisher, Jennifer	8/21/2017	Sign in sheets for students who participate in tutoring. Pay rosters.	8/20/2018 monthly
G2.B2.S1.MA1 M394535	Teacher observations will result in increased use of direct instruction model.	Gary, Dion	8/21/2017	Data from MCIES.	8/20/2018 one-time
G2.B2.S1.MA1 M394538	Leadership team will observe collaboration process.	Gary, Dion	8/21/2017	Informal observation notes	8/20/2018 quarterly
G3.B1.S2.MA1 M394544	Decrease in suspension rates.	Watts, Chris	8/22/2016	OSS rates.	8/20/2018 every-6-weeks
G3.B1.S2.MA1 M394545	Skills groups will be observed periodically.	Watts, Chris	8/21/2017	Record of attendance. Schedule of skills group meetings.	8/20/2018 quarterly
G3.B1.S2.A1 A367632	Create social skills groups in areas of concerns	Watts, Chris	8/21/2017	Documentation of attendance at skills groups. List of students.	8/20/2018 quarterly
G3.B1.S3.MA1 M394546	Reflection Conversations	Watts, Chris	8/21/2017	OSS data	8/20/2018 weekly
G3.B1.S3.MA1 M394547	Reflection conversations	Gary, Dion	8/21/2017	OSS data	8/20/2018 weekly
G3.B1.S3.A1 A367633	Saturday School & Before/After School Detention Programs	Watts, Chris	8/21/2017	Attendance Rosters	8/20/2018 weekly

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 and technology (I-Ready, cromebooks, engaged classrooms, etc.) in all classrooms, then we will have an increase the students' performance in all content areas.

G2.B1 Not all teachers understand high effect size strategies.

G2.B1.S1 Professional development training's for the staff to familiarize with instructional strategies.

PD Opportunity 1

Provide teachers with i-Ready Professional Development and follow up

Facilitator

I-Ready trainer and Dr. Gary

Participants

All administrative and teaching staff.

Schedule

Monthly, from 8/21/2017 to 5/25/2018

PD Opportunity 2

Provide teachers with Questioning Techniques PD

Facilitator

Dr. Gary

Participants

All administrative and teaching staff

Schedule

Monthly, from 8/21/2017 to 5/21/2018

G2.B2 Teachers are not implementing high effect size strategies.

G2.B2.S1 Grade level collaboration and observations of CAS modeled lessons

PD Opportunity 1

CAS will provide support through modeling, coaching and facilitating collaboration process.

Facilitator

Gary, Fisher, Watts, Samler

Participants

All teachers

Schedule

Monthly, from 1/8/2018 to 5/21/2018

PD Opportunity 2

Utilization of instructional materials that provide strategies for differentiating instruction based on Florida Standards

Facilitator

CAS,

Participants

All teachers

Schedule

Monthly, from 8/21/2017 to 5/21/2018

PD Opportunity 3

Implementation of a whole school book study "Wonder"

Facilitator

Media Specialist

Participants

Teachers, Students, Administration, Parents

Schedule

Semiannually, from 8/21/2017 to 5/21/2018

G3. If we decrease out of school suspension (OSS) referrals, then students' performance will increase in all content areas.

G3.B1 Student compliance with rules/polices 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

Quarterly, from 8/21/2017 to 5/21/2018

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	To improve math scores, we will utilize Robotics as a before/ after school program to enrich and develop students skills in real world application.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0631 - Belleview Middle School	School Improvement Funds		$5,000.00
			Notes: After School Robotics Program			
2	G1.B2.S1.A1	The implementation of a before and after school tutoring program.				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0631 - Belleview Middle School	School Improvement Funds		$4,000.00
			Notes: Teacher salaries (tutoring)			
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	2017-18
			0631 - Belleview Middle School	School Improvement Funds		$0.00
4	G2.B1.S1.A1	Provide teachers with i-Ready Professional Development and follow up				$12,665.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0631 - Belleview Middle School	Title, I Part A		$5,100.00
			Notes: iReady PD			
	5100	360-Rentals	0631 - Belleview Middle School	Title, I Part A		$7,565.00
			Notes: iReady Teacher toolkit			
5	G2.B1.S1.A2	Provide teachers with Questioning Techniques PD				$70,862.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0631 - Belleview Middle School	Title, I Part A		$24,522.00
			Notes: Math, ELA, Science & Social Studies Conferences			

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0631 - Belleview Middle School	Title, I Part A		$3,716.00
			Notes: Subs for teachers PD			
	6300	120-Classroom Teachers	0631 - Belleview Middle School	Title, I Part A		$42,624.00
			Notes: Teacher training (50 teachers, 8 days, 6 hours $15 stipend			

6	G2.B2.S1.A1	**CAS will provide support through modeling, coaching and facilitating collaboration process.**				**$31,811.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0631 - Belleview Middle School	Title, I Part A		$31,811.00
			Notes: CAS			

7	G2.B2.S1.A2	**Utilization of instructional materials that provide strategies for differentiating instruction based on Florida Standards**				**$47,131.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0631 - Belleview Middle School	Title, I Part A		$9,100.00
			Notes: Everglades workbooks Algebra 1 Math 6,7,8 books			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0631 - Belleview Middle School	Title, I Part A		$33,631.00
			Notes: Macbooks Macbook cart smartboard			
	5100	730-Dues and Fees	0631 - Belleview Middle School	Title, I Part A		$4,400.00
			Notes: CTE Industry Certification for students			

8	G2.B2.S1.A3	**Implementation of a whole school book study "Wonder"**				**$28,120.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0631 - Belleview Middle School	Title, I Part A		$22,170.00
			Notes: "Wonder" "Out of my mind"			
	6150	510-Supplies	0631 - Belleview Middle School	Title, I Part A		$1,450.00
			Notes: Food for parent trainings			
	6150	390-Other Purchased Services	0631 - Belleview Middle School	Title, I Part A		$4,500.00
			Notes: Cambridge Handbook with Title I Parent newsletters			

9	G3.B1.S1.A1	**All students will attend discipline assemblies.**				**$0.00**
10	G3.B1.S2.A1	**Create social skills groups in areas of concerns**				**$500.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	School Improvement Funds		$500.00
11	**G3.B1.S3.A1**	**Saturday School & Before/After School Detention Programs**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0631 - Belleview Middle School	School Improvement Funds		$5,000.00
12	**G3.B2.S1.A1**	**Develop and implement Detention plan.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0631 - Belleview Middle School	School Improvement Funds		$5,000.00
			Notes: Funding for Detention programs			
					Total:	**$210,089.00**