

Marion County Public Schools

Bellevue Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	12

Belleview Elementary School

5556 SE COUNTY HIGHWAY 484, Belleview, FL 34420

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Belleview Elementary School will provide a quality learning environment where students will learn and become responsible, self-sufficient citizens, who will be willing and able to become contributing members of our democratic society.

Provide the school's vision statement.

Ensuring all students are learning to their maximum potential.

School Leadership Team

Membership

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

Name	Title
Varner, Stacey	Principal
Clifford, Marty	Dean
Binkley, Myriam	Instructional Coach
Nettles-Brown, Jannissa	Assistant Principal
Finnie, Jasmine	Instructional Coach
Boireau, Ernestine	School Counselor
Wilkerson, Angela	Teacher, K-12
Maurice, Michelle	Teacher, K-12
Pryor, Laurie	Teacher, K-12
Earnest, Wendy	Teacher, K-12
Bryant, Charnee	Teacher, K-12
King, Joel	Teacher, K-12
Tindall, Kevin	Teacher, K-12

Duties

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

The Content Area Specialist will provide modeling, conduct research on methods to address student weaknesses in their subject area, and assist with professional development and parent training. They also lead grade levels in data analysis to guide instruction and increase student achievement. The Teacher leaders will provide input and strategies specific to their grade and/or subject area. The Guidance Counselor and Student Service Management (Dean) assist in planning parent evenings with the administration and coaches as well as working with teachers and students on social-emotional services.

Early Warning Systems

Year 2017-18

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	19	20	22	17	14	21	0	0	0	0	0	0	0	113
One or more suspensions	3	4	19	18	19	5	0	0	0	0	0	0	0	68
Course failure in ELA or Math	0	12	5	18	13	4	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	92	96	77	0	0	0	0	0	0	0	265

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	15	17	34	32	33	0	0	0	0	0	0	0	131

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	22	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	0	0	0	15	0	0	0	0	0	0	0	0	0	15

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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	31	43	20	36	24	27	0	0	0	0	0	0	0	181
One or more suspensions	4	18	11	21	11	20	0	0	0	0	0	0	0	85
Course failure in ELA or Math	14	23	29	0	0	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	82	68	68	0	0	0	0	0	0	0	218

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	26	39	41	53	39	59	0	0	0	0	0	0	0	257

Year 2016-17 - Updated

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	31	43	20	36	24	27	0	0	0	0	0	0	0	181
One or more suspensions	4	18	11	21	11	20	0	0	0	0	0	0	0	85
Course failure in ELA or Math	14	23	29	0	0	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	82	68	68	0	0	0	0	0	0	0	218

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	26	39	41	53	39	59	0	0	0	0	0	0	0	257

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

According to our data from I-ready and FSA our ELA component performed the lowest. This is a trend, however ELA showed the most learning gains during the 17-18 SY.

Which data component showed the greatest decline from prior year?

Math and Science proficiency showed the greatest decline from the previous year. Math decreased by 9 points and science decreased by 17 points.

Which data component had the biggest gap when compared to the state average?

Science has the biggest gap when compared to the state average by 24 points.

Which data component showed the most improvement? Is this a trend?

Our students making learning gains in both ELA and Math showed the most improvement. While the numbers of students proficient in math declined they still showed an increase in learning gains by 6 points and In ELA they improved by 12 points.

Describe the actions or changes that led to the improvement in this area.

Our Literacy and Math Content Area Specialist provide modeling, as well as analyze data with admin and teachers to address student weaknesses in their subject areas. Our Instructional Para's supported struggling students with additional resources (such as I-ready, Read Naturally) throughout the day. Additional afterschool support was offered to selected students based off of their IReady Diagnostic AP2 data and resources from Achieve 3000 and Educational Galaxy were provided to them.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	46%	56%	42%	47%	52%
ELA Learning Gains	42%	44%	55%	51%	49%	52%
ELA Lowest 25th Percentile	43%	37%	48%	36%	47%	46%
Math Achievement	38%	49%	62%	47%	48%	58%
Math Learning Gains	35%	46%	59%	45%	47%	58%
Math Lowest 25th Percentile	17%	35%	47%	36%	40%	46%
Science Achievement	32%	51%	55%	52%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (31)	20 (43)	22 (20)	17 (36)	14 (24)	21 (27)	113 (181)
One or more suspensions	3 (4)	4 (18)	19 (11)	18 (21)	19 (11)	5 (20)	68 (85)
Course failure in ELA or Math	0 (14)	12 (23)	5 (29)	18 (0)	13 (0)	4 (0)	52 (66)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	92 (82)	96 (68)	77 (68)	265 (218)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	46%	-11%	57%	-22%
	2017	41%	50%	-9%	58%	-17%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	39%	43%	-4%	56%	-17%
	2017	42%	52%	-10%	56%	-14%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
05	2018	31%	46%	-15%	55%	-24%
	2017	39%	47%	-8%	53%	-14%
Same Grade Comparison		-8%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	48%	-15%	62%	-29%
	2017	38%	48%	-10%	62%	-24%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	41%	47%	-6%	62%	-21%
	2017	45%	55%	-10%	64%	-19%
Same Grade Comparison		-4%				
Cohort Comparison		3%				
05	2018	35%	50%	-15%	61%	-26%
	2017	44%	45%	-1%	57%	-13%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	31%	49%	-18%	55%	-24%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	46	36	13	24	25	7				
ELL	29	38		24	15						
BLK	41	64		41	29						
HSP	29	35	29	32	26	8	43				
MUL	47	33		40	33						
WHT	39	42	44	40	38	15	27				
FRL	36	41	38	38	32	17	32				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	24	20	18	26	24	25				
ELL	22	53		28	47						
BLK	19	40		19	35	30	18				
HSP	30	45	60	44	60		50				
MUL	69			63							
WHT	48	46	48	46	46	47	49				
FRL	39	50	51	41	50	43	41				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title

100% of our students will utilize Zones of Regulations to help self-regulate their emotions and focus on their academics

Rationale

Staff is supported by having a PBIS training for pre-planning as well as refreshers for staff and students after each 9 weeks. Expectations are posted school wide and referred to within each classroom. We also have a PBIS committee which meets once a month to voice any concerns staff may have. We also have staff and parent brochures that are distributed that explain our PBIS plan, zones of regulations and expectations. Our PBIS is a token economy where we give out Bronco Bucks and they are given out when our teachers see students following our expectations. We also encourage students to do the right thing by providing activities they can participate in throughout the year that they pay for with their "bucks".

Intended Outcome

If teachers are able to instruct in an environment conducive to learning, then students will be able to focus on their academics and increase their understanding of grade level instruction.

Point Person

Marty Clifford (marty.clifford@marion.k12.fl.us)

Action Step

Description

During Pre-planning the staff will have a training on PBIS and the students will have refreshers every nine weeks. The Belleview Expectations are posted school wide and referred to within each classroom. Implement an Intensive classroom for students disrupting learning, in this class they students will have emotional/social support as well as standards based instruction.

Person Responsible

Marty Clifford (marty.clifford@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description

The reducing of school wide discipline referrals by 15% indicates the effectiveness of the program.

Person Responsible

Marty Clifford (marty.clifford@marion.k12.fl.us)

Activity #2	
Title	46% of our students will meet or exceed the districts learning gains and/or proficiency in ELA, Math and Science as measured by the Florida Standards Assessment, FSA
Rationale	FSA results showed 37% of our students proficient and 42% made learning gains in ELA. 38% of our students were proficient and 35% made learning gains in Math, while 31% of our students were proficient in Science. As teachers continue to infuse rigor into their curriculum, teachers must set clear learning expectations that is visibly reflective in student data. By the end of the 2018-2019 School year, 56% of Belleview Elementary's students in Kindergarten through 5th grade will show mastery and made learning gains with Florida Standards.
Intended Outcome	Our students FSA data declined in all content areas. If we focus on rigorous activities in all content areas, Science related instruction and data analysis then students' learning will increase.
Point Person	Jasmine Finnie (jasmine.finnie@marion.k12.fl.us)
Action Step	
Description	Provide teachers with professional development to increase student engagement and rigor of instruction. The PD would include common boards, text complexity, Collaboration standards- based resources, Item Specs, and FSA Blueprint. CAS will also provide coaching , mentoring, modeling and data analysis support to effectively develop and implement standards- based instruction based on student needs and aligned with state standards. During Early Release Days, provide PD for our paraprofessionals, with standards- based resources and data analysis.
Person Responsible	Stacey Varner (stacey.varner@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	During collaborative planning we will utilize best practices for rigorous activity, and implement monthly data meetings to ensure students are improving in all content areas. We implement and analyze standard checks to determine which students need remediation with those standards prior to our CSMA's. We also look at CMSA and I-ready data to monitor the effectiveness of students' understanding.
Person Responsible	Stacey Varner (stacey.varner@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our primary mission at Belleview Elementary School is to find ways of enhancing each child's learning opportunities. We strive to work collaboratively with parents and families to nurture a love for learning and to help our students become lifelong learners. We believe that each child should be given

opportunities to achieve and be successful and understand active participation by parents and family will help promote this success. We will work together to establish effective family-school partnerships. School and home must also work together to help ensure our students will achieve and succeed. We are committed to ongoing, two-way, meaningful communication to help facilitate mutual understanding and to stimulate student success. Activities will be implemented on campus with school and community partners. Based on 2017-2018 Parent Survey, 37% would like to see our events held in the morning during the week and 62% would like to see them held during the week in the afternoon/evenings. Our activities/events will be offered different times AM and/or PM throughout the year to address the academic, social and emotional needs of the students. Flyers and skylert messages will be sent out to parents prior to the events as well as printed in their parent handbook/calendar provided to each family at the start of school. Parents unable to participate in events can receive materials from the events. Examples of events include, but are not limited to:

- Literacy/Math Night
- BRONCO (Science) Night
- Tailgating with Team Belleview

For example, the Lego education representative will facilitate a STEAM activity that supports problem solving within a family. Parent STEAM Nights will also include Self Regulation Techniques where parents will receive information to help with their child's academic development and success.

PFEF Link

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

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.

Teachers and students have been told that the students can request time with the guidance counselor as needed. The procedure is for the teacher to call the guidance office to ensure that the guidance counselor is available. If there is need for long term counseling then the guidance counselor will refer the student out to community resources. The guidance counselor also offers classroom guidance lessons that any teacher can request at any time. The guidance counselor will also work with small groups of students on a weekly basis which focus on appropriate behaviors. She will service Tier II and Tier III students for behavior.

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

We utilize a Title I Pre-Kindergarten/VPK program to be able to serve 20 pre-kindergarten students each year in preparation for kindergarten. We also encourage parents whose students are not enrolled in our pre-kindergarten program to enroll their child in another VPK program in a private setting or in the district's summer VPK program. We also have a ESE pre-kindergarten classrooms that serve pre-kindergarten students with identified special needs.

For our 5th grade students, we invite the middle schools in our area to come to our school to do an orientation session with our students during the school day. Special Education students attend their individual articulation meetings between our school and the middle school.

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

The Instructional Coaches and Assistant Principal disaggregate data, create data charts/spreadsheets to share with Teachers and Principal, and create data charts. The administrators utilize the data information to determine how to provide additional support needed such as materials, adjustments of paraprofessionals to provide enrichment or remediation. The team meets throughout the year to discuss data results, professional development needs, and other training needs and makes decisions based on data and feedback. The assistant principal and CAS are responsible for keeping the inventory of resources available for teachers to use. The team examines individual needs of struggling students to select the program or materials that will best serve the students on Tier 2 or 3.

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

Part V: Budget

Total:

\$541,775.25