

Marion County Public Schools

Bellevue Santos Elementary School



2019-20 Schoolwide Improvement Plan

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Belleview Santos Elementary School

9600 SE US HIGHWAY 441, Belleview, FL 34420

[no web address on file]

Demographics

Principal: Kim White

Start Date for this Principal: 6/4/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: F (28%) 2016-17: C (43%) 2015-16: D (35%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	40%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	F	C	D

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<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-Santos will develop academically minded learners through the planning and implementation of rigorous and relevant instruction and collaborative teaching in a safe environment.

Provide the school's vision statement.

Belleview-Santos works with all stakeholders to create educational opportunities where all students can learn.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
White, Kimberly	Principal	
Robinson, Teresa	Instructional Media	
Polish, Alison	School Counselor	
Lafferty, Shanon	Assistant Principal	
Alvarez, Jennifer	Instructional Coach	
Haworth, Angelique	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	80	72	112	83	74	0	0	0	0	0	0	0	505
Attendance below 90 percent	12	11	12	16	2	10	0	0	0	0	0	0	0	63
One or more suspensions	3	5	4	14	0	12	0	0	0	0	0	0	0	38
Course failure in ELA or Math	14	16	30	16	2	8	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	24	28	8	42	0	0	0	0	0	0	0	117

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	25	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - 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	0	3	5	9	1	4	0	0	0	0	0	0	0	22
One or more suspensions	2	8	11	27	5	15	0	0	0	0	0	0	0	68
Course failure in ELA or Math	0	7	10	17	17	7	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	19	27	41	0	0	0	0	0	0	0	87

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	15	17	34	6	33	0	0	0	0	0	0	0	108

Prior Year - 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	0	3	5	9	1	4	0	0	0	0	0	0	0	22
One or more suspensions	2	8	11	27	5	15	0	0	0	0	0	0	0	68
Course failure in ELA or Math	0	7	10	17	17	7	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	19	27	41	0	0	0	0	0	0	0	87

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	15	17	34	6	33	0	0	0	0	0	0	0	108

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	47%	57%	45%	52%	55%
ELA Learning Gains	66%	56%	58%	51%	57%	57%
ELA Lowest 25th Percentile	63%	52%	53%	48%	53%	52%
Math Achievement	47%	51%	63%	49%	52%	61%
Math Learning Gains	57%	58%	62%	39%	54%	61%
Math Lowest 25th Percentile	38%	49%	51%	36%	43%	51%
Science Achievement	53%	47%	53%	35%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	84 (0)	80 (0)	72 (0)	112 (0)	83 (0)	74 (0)	505 (0)
Attendance below 90 percent	12 (0)	11 (3)	12 (5)	16 (9)	2 (1)	10 (4)	63 (22)
One or more suspensions	3 (2)	5 (8)	4 (11)	14 (27)	0 (5)	12 (15)	38 (68)
Course failure in ELA or Math	14 (0)	16 (7)	30 (10)	16 (17)	2 (17)	8 (7)	86 (58)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (19)	0 (27)	0 (41)	0 (87)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	44%	-7%	58%	-21%
	2018	44%	46%	-2%	57%	-13%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	60%	49%	11%	58%	2%
	2018	42%	43%	-1%	56%	-14%
Same Grade Comparison		18%				
Cohort Comparison		16%				
05	2019	45%	45%	0%	56%	-11%
	2018	39%	46%	-7%	55%	-16%
Same Grade Comparison		6%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	49%	-6%	62%	-19%
	2018	33%	48%	-15%	62%	-29%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	65%	54%	11%	64%	1%
	2018	42%	47%	-5%	62%	-20%
Same Grade Comparison		23%				
Cohort Comparison		32%				
05	2019	32%	45%	-13%	60%	-28%
	2018	19%	50%	-31%	61%	-42%
Same Grade Comparison		13%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	44%	5%	53%	-4%
	2018	37%	49%	-12%	55%	-18%
Same Grade Comparison		12%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	19	58	64	22	48	44	25				
ELL	35	70		42	67						
BLK	31	60	60	18	42	55	31				
HSP	48	68		55	72	42	30				
WHT	57	64	44	54	58	27	67				
FRL	39	65	53	36	53	43	44				
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	19	19	5	12	7		8				
ELL	19	12	10	19	12						
BLK	29	22		21	15						
HSP	39	28	13	30	19		29				
WHT	53	42	21	39	26	20	45				
FRL	40	31	17	27	20	6	39				

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	17	31	37	17	15	20					
ELL	22	60	70	33	35						
BLK	32	48		35	22		13				
HSP	36	59	57	47	43	33	42				
MUL	40			40							
WHT	52	48	50	54	43	36	39				
FRL	39	48	45	43	39	39	30				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing area were students in the Lowest Quartile in Math. Due to the high needs of all students for the 18-19 school year, more focus was given to reading instruction and interventions, thus the lower numbers in math in all areas.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

All areas showed an increase from 17-18 to 18-19. The area that showed the least amount of gain are ELA proficiencies. ELA proficiencies only showed a 5% point gain, however this areas is still the highest area overall. Math proficiencies showed only 15% point gains moving up to 47% of all 3rd-5th graders being proficient and is the lowest area measured.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest gap between BSE and the state is in overall math proficiencies. Again, a focus on reading instruction and reading interventions contributed to the lower increases in math achievement levels.

Which data component showed the most improvement? What new actions did your school take in this area?

Proficiencies in the Lowest Quartile for ELA showed the most improvement. Focused intervention time held 2 times everyday contributed to this increase.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our area of concern is our Students with Disabilities.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Raising overall proficiencies in ELA, Math, and Science.
2. Raising proficiency levels in Math for students in the Lowest Quartile.
3. Increasing ELA and Math proficiencies for SWD.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading and Math Proficiency Levels
Rationale	While ELA and Math proficiency levels are on the rise, there continues to be a gap between our students' achievement levels and that of other students in the State of Florida as measured by the FSA.
State the measurable outcome the school plans to achieve	<p>If teachers implement effective standards-based instruction in ELA and Math then students learning gains and proficiency levels in 3rd, 4th, and 5th grade will increase by at least 5% in each area.</p> <p>3rd Grade ELA from 37% to 42%; 3rd Grade math from 43% to 48%</p> <p>4th Grade ELA from 60% to 65%; 4th Grade math from 65% to 70%</p> <p>5th Grade ELA from 45% to 50%; 5th Grade math from 32% to 37%</p>
Person responsible for monitoring outcome	Kimberly White (kimberly.white@marion.k12.fl.us)
Evidence-based Strategy	Collaborative Planning using Florida Standards to support standards-based instruction.
Rationale for Evidence-based Strategy	This strategy was implemented last year and produced adequate learning gains in ELA and Math. Teachers continue to receive support from Instructional Coaches and Administration in developing standards-based instruction through the use of academic resources.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule common collaborative planning time twice a week to develop standards-based lessons and formative assessments to monitor student learning. 2. Provide professional development how to develop standards-based lessons. 3. 4. 5.
Person Responsible	Kimberly White (kimberly.white@marion.k12.fl.us)

#2	
Title	Math Lowest Quartile Proficiencies
Rationale	Learners in the Lowest Quartile for Math in 4th and 5th grades showed the least amount of gains from 17-18 to 18-19 as shown by FSA data.
State the measurable outcome the school plans to achieve	If teachers implement effective standards-based instruction and immediate intervention to students in the lowest quartile in math then student learning gains and proficiencies for this subgroup in 4th and 5th grade will increase by 5% as measured by the FSA. Learning Gains in the Lowest Quartile in Math from 38% to 43%
Person responsible for monitoring outcome	Kimberly White (kimberly.white@marion.k12.fl.us)
Evidence-based Strategy	Collaborative Planning using Florida Standards to support standards-based instruction and professional development on how to intervene immediately to students who struggle with mathematical concepts.
Rationale for Evidence-based Strategy	Collaborative planning planned effective last year to ensure that teachers are teaching to the depth of the standard. Additionally, research indicates that immediately intervening when a learner misunderstands a concept improves the likelihood that the learner will retain the correct concepts and thus improve achievement levels.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule weekly collaboration time for math teachers in 4th and 5th grade to plan instruction aligned to the Florida Standards. 2. Monitor learners in the Lowest Quartile in math using QSMA data and iReady data. 3. Provide professional development on how to immediately assess and the remediate learners who struggle with math concepts. 4. 5.
Person Responsible	Kimberly White (kimberly.white@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

Belleview-Santos Elementary will build positive relationships with parents, families, and other community stakeholders through Title 1 as well as School of Hope funding. The funding will provide services such as Strong Fathers events, a Community Stakeholder Liaison, Mental Health Counselor, English speaking classes to parents and the community, as well as a School of Hope Mentor.

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.

This year Belleview Santos is implementing the Sanford Harmony social-emotional program in all classrooms as our Tier 1 instruction. This year we are also implementing various Tier 2 interventions including small group interventions to address specific emotional needs. For Tier 3 we are partnering with Ocala Consulting and Prevention to provide a licensed mental health counselor on campus full time to assist students with their social-emotional needs.

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

STAGGER START is a district initiative to assist students to transition into elementary school. The primary focus of STAGGER START is to give staff the opportunity to administer assessments, develop one-on-one relationships with students, and eliminate anxiety for children by assigning small groups of students per day to attend school for the first week. FLKRS, which includes the assessments of ECHO and FAIR, are tools used to determine readiness needs, focus instructional strategies, and provide prescriptive instructional implications.

Florida's Voluntary Pre-K, Headstart, and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.

Social and emotional needs will be met through the Sanford Harmony curriculum and later in the year Why Try. The WhyTry curriculum will build up our students and prepare them for our feeder middle school which is also implementing this curriculum. All students will have access to this curriculum through their classrooms teachers. A mental health counselor and School of Hope Mentor will implement these curricula on a small group or individual basis as needed.

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 school based leadership team will consistently monitor student achievement data and provide intervention opportunities to students, as needed. Progress will be monitored and interventions adjusted based on student data.

Title I Part A - see Title I budget.

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 Tutor 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 public 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.

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.

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

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at Belleview Santos.

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 to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skill 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading and Math Proficiency Levels	\$0.00
2	III.A.	Areas of Focus: Math Lowest Quartile Proficiencies	\$0.00
Total:			\$0.00