

Escambia County School District

Bellview Middle School



2019-20 Schoolwide Improvement Plan

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Bellview Middle School

6201 MOBILE HWY, Pensacola, FL 32526

www.escambiaschools.org

Demographics

Principal: Paul Lovely

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: D (40%) 2016-17: C (41%) 2015-16: D (35%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

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 Escambia 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)
Middle School 6-8	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	76%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bellview Middle School is a diverse and inclusive school community in which all staff is committed to academic and behavioral excellence. Therefore, Bellview Middle School respects the individual needs of children; fosters a caring, safe and creative environment; and emphasizes the social, emotional, physical, intellectual development of each child.

Provide the school's vision statement.

The vision of Bellview Middle School is to provide a caring and stimulating environment where children will be able to recognize and achieve their fullest potential.

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
Adams, Melia	Principal	Principal of the school summary: Provides leadership necessary to design, develop, implement, and evaluate a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment to promote student success. Provides instructional leadership and supervision for student achievement. Manages and administers the development, implementation, and assessment of the instructional program at the assigned school. Utilizes current research, outside sources, performance data, and feedback from students, teachers, parents, and the community to make decisions related to improvement of instruction and student performance. Promotes high student achievement and empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.
Palasciano, Tara	Assistant Principal	Assistant Principal of the school summary: Assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. Provides instructional leadership and supervision for student achievement. Assist Principal with daily operation of the school. Assists in the development, implementation, and evaluation of the instructional program, including the use of technology. Supervises curricular and extracurricular activities as assigned, Provides recommendations to the Principal regarding curriculum improvement. Supervises textbook and equipment selection, acquisition, and inventory. Assists the Principal in the administration of the summer school program. Assists with coordinating student field trips. Assists in developing the master schedule and assignment of students and staff. Assists in the administration of the testing program. Assists in gathering, analyzing and interpreting data related to student performance. Assists in coordinating the school's accreditation program.
Hall, Jan	Other	ESE Behavior Coach summary: Performs Behavior Intervention for general education and for ESE students. Assists teachers in the development and implementation of a social skills curriculum appropriate to students served. Collaborates with school personnel to promote an educational climate that facilitates student success and academic achievement. Provides direct support to students in need of behavioral services. Assist teachers in developing behavioral plans for students who exhibit extreme disruptive or noncompliant behavior. Assists educational instructors in implementing strategies to work with students demonstrating emotional and/or behavioral difficulties in the classroom.
Farmer, Rachel	Instructional Coach	Math Instructional Coach summary: plans with teachers to support teachers in the improvement of their instructional skills Instructional specialist makes revisions to the support program when it is needed.

Name	Title	Job Duties and Responsibilities
		Actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the instructional program.
Spear, Twana	Instructional Coach	Instructional Coach summary: plans with teachers to support teachers in the improvement of their instructional skills Instructional specialist makes revisions to the support program when it is needed. Actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the instructional program.
Lingo, Michelle	Instructional Media	Media Specialist summary: Assist students, staff, and faculty in obtaining materials and resources from or for the library systems and maintain and oversee the library; implements a highly effective literacy program that supports all instructional areas and programs. As an instructional partner the media specialist works with teachers and other educators to build and strengthen connections between student information and research needs, curricular content, learning outcomes, and information resources.
McNair, Vermonda	Dean	Administrative Dean summary: serves as a member of the middle school administrative team and assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and Positive Behavioral Interventions and Supports (PBIS). Assist in the implementation of policies, regulations, guidelines, and procedures pertaining to student behavior and attendance. Assist in maintaining discipline throughout the student body and participates in disciplinary hearings when applicable.
Lange, Mary	Teacher, K-12	Teacher summary: plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students; creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students; guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students.
Nicholson, Delia	Teacher, K-12	Teacher summary: plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students; creates a classroom environment that is conducive to learning and appropriate to the

Name	Title	Job Duties and Responsibilities
		maturity and interests of students; guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students.
Gardner, Cheryl	Paraprofessional	Teacher assistant summary: assists in the supervision of learning activities, circulating within the classroom and providing assistance and learning support to secondary students; provides instruction to students as prescribed by the supervising teacher and reinforces skills introduced by the teacher. Assists teachers in checking and objectively evaluating students' work; works with students individually and in small groups reinforcing skills based upon instructional guidelines; may utilize games, stories, or other manipulatives to enhance students' learning skills

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	0	0	0	0	0	0	328	362	321	0	0	0	0	1011
Attendance below 90 percent	0	0	0	0	0	0	82	92	75	0	0	0	0	249
One or more suspensions	0	0	0	0	0	0	43	144	91	0	0	0	0	278
Course failure in ELA or Math	0	0	0	0	0	0	35	48	34	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	156	221	157	0	0	0	0	534

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	0	0	0	0	0	82	161	109	0	0	0	0	352

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	0	0	0	3	10	4	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	8	14	10	0	0	0	0	32

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

71

Date this data was collected or last updated

Thursday 6/6/2019

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	0	0	0	0	0	16	21	18	0	0	0	0	55	
One or more suspensions	0	0	0	0	0	0	81	126	96	0	0	0	0	303	
Course failure in ELA or Math	0	0	0	0	0	0	68	32	36	0	0	0	0	136	
Level 1 on statewide assessment	0	0	0	0	0	0	216	202	173	0	0	0	0	591	

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	0	0	0	0	0	104	108	93	0	0	0	0	305	

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	0	0	0	0	0	16	21	18	0	0	0	0	55	
One or more suspensions	0	0	0	0	0	0	81	126	96	0	0	0	0	303	
Course failure in ELA or Math	0	0	0	0	0	0	68	32	36	0	0	0	0	136	
Level 1 on statewide assessment	0	0	0	0	0	0	216	202	173	0	0	0	0	591	

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	0	0	0	0	0	104	108	93	0	0	0	0	305	

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	31%	48%	54%	29%	46%	52%
ELA Learning Gains	50%	52%	54%	45%	51%	54%
ELA Lowest 25th Percentile	48%	45%	47%	46%	42%	44%
Math Achievement	26%	46%	58%	25%	43%	56%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	42%	47%	57%	39%	43%	57%
Math Lowest 25th Percentile	50%	43%	51%	36%	40%	50%
Science Achievement	29%	43%	51%	28%	44%	50%
Social Studies Achievement	40%	58%	72%	45%	56%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	328 (0)	362 (0)	321 (0)	1011 (0)
Attendance below 90 percent	82 (16)	92 (21)	75 (18)	249 (55)
One or more suspensions	43 (81)	144 (126)	91 (96)	278 (303)
Course failure in ELA or Math	35 (68)	48 (32)	34 (36)	117 (136)
Level 1 on statewide assessment	156 (216)	221 (202)	157 (173)	534 (591)

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
06	2019	27%	42%	-15%	54%	-27%
	2018	20%	40%	-20%	52%	-32%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	30%	43%	-13%	52%	-22%
	2018	24%	41%	-17%	51%	-27%
Same Grade Comparison		6%				
Cohort Comparison		10%				
08	2019	33%	50%	-17%	56%	-23%
	2018	45%	51%	-6%	58%	-13%
Same Grade Comparison		-12%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	20%	36%	-16%	55%	-35%
	2018	14%	36%	-22%	52%	-38%
Same Grade Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2019	32%	50%	-18%	54%	-22%
	2018	27%	45%	-18%	54%	-27%
Same Grade Comparison		5%				
Cohort Comparison		18%				
08	2019	13%	21%	-8%	46%	-33%
	2018	15%	24%	-9%	45%	-30%
Same Grade Comparison		-2%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	27%	42%	-15%	48%	-21%
	2018	36%	45%	-9%	50%	-14%
Same Grade Comparison		-9%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	54%	-15%	71%	-32%
2018	32%	51%	-19%	71%	-39%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	52%	4%	61%	-5%
2018	56%	51%	5%	62%	-6%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	16	43	45	16	37	43	17	18	100		
ELL	17	42	32	19	49	57	17				
ASN	71	76		76	61		64		100		
BLK	22	44	46	17	37	48	19	28	89		
HSP	35	55	38	25	47	54	27	54	79		
MUL	35	48	64	33	48	50	35	54	83		
WHT	46	61	52	40	49	50	51	51	83		
FRL	29	50	50	24	40	48	27	36	87		
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	18	44	46	16	37	39	28	22			
ELL	12	52	47	22	49	53	15	10			
ASN	50	60		65	69				83		
BLK	23	40	45	17	31	40	23	26	62		
HSP	31	43	33	25	38	43	40	43			
MUL	32	38		25	32		50	27	79		
WHT	41	52	57	34	43	43	59	45	66		
FRL	27	42	47	22	33	40	36	32	46		
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	6	30	33	11	41	39	6	24			
ELL	18	29	23	23	25			18			
ASN	65	67		72	58			82	100		
BLK	19	43	44	14	37	39	12	33	82		
HSP	43	47	38	26	29	13		53	100		
MUL	39	51		27	32		38	67	78		
WHT	36	45	59	38	44	44	45	53	67		
FRL	26	44	46	22	38	37	22	37	52		

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47

Hispanic Students	
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	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	54
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	43
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.

ELA data showed that the 8th grade showed the lowest performance dropping by 12% when compared to the prior year. This has not been a trend. We contribute the drop due to an instructional shift that focused on remedial tools based on the previous 7th grade data and lost instructional time that would have been focused on writing.

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

Science data component showed the greatest decline from the prior year dropping 9% when compared to the prior year. We contribute the decline in Science due to under utilizing the LMS CORE resources, effective scaffolding and utilizing content close reads within the subject area.

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.

Math 6th at 35% and 8th grade at 33% had the greatest gap when compared to the state average. We believe that at the 6th grade level, intensive instruction was needed to accommodate the large number of incoming level 1 students as well as utilizing data to fidelity to help identify specific standards to re-address with students. There was not an intensive math instructor 2018-2019 to identify and support strategies. We believe that at the 8th grade level, math resources were under utilized to the level of reviewing progress monitoring data to tweak and address the instructional setting to meet the needs of students.

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

Math data component at the 7th grade level showed the most improvement. We implemented weekly support and PLC's with the middle school math specialist and utilized Solution Tree to help focus on instructional trends within our learning communities.

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

Reflecting on the EWS data from Part I (D), two potential areas of concern are: Attendance below 90% and one or more suspensions. Both areas of concern have a direct impact on the other EWS areas to include course failures and student achievement.

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

1. Attendance
2. Subgroup Students with Disabilities
3. Subgroup ELL
4. Subgroup Black/African American
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	<p>Bellview Middle School is below the state average in ELA proficiency. We did increase by 1% in ELA proficiency compared to the 2018-2019 data however, we must accelerate our proficiency increase in efforts to close the achievement gap so that we rise above 41%. Our ELA lowest 25th percentile was 1% above the state average and 3% above district average. We must ensure that teacher and student engagement is highly interactive and rigorous materials are available as well as provide various opportunities for remediation and enrichment in all ELA instructional environments. Consistent review of data to identify remediation needs will target students who have been identified through academic data. All ELA teachers must feel confident and supported in the materials they are using and follow with fidelity.</p>
State the measurable outcome the school plans to achieve	FSA ELA 2020 overall proficiency will increase by 10% at Bellview Middle School.
Person responsible for monitoring outcome	Tara Palasciano (tpalasciano@ecsdfi.us)
	<p>Focus on consistent implementation of the ELA frameworks and decision tree scheduling.</p> <p>Identify teachers whose STAR AP1 data reflects less than 41% of their students are proficient. Focus instruction and engagement for targeted interventions for those students early on.</p> <p>Provide PD for modeling and support with the help of the ELA department subject area specialist.</p>
Evidence-based Strategy	<p>Provide PD in: The Six Traits of Writing and Step Up to Writing, small group center based instructions, close reading and complex text, vocabulary instruction, fluency instruction.</p> <p>Implement iReady in Intensive Reading.</p> <p>Strengthen Tier 1 instruction by providing PD to the faculty on UDL and monitor implementation with classroom visits looking for multiple forms of content representation.</p> <p>Develop a literacy team to create a school wide literacy plan to determine a focused area of PD, school wide model for a small group routine for Tier II students, and school wide vocabulary initiative.</p>
Rationale for Evidence-based Strategy	We believe that the selected strategies will help to provide specific interventions to meet the needs of all students in the ELA curriculum. Evidence and criteria used to make these determinations are Step of the Writing, iReady data, STAR 360 data, Schoolnet data and assisting struggling readers as wells as address our SWD, ELL and other subgroups.
Action Step	
Description	<ol style="list-style-type: none"> 1. Classroom Walk Through 2. ELA PLC's focused on close reading strategies and Step Up To Writing activities

- 3. Small-group collaboration and strategies
- 4.
- 5.

Person Responsible Tara Palasciano (tpalasciano@ecsdfi.us)

#2	
Title	Math Proficiency
Rationale	<p>Bellview Middle School is below the state average in math proficiency. We increased by 2% in proficiency compared to the 2018-2019 data, but we are 32% below the state average and 20% below the district average. Our learning gains increased by 6% compared to the 2018 data and the lowest 25th percentile increased by 8%. We must ensure that teacher and student engagement is highly interactive and rigorous materials are available as well as provide various opportunities for remediation and enrichment in all math instructional environments. Math remediation will target students who have been identified through academic data. All math teachers must feel confident and supported in the materials they are using and follow with fidelity.</p>
State the measurable outcome the school plans to achieve	FSA Math 2020 overall proficiency will increase by 10% at Bellview Middle School.
Person responsible for monitoring outcome	Rachel Farmer (rfarmer1@escambia.k12.fl.us)
Evidence-based Strategy	<p>Identify teachers whose STAR AP1 data reflects less than 41% of their students are proficient. Focus instruction and engagement for targeted interventions for those students early on.</p> <p>Provide PD through the math department focused on the shifts of the standards and the implementation of instructional practices to allow students to learn the content of the standard.</p> <p>Provide PD focused on the TQE (Task, Questioning, Evidence) Process to be implemented in the mathematics time block.</p> <p>Provide PD focused on standard based planning with the aspect of rigor linked. Teachers have had the opportunity to unpack standards, so the next step would be to repack the standards. Conduct classroom walks in collaboration with the administrative team to calibrate the lens for math expectations.</p> <p>Utilize K-12 Everglades resources for intervention and reteaching during small group instruction.</p> <p>Focus on Intensive math restructuring course and content to address deficiencies within the lowest quartile.</p>
Rationale for Evidence-based Strategy	We selected these strategies due to the fact that even though we improved learning gains and gains in the lowest 25th percentile, we are still performing below the state and district average in math
Action Step	

Description	<ol style="list-style-type: none">1. New math coach hired for 2019-2020 school year who will hold weekly math meetings along with the district subject area specialist to review data, content and deficiencies.2. Before and after school tutoring within the math department.3. Math boot camp strategies throughout the school year.4.5.
Person Responsible	Melia Adams (madams@ecsdfi.us)

#3	
Title	Science Proficiency
Rationale	Bellview Middle School is below the state average in Science achievement by 22%. We dropped 10% when comparing data from 2018-2019. We must ensure that all science teachers and student engagement is highly interactive and rigorous materials are available as well as provide various opportunities for remediation and enrichment in all Science learning environments. Remediation will target students who have been identified through academic data.
State the measurable outcome the school plans to achieve	Science 2020 overall achievement will increase by 10% at Bellview Middle School.
Person responsible for monitoring outcome	Twana Spear (tspear@escambia.k12.fl.us)
Evidence-based Strategy	<p>Science instruction will implement ELA rubric, close read and writing strategies utilizing content text within the curriculum.</p> <p>Teachers will utilize UDL to differentiate with hands on probes, video links exploratory writing and other data collection experiences to enhance science and science lab instruction.</p> <p>6-12 Science Leads and teachers will hold regularly scheduled meetings and review student achievement data to ensure that the science curriculum and instruction is aligned and focused on areas of challenge.</p> <p>Teachers will meet in PLCs to discuss progress monitoring and formative assessment data.</p> <p>Teachers will utilize text resources in CPALMS aligned to Next Generation Sunshine State Standards for science (NGSSS)</p> <p>Teachers will utilize scientific probes to provide a hands on data collection experience to enhance science lab instruction</p> <p>Teachers will utilize peer observation to support and develop student engagement strategies.</p> <p>Teachers will observe use of Chromebook/Apps during science instruction to support and develop instructional strategies.</p>
Rationale for Evidence-based Strategy	We selected these strategies due to the fact that Bellview Middle School as not met the established goals to improve proficiency within Science.
Action Step	
Description	<ol style="list-style-type: none"> 1. Hired a new instructional coach with science experience who will meet with teachers to review data and curriculum alignment. 2. Classroom walk through 3. Utilize CORE resources as provided by the district subject area specialist 4. 5.

Person Responsible Twana Spear (tspear@escambia.k12.fl.us)

#4	
Title	Civics Proficiency
Rationale	Bellview Middle School is below the state average in Civics achievement. We did increase by 7% when compared to Civics achievement 2018-2019, but are still below the state average by 32% and district average by 18%. We must ensure that teacher and student engagement is highly interactive and rigorous materials are available as well as provide opportunities for remediation and enrichment in Civics instructional environments. Remediation will target students who have been identified through academic and assessment data.
State the measurable outcome the school plans to achieve	Social Studies achievement will increase by 10% at Bellview Middle School.
Person responsible for monitoring outcome	Melia Adams (madams@ecsdfi.us)
	Utilize Curriculum frameworks with Studies Weekly and Supplemental Resources linked in the CORE LMS.
	Utilize Curriculum frameworks with Instructional Materials and Supplemental Resources linked in the CORE LMS based on course calendar.
	Utilize the Gateway to American Government workbooks
Evidence-based Strategy	Use Texts Aligned with Civics Benchmarks in cross curriculum reading to build disciplinary literacy.
	Utilize District Civics probes according to the curriculum framework calendar to inform instruction and the 9 weeks exams to track progress. Schedule pd days to review data and plan for new instruction and remediation.
	Use DBQ's and alternative writing assessments to build reading and writing in the content area
	Participate in the History Fair Program building on research, writing, speaking and listening skills.
Rationale for Evidence-based Strategy	We selected these strategies due to the fact that even though we improved we are still performing below the state and district proficiency average in Civics.
Action Step	
Description	<ol style="list-style-type: none"> 1. Weekly classroom walk through and schedule meetings with the district subject area specialist. 2. Participation in the History Fair building on research, writing, speaking and listening skills.

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Person Responsible	Melia Adams (madams@ecsdfi.us)
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#5	
Title	Students with Disabilities Strategies, ELL and Black/African American Strategies
Rationale	Based on the Federal Index calculated for subgroups, Bellview Middle School performed at 37% in the SWD subgroup, 37% in the ELL subgroup and 39% in the Black/African American subgroup - all below the minimum of 41%.
State the measurable outcome the school plans to achieve	Students with Disabilities subgroup at Bellview Middle School will increase by 5% ELL subgroup at Bellview Middle School will increase by 5% Black/African American subgroup at Bellview Middle School will increase by 5%
Person responsible for monitoring outcome	Melia Adams (madams@ecsdfl.us)
	Implement all evidence-based strategies identified in ELA, Math, Science, Civics curriculum areas.
	Provide DP on accommodations for general education and special education teachers
	Strengthen Tier I instruction by providing professional development to the faculty on Universal Design for Learning and monitor implementation with classroom visits looking for multiple forms of content representation, multiple options of action and expression, and multiple means of engagement.
Evidence-based Strategy	Implementation of all recently purchased Don Johnston learning tools (Snap&Read, Co:Writer, uPAR, etc.). FDLRS, Writing Strategies (schools pay for subs), 2 day PD FDLRS, Understanding Dyslexia (schools pay for subs, K-12 teachers) FDLRS, Reading Mastery/Corrective Reading Data Review SIM: Word Mapping Strategy SIM: Test-Taking Strategy SIM: The Paragraph Writing Strategy SIM: Fundamentals in Theme Writing Strategy SIM: Inference Strategy SIM: Fundamentals in Paraphrasing and Summarizing Strategy SIM: Word Identification Strategy
Rationale for Evidence-based Strategy	We selected these strategies due to the fact that we are still performing below the state and district average in the identified subgroups based on the calculated Federal Index.
Action Step	
Description	1. New instructional coaches hired for the 2019-2020 school year to support various departments in-house 2. Provide substitute teachers to support specific professional development 3. Implement UDL strategies 4. Identify students who are in the EWS and RtI 5.
Person Responsible	Melia Adams (madams@ecsdfl.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).

NA

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.

Bellview Middle School will target the following parental and community involvement activities to build positive relationships with parents, families, and other stakeholders to fulfill the school's mission and support the needs of students:

1. Increase the number of parents coming to Open House (parent sign in sheets) and create an additional ESOL Open House to provide resources specific to our ELL population with translators to assist.
2. Family Literacy Night focusing on literacy strategies and engagement activities that can help families support Bellview Middle and strategies to utilize at home.
3. Report Card Days/Nights focusing on academic needs and parent/teacher conferences.
4. Science and Civics Research event focusing on writing and research strategies and activities with supplies provided to attending families.
5. Monthly parent newsletters with tips on reading, writing, and studying for home support.
6. Focus parent portal training offered in August/September to assist parents/guardians to have access in the portal to keep up with the academic status and attendance.
7. Upkeep a family friendly resource room within the Innovation Center for parents to use a computer and utilize other available resources.
8. Math boot camp and test taking strategies to provide families during a family event in the Spring.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

Bellview Middle School has 2 school guidance counselors, 1 behavior coach, 1 PBIS Coach, 1 CDAC RISE counselor, 1 RTI/MTSS teacher, part-time school psychologist who is at Bellview Middle School 1 day per week, 1 full-time Speech/Language Pathologist and 1 mental health counselor is at Bellview Middle School two days per week. We have identified and established homeroom teachers who serve as mentors every morning in homeroom to identified students within subgroups in efforts to build relationships and mentor. All parties work together with teachers, students and parents to ensure that the social-emotional needs of all students are being met. Teachers, students and parents will be notified in writing regarding ways to request services to address social-emotional needs with one of the means of notification being created though a google form link that students have access to via their Chromebook and is sent automatically to the school guidance counselors to review.

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

Bellview Middle School has established 6th grade and 8th grade transition committees that make up 6th and 8th grade level teachers and guidance counselors to review information that is shared with feeder elementary schools and transiting high schools. Family transition events and various activities are planned in November, February and March to provide opportunities for families to tour the school and meet with staff. High school academies are advertised for our middle school students and families to help promote higher learning opportunities and career academies at the high school levels.

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.

Bellview Middle School will use data retrieved from iReady, STAR 360, Schoolnet and other formative and district assessments. PBIS, RTI and attendance data will be reviewed to assist with problem-solving processes and monitoring of our MTSS and SIP structures.

Bellview Middle School's Leadership Team met during the summer and will continue to meet each month to review staff, parent and student concerns, disaggregate data identifying achievement areas of need in order to meet the needs of all students and desired student outcomes.

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

Selected Bellview Middle School teachers attended the 2019 summer NMAST science and math training and will focus on identifying students for advance placement in math and science at grades 6th, 7th and 8th for the 2019-2020 school year. School counselors and teachers will continue to advise course selections and promote academic and career planning by incorporating research into all levels of electives that include personal development, Computer Fundamentals, keyboarding, Cybersecurity, and the Critical Thinking course. We will request promotional items that are specific to the Career Academy programs offered at each high school in efforts to provide exposure of students. We will also have a rising 8th grade informational night for students and parents that will allow the high schools to present information and answer questions directly from students and parents regarding academic and elective offerings specific to high school credit and preparation. School guidance counselors will develop lesson plans to specifically target students by rotating through the teams to advise students during the registration process.