Belleview Middle School

2019-20 Schoolwide Improvement Plan

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Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

Demographics

Principal: Dion Gary

Start Date for this Principal: 8/2/2019

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)	97%
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: B (60%) 2017-18: B (57%) 2016-17: C (50%) 2015-16: C (46%) 2014-15: C (44%)
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, <u>click here</u>.	

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 <u>www.floridacims.org.</u>

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	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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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 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.

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.

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
Gary, Dion	Principal	School Leadership
Jones, Carlressian	Dean	
Mickel, Rhonda	Dean	
Baker, Yvonna	School Counselor	
Falcone, Paige	School Counselor	
Falconer, Paige	School Counselor	
Cook, Rebekah	Assistant Principal	
Trapp, January	Assistant Principal	School Leadership

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	499	464	437	0	0	0	0	1400
Attendance below 90 percent	0	0	0	0	0	0	2	1	4	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	109	120	91	0	0	0	0	320

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	2	1	2	0	0	0	0	5

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	0	0	0	0	0	0	0	
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)
66

Date this data was collected or last updated
Tuesday 9/3/2019

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	

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	56%	49%	54%	45%	45%	52%
ELA Learning Gains	59%	54%	54%	49%	48%	54%
ELA Lowest 25th Percentile	46%	46%	47%	36%	36%	44%
Math Achievement	59%	54%	58%	48%	47%	56%
Math Learning Gains	62%	58%	57%	56%	54%	57%
Math Lowest 25th Percentile	57%	50%	51%	44%	45%	50%
Science Achievement	50%	46%	51%	41%	44%	50%
Social Studies Achievement	81%	70%	72%	78%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	499 (0)	464 (0)	437 (0)	1400 (0)
Attendance below 90 percent	2 (0)	1 (0)	4 (0)	7 (0)
One or more suspensions	2 (0)	2 (0)	2 (0)	6 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	109 (0)	120 (0)	91 (0)	320 (0)

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	58%	45%	13%	54%	4%
	2018	48%	44%	4%	52%	-4%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	52%	46%	6%	52%	0%
	2018	45%	43%	2%	51%	-6%
Same Grade Comparison		7%				
Cohort Comparison		4%				
08	2019	57%	50%	7%	56%	1%
	2018	51%	49%	2%	58%	-7%
Same Grade Comparison		6%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	58%	46%	12%	55%	3%
	2018	50%	42%	8%	52%	-2%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	55%	49%	6%	54%	1%
	2018	54%	49%	5%	54%	0%
Same Grade Comparison		1%				
Cohort Comparison		5%				
08	2019	44%	41%	3%	46%	-2%
	2018	39%	43%	-4%	45%	-6%
Same Grade Comparison		5%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	49%	44%	5%	48%	1%
	2018	45%	46%	-1%	50%	-5%
Same Grade Comparison		4%				
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	79%	65%	14%	71%	8%
2018	82%	64%	18%	71%	11%
Compare		-3%			

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	99%	54%	45%	61%	38%
2018	99%	57%	42%	62%	37%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	51%	-51%	57%	-57%
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	12	34	32	14	44	53	13	44			
ELL	27	50	52	36	57	65	18	57	64		
BLK	43	53	51	42	56	51	30	69	50		
HSP	49	58	47	54	62	57	41	79	58		
MUL	57	59	23	60	60	60	43	85	50		
WHT	62	61	45	65	63	59	59	84	73		
FRL	48	54	46	52	60	58	42	77	59		

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	13	36	35	19	40	36	13	55			
ELL	22	51	49	29	46	38	17	73			
ASN	50	60		40	60						
BLK	32	45	47	36	58	51	24	76	80		
HSP	47	53	45	48	59	47	45	84	71		
MUL	44	53	29	65	70	60	47	100	50		
WHT	51	51	40	60	64	54	50	83	73		

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
FRL	42	48	41	49	61	51	38	80	63		
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	8	28	30	8	41	41	2	40			
ELL	19	41	42	23	49	50	22	87			
BLK	24	36	25	22	46	38	21	68			
HSP	39	48	44	41	54	49	33	83	58		
MUL	41	38		52	48	30	50	100	50		
WHT	51	52	36	53	59	44	48	79	59		
FRL	37	46	35	39	52	44	35	73	50		

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	59
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	53
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	48
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	49
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	56
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	55
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	63
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	55
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.

Of the 9 major data categories, 8th grade physical science was the lowest performance area. The primary contributing factor is teacher attrition.However, 3 year trend data illustrates improvement based on the increase
of 46% to 50%.

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

The greatest decline was in the area of acceleration. The major contributing factor for the decline was due to new content and adjusting to new test materials.

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.

8th grade physical science has the greatest gap when compared to the state average. Based on our 4 year trend data, 8th grade physical science student achievement has been increasing each year.

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

The area of ELA showed the most improvement. We utilized several research based interventions.

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

Acceleration & Physical Science

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

1. Provide High Quality Professional Development
2. Provide teaches with necessary resources for student achievement
3. Provide teachers with time quality time for planning and collaboration.
4. Provide students with high quality after school tutoring
5. Provide students with explicit policies and procedure

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Planning, Collaboration, PD, and Instructional Resources
Rationale	If we provide teachers time for planning, collaboration, professional development, and supplemental instructional resources, then, student achievement will increase in economically disadvantaged students and school-wide achievement from 60% to 62%.

State the measurable outcome the school plans to achieve	If core area teachers are provided with extended time for planning, collaboration, professional development, and instructional resources, then our measurable outcome will move school-wide achievement from 60% to 63% for school-wide proficiency. In addition, percentages from core areas will increase ELA (56%), Math (59%), Science (50%), Social Studies (81%). According to 4 year trend data, Belleview Middle has increased school-wide proficiency at least 3% every year, starting in school year 2015-16 (46% - School grade - C), 2016-17 (50% - School Grade - C), 2017-18 (57% - School Grade - B), 2018 - 2019 (60% - School Grade - B). Therefore over a 4 year period, Belleview Middle Schools student achievement has increased by 14%. The ultimate measurable outcome of the school plan is to achieve "A" school status in school year 2019 - 2020. This can be reasonably achieved by increasing 2% in school-wide proficiency 60% to 62%.
Person responsible for monitoring outcome	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy	Providing teachers with intended time to plan, collaborate, participate in PD, and provide resources is based on evidence and research from the 5 essentials on school improvement.
Rationale for Evidence-based Strategy	The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.

Action Step	
Description	1. Develop a common vision, clearly articulated goals, and a selection of non-negotiable focus areas that will keep meetings intensively focused on the improvement of instructional quality and student achievement. 2. Create group norms during the first meeting of a professional learning group. Review the norms at the beginning of every subsequent meeting and periodically revise the list as the group evolves or new needs emerge. 3. Teachers will meet on a bi-weekly schedule to plan and collaborate with their peers in the same discipline and grade level. • Monday – Social Studies • Tuesday – Science • Wednesday- ELA • Thursday - Math 4. Teachers will conduct the following activities: • Review Student Assessment Data • Develop effective lesson plans • Review student work • Use data and other artifacts to inform instruction

5. Co-develop a standard meeting agenda during an early planning session. Use a similar framework for each meeting, but switch out protocols and topics.

6. Invite specialists to participate in meetings when relevant student interventions are being addressed or when outside expertise is needed.

7. Keep meetings balanced by allowing time for sharing both successes and failures, or effective and ineffective practices.

8. Ensure coherence: align professional learning group activities with the school's mission statement, district goals, grant objectives, and action-plan strategies.

PD Plan
Date: Wednesday, September 25th – Early Release
Topic: Pygmalion Effect
Details: The work of Rosenthal and Babad (1985) illustrated what is known as the "Pygmalion Effect," a form of self-fulfilling prophecy. Their work has shown that the expectations educators have for their students directly influence student performance.

Date: Wednesday, October 30th – Early Release
Topic: Focused Note-Taking
Details: Participants will be able to increase students' retention of content by focusing on how students' notes are used rather than how they are set up. This module is about the process rather than the format of note-taking. Participants will engage I all phases of the focused note-taking process and will focus most on strategies to get student involved with their notes in multiple ways.

Date: Wednesday, December 11th – Early Release
Topic: Academically and Socially Supporting Students
Details: Educators are trained to provide students with the help they need to thrive both academically and socially. We even have the firsthand knowledge and experience of having been teenagers ourselves. It's important, however, to recognize that our experiences may be, and most likely are, very different from what our students experience today.

Date: Wednesday, January 22nd – Early Release
Topic: WICOR Workshop
Details: Participants will engage in a collaborative setting to identify key components of WICOR and evaluate implementation of WICOR strategy use within their school site. Participants will examine the importance of centering their instruction of WICOR as an opportunity for students to access rigorous learning across content areas.

Date: Wednesday, February 26th – Early Release
Topic: Designing WICOR-based lessons
Details: Participants will engage with specific WICOR strategies to plan for integration into their lessons. They will review lesson plans through a WICOR lens, which will support a school-wide approach to student success.

Date: Wednesday, April 15th – Early Release
Topic: Just WICORize It
Details: Participants will examine how the important of planning with WICOR in mind is an opportunity for students to be exposed to various levels of rigor.

Person Responsible	Dion Gary (dion.gary@marion.k12.fl.us)

#2	
Title	Extended Learning, Behavioral Support, Student learning Tools
Rationale	If students are provided with extended learning time and opportunities (novel, after school tutoring), behavioral support structures and programs (Saturday School), and student learning tools (cromebooks, MyON, AR), THEN, student proficiency with students that are economically disadvantaged and school-wide will increase from 60% to 62%.

State the measurable outcome the school plans to achieve	If students are provided with extended learning time and opportunities (novel, after school tutoring), behavioral support structures and programs (Saturday School), and student learning tools (cromebooks, MyON, AR), THEN, student proficiency with students that are economically disadvantaged will increase from 60% to 62%. Percentages from core areas will increase ELA (56%), Math (59%), Science (50%), Social Studies (81%). According to 4 year trend data, Belleview Middle has increased school-wide proficiency at least 3% every year, starting in school year 2015-16 (46% - School grade - C), 2016-17 (50% - School Grade - C), 2017-18 (57% - School Grade - B), 2018 - 2019 (60% - School Grade - B). Therefore over a 4 year period, Belleview Middle Schools student achievement has increased by 14%. The ultimate measurable outcome of the school plan is to achieve "A" school status in school year 2019 - 2020. This can be reasonably achieved by increasing 2% in school-wide proficiency 60% to 62%.
Person responsible for monitoring outcome	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy	The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.
Rationale for Evidence-based Strategy	The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.

Action Step	
Description	Students will be provided with tutoring in the core areas and in robotics, before and after school. This will serve as enrichment and remediation, based on the needs of the learner. The teachers will be only be high effective and highly qualified teachers from the prior school year. The curriculum will be aligned with Florida Standards Assessment. The school based leadership team will provide necessary support and resources to the after school program when appropriate. In addition, Belleview Middle School students will be provided with behavior support program that assist in social and emotional goals. School faculty and staff will reinforce positive social behavior through our Positive Behavior Support System.
Person Responsible	Dion Gary (dion.gary@marion.k12.fl.us)

#3	
Title	Clear and Explicit Communication to all stakeholders
Rationale	IF all stakeholders are provided with clear and explicit communication of school-wide policies, and procedures, THEN, student proficiency in students that are economically disadvantaged and all student achievement will increase from 60% - 62%.

State the measurable outcome the school plans to achieve	If all stakeholders are provided with clear and explicit communication of school-wide policies, and procedures, THEN, student proficiency with economically disadvantaged students will increase from 60% to 62%. Percentages from core areas will increase ELA (56%), Math (59%), Science (50%), Social Studies (81%). According to 4 year trend data, Belleview Middle has increased school-wide proficiency at least 3% every year, starting in school year 2015-16 (46% - School grade - C), 2016-17 (50% - School Grade - C), 2017-18 (57% - School Grade - B), 2018 - 2019 (60% - School Grade - B). Therefore over a 4 year period, Belleview Middle Schools student achievement has increased by 14%. The ultimate measurable outcome of the school plan is to achieve "A" school status in school year 2019 - 2020. This can be reasonably achieved by increasing 2% in school-wide proficiency 60% to 62%.
Person responsible for monitoring outcome	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy	To effectively manage a school and communicate effectively to all stakeholders, Belleview Middle School will provide clear and explicit school-wide policies and procedures. Many problems can be directly traced to the effectiveness of the school's communication. At Belleview Middle School we strive to provide first class communication to all stakeholders.
Rationale for Evidence-based Strategy	The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.

Action Step	
Description	1. The actions steps and descriptions will be as follows: Provide all stakeholders with a variety of information on the school website that is updated frequently. Provide all students and parents with a school-wide student handbook of policies and procedures. Provide all magnet students with a Cambridge Handbook of all policies and procedures. Provide all students and parents with monthly communications through a parent newsletter. Provide teachers with a variety of information pertaining to student achievement. Provide teachers with necessary tools for professional development.
Person Responsible	Dion Gary (dion.gary@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).

We will prioritize and make the best selection for student achievement.

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.

The mission of the Belleview Middle School Parent and Family Engagement Plan is to actively partner with parents and families to strengthen the home/school connection by providing resources, training, and information that support student academic success and personal development. Parents will engage in activities throughout the year that support high quality instruction that is necessary for all learners to be successful. Parents will be given the opportunity to observe & participate in classroom instruction.

BMS will invite community members/business partner to participate in SAC and to share their knowledge and expertise in ways to promote learning through real world applications.
? Invite family and community members to design and assist in planning upcoming engagement events.

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.

BMS offers a New Student & 6th grade Student Orientation in order to ease anxiety levels of students during the transition. BMS Open House is conducted at the beginning of every school year and includes all grade levels. 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. High school orientation, and articulation meetings allow the students to become fam128 familar with upcoming choices and college courses they will have available in high school. Take Stock in Children introduces students to the process of college requirements in regards to writing essays for scholarships.

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

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.

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.

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.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Planning, Collaboration, PD, and Instructional Resources	$0.00
2	III.A.	Areas of Focus: Extended Learning, Behavioral Support, Student learning Tools	$0.00
3	III.A.	Areas of Focus: Clear and Explicit Communication to all stakeholders	$0.00
		Total:	$0.00