Escambia County School District

Bellview Middle School

2020-21 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: 7/8/2013

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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)	2019-20 Title I School	2019-20 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	75%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

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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, position title, and job duties/responsibilities 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.
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. 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.

Name	Title	Job Duties and Responsibilities
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.
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 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
Lang, Kenneth	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. Works with teachers to support positive behavior systems to reduce discipline referrals.
Gibson, Katie	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.

Demographic Information

Principal start date
Monday 7/8/2013, Paul Lovely

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
19

Total number of teacher positions allocated to the school
62

Demographic Data

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ESSA Status	TS&I
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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	354	348	329	0	0	0	0	1031
Attendance below 90 percent	0	0	0	0	0	0	99	58	74	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	44	101	103	0	0	0	0	248
Course failure in ELA	0	0	0	0	0	0	15	26	19	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	11	27	23	0	0	0	0	61
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	89	122	142	0	0	0	0	353
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	100	137	164	0	0	0	0	401

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	28	40	50	0	0	0	0	118

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	29	5	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	19	18	18	0	0	0	0	55

Date this data was collected or last updated
Monday 8/10/2020

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	
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

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	
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:

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	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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

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%
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**	
	(0)	(0)	(0)	0 (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.

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%				
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%	

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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%	0
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%	0
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%	0
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%	0
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%	0

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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.

8th grade Science data showed the lowest performance dropping by 10% when compared to the prior year. This has not been a trend. We contribute the drop due to the change in instructional personnel who were hired mid-year.

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

8th grade Science data component showed the greatest decline fromthe prior year dropping 10% when compared to the prior year. We contribute the decline in Science due to the under utilization of 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 grade at 35% and 8th grade at 33% had the greatest gap when compared to the state average. We believe that contributing factors to this gap include the change in instructional math staff new to the department, under utilizing math resources to the level of reviewing progress monitoring data to tweak and address the gaps. Math decline at the 6th grade level has been a trend.

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

ELA lowest 25 percentile and math lowest 25th percentile showed the moste improvement. We implemented weekly support for 90 minutes of support with the identified students. We also provided instructional PLC's with the math specialist and instructional coach to help focus on instructional trends and best practices within our learning communities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reflecting on the EWS data from Part I (D) two potential areas of concern are: one or more suspensions and level 1 math students. Both areas of concern have a direct impact on the other EWS areas to include course failures, attendance and student achievement.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science Proficiency in content comprehension.
Measurable Outcome:	According to 2019 data, Bellview Middle School scored 27% on the Science Statewide Assessment (SSA) which is 21% below the state average and 15% below the district average in Science achievement. We must ensure that all Science teachers become better proficient in the area of Reading Comprehension and student's learning is highly engaging, interactive and purposeful. Science teachers will use data from progress monitoring to drive and engage in student enrichment and remediation opportunities. For the 2021 SSA, the overall score will increase by 9% from the 2019 score of 27% to a projected 36% for 2021.
Person responsible for monitoring outcome:	Twana Spear (tspear@escambia.k12.fl.us)
Evidence-based Strategy:	1. Provide explicit vocabulary instruction in Science students In analyzing the 2019 Science SchoolNet progress monitoring data, vocabulary acquisition appears to be a hindrance to reading comprehension. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, explicit vocabulary instruction proved to have a strong positive effect size on student performance. 2. Provide opportunities for extended discussion of Science text meaning and interpretation. In analyzing the 2019 Science SchoolNet progress monitoring data, the data suggests the student struggle with reading comprehension. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, provide opportunities for extended discussion of text meaning and interpretation proved to have a moderate positive effect size on student performance.
Rationale for Evidence-based Strategy:	1. Research has shown that integrating explicit vocabulary instruction into the existing content-area curriculum in content areas, such as Science, enhances students' ability to acquire textbook vocabulary. 2. Questions that are open to multiple points of view lead to good discussions can have an impact on student reading comprehension.

Action Steps to Implement

1. Each Science teacher will dedicate a portion of their regular classroom lesson to explicit vocabulary instruction; use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.
2. As a grade level, the content partners will carefully prepare for content discussions by identifying in advance the issues or content that might be difficult or misunderstood and provide an evidence based question, task, or a discussion format, that students can follow when they discuss texts together in small groups
3. Provide training for Science teachers in Reading Comprehension strategies and methods on how to implement these strategies consistently in their classroom through various media - written guides, videos, modeling.
4. Continuous progress monitoring using grade level common formative assessments, unit pre and post

tests, and district benchmark quarterly assessments.

5. Data driven discussions with Science teachers on a regular basis.

6. Classroom walk-through

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

#2. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Civics proficiency
Measurable Outcome:	According to 2019 data, Bellview Middle School scored 39% on the end of course Civics assessment which is 32% below the state average and 15% below the district average. We must ensure that all Social Studies teachers become more proficient with using Reading Comprehension strategies and the student's learning environment is highly engaging, interactive and purposeful. Social Studies teachers will use data from progress monitoring assessments to drive enrichment and remediation opportunities. For the 2021 Civics end of course assessment, the overall score will increase by 7% from the 2019 score of 39% to a projected 46% for 2021.
Person responsible for monitoring outcome:	Twana Spear (tspear@escambia.k12.fl.us)
Evidence-based Strategy:	1. Provide explicit vocabulary instruction In analyzing the 2019 SchoolNet progress monitoring data for Civics, vocabulary acquisition appears to be a hindrance to reading comprehension. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, explicit vocabulary instruction proved to have a strong positive effect size on student performance. 2. Provide opportunities for extended discussion of text meaning and interpretation. In analyzing the 2019 SchoolNet progress monitoring data for Civics, the data suggests the student struggle with reading comprehension. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, provide opportunities for extended discussion of text meaning and interpretation proved to have a moderate positive effect size on student performance.
Rationale for Evidence-based Strategy:	1. Research has shown that integrating explicit vocabulary instruction into the existing content-area curriculum in content areas, such as social studies, enhances students' ability to acquire textbook vocabulary. 2. Discussions that have an impact on student reading comprehension feature exchanges between teachers and students or among students, where students are asked to defend their statements either by reasoning or by referring to information in the text.

Action Steps to Implement

1. The Social Studies (SS) teachers will dedicate a portion of the regular classroom lesson to explicit content focused vocabulary instruction; allow sufficient practice sessions and use repeated exposure to new words in multiple oral and written contexts.
2. The SS teachers will select appropriate content area text that are engaging for students and describe situations or content that can stimulate and have multiple interpretations, then provide a task, or a discussion format, that students can follow when they discuss texts together in small group
3. The SS teachers will be provided training in comprehension strategies and methods on how to implement these strategies consistently in their classroom through various media - written guides, videos, modeling.
4. Continuous progress monitoring using grade level common formative assessments, school unit test and district quarterly assessments.

5. Date driven discussions with Social Studies teachers on a regular basis.
6. Classroom walk throughs

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	English Language Arts encompasses the language arts and reading courses at Bellview Middle School. A Student's literacy skills are paramount to their success as reading is the foundation for decoding all other material. Increased success in reading should increase achievement in other areas. ELA is a critical need as evidences by our student's performance on progress monitoring assessments and the FSA. Our student's score well below the district and state average in reading proficiency.
Measurable Outcome:	According to 2019 data, ELA data shows 31% proficient with 17% below district average and 23% below state average. Learning gains were 50% with 2% below district average and 4% below state average. Bellview Middle School's lowest quartile learning gains were 48% with 3% higher than district average and 1% higher than state average. Small group differentiated instruction must be a driving force in the classrooms so student deficiencies are being addressed. ELA teachers will use data to group students, differentiate, and drive enrichment and remediation opportunities. 2021 ELA FSA perdiction, proficiency will increase by 9% to a projected score of 40% for the 2021 school year. Learning gains will increase 5% to a projected score of 55% for the 2021 school year. The lowest quartile learning gains will increase 5% to a projected score of a 53% for the 2021 school year.
Person responsible for monitoring outcome:	Tara Palasciano (tpalasciano@ecsdfl.us)
Evidence-based Strategy:	Explicitly teach appropriate writing strategies teaching writing strategies in two ways: (a) through explicit or direct instruction and (b) through a Model-Practice-Reflect instructional cycle According to "Teaching Secondary Students to Write Effectively", students will learn how to select a strategy, how to execute each step of the strategy, and how to apply the strategy when writing for different audiences and purposes.
Rationale for Evidence-based Strategy:	Teaching cognative strategies to improve students' writing and encourage strategic thinking is our focus. Teaching students to use cognitive strategies is one way to develop their strategic thinking skills, ultimately helping them to write more effectively. Example 1.1 illustrates how using one cognitive strategy (Know-Want to Know-Learn or K-W-L) can lead to strategic thinking. Teachers need to explicitly instruct students on writing strategies and how to select the most appropriate strategy. Eventually, as students become experienced writers, they will use these strategies automatically to write effectively.

Action Steps to Implement

1. Teach students the steps of a strategy and how to execute each step.
2. Teach students how the different components of the writing process work together so that they can flexibly move between components of the process
3. Teachers will model strategies for students.

Person Responsible   Tara Palasciano (tpalasciano@ecsdfl.us)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Bellview Middle School is currently performing below the state average with regards to math proficiency. According to the last STAR math test taken, 28% of students are proficient while 51% of students in the lower quartile met their learning gains target. Lower quartile gains are promising and as those students improve, overall proficiency will continue to increase.
Measurable Outcome:	In 2021, FSA Math's overall math proficiency will increase by 10% at Bellview Middle School.
Person responsible for monitoring outcome:	Rachel Farmer (rfarmer1@escambia.k12.fl.us)
Evidence-based Strategy:	- Identify teachers with less than 41% proficiency for STAR AP 1 and provide instructional support for those teachers and proactive targeted interventions for their students. -Provide math PD focused on CER (Content Enhancement Routines) to be implemented in the math block. - Conduct classroom walks in collaboration with the administrative team to calibrate the lens for math expectations. -Utilize Everglades resources for intervention and reteaching during small group instruction. -Focus on continuity across intensive math courses through course restructuring and content recalibration to address deficiencies found within the lower quartile.
Rationale for Evidence-based Strategy:	Overall learning gains and lower quartile gains are improving, however we are still performing below state and district averages.

Action Steps to Implement

1. Math Coach- will hold weekly meetings with the math department and the district subject area specialist to review data, discuss content, and deficiencies.

2. Before and after school tutoring within the math department.

3. Math boot camp- to be held quarterly.

4. CER (Content Enrichment Routine) meetings held quarterly to address the benefits of their usage in class, strategies for use, and improvements in engagments.

Person Responsible	Rachel Farmer (rfarmer1@escambia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Reflecting on the EWS data from Part I (D) two potential areas of concern are: one or more suspensions and level 1 math students. Both areas of concern have a direct impact on the other EWS areas to include course failures, attendance and student achievement. The school leadership team will review RtiB data and the school wide discipline plan to target behavioral trends and specific areas that need to be revitalized for improvement. A new PBIS Coach has been hired and he will focus on training and support for all staff during the school year. The leadersip team will review progress monitoring data of all level 1 math students to implement additional support focusing on learning gains. A remediation and enrichment instructional block is available school wide to provide additional support to our level 1 students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Bellview Middle School believes that stakeholders play a key role in school performance. We continue to update information on our schools' website and social media pages that celebrate student achievements, teacher and parent involvement and changes that help support good relationships. Feedback from stakehoulds is vital to help improve in various areas within our school climate and culture. A new PTSA was formed during the 2019-2020 school year with a focus on business relationships and partnerships. Bellview Middle School gained 4 business partnerships that support rewards and recognitions of students and staff throughout the school year. Student council members consisting of students in grades 6th - 8th help provide student input and insight to the needs of our population. A public relations committee will be created to focus on continued relationships with parents and our surrounding community.

Parent Family and Engagement Plan (PFEP) Link

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