

Marion County Public Schools

Bellevue High School



2020-21 Schoolwide Improvement Plan

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Belleview High School

10400 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

Demographics

Principal: Heather Guest

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	91%
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: C (53%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Belleview High School

10400 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

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)
High School 9-12	Yes	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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SIP Authority

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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.

MISSION

The Faculty and Staff of Belleview High School are committed to providing a safe, secure and healthy learning environment as a foundation for the academic, social, and ethical development necessary for each student to become a successful adult in tomorrow's society.

Provide the school's vision statement.

VISION

We are committed to providing a safe and healthy learning environment as a foundation for the academic, social, and ethical development necessary for each student to become a successful citizen in tomorrow's society.

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
Guest, Heather	Principal	Oversees all school operations and planning
Hisey, Virginia	Instructional Coach	Supports teachers in all classrooms on ELA and Math standards.
Brewer, Jeffrey	Administrative Support	AICE / Magnet coordinator. Supports AICE teachers.
Sandlin, Alisa	Assistant Principal	Supports teachers and students with curriculum and planning needs.
James, Sarah	Assistant Principal	Supports teachers and students with all instructional needs.
Wulff, James	Assistant Principal	Supports teachers and students with discipline needs.
Dreher, Joel	Dean	Supports teachers and students with discipline needs.
Pfreinder, Jason	Instructional Media	Supports teachers and students with instructional and library materials.
Engelhardt, Charles	Teacher, Career/ Technical	Leader in CTE department. Helps support instruction in all CTE classrooms and mentors newer teachers in CTE program.
Freeman, Haley	Teacher, K-12	Team leader for English department. Models relationships and rigor for other teachers.
Scanlon, Christopher	Teacher, K-12	Lead teacher in the English department. Supports other teachers with ELA strategies in the classroom.

Demographic Information

Principal start date

Sunday 7/1/2018, Heather Guest

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.*

1

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.*

13

Total number of teacher positions allocated to the school

86

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	91%
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	411	435	424	406	1676
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	154	134	105	174	567
One or more suspensions	0	0	0	0	0	0	0	0	0	41	70	89	63	263
Course failure in ELA	0	0	0	0	0	0	0	0	0	82	113	110	85	390
Course failure in Math	0	0	0	0	0	0	0	0	0	82	114	112	81	389
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	80	74	84	97	335
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	84	78	68	127	357

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	32	67	72	95	266

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

Date this data was collected or last updated

Wednesday 8/5/2020

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	0	0	0	415	436	407	342	1600
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	73	84	91	318
One or more suspensions	0	0	0	0	0	0	0	0	0	73	72	75	60	280
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	44	127	112	112	395
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	71	98	107	56	332

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	224	244	225	189	882

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	21	25	7	11	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	0	1

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	0	0	0	415	436	407	342	1600
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	73	84	91	318
One or more suspensions	0	0	0	0	0	0	0	0	0	73	72	75	60	280
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	44	127	112	112	395
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	71	98	107	56	332

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	224	244	225	189	882

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	21	25	7	11	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	0	1

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	49%	46%	56%	44%	43%	53%
ELA Learning Gains	49%	48%	51%	46%	46%	49%
ELA Lowest 25th Percentile	36%	39%	42%	40%	40%	41%
Math Achievement	45%	40%	51%	43%	37%	49%
Math Learning Gains	49%	43%	48%	42%	38%	44%
Math Lowest 25th Percentile	33%	37%	45%	27%	37%	39%
Science Achievement	60%	61%	68%	59%	59%	65%
Social Studies Achievement	71%	71%	73%	75%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(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
09	2019	50%	50%	0%	55%	-5%
	2018	46%	46%	0%	53%	-7%
Same Grade Comparison		4%				
Cohort Comparison						
10	2019	44%	46%	-2%	53%	-9%
	2018	47%	46%	1%	53%	-6%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	64%	-5%	67%	-8%
2018	61%	61%	0%	65%	-4%
Compare		-2%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	70%	0%	70%	0%
2018	68%	69%	-1%	68%	0%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	54%	-27%	61%	-34%
2018	32%	57%	-25%	62%	-30%
Compare		-5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	51%	3%	57%	-3%
2018	62%	54%	8%	56%	6%
Compare		-8%			

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	14	31	30	24	39	41	23	32		73	34
ELL	37	44	37	28	35		28	28		35	
BLK	37	39	26	30	41	27	51	40		84	72
HSP	49	46	33	41	45	29	51	60		71	72
MUL	42	48	40	42	55		62	60		94	81
WHT	51	51	39	49	50	35	65	79		89	79
FRL	40	42	34	37	42	31	52	62		80	70

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	27	24	27	34	38	20	39		67	38
ELL	9	41	38	19	38		29			57	58
BLK	36	48	38	36	40	25	34	40		79	52
HSP	43	49	25	41	52	40	57	64		74	77
MUL	48	39		50	55		57	77		76	69
WHT	52	52	40	54	49	44	66	76		87	77
FRL	42	49	34	43	46	37	56	66		79	69

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	9	25	25	13	42	45	30	41		60	33

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
ELL	14	22	26	25	47	36	40	12			
BLK	21	46	52	23	38	31	36	51		89	41
HSP	35	39	38	41	43	29	59	60		91	48
MUL	43	47		36	26			80			
WHT	50	47	36	47	42	27	63	82		91	64
FRL	34	41	39	36	36	23	53	70		88	47

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	609
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	34
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	36
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
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	58
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	59
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	50
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.

Algebra 1. The middle school feeding students to BHS is testing all Level 3, 4 and 5 students in Algebra. This leaves BHS to have only Level 1 and 2 students in our Algebra Classes.

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

Algebra 1. The middle school feeding students to BHS is testing all Level 3, 4 and 5 students in Algebra. This leaves BHS to have only Level 1 and 2 students in our Algebra Classes.

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.

12 points - Math Lowest 25% . The factor contributing to this is Algebra 1. The middle school feeding students to BHS is testing all Level 3, 4 and 5 students in Algebra. This leaves BHS to have only Level 1 and 2 students in our Algebra Classes.

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

ELA achievement. Our school did an item specification training where we had the district content area specialists involved in the collaboration. Teachers looked at their students prior years' FSA scores and broke down the overall needs of their students. Collaboration was ongoing throughout the school year.

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

BHS will continue to work with our students who are emerging bilinguals and students with disabilities to bridge the learning gap. These students consistently fall below the achievement mark and do not make appropriate learning gains.

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

1. Algebra 1 Achievement
2. Algebra 1 Learning Gains
3. Algebra bottom 25% Learning Gains
4. ELA Learning Gains
5. ELA bottom 25% Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Student Engagement through Student Centered Instruction in Math

Description and Rationale: There is a need for focused professional development on standards aligned instruction through student centered instruction.

Measurable Outcome: If teachers engage in quality professional development in Math (specifically Algebra and Geometry), then the number of students proficient in the under performing subgroup ELL will increase from 36% to 41%, the subgroup of ESE will increase from 33 to 41% and our overall achievement will increase from 45% to 50%.

Person responsible for monitoring outcome: Virginia Hisey (virginia.hisey@marion.k12.fl.us)

Evidence-based Strategy: Teachers will be trained in Kagan strategies (specifically Student Engagement) during pre-school week. Strategies will be implemented each month and modeled through our Monday Morning kick off meetings. Teachers will also receive training on building effective relationships with students.

Rationale for Evidence-based Strategy: Walkthrough and observation data used during the 2019-2020 school year showed a trend that teachers were not allowing students opportunity to talk and collaborate. Unify training was given during the 2019-20 school year. Teachers did not utilize these data dig strategies with fidelity.

Action Steps to Implement

1. CAS - Ginnie Hisey will work with Math teachers on implementing standards based instruction
2. Standards aligned training using Unify and Performance Matters data provided by CAS
3. Learning walks through campus with teachers to observe peers and note effective strategies
4. Use of IXL in all math classrooms and data in IXL used to show growth on individual student standards
5. Schedule collaborative planning time for teachers. Subs provided.
6. Science goggles provided to Biology classrooms to enhance higher order learning in labs and connection to math standards.
7. Before school tutoring provided before school to prepare for Algebra 1, Geometry EOC and SAT / ACT
8. Chrome books and carts placed in all classrooms to enhance instruction.

Person Responsible Virginia Hisey (virginia.hisey@marion.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus	Student Engagement through Student Centered Instruction in ELA
Description and Rationale:	There is a need for focused professional development on standards aligned instruction through student centered instruction.
Measurable Outcome:	If teachers engage in quality professional development in ELA, then the number of students proficient in the under performing subgroup ELL will increase from 36% to 41%, the subgroup of ESE will increase from 33 to 41% and our overall achievement will increase from 49% to 53%.
Person responsible for monitoring outcome:	Virginia Hisey (virginia.hisey@marion.k12.fl.us)
Evidence-based Strategy:	If teachers engage in quality professional development in ELA standards implementation, then the number of students proficient in the under performing subgroup ELL will increase from 36% to 41% and the subgroup of ESE will increase from 33 to 41%. Quality Professional development includes a focus on rigor and relevance as well as Kagan strategies. We will observe these strategies being used during walk-throughs and observations.
Rationale for Evidence-based Strategy:	Walk-through and observation data used during the 2019-2020 school year, showed a trend that teachers were not allowing students opportunity to talk and collaborate. Unify training was given during the 2019-20 school year. Teachers did not utilize these data dig strategies with fidelity.

Action Steps to Implement

1. CAS - Ginnie Hisey will work with Math teachers on implementing standards based instruction
2. Standards aligned training using Unify and Performance Matters data provided by CAS
3. Learning walks through campus with teachers to observe peers and note effective strategies
4. Use of IXL in all ELA classrooms and data in IXL used to show growth on individual student standards
5. Schedule collaborative planning time for teachers. Subs provided.
6. Before school tutoring provided before school to prepare for ELA 9/10 tests and SAT / ACT
7. Chrome books and carts placed in all classrooms to enhance instruction.
8. Achieve 3000 used in all ELA classrooms to support standards based instruction/ Training provided to teachers as needed.

Person Responsible Virginia Hisey (virginia.hisey@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

If students feel safe and welcome at school, then discipline referrals will decrease. In the 2019-2020 school year, 11% of the students at Belleview High School had two or more suspensions.

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.

Belleview High School will target specific groups of parents and meet with them in small groups to discuss concerns and needs. These specific groups include parents of our emerging bilingual students as well as our students with disabilities.

Belleview High School guidance department has an open door policy. Students are welcome to come to the front office throughout the school day to talk to your counselors. In addition, our Multi Disciplinary team meets weekly and on demand to discuss any students with social-emotional needs.

Belleview High School welcomes incoming 9th grade students by first visiting them in their 8th grade setting and discussing the positive things BHS has to offer. We also have the 8th grade invasion, where students visit BHS, allowing students to see all academic offerings. These students are also encouraged to attend the pre-school open house night in which they are given the opportunity to explore the campus, as well as obtain information on buses, extra curricular activities, and classroom schedules. Parents and students are offered many opportunities to find out information about College, career and military through a variety of activities including; College and Career Expo at CCF, Financial Aid Night, Military presence at lunches once a week, Colleges visiting during lunches, CCF Spring Presentation, State University Tour for Counselors.

BHS works directly with our local businesses to create a positive environment for all stakeholders. We have multiple businesses who have partnered with our school and donated items to support the learning of our students. We also plan parent involvement nights where parents come see our school and all that we offer. We survey our parents to see what time of day would be best for them to participate in our SAC meetings.

We work directly with our staff to include them in decision making including both a discipline and testing planning committee team. These teams are used to get direct teacher input on decision making that impacts the entire staff. We also have a Sunshine committee that celebrates all aspects of our staff's lives. Administration supports and acknowledges teachers' individual successes both publicly and privately.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00