

Marion County Public Schools

Bellevue Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	19
Positive Culture & Environment	25
Budget to Support Goals	26

Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

Demographics

Principal: Dion Gary

Start Date for this Principal: 8/17/2020

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)	97%
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 (60%) 2017-18: B (57%) 2016-17: C (50%) 2015-16: C (46%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	26

Belleview Middle School

10500 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)
Middle School 6-8	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Gary, Dion	Principal	<p>The School Principal must create the conditions that help the adults in the school continually improve upon their collective capacity to ensure all students acquire the knowledge, skills and dispositions essential to the success of all students and the school. Establishes a coherent sense of purpose, direction, and goals essential to improving the school. Provides time, structures and resources to support improvement efforts. To focus the school on student performance and a process of continuous school improvement that involves and informs all members of the school community in this work. To work collaboratively to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results. Evaluating teachers and learning materials to determine areas where improvement is needed. Development of the master schedule. Analyze Data Results. Promote a positive, caring climate for learning. To improve student outcomes and close the achievement gap.</p>
Trapp, January	Assistant Principal	<p>Assist the school principal in overall administration of instructional program and campus level operations. Help principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators. Supervise operations in principal's absence. Share supervisory responsibility for professional staff with school principal. Supervise teachers, custodians, paraprofessionals, clerical personnel and others as assigned Coordinate assigned student activities and services. Coordinating and planning class schedules, student schedules, teacher rosters, class size. To work collaboratively to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results. To improve student outcomes and close the achievement gap. Working with teachers to develop curriculum standards. Evaluating teachers and learning materials to determine areas where improvement is needed. Promote a positive, caring climate for learning. Development of the Master Schedule. Articulate the school's mission to community and solicit its support in realizing mission. Analyze Data results. Other duties as assigned.</p>
Cook, Rebekah	Assistant Principal	<p>Assist the school principal in overall administration of instructional program and campus level operations. Help principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators. Supervise operations in principal's absence. Share supervisory responsibility for professional staff with school principal. Supervise teachers, custodians, paraprofessionals, clerical personnel and others as assigned. Coordinate assigned student activities and services. To work collaboratively to plan, implement, and assess school change initiatives to ensure alignment and focus on intended results. To improve student outcomes and close the achievement gap. Responding to major disciplinary issues that keep students and staff safe. Developing and maintaining school safety procedures Coordinating use of school facilities for day-to-day activities and special events. Evaluating teachers and learning materials to determine areas where improvement is needed. Development of the master schedule. Promote a positive, caring climate for learning. Coordinate with safety</p>

Name	Title	Job Duties and Responsibilities
		<p>inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to community and solicit its support in realizing mission. Analyze Data results. Other duties as assigned.</p>
Jones, Carlressian	Dean	<p>Meeting with parents to discuss student behavioral or learning problems. Responding to daily disciplinary issues. Developing and maintaining school safety procedures. Promote a positive, caring climate for learning. Assist with safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to community and solicit its support in realizing mission. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; Other duties as assigned.</p>
Mickel, Rhonda	Dean	<p>Meeting with parents to discuss student behavioral or learning problems. Responding to daily disciplinary issues. Developing and maintaining school safety procedures. Promote a positive, caring climate for learning. Assist with safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to community and solicit its support in realizing mission. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; Other duties as assigned.</p>
Maldonado, Tony	School Counselor	<p>Coordinating all State and local assessments. Applies an advanced understanding of state laws, rules, policies and procedures in the specialized area of state and county assessments in order to organize, manage and execute assessments. Supervise test administration, test security procedures and make-up administration procedures of each assessment. Performs detailed study and analysis of confidential student assessment data, statistics and written and verbal technical information. Organizes information, perform calculations and prepares statistical data in the form of specialized reports, records, charts and graphs. Works with the school's administration and faculty in developing, understanding and communicating assessment protocols and schedules in order to generate effective responses to the school/students' needs and to ensure the best possible testing environment. Assessing data such as state standards and test scores. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring climate for</p>

Name	Title	Job Duties and Responsibilities
		learning. Articulate the school's mission to community and solicit its support in realizing mission. Other duties as assigned. Identify behavioral problems and act appropriately to remedy the situation. Pay attention to societal and cultural differences in all student matters. Maintain and analyze all student data and prepare programs and activities to provide support to all student plans.
Baker, Yvonna	School Counselor	Meeting with parents to discuss student behavioral or learning problems. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring climate for learning. Articulate the school's mission to community and solicit its support in realizing mission. Other duties as assigned. Identify behavioral problems and act appropriately to remedy the situation. Pay attention to societal and cultural differences in all student matters.
Nikoljajski, Shanda	School Counselor	Meeting with parents to discuss student behavioral or learning problems. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring climate for learning. Articulate the school's mission to community and solicit its support in realizing mission. Other duties as assigned. Identify behavioral problems and act appropriately to remedy the situation. Pay attention to societal and cultural differences in all student matters.
Williams, Mary	Instructional Media	Leading implementation & on school-wide reading and literacy programs. Developing student love for literature. Working with teachers to develop curriculum standards. Promote a positive, caring climate for learning. Articulate the school's mission to community and solicit its support in realizing mission. Other duties as assigned.

Demographic Information

Principal start date

Monday 8/17/2020, Dion Gary

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.*

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.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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)	97%
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 (60%) 2017-18: B (57%) 2016-17: C (50%) 2015-16: C (46%)
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	491	499	475	0	0	0	0	1465	
Attendance below 90 percent	0	0	0	0	0	0	55	63	88	0	0	0	0	206	
One or more suspensions	0	0	0	0	0	0	69	45	57	0	0	0	0	171	
Course failure in ELA	0	0	0	0	0	0	34	24	17	0	0	0	0	75	
Course failure in Math	0	0	0	0	0	0	39	29	25	0	0	0	0	93	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	124	114	130	0	0	0	0	368	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	135	120	135	0	0	0	0	390	

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	27	30	27	0	0	0	0	84

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	

Date this data was collected or last updated

Friday 8/28/2020

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	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	

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	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	0	2	1	2	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	

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	
	(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	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%

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

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
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		
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%	2
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%	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	49
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	56
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	55
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	63
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	55
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.

Of the 9 major data categories, 8th grade physical science was the lowest performance area. The primary contributing factor is teacher attrition. However, 4 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 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?

Acceleration & Physical Science

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

1. Provide High Quality Professional Development utilizing AVIS strategies.
2. Provide teachers with necessary resources for student achievement.
3. Provide teachers with quality time for planning and collaboration.

4. Provide students with high quality after school tutoring.
5. Provide students with explicit policies and procedures.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to a culture continuous improvement through planning, collaboration, and professional development, along with a coherent curriculum that engages and inspires students

Area of Focus Description and Rationale:	A need to foster a culture of continuous improvement through planning, collaboration, and professional development, along with a coherent curriculum that engages and inspires students improvement was identified during school's administrators' debriefing of walkthroughs, informal and formal observations. It was evident that teachers were in need of additional support when trying to successfully plan for essential standards, evaluate learner performance and problem solve. This ultimately impacted students' proficiency in FSA's ELA, Math, and Science, particularly our economically disadvantage subgroup.
Measurable Outcome:	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).
Person responsible for monitoring outcome:	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy:	The evidence based strategy being implemented to achieve the measurable outcome of fostering a culture of continuous improvement is the offering of planning, collaboration, and professional development, along with a coherent curriculum that engages and inspires students improvement. Providing teachers with resources, intended time to plan, collaborate, and participate in PD is based on evidence and research from the 5 essentials on continuous school improvement. Educational organizations that have implemented the 5E approach with fidelity have achieved a range of performance goals, including decreased failure rates, increased homework completion rates, increased Advanced Placement exam participation, increased, kindergarten readiness, increased college enrollments, and more efficient use of funds (Flumerfelt & Green, 2013; Park et al., 2013).
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 Steps to Implement

1. All core teachers will participate in a bi-weekly planning/collaboration session for 1 hour in 45 minutes. This will occur during 0 period and PantherPrime.

2. All core teachers will meet for Professional Learning Communities, PLC, to plan for essential standards, evaluate learner performance, and problem solve. The master schedule has been developed to include collaboration time and planning time for all core teachers.
3. Teachers will submit lesson plans via the portal. Teachers will use the data from iReady, weekly lessons, and standards mastery assessment to guide their instruction. In addition, the core curriculum is aligned to state curriculum frameworks and the FSA performance. Also, curriculum and instruction is aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
4. Administration will utilize classroom observation to ensure fidelity of the implementation, provide timely feedback and follow through to determine next steps.

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

Structures for Collaboration

Monday – ELA* (will meet on Friday of holiday week)

Tuesday – Math

Wednesday – Social Studies

Thursday – Science

Week of:

September 8*:

ELA will meet on September 11

8:05am – 9:40am – Planning & Collaboration

October 5:

8:05am – 9:40am – Planning & Collaboration

November 9:

8:05am – 9:40am – Planning & Collaboration

January 11:

8:05am – 9:40am – Planning & Collaboration

February 8:

8:05am – 9:40am – Planning & Collaboration

March 8:

8:05am – 9:40am – Planning & Collaboration

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

#2. Other specifically relating to we foster a cycle of continuous improvement through well-designed and purposeful academic, behavioral, instructional support structures

Area of Focus Description and Rationale:	<p>A need to foster a cycle of continuous improvement through well-designed and purposeful academic, behavioral, and instructional support structures was identified during the 2018-2019 and 2019-2020 debriefing of FSA, iReady diagnostics, and QSMA's data. It was evident that our economically disadvantage students subgroup was struggling in two areas: academics and behavior which ultimately affected their academic performance in the 2018-2019 FSA. BMS focus is to narrow the achievement gap with respect to race, ethnicity, and socioeconomic status to improve student achievement of all students from a 60% - 62%</p>
Measurable Outcome:	<p>If students are provided with extended learning time and opportunities (novel, after school tutoring), behavioral support structures and programs (Saturday School, AM detention), 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).</p>
Person responsible for monitoring outcome:	<p>Dion Gary (dion.gary@marion.k12.fl.us)</p>
Evidence-based Strategy:	<p>The evidence-based strategy being implemented to achieve the measurable outcome of fostering a culture of continuous improvement is the offering of extended learning time and opportunities that will include the integration of school-wide novels, and after school tutoring; behavioral support structures and programs such as Saturday School, and AM detention that assist with social and emotional goals; and student learning tools such as cromebooks, MyON, and AR.</p> <p>Extended learning time and opportunities serve as a means of improving academic achievement. Due to the increasing demand for knowledge and skills and complexity of Florida Standards, students need more time and opportunities for learning. This provides students with the following:</p> <ol style="list-style-type: none"> 1. More time on task. 2. Greater depth and breadth of learning. 3. More opportunities direct assistance. 4. More time for enrichment and experiential learning. 5. Stronger relationships between teachers and students. 6. Participation in voluntary structured activities has been consistently linked to positive academic and social development outcomes.
	<p>The Administrative Team, Principal and Assistant Principals, will observe after school programs and provide ongoing feedback. The Admin team will track the progress through various data sources; unify, and iReady. The teachers will track learner progress through ongoing formative assessments, iReady, standards mastery assessments, and district assessments. The Leadership Team will meet weekly to evaluate tier 1 instruction and determine areas of need. The Administration will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff.</p>

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 Steps to Implement

1. Provide before/after school tutoring in the core areas and in robotics. This will serve as enrichment and/or remediation, based on the needs of the learner.
2. BMS will select highly effective and highly qualified teachers to offer the tutoring opportunities.
3. After school programs will follow curriculum maps that were developed and aligned to state standards. All curriculum maps will address learning targets, and learning objectives.
4. The school based leadership team will provide necessary support and resources to the after school program when appropriate.
5. In addition, Belleview Middle School students will be provided with behavior support program that assist in social and emotional goals.
6. School faculty and staff will reinforce positive social behavior through our Positive Behavior Support System which includes teaching behavioral expectations school-wide through a research-based "Why Try" program and rewarding students with Panther Bucks.
7. All faculty and staff will receive PBS & "Why Try" reinforcement training.

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

#3. Other specifically relating to enthusiastically create opportunities and platforms for authentic parent engagement and community partnerships, along with clear, explicit, and unambiguous communication

Area of Focus Description and Rationale:	<p>A need to create opportunities and platforms for authentic parent engagement and community partnerships, along with clear, explicit, and unambiguous communication, centered around FSA assessments and FL standards was identified through the 2019-2020 Parent and family engagement event surveys. Parents expressed a desire to be involved, to attend activities that will help them understand how to help their children succeed at school. BMS believes that when parents are engaged in their children's' education, students have better attendance, have less behavior problems, and perform better on statewide assessments.</p>
Measurable Outcome:	<p>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).</p>
Person responsible for monitoring outcome:	<p>Dion Gary (dion.gary@marion.k12.fl.us)</p>
	<p>The evidence based strategies being implemented to achieve the measurable outcome of creating opportunities and platforms for authentic parent engagement and community partnerships, are:</p> <ul style="list-style-type: none"> - Providing clear, explicit, and unambiguous communication, centered around FSA assessments and FL standards and school-wide procedures - Offering of parent engagement events through different platforms (virtual when face to face is not possible) and times (morning, afternoon) - Offering informational sessions about the curriculum used and standards taught by grade level
Evidence-based Strategy:	<p>According to research, in order to build lasting relationships with parents, students and community members, districts must earn their trust. Stakeholders need to feel valued, and respected as partners. According to Henderson (2007), parents are more likely to become involved and stay involved when school staff construct caring and trustful relationships with them, treating them as partners. The outcomes include students attending school regularly, having better social skills and improved behavior, earning higher grades and test scores, passing courses, earning credits and getting promoted, graduating and going on to post-secondary education. The two- generation approach focuses on creating opportunities and addressing the needs of both parents and children, (Mosle 2014).</p> <p>Research regarding the effects of family involvement on educational outcomes has shown a great correlation between the two. Studies of families show that what the family does with the children is more important to student success than family income or the education level of the parents. Parental participation improves student learning regardless of grade levels, financial situation, or educational/eve/ of parents (Epstein ,1991).Both students and schools benefit from active participation by families in the process of educating children (Clark, R., 1993). Benefits include:</p>

- Higher grades and test scores
- Better attendance and more homework completed
- Fewer placements in special education
- More positive attitudes and behaviors
- Higher graduation rates
- Greater enrollment in post-secondary education

The Dual Capacity Framework (April, 2014) provides a model for the LEA to follow providing parent/family engagement strategies.

**Rationale
for
Evidence-
based
Strategy:**

A need to create opportunities and platforms for authentic parent engagement and community partnerships, along with clear, explicit, and unambiguous communication, centered around FSA assessments and FL standards was identified through the 2019-2020 Parent and family engagement event surveys. Parents expressed a desire to be involved, to attend activities that will help them understand how to help their children succeed at school. BMS believes that when parents are engaged in their children's' education, students have better attendance, have less behavior problems, and perform better on statewide assessments.

Action Steps to Implement

The actions steps and descriptions will be as follows:

1. Provide all stakeholders with a variety of information on the school website that is updated frequently.
2. Provide all students and parents with a school-wide student handbook of policies and procedures.
3. Provide all magnet students with a Cambridge Handbook of all policies and procedures.
4. Provide all students and parents with monthly communications through a parent newsletter.
5. Provide teachers with a variety of information pertaining to student achievement.
6. Provide teachers with necessary tools for professional development.
7. Administer a school generated parent survey to determine parents' needs and wants
8. Offer various events throughout the year to encourage family engagement in education
9. Conduct follow up surveys to determine success of events and future planning

Person Responsible Dion Gary (dion.gary@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.

We will prioritize and make the best selection for student achievement

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 Middle School parent and family engagement plan is to actively partner with parents and the community to strengthen the home/school connection. Parents will engage in activities throughout the year that supports high quality instruction that is necessary for all learners to be successful.

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: Other: a culture continuous improvement through planning, collaboration, and professional development, along with a coherent curriculum that engages and inspires students	\$0.00
2	III.A.	Areas of Focus: Other: we foster a cycle of continuous improvement through well-designed and purposeful academic, behavioral, instructional support structures	\$0.00
3	III.A.	Areas of Focus: Other: enthusiastically create opportunities and platforms for authentic parent engagement and community partnerships, along with clear, explicit, and unambiguous communication	\$0.00
Total:			\$0.00