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## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Bellevue Middle School

10500 SE 36TH AVE  
Bellevue, FL 34420  
352-671-6235

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### School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 67%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 35%

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### School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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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### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

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### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

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### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

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### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

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### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Belleview Middle School

##### Principal

David Ellers

##### School Advisory Council chair

Brett Mickel

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joella Markham	Asst. Principal-Curriculum
Dee Westfall	Asst. Principal-Discipline
Paige Falconer	Guidance
Page Falcone	Guidance
Mary Jenkins	Dean
Bo Williams	Dean

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D Tomin

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Our SAC Committee is comprised of a diverse group of parents, teachers, assistants and administrators. We meet monthly in the evening to accommodate work schedules.

Lisa Brantley- Parent

Michelle Domanech- Parent

Stacie Edwards-Parent

David Ellers- Principal

Sheron Madison- Teacher

Bret Mickel- Parent and SAC Chair

Bert Ritter- Business Partner

Eileen Ritter- Community Rep

Vilma Normand- Teacher

Nancy Pestow- Paraprofessional  
 Lora Zahnd- Teacher  
 Jennifer Thomas- Teacher  
 Gianna Collins- Parent

### **Involvement of the SAC in the development of the SIP**

SAC was consulted in development of plan and SAC approves all funding in plan. As with any of our school based committees, our school actively seeks input from our SAC for student and school related programs and the input received is considered in our SIP for the school year.

### **Activities of the SAC for the upcoming school year**

SAC will:

Monitor student progress in achieving plan goals.

Allocate money to implement plan.

Act as sounding board to principal in relation to school issues.

### **Projected use of school improvement funds, including the amount allocated to each project**

Saturday School \$ 2500

FCAT Tutoring \$3000

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

3

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**David Ellers**

Principal

Years as Administrator: 17

Years at Current School: 1

**Credentials**

BA and MA in Education.  
 Cert. in: Elem. Ed, Ed Leadership, School Principal

**Performance Record**

Fessenden Elementary: 2003 School Grade B (Growth in all tested areas); 2004 School Grade C, Missed AYP by one point in writing  
 (Fessenden was a D school in 2002 prior to Ellers tenure)  
 Vanguard High: 2005 School Grade D; 2006 School Grade B (Growth in all tested areas. Recognized by State as one of most improved schools); 2007 School Grade B.

**Dorenda Westfall**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

BA and MA in Education.  
 Certified 1-6 in Elementary Education and Ed. Leadership

**Performance Record**

At Eighth Street Elementary School as a Dean and Teacher for 12 years. School was an "A" school all seven years.

**Joella Markham**

Asst Principal

Years as Administrator: 16

Years at Current School: 3

**Credentials**

BA in Education  
 MA in Ed. Leadership  
 Certification in:  
 Language Arts  
 Ed Leadership  
 School Principal

**Performance Record**

Lake Weir Middle: 2002 School Grade C; 2003 School Grade B; 2004 School Grade A (First A Grade in LWMS history); 2005 School Grade A; 2006 School Grade C (State raised standards); 2007 School Grade A.  
 N. Marion Middle: 2008 School Grade B  
 Belleview Middle 2012 School Grade C

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

**Terry Moore**

Full-time / School-based

Years as Coach: 8

Years at Current School:

**Areas**

Reading/Literacy

**Credentials**Elementary Education K-6, Middle School Integrated,  
Administrative Leadership, Reading Endorsement**Performance Record**Reading scores at BMS have increased throughout the years  
under Mrs. Moore's instruction of staff.**Classroom Teachers****# of classroom teachers**

59

**# receiving effective rating or higher**

59, 100%

**# Highly Qualified Teachers**

97%

**# certified in-field**

59, 100%

**# ESOL endorsed**

20, 34%

**# reading endorsed**

5, 8%

**# with advanced degrees**

23, 39%

**# National Board Certified**

3, 5%

**# first-year teachers**

2, 3%

**# with 1-5 years of experience**

17, 29%

**# with 6-14 years of experience**

19, 32%

**# with 15 or more years of experience**

21, 36%

**Education Paraprofessionals****# of paraprofessionals**

12

## # Highly Qualified

12, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

0

### # receiving effective rating or higher

(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Orientation to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies. Ellers/Markham/Westfall September 1, 2013
2. Arrange for the new teacher to visit other classrooms to observe exemplary strategies and techniques as needed. Markham  
December 31, 2013
3. Engage all teachers in regular, collaborative, team meetings with other teachers of the same subject/grade level. Ellers/Markham/Westfall/Faculty  
Ongoing 2013-14 SY
4. Provide intensive assistance in response to individual needs. Ellers/Markham/Westfall/Faculty  
Ongoing 2013-14 SY

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We pair all new teachers with a "Buddy" to assist with growth as a teacher. We orient new teachers to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies. We arrange class visits for teachers to observe exemplary strategies.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

We meet bi-monthly to problem solve individual students. The steps involved are:  
 Step 1: Problem Identification – identify and define the target problem  
 Step 2: Problem Analysis – attempt to determine why the problem is occurring  
 Step 3: Intervention Design - decide what is going to be done about the problem  
 Step 4: Response to Intervention –Monitor progress and determine “ Is it working?”

## **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The team will consist of:

The School Principal- Coordinates Team

The AP for Curriculum- MTSS Academic lead

The AP for Discipline- MTSS Discipline lead

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

AIMS Web- nationally normed curriculum based measure of student progress

CIM Process- Use district created summative and formative assessments to measure student progress.

Writing Assessments- Use district demand writings, Quarterly Writing Assessments, and Document Based Question assessments to monitor progress.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

We use a variety of data and data systems. These include:

- Attendance Data from SMS
- FCA, DBMA, and Writing data from Performance Matters
- Reading data from Performance Matters and Curriculum based measures
- Math Data from Successmaker, Performance Matters and curriculum based measures
- FCAT and AIMS Web data

## **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

We provide ongoing training to staff on MTSS. The district is changing some process and procedures this year and will provide training. We meet with parents during the MTSS process to discuss how the MTSS process impacts their individual child.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 900

After-school tutoring will be offered for 30 days prior to FCAT. Focus will be on FCAT tested areas in Reading, Writing, Mathematics and Science.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

FCAT Data and AIMS web data will be monitored as well as program evaluations. Reading, Writing and Math Task Force Groups will analyze and target areas of concern with interventions that need to be addressed on a monthly bases.

**Who is responsible for monitoring implementation of this strategy?**

Assistant Principal for Curriculum.

**Strategy:** Summer Program

**Minutes added to school year:** 15

Summer Unit Recovery for students who failed a core course

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Unit Completion data.

**Who is responsible for monitoring implementation of this strategy?**

Asst. Principal for Curriculum

**Strategy:** Extended Day for All Students**Minutes added to school year:** 200

District Sponsored Intermural activities. These include: Volleyball, Basketball, Cross Country and Track and Field.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Participation data.

**Who is responsible for monitoring implementation of this strategy?**

Dean of Boys.

**Strategy:** Before or After School Program**Minutes added to school year:** 1,000

District provided extra curricular athletics including basketball, volleyball,

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?****Who is responsible for monitoring implementation of this strategy?****Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
David Eilers	Principal
Jennifer Thomas	ELA Teacher
Jessica Capilli	ESE Teacher
Laura Wellhoner	Reading Teacher
Dorothy Rademaker	Reading Teacher
Mary Jenkins	Dean
Helen Hamel	Science Teacher
Charles Hill	Social Studies Teacher
Katie Knight	ELA Teacher
Miriam Lopez	Reading/ESL Teacher

Name	Title
Kristina Marks	Reading Teacher
Donna Smith	Science Teacher
Terry Moore	Lead Reading Teacher

### **How the school-based LLT functions**

The LLT is charged with the task of insuring that Belleview Middle School is in compliance with the various expectations regarding literacy. Ex: State requirements, District Reading Plan, SIP, etc. We also analyze data regarding literacy in order to make adjustments to our programs and to inform staff of areas of importance or concern. An off shoot of the LLT is our Literacy Committee who works to identify appropriate books and activities for our school-wide literacy time.

### **Major initiatives of the LLT**

Revising our Literacy Block based on FCAT results, analyzing new reading data, and leading literacy initiatives at BMS.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Belleview Middle School teachers will continue to implement three research-based instructional strategies emphasized during the 2012-13 school year in our district-wide initiative to integrate Max Thompson teaching strategies in all our classrooms. The consistent and pervasive implementation of these strategies: Essential Questions, Graphic Organizers & Distributed Summarization is intended to improve student performance at BMS to the level of other exemplary school found in the Max Thompson Research. In addition, we will continue to implement a 15 minute school-wide literacy period Monday through Wednesday during third period. This time is set aside so that teachers can interact directly with students in the area of literacy. School-wide novel studies, and possible author visits, are an integral part of this literacy time. Teachers will also incorporate the use of a school-wide list of academic words (WOW Words: Word of the Week) often utilized in academic assessments. By addressing a new WOW Word each week, in all curriculum areas, we provide students with a varied understanding of how these words can be used in various academic settings. Social Studies and Science teachers will continue to implement Common Core activities and instructional methods in their classrooms.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	54%	No	68%
American Indian				
Asian				
Black/African American	51%	40%	No	56%
Hispanic	61%	47%	No	65%
White	68%	58%	No	71%
English language learners	30%	22%	No	37%
Students with disabilities	41%	25%	No	47%
Economically disadvantaged	59%	47%	No	63%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	313	30%	42%
Students scoring at or above Achievement Level 4	245	23%	26%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		68%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	575	54%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	95	65%	68%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	15	43%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		14%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		26%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	112	33%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	48%	No	61%
American Indian				
Asian				
Black/African American	40%	32%	No	46%
Hispanic	53%	40%	No	57%
White	60%	54%	No	64%
English language learners	33%	20%	No	39%
Students with disabilities	38%	20%	No	45%
Economically disadvantaged	52%	41%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	277	26%	38%
Students scoring at or above Achievement Level 4	213	20%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	625	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	76	56%	61%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	55	17%	25%
Middle school performance on high school EOC and industry certifications	55	49%	60%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	35%	30%
Students scoring at or above Achievement Level 4	36	65%	70%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	24%	30%
Students scoring at or above Achievement Level 4	60	17%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	735	74%	80%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	891	85%	86%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	10%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	4	100%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	43	4%	3%
Students who fail a mathematics course	4	0%	0%
Students who fail an English Language Arts course	11	1%	1%
Students who fail two or more courses in any subject	6	0%	0%
Students who receive two or more behavior referrals	48	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	43	4%	3%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Our goal is to increase the percent of parent involvement at BMS by 5% as measured by parent volunteers, parent portal sign-up, and event attendance.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent evening activities.	3	100%	100%
Increase parents signed up for parent portal.	473	44%	50%

## Area 10: Additional Targets

### Additional targets for the school

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** 68% of our students in the lowest 25% will make learning gains in reading on the 2014 FCAT 2.0.
- G2.** 68% of our students in the lowest 25% will make learning gains in mathematics on the 2014 FCAT 2.0.
- G3.** 68% of BMS students will demonstrate proficiency in Reading with a score of level 3 or higher on the 2014 FCAT 2.0 Reading Test.
- G4.** 60% of Belleview Middle School students will score a 4.0 or above on the 2014 FCAT Writing Test.
- G5.** Decrease Out of School Suspensions (OSS) by one percentage point.
- G6.** 61% of BMS students will demonstrate proficiency in math with a score of level 3 or higher on the 2014 FCAT 2.0 Math Test.
- G7.** 50% of BMS students will demonstrate proficiency in science with a score of level 3 or higher on the 2014 FCAT Science Test

## Goals Detail

**G1.** 68% of our students in the lowest 25% will make learning gains in reading on the 2014 FCAT 2.0.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

### Resources Available to Support the Goal

- Literacy Leadership Team, Lead Reading Teacher, Content Area Reading Teachers, Intensive Reading Teachers, District Staff.

### Targeted Barriers to Achieving the Goal

- Commitment of reading teachers to fully implement the District expectations for the reading program with a high degree of fidelity.
- Need for extra time for learning.

### Plan to Monitor Progress Toward the Goal

Check progress toward reading goals using DBMA. Check completion of goal with 2014 FCAT Reading scores.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Mid-year and End of Year.

**Evidence of Completion:**

Mid year review of progress and End of Year FCAT discussion with district leadership.

**G2.** 68% of our students in the lowest 25% will make learning gains in mathematics on the 2014 FCAT 2.0.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- District training personnel
- Mathematics Computer Software
- Mathematics Task Force

**Targeted Barriers to Achieving the Goal**

- Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis.
- Teacher commitment to implement High Yield instructional strategies with a high level of fidelity.
- Extended time for learning

### Plan to Monitor Progress Toward the Goal

Monitor DBMA and FCAT results for growth from 2012-13 school year.

**Person or Persons Responsible**

Principal, APC and Math Task Force

**Target Dates or Schedule:**

January 2014 and Summer 2014.

**Evidence of Completion:**

DBMA and FCAT data.

**G3.** 68% of BMS students will demonstrate proficiency in Reading with a score of level 3 or higher on the 2014 FCAT 2.0 Reading Test.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Reading Teachers
- CAR-PD Teachers
- Content Area Teachers

**Targeted Barriers to Achieving the Goal**

- Lack of Rigor in reading instruction.
- Teachers failing to do Content Area reading in class
- Lack of student interest in reading outside of school.

**Plan to Monitor Progress Toward the Goal**

DBMA as a mid-year measure, and 2014 FCAT Reading Data

**Person or Persons Responsible**

Principal and APC.

**Target Dates or Schedule:**

Semester and End of Year

**Evidence of Completion:**

Mid-year reporting and School Grade Evaluation meetings.

**G4.** 60% of Belleview Middle School students will score a 4.0 or above on the 2014 FCAT Writing Test.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- ELA Teachers, District Staff, Content Area Teachers, QWA's, DBQs,

**Targeted Barriers to Achieving the Goal**

- English/Language Arts teachers are unfamiliar with the new, more rigorous requirements of the FCAT Writing test.
- Issues adequately integrating authentic writing into the Content Area Classrooms on a daily basis.

### Plan to Monitor Progress Toward the Goal

Monitor 2nd demand writing score and FCAT Writing results to evaluate progress toward achieving goal.

**Person or Persons Responsible**

Principal, APC, and Writing Task Force members

**Target Dates or Schedule:**

Mid-year and end-of-year.

**Evidence of Completion:**

FCAT Writing results.

### G5. Decrease Out of School Suspensions (OSS) by one percentage point.

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- SAC Funding, Teachers, Deans

**Targeted Barriers to Achieving the Goal**

- Student compliance with rules/policies is not consistent among all students.
- PBS requires funding in order to provide rewards to students for compliance with the PBS expectations.
- Alternative consequences needed for more serious offenses.

### Plan to Monitor Progress Toward the Goal

Monitor mid-year OSS data for overall reduction in OSS incidents and days.

**Person or Persons Responsible**

APD and Deans will analyze data

**Target Dates or Schedule:**

January 2014

**Evidence of Completion:**

Report of OSS data.

**G6.** 61% of BMS students will demonstrate proficiency in math with a score of level 3 or higher on the 2014 FCAT 2.0 Math Test.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Math Teachers, FCA assessments, DBMA, AIMS Web, District Math Curriculum Personnel, iReady Math Software

**Targeted Barriers to Achieving the Goal**

- Teachers need improvement in analyzing FCA results and modifying instruction based on the results.
- Students need additional time to master and practice math concepts.

**Plan to Monitor Progress Toward the Goal**

Monitor DBMA and FCAT results for growth from 2012-13 school year.

**Person or Persons Responsible**

Principal, APC, Department Chair

**Target Dates or Schedule:**

Throughout 2013-14 school year.

**Evidence of Completion:**

DBMA and FCAT results.

**G7.** 50% of BMS students will demonstrate proficiency in science with a score of level 3 or higher on the 2014 FCAT Science Test

**Targets Supported**

- Science
- Science - Middle School

**Resources Available to Support the Goal**

- Science Exemplary Lessons
- District Science Support Staff

**Targeted Barriers to Achieving the Goal**

- Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis.
- Teacher commitment to utilize the CAR-PD strategies learned in training last year now that the trainer support has ended.

### Plan to Monitor Progress Toward the Goal

Monitor District science DBMA and Science FCAT for improvement.

**Person or Persons Responsible**

Principal, Science Teachers, APC

**Target Dates or Schedule:**

Throughout school year

**Evidence of Completion:**

Printout of results.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 68% of our students in the lowest 25% will make learning gains in reading on the 2014 FCAT 2.0.

**G1.B2** Commitment of reading teachers to fully implement the District expectations for the reading program with a high degree of fidelity.

**G1.B2.S1** Students in the lowest 25% have been identified as non-proficient. Therefore, in addition to their language arts class, they are served in a year-long , remedial reading class of 100 or 50 minutes daily, depending on their performance on a screening/placement assessment given to all non-proficient readers. Monitor Teacher implementation of the Remedial Reading program during classroom walk-throughs and observations.

### Action Step 1

Complete Fidelity walk-throughs.

#### Person or Persons Responsible

Lead Reading Teacher

#### Target Dates or Schedule

September and October of 2013

#### Evidence of Completion

Completed fidelity checklists.

### Action Step 2

MCIES observations and walk-throughs in reading classes.

#### Person or Persons Responsible

Principal, APC, APD

#### Target Dates or Schedule

Throughout School year

#### Evidence of Completion

Completed observations.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Monitor completion of Reading Fidelity checks and MCIES evaluation goals and timeline completion.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

Throughout school year.

#### **Evidence of Completion**

Fidelity Checklists and MCIES documents.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Monitor FCA data and AIMS web data.

#### **Person or Persons Responsible**

Principal, APC, APD

#### **Target Dates or Schedule**

Throughout year.

#### **Evidence of Completion**

FCA Data and AIMS Web reports.

### **G1.B4 Need for extra time for learning.**

#### **G1.B4.S1 Implement after school tutoring for reading**

##### **Action Step 1**

Implement After school tutoring program for FCAT reading prep.

#### **Person or Persons Responsible**

APC and teacher

#### **Target Dates or Schedule**

January to April 2014

#### **Evidence of Completion**

Roster of attendance

## **Action Step 2**

Implement After school tutoring program for FCAT reading prep.

### **Person or Persons Responsible**

APC and teacher

### **Target Dates or Schedule**

January to April 2014

### **Evidence of Completion**

Roster of attendance

## **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Walkthrough of tutoring sessions and review of materials.

### **Person or Persons Responsible**

APC and Principal

### **Target Dates or Schedule**

January -April 2014

### **Evidence of Completion**

Samples of lesson materials.

## **Plan to Monitor Effectiveness of G1.B4.S1**

Use AIMS Web data to track progress of intervention

### **Person or Persons Responsible**

APC and teacher

### **Target Dates or Schedule**

April 2014

### **Evidence of Completion**

AIMS Web print out

**G2.** 68% of our students in the lowest 25% will make learning gains in mathematics on the 2014 FCAT 2.0.

**G2.B1** Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis.

**G2.B1.S1** Follow District FCA calendar with a high degree of fidelity.

**Action Step 1**

Monitor fidelity to FCA calendar

**Person or Persons Responsible**

Principal and APC

**Target Dates or Schedule**

Throughout 2013-14 School Year.

**Evidence of Completion**

FCA Data from Performance Matters

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Monitor FCA instruction, test dates and results to ensure compliance.

**Person or Persons Responsible**

Principal and APC

**Target Dates or Schedule**

Throughout 2013-13 School Year

**Evidence of Completion**

FCA results printouts, lesson plans, test dates.

**Plan to Monitor Effectiveness of G2.B1.S1**

Monitor FCA, AIMS Web and DBMA results for improvement from last year.

**Person or Persons Responsible**

Department Chair, teachers, principal, APC, Task Force members

**Target Dates or Schedule**

Throughout 2013-14 School year.

**Evidence of Completion**

Printouts from FCA results, AIMS Web, and DBMA.

## **G2.B1.S2 Utilize Math Task Force to assist and lead in data analysis.**

### **Action Step 1**

Meet a minimum of once per month beginning in October to analyze all math data.

#### **Person or Persons Responsible**

Math Task Force members

#### **Target Dates or Schedule**

Throughout 2013-14 School Year.

#### **Evidence of Completion**

Meeting notes.

## **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Monitor Data Analysis and recommendations from Task Force Members.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

After every Task Force Meeting

#### **Evidence of Completion**

Notes from meeting.

## **Plan to Monitor Effectiveness of G2.B1.S2**

Monitor FCA, AIMS Web and DBMA data for improvement in scores from last year.

#### **Person or Persons Responsible**

Principal and Math Task Force Members

#### **Target Dates or Schedule**

Throughout 2013-14 school year.

#### **Evidence of Completion**

Printouts from FCA, DBMA and AIMS Web.

**G2.B2** Teacher commitment to implement High Yield instructional strategies with a high level of fidelity.

**G2.B2.S1** Monitor for implementation of Max Thompson research-based instructional strategies: Essential Questions, Graphic Organizers & Distributed Summarization

**Action Step 1**

Review Max Thompson "High Yield" strategies with teachers

**Person or Persons Responsible**

Principal and APC

**Target Dates or Schedule**

October and November 2013

**Evidence of Completion**

Handouts from trainings.

**Facilitator:**

Principal (Ellers) APC (Markham)

**Participants:**

All teachers

**Action Step 2**

Monitor Lesson plans and classrooms for inclusion of strategies.

**Person or Persons Responsible**

Principal and APC

**Target Dates or Schedule**

From October 2013 to the end of the school year.

**Evidence of Completion**

Lesson plans and MCIES data.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Review MCIES Evaluations for percentage of teachers implementing strategies during observations.

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

November 2013 to end of school year

#### **Evidence of Completion**

MCIES evaluations.

### **Plan to Monitor Effectiveness of G2.B2.S1**

Monitor FCA, AIMS Web and DBMA results for improvement from 2012-13 school year.

#### **Person or Persons Responsible**

Principal and Math Task Force

#### **Target Dates or Schedule**

January and June 2014

#### **Evidence of Completion**

Printouts from FCA, AIMS Web and DBMA.

## **G2.B3 Extended time for learning**

### **G2.B3.S1 Hold after school tutoring for FCAT Math Prep**

#### **Action Step 1**

Provide FCAT Math tutoring for at-risk students

#### **Person or Persons Responsible**

APC and teacher

#### **Target Dates or Schedule**

January-April 2014

#### **Evidence of Completion**

Attendance Rosters

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Monitor Lessons and materials for fidelity to program

**Person or Persons Responsible**

Principal and APC

**Target Dates or Schedule**

January-April 2014

**Evidence of Completion**

Copies of Materials used.

### **Plan to Monitor Effectiveness of G2.B3.S1**

Monitor AIMS Web math data for evidence of improvement due to intervention

**Person or Persons Responsible**

APC and Teacher

**Target Dates or Schedule**

April 2014

**Evidence of Completion**

AIMS Web printouts

**G3.** 68% of BMS students will demonstrate proficiency in Reading with a score of level 3 or higher on the 2014 FCAT 2.0 Reading Test.

**G3.B1** Lack of Rigor in reading instruction.

**G3.B1.S1** Ongoing training and monitoring of Reading teachers.

**Action Step 1**

Common Core Trainings and observation of classroom teachers.

**Person or Persons Responsible**

LLT, Principal, APC, Lead Reading Teacher.

**Target Dates or Schedule**

Throughout school year.

**Evidence of Completion**

Completion of required district Common Core trainings as evidenced by sign-in sheets.

**Facilitator:**

Common Core team

**Participants:**

LLT, Principal, APC, Lead Reading Teacher.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Use reading fidelity checklists.

**Person or Persons Responsible**

Principal, APC, APD, Lead Reading Teacher.

**Target Dates or Schedule**

During regular walk-throughs and formal observations.

**Evidence of Completion**

Completed observations as evidenced by MCIES system.

### Plan to Monitor Effectiveness of G3.B1.S1

Use AIMS Web and DBMA data to monitor effectiveness.

#### Person or Persons Responsible

Principal, APC, APD, Lead Reading Teacher.

#### Target Dates or Schedule

Monthly.

#### Evidence of Completion

AIMS Web Printouts. Literacy Leadership Team Notes.

### G3.B2 Teachers failing to do Content Area reading in class

**G3.B2.S1** Continue to provide training on Content Area Reading strategies including Max Thompson strategies. Train on strategies and give sample lessons. Continue Common Core style lessons

#### Action Step 1

Develop Mini staff developments on Max Thompson Strategies. Implement District training plan for Common Core.

#### Person or Persons Responsible

APC and Lead Reading Teacher

#### Target Dates or Schedule

September 2013 through school year 2013-14.

#### Evidence of Completion

Training schedule and rosters from scheduled trainings.

#### Facilitator:

Moore

#### Participants:

APC and Lead Reading Teacher

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Attend Common Core and Max Thompson strategy trainings and observe trainings.

#### **Person or Persons Responsible**

Principal and APC

#### **Target Dates or Schedule**

At inservice opportunities on early release days.

#### **Evidence of Completion**

Attendance Roster.

### **Plan to Monitor Effectiveness of G3.B2.S1**

Observe for effective teaching strategies that have been presented.

#### **Person or Persons Responsible**

Principal,, APC and APD

#### **Target Dates or Schedule**

During regular MCIES Evaluations and walk-throughs.

#### **Evidence of Completion**

MCIES evaluations.

### **G3.B3 Lack of student interest in reading outside of school.**

#### **G3.B3.S1 Implement enhanced Accelerated Reader program**

##### **Action Step 1**

Devise new AR contests and incentives

##### **Person or Persons Responsible**

Reading Task Force

##### **Target Dates or Schedule**

October 2013

##### **Evidence of Completion**

Plan for AR contests and incentives.

## **Action Step 2**

Implement plan for AR

### **Person or Persons Responsible**

Reading Task Force, parent volunteers, and Media Specialists

### **Target Dates or Schedule**

October 2013- end of school year.

### **Evidence of Completion**

Pictures and information from contests held.

## **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Monitor to ensure all planned activities occur

### **Person or Persons Responsible**

Reading Task force

### **Target Dates or Schedule**

Throughout 2013-14 school year.

### **Evidence of Completion**

Task force meeting notes.

## **Plan to Monitor Effectiveness of G3.B3.S1**

Monitor AR points earned vs. AR points earned in 2012-13

### **Person or Persons Responsible**

Media Specialist

### **Target Dates or Schedule**

January and June 2014

### **Evidence of Completion**

print out of point comparison

**G4.** 60% of Belleview Middle School students will score a 4.0 or above on the 2014 FCAT Writing Test.

**G4.B1** English/Language Arts teachers are unfamiliar with the new, more rigorous requirements of the FCAT Writing test.

**G4.B1.S1** Train ELA teachers on revised district strategies for writing.

**Action Step 1**

Review State FCAT writing materials with ELA teachers

**Person or Persons Responsible**

Department Chair

**Target Dates or Schedule**

August and September 2013

**Evidence of Completion**

Department Meeting notes.

**Action Step 2**

Train teachers on district curriculum maps that detail writing strategies.

**Person or Persons Responsible**

Department Chair

**Target Dates or Schedule**

August September 2013

**Evidence of Completion**

Department Meeting notes.

**Facilitator:**

Carpenter

**Participants:**

Department Chair

### **Action Step 3**

Implement new district writing strategies.

#### **Person or Persons Responsible**

ELA Teachers

#### **Target Dates or Schedule**

Throughout school year

#### **Evidence of Completion**

Department Meeting notes.

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Monitor trainings and instruction on writing to ensure it complies with district curriculum strategies.

#### **Person or Persons Responsible**

APC

#### **Target Dates or Schedule**

Throughout school year

#### **Evidence of Completion**

MCIES and walk-through documents.

### **Plan to Monitor Effectiveness of G4.B1.S1**

Monitor 8th grade Demand Writings to ensure progress is being made.

#### **Person or Persons Responsible**

ELA teachers, APC, Principal

#### **Target Dates or Schedule**

Throughout year

#### **Evidence of Completion**

Demand Writing scores and Department Meeting notes discussing results.

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Check for schedule of PLC meetings. Attend meetings.

#### **Person or Persons Responsible**

Department Chair, APC, Principal

#### **Target Dates or Schedule**

Throughout school year.

#### **Evidence of Completion**

Meeting notes.

### **Plan to Monitor Effectiveness of G4.B1.S2**

Monitor effective writing practices in ELA classes during MCIES evaluations.

#### **Person or Persons Responsible**

Principal, APC, APD

#### **Target Dates or Schedule**

Throughout year.

#### **Evidence of Completion**

MCIES documentation.

## **G4.B2 Issues adequately integrating authentic writing into the Content Area Classrooms on a daily basis.**

### **G4.B2.S1 Develop and implement content area writing expectations.**

#### **Action Step 1**

Develop Content Area Writing expectation plan.

#### **Person or Persons Responsible**

Writing Task Force members

#### **Target Dates or Schedule**

Summer 2013 through October 2013

#### **Evidence of Completion**

Completed plan.

## **Action Step 2**

Implement writing expectations plan.

### **Person or Persons Responsible**

Content Area teachers

### **Target Dates or Schedule**

2013-14 SY

### **Evidence of Completion**

Samples of grade work demonstrating fidelity to plan.

### **Facilitator:**

Carpenter

### **Participants:**

Content Area teachers

## **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Monitor implementation of Content Area Writing plan during MCIES observations and walk-throughs and data pulls.

### **Person or Persons Responsible**

Principal, APC, APD and Writing Task Force members

### **Target Dates or Schedule**

Throughout school year.

### **Evidence of Completion**

MCIES evaluations and documents.

### **Plan to Monitor Effectiveness of G4.B2.S1**

Review Demand Writings to monitor improvement in areas specified in the Content Area Writing expectations.

#### **Person or Persons Responsible**

Principal, APC, ELA teachers, Writing Task Force members

#### **Target Dates or Schedule**

Demand Writings

#### **Evidence of Completion**

Demand Writing team review documents.

### **Plan to Monitor Fidelity of Implementation of G4.B2.S2**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

### **Plan to Monitor Effectiveness of G4.B2.S2**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

**G5. Decrease Out of School Suspensions (OSS) by one percentage point.**

**G5.B1 Student compliance with rules/policies is not consistent among all students.**

**G5.B1.S1** Student will be given a training on the BMS discipline policy and expectations through student grade level meetings held within the first month of school, the Student Code of Conduct and student handbooks.

**Action Step 1**

Hold grade level behavior expectation meetings with students.

**Person or Persons Responsible**

APD and Deans

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Powerpoint presentation and school calendar.

**Action Step 2**

Distribute School Handbooks in student planners and Student Code of Conducts.

**Person or Persons Responsible**

APD, Principal

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Moneys collected form for student planners.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

APD will ensure all meetings and distribution occur

**Person or Persons Responsible**

APD

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Calendar of meetings.

### **Plan to Monitor Effectiveness of G5.B1.S1**

Monitor OSS data for overall reduction in OSS incidents and days.

**Person or Persons Responsible**

APD and Principal

**Target Dates or Schedule**

June 2014

**Evidence of Completion**

Report of OSS data.

### **Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Train teachers on Positive Behavior Support and Discipline Procedures

**Person or Persons Responsible**

Principal and APD

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Meeting minutes.

### **Plan to Monitor Effectiveness of G5.B1.S2**

Monitor teacher discipline data.

**Person or Persons Responsible**

APD

**Target Dates or Schedule**

Throughout school year.

**Evidence of Completion**

Reports of referrals by teacher.

**G5.B1.S3** Parents will be thoroughly informed of the BMS discipline policy and expectations through student handbooks and Student Code of Conduct.

**Action Step 1**

Provide student planners with behavior expectations and Code of Conduct to parents at beginning of year.

**Person or Persons Responsible**

APD and office staff

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Money collected forms for student planner.

**Plan to Monitor Fidelity of Implementation of G5.B1.S3**

Monitor that forms were distributed.

**Person or Persons Responsible**

APD

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Signed Code of Conduct forms and Monies Collected forms.

**Plan to Monitor Effectiveness of G5.B1.S3**

Monitor mid-year OSS data for overall reduction in OSS incidents and days.

**Person or Persons Responsible**

APD and Principal

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Printouts of Discipline data.

**G5.B2** PBS requires funding in order to provide rewards to students for compliance with the PBS expectations.

**G5.B2.S1** The PBS Committee will create a fundraiser to help with raising funds to support our PBS system of rewards and incentives. The students will be able to participate in Electronic Day. Students will be allowed to purchase the right to use their electronic devices on our district scheduled Early Release Days. The cost for each student is \$2.

### **Action Step 1**

A plan will be devised for the collection of student funds and identifying participates on the day of the event.

#### **Person or Persons Responsible**

PBS Committee will received approval from the administration. Approved plan will be presented to the staff.

#### **Target Dates or Schedule**

Appropriate district fund raising paper work will be submitted.

#### **Evidence of Completion**

School staff will promoted the event several days prior to the fundraiser.

### **Plan to Monitor Fidelity of Implementation of G5.B2.S1**

The PBS Committee will survey the staff to recieve input on the program which suggestions or concerns noted.

#### **Person or Persons Responsible**

PBS Committee will designate key staff members to oversee the collection of funds. All monies once counted will be turned in with required district paper work to school secretary.

#### **Target Dates or Schedule**

Students who paid for the event will be given identifiable hand stamps.

#### **Evidence of Completion**

PBS Committe will review the success of the program by the number of participates and money collected for the event.

### Plan to Monitor Effectiveness of G5.B2.S1

Committee will generate staff surveys will be distributed following the event to monitor feedback.

#### Person or Persons Responsible

PBS Committe

#### Target Dates or Schedule

Funds collected at end of event will give critical information to the success of the program.

#### Evidence of Completion

Amount of monies collected and number of students who participated will be evidence of success of fundraiser.

**G5.B2.S2** The PBS Committe will hold a Reward Dance each quarter. Students are allowed to participate in the dance if they have had acceptable behavior and grades. Guidelines are each student will have a GPA of at least a 2.0 and no out of school referrals. This will encourage and motivate our students to keep their behavior in line with PBS expectations. Funds are also generated with the students being able to purchase school refreshments during the organized dance.

#### Action Step 1

Facilitate a reward dance

#### Person or Persons Responsible

PBS Committee

#### Target Dates or Schedule

End of each nine weeks

#### Evidence of Completion

Amount of funds generated by the reward program.

### Plan to Monitor Fidelity of Implementation of G5.B2.S2

Monitors behavior and GPA student list.

#### Person or Persons Responsible

PBS Committee

#### Target Dates or Schedule

One week prior to reward dance.

#### Evidence of Completion

Amount of funds generated and number of students who participated

## **Plan to Monitor Effectiveness of G5.B2.S2**

Will generate a staff & student survey for feedback of program

### **Person or Persons Responsible**

PBS Committee

### **Target Dates or Schedule**

One week following the reward dance

### **Evidence of Completion**

Amount of students who participated and funds collected at event.

## **G5.B3 Alternative consequences needed for more serious offenses.**

### **G5.B3.S1 Develop Saturday School program as an alternative to Out of School Suspension.**

#### **Action Step 1**

Hire personnel to supervise Saturday School program.

#### **Person or Persons Responsible**

APD

#### **Target Dates or Schedule**

October 15, 2013

#### **Evidence of Completion**

Signed PSN for Saturday School.

#### **Action Step 2**

Guidelines for Saturday School

#### **Person or Persons Responsible**

APD

#### **Target Dates or Schedule**

October 15, 2013

#### **Evidence of Completion**

Written Guidelines

### **Plan to Monitor Fidelity of Implementation of G5.B3.S1**

Discipline team will analyze Saturday School Data to ensure placement complies with guidelines.

#### **Person or Persons Responsible**

AP and deans of discipline

#### **Target Dates or Schedule**

Data will be generated 1st Monday of each month.

#### **Evidence of Completion**

End of year data will show final evidence of decrease of OSS referrals.

### **Plan to Monitor Effectiveness of G5.B3.S1**

Analyze data to compare OSS referrals to ISS referrals once Saturday School is an option.

#### **Person or Persons Responsible**

APD and deans

#### **Target Dates or Schedule**

1st Monday of each month.

#### **Evidence of Completion**

Monthly, quartely and end of year data will be evidence of success of strategy.

**G6.** 61% of BMS students will demonstrate proficiency in math with a score of level 3 or higher on the 2014 FCAT 2.0 Math Test.

**G6.B1** Teachers need improvement in analyzing FCA results and modifying instruction based on the results.

**G6.B1.S1** Follow District FCA calendar with a high degree of fidelity.

**Action Step 1**

Review and complete online or face to face training on new district curriculum maps for mathematics.

**Person or Persons Responsible**

Department Chair, APC

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Rosters for classes.

**Facilitator:**

Markham

**Participants:**

Department Chair, APC

**Action Step 2**

Monitor fidelity to district FCA timeline.

**Person or Persons Responsible**

Principal, APC, APD

**Target Dates or Schedule**

Throughout 2013-14 SY

**Evidence of Completion**

FCA data from Performance Matters.

### **Action Step 3**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Monitor FCA instruction, test dates and results to ensure compliance with district FCA calendar.

#### **Person or Persons Responsible**

Principal and APC

#### **Target Dates or Schedule**

Throughout 2013-14 SY

#### **Evidence of Completion**

FCA results from Performance Matters.

### **Plan to Monitor Effectiveness of G6.B1.S1**

Monitor FCA and DBMA results for improvement in scores from last year.

#### **Person or Persons Responsible**

Department Chair, Principal, APC

#### **Target Dates or Schedule**

Throughout 2013-14 school year.

#### **Evidence of Completion**

FCA result printouts.

**G6.B1.S2** Meet in grade level teams to discuss FCA results and problem solve issues.

**Action Step 1**

Administer and print results from FCAs

**Person or Persons Responsible**

Data Clerk

**Target Dates or Schedule**

After every FCA

**Evidence of Completion**

Printouts

**Action Step 2**

Teachers break down FCA results by class. They should discuss successful areas, weaknesses, and strategies to remediate skills.

**Person or Persons Responsible**

Grade Level Math Teachers

**Target Dates or Schedule**

After each FCA

**Evidence of Completion**

Notes from FCA meetings.

**Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Attend meetings with grade level math teams to monitor and support teachers

**Person or Persons Responsible**

Principal and APC

**Target Dates or Schedule**

FCA Meetings during year

**Evidence of Completion**

Notes of meetings.

## Plan to Monitor Effectiveness of G6.B1.S2

Monitor FCA results to see progress in scores over last school year.

### Person or Persons Responsible

Principal, Teachers, APC

### Target Dates or Schedule

Throughout 2013-14 school year

### Evidence of Completion

FCA result printouts.

**G6.B1.S3** Implement Math Task Force to assist with analyzing data and implementing change in instructional practice.

### Action Step 1

Review and complete online or face to face training on new district curriculum maps for mathematics.

### Person or Persons Responsible

Department Chair, APC

### Target Dates or Schedule

August 2013

### Evidence of Completion

Rosters for classes.

### Facilitator:

Markham

### Participants:

Department Chair, APC

### **Action Step 2**

Monitor fidelity to district FCA timeline.

#### **Person or Persons Responsible**

Principal, APC, APD

#### **Target Dates or Schedule**

Throughout 2013-14 SY

#### **Evidence of Completion**

FCA data from Performance Matters.

### **Action Step 3**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G6.B1.S3**

Monitor FCA instruction, test dates and results to ensure compliance with district FCA calendar.

#### **Person or Persons Responsible**

Principal and APC

#### **Target Dates or Schedule**

Throughout 2013-14 SY

#### **Evidence of Completion**

FCA results from Performance Matters.

### **Plan to Monitor Effectiveness of G6.B1.S3**

Monitor FCA and DBMA results for improvement in scores from last year.

#### **Person or Persons Responsible**

Department Chair, Principal, APC

#### **Target Dates or Schedule**

Throughout 2013-14 school year.

#### **Evidence of Completion**

FCA result printouts.

### **G6.B2 Students need additional time to master and practice math concepts.**

#### **G6.B2.S1 Implement Intensive Math class for select Level Two students.**

##### **Action Step 1**

Identify and schedule select Level 2 students into Intensive Math class.

##### **Person or Persons Responsible**

APC

##### **Target Dates or Schedule**

August 2013

##### **Evidence of Completion**

Class rosters.

##### **Action Step 2**

Implement effective remedial activities in remedial math class.

##### **Person or Persons Responsible**

Teacher of Intensive Class

##### **Target Dates or Schedule**

2013-14 school year

##### **Evidence of Completion**

Lesson plans.

### **Action Step 3**

Train Intensive Math teacher in effective "high yield" instructional strategies.

#### **Person or Persons Responsible**

APC, Teacher of Intensive Class, District Personnel

#### **Target Dates or Schedule**

2013-14 school year

#### **Evidence of Completion**

MIP rosters.

#### **Facilitator:**

Markham

#### **Participants:**

APC, Teacher of Intensive Class, District Personnel

### **Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Will monitor to ensure training take place for Intensive Teacher and that a research based remedial program occurs.

#### **Person or Persons Responsible**

APC and Principal

#### **Target Dates or Schedule**

Throughout year

#### **Evidence of Completion**

MIP logs and Lesson Plans.

### **Plan to Monitor Effectiveness of G6.B2.S1**

Students progress will be monitored on FCA, AIMS Web and DBMA.

#### **Person or Persons Responsible**

Principal and APC

#### **Target Dates or Schedule**

Throughout year.

#### **Evidence of Completion**

Print outs from those programs and Teacher Data notebook.

**G6.B2.S2** Implement Math Focus time twice per week.

**Action Step 1**

Time will be allotted to allow math focus time in the classroom

**Person or Persons Responsible**

teachers

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

observations by classroom walk-throughs, lesson plans

**Plan to Monitor Fidelity of Implementation of G6.B2.S2**

Monitor classrooms via walk-thrus and lesson plans to ensure compliance with Math Focus Instruction

**Person or Persons Responsible**

Principal and APC

**Target Dates or Schedule**

Throughout school year.

**Evidence of Completion**

Lesson Plans.

**Plan to Monitor Effectiveness of G6.B2.S2**

Monitor progress of all students using FCA, AIMS Web, and DBMA data.

**Person or Persons Responsible**

Principal and APC

**Target Dates or Schedule**

Throughout School Year

**Evidence of Completion**

Print out of reports.

**G7. 50% of BMS students will demonstrate proficiency in science with a score of level 3 or higher on the 2014 FCAT Science Test**

**G7.B1** Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis.

**G7.B1.S1** All science teachers will utilize a District created Exemplary Lessons and FCA calendar to plan their instruction and assess students throughout the school year on FCAT tested science benchmarks so they can identify areas for remediation and/or enrichment. Science teachers will meet after each FCA assessment to analyze the performance data of their students and make instructional decisions

### **Action Step 1**

Follow district curriculum map with a high level of fidelity.

#### **Person or Persons Responsible**

Science Teachers

#### **Target Dates or Schedule**

Throughout school year.

#### **Evidence of Completion**

Lesson Plans.

### **Action Step 2**

Teachers break down FCA results by class. They should discuss successful areas, weaknesses, and strategies to remediate skills.

#### **Person or Persons Responsible**

Science Teachers

#### **Target Dates or Schedule**

Throughout school year.

#### **Evidence of Completion**

Data team meeting notes.

#### **Facilitator:**

Markham and Department Chair

#### **Participants:**

Science Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Monitor FCA instruction, test dates and results to ensure compliance with district FCA calendar.

#### **Person or Persons Responsible**

Principal and APC

#### **Target Dates or Schedule**

Throughout school year.

#### **Evidence of Completion**

Printouts of FCA data and Lesson plans.

### **Plan to Monitor Effectiveness of G7.B1.S1**

Data sheets provide by department chair

#### **Person or Persons Responsible**

APC, APD, Principal

#### **Target Dates or Schedule**

Throughout the school year

#### **Evidence of Completion**

2014 FCAT data

### **Plan to Monitor Fidelity of Implementation of G7.B1.S2**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

## Plan to Monitor Effectiveness of G7.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G7.B2** Teacher commitment to utilize the CAR-PD strategies learned in training last year now that the trainer support has ended.

**G7.B2.S1** All science teachers will implement literacy strategies gained through CAR-PD training in order for students to better understand the science curriculum

### Action Step 1

Provide continued Common Core training to all science teachers.

#### Person or Persons Responsible

Common Core Lead Teachers

#### Target Dates or Schedule

Throughout school year on Early Release days

#### Evidence of Completion

Sign in Rosters.

#### Facilitator:

Common Core Lead

#### Participants:

Science teachers

## **Action Step 2**

Provide "free" copies for Common Core literacy lessons.

### **Person or Persons Responsible**

Principal and Conf. Secretary

### **Target Dates or Schedule**

Throughout school year

### **Evidence of Completion**

Copy log.

## **Plan to Monitor Fidelity of Implementation of G7.B2.S1**

Observe teachers for evidence of Common Core strategies in classroom instruction.

### **Person or Persons Responsible**

APC, APD and Principal

### **Target Dates or Schedule**

Throughout school year.

### **Evidence of Completion**

Lesson plans and observation data.

## **Plan to Monitor Effectiveness of G7.B2.S1**

Monitor science FCA data for progress.

### **Person or Persons Responsible**

APC and Principal

### **Target Dates or Schedule**

Throughout school year.

### **Evidence of Completion**

FCA result printouts.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** 68% of our students in the lowest 25% will make learning gains in mathematics on the 2014 FCAT 2.0.

**G2.B2** Teacher commitment to implement High Yield instructional strategies with a high level of fidelity.

**G2.B2.S1** Monitor for implementation of Max Thompson research-based instructional strategies: Essential Questions, Graphic Organizers & Distributed Summarization

### PD Opportunity 1

Review Max Thompson "High Yield" strategies with teachers

#### Facilitator

Principal (Ellers) APC (Markham)

#### Participants

All teachers

#### Target Dates or Schedule

October and November 2013

#### Evidence of Completion

Handouts from trainings.

**G3.** 68% of BMS students will demonstrate proficiency in Reading with a score of level 3 or higher on the 2014 FCAT 2.0 Reading Test.

**G3.B1** Lack of Rigor in reading instruction.

**G3.B1.S1** Ongoing training and monitoring of Reading teachers.

**PD Opportunity 1**

Common Core Trainings and observation of classroom teachers.

**Facilitator**

Common Core team

**Participants**

LLT, Principal, APC, Lead Reading Teacher.

**Target Dates or Schedule**

Throughout school year.

**Evidence of Completion**

Completion of required district Common Core trainings as evidenced by sign-in sheets.

**G3.B2** Teachers failing to do Content Area reading in class

**G3.B2.S1** Continue to provide training on Content Area Reading strategies including Max Thompson strategies. Train on strategies and give sample lessons. Continue Common Core style lessons

**PD Opportunity 1**

Develop Mini staff developments on Max Thompson Strategies. Implement District training plan for Common Core.

**Facilitator**

Moore

**Participants**

APC and Lead Reading Teacher

**Target Dates or Schedule**

September 2013 through school year 2013-14.

**Evidence of Completion**

Training schedule and rosters from scheduled trainings.

**G4.** 60% of Belleview Middle School students will score a 4.0 or above on the 2014 FCAT Writing Test.

**G4.B1** English/Language Arts teachers are unfamiliar with the new, more rigorous requirements of the FCAT Writing test.

**G4.B1.S1** Train ELA teachers on revised district strategies for writing.

**PD Opportunity 1**

Train teachers on district curriculum maps that detail writing strategies.

**Facilitator**

Carpenter

**Participants**

Department Chair

**Target Dates or Schedule**

August September 2013

**Evidence of Completion**

Department Meeting notes.

**G4.B2** Issues adequately integrating authentic writing into the Content Area Classrooms on a daily basis.

**G4.B2.S1** Develop and implement content area writing expectations.

**PD Opportunity 1**

Implement writing expectations plan.

**Facilitator**

Carpenter

**Participants**

Content Area teachers

**Target Dates or Schedule**

2013-14 SY

**Evidence of Completion**

Samples of grade work demonstrating fidelity to plan.

**G6.** 61% of BMS students will demonstrate proficiency in math with a score of level 3 or higher on the 2014 FCAT 2.0 Math Test.

**G6.B1** Teachers need improvement in analyzing FCA results and modifying instruction based on the results.

**G6.B1.S1** Follow District FCA calendar with a high degree of fidelity.

**PD Opportunity 1**

Review and complete online or face to face training on new district curriculum maps for mathematics.

**Facilitator**

Markham

**Participants**

Department Chair, APC

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Rosters for classes.

**G6.B1.S3** Implement Math Task Force to assist with analyzing data and implementing change in instructional practice.

**PD Opportunity 1**

Review and complete online or face to face training on new district curriculum maps for mathematics.

**Facilitator**

Markham

**Participants**

Department Chair, APC

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Rosters for classes.

**G6.B2** Students need additional time to master and practice math concepts.

**G6.B2.S1** Implement Intensive Math class for select Level Two students.

**PD Opportunity 1**

Train Intensive Math teacher in effective "high yield" instructional strategies.

**Facilitator**

Markham

**Participants**

APC, Teacher of Intensive Class, District Personnel

**Target Dates or Schedule**

2013-14 school year

**Evidence of Completion**

MIP rosters.

**G7.** 50% of BMS students will demonstrate proficiency in science with a score of level 3 or higher on the 2014 FCAT Science Test

**G7.B1** Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis.

**G7.B1.S1** All science teachers will utilize a District created Exemplary Lessons and FCA calendar to plan their instruction and assess students throughout the school year on FCAT tested science benchmarks so they can identify areas for remediation and/or enrichment. Science teachers will meet after each FCA assessment to analyze the performance data of their students and make instructional decisions

### **PD Opportunity 1**

Teachers break down FCA results by class. They should discuss successful areas, weaknesses, and strategies to remediate skills.

#### **Facilitator**

Markham and Department Chair

#### **Participants**

Science Teachers

#### **Target Dates or Schedule**

Throughout school year.

#### **Evidence of Completion**

Data team meeting notes.

**G7.B2** Teacher commitment to utilize the CAR-PD strategies learned in training last year now that the trainer support has ended.

**G7.B2.S1** All science teachers will implement literacy strategies gained through CAR-PD training in order for students to better understand the science curriculum

**PD Opportunity 1**

Provide continued Common Core training to all science teachers.

**Facilitator**

Common Core Lead

**Participants**

Science teachers

**Target Dates or Schedule**

Throughout school year on Early Release days

**Evidence of Completion**

Sign in Rosters.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	68% of our students in the lowest 25% will make learning gains in reading on the 2014 FCAT 2.0.	\$2,000
G2.	68% of our students in the lowest 25% will make learning gains in mathematics on the 2014 FCAT 2.0.	\$2,300
G3.	68% of BMS students will demonstrate proficiency in Reading with a score of level 3 or higher on the 2014 FCAT 2.0 Reading Test.	\$800
G7.	50% of BMS students will demonstrate proficiency in science with a score of level 3 or higher on the 2014 FCAT Science Test	\$1,500
Total		\$6,600

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Personnel	Total
Roll-over SAC Funds	\$200	\$2,500	\$2,500	\$5,200
School Funds	\$500	\$0	\$0	\$500
	\$0	\$0	\$0	\$0
School Instructional Funds	\$800	\$0	\$0	\$800
Internal Accounts	\$0	\$100	\$0	\$100
Total	\$1,500	\$2,600	\$2,500	\$6,600

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** 68% of our students in the lowest 25% will make learning gains in reading on the 2014 FCAT 2.0.

**G1.B4** Need for extra time for learning.

**G1.B4.S1** Implement after school tutoring for reading

#### Action Step 1

Implement After school tutoring program for FCAT reading prep.

#### Resource Type

Personnel

#### Resource

FCAT Tutor

#### Funding Source

Roll-over SAC Funds

#### Amount Needed

\$2,000

## Action Step 2

Implement After school tutoring program for FCAT reading prep.

### Resource Type

Evidence-Based Program

### Resource

### Funding Source

### Amount Needed

**G2.** 68% of our students in the lowest 25% will make learning gains in mathematics on the 2014 FCAT 2.0.

**G2.B1** Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis.

**G2.B1.S2** Utilize Math Task Force to assist and lead in data analysis.

## Action Step 1

Meet a minimum of once per month beginning in October to analyze all math data.

### Resource Type

Evidence-Based Program

### Resource

### Funding Source

### Amount Needed

**G2.B2** Teacher commitment to implement High Yield instructional strategies with a high level of fidelity.

**G2.B2.S1** Monitor for implementation of Max Thompson research-based instructional strategies: Essential Questions, Graphic Organizers & Distributed Summarization

**Action Step 1**

Review Max Thompson "High Yield" strategies with teachers

**Resource Type**

Other

**Resource**

**Funding Source**

School Instructional Funds

**Amount Needed**

\$300

**G2.B3** Extended time for learning

**G2.B3.S1** Hold after school tutoring for FCAT Math Prep

**Action Step 1**

Provide FCAT Math tutoring for at-risk students

**Resource Type**

Evidence-Based Program

**Resource**

FCAT Tutoring

**Funding Source**

Roll-over SAC Funds

**Amount Needed**

\$2,000

**G3.** 68% of BMS students will demonstrate proficiency in Reading with a score of level 3 or higher on the 2014 FCAT 2.0 Reading Test.

**G3.B2** Teachers failing to do Content Area reading in class

**G3.B2.S1** Continue to provide training on Content Area Reading strategies including Max Thompson strategies. Train on strategies and give sample lessons. Continue Common Core style lessons

**Action Step 1**

Develop Mini staff developments on Max Thompson Strategies. Implement District training plan for Common Core.

**Resource Type**

Other

**Resource**

Copies

**Funding Source**

Roll-over SAC Funds

**Amount Needed**

\$200

**G3.B3** Lack of student interest in reading outside of school.

**G3.B3.S1** Implement enhanced Accelerated Reader program

**Action Step 1**

Devise new AR contests and incentives

**Resource Type**

Evidence-Based Program

**Resource**

AR Incentives and materials

**Funding Source**

Roll-over SAC Funds

**Amount Needed**

\$500

## Action Step 2

Implement plan for AR

### Resource Type

Evidence-Based Program

### Resource

AR incentives and materials

### Funding Source

Internal Accounts

### Amount Needed

\$100

**G5.** Decrease Out of School Suspensions (OSS) by one percentage point.

**G5.B3** Alternative consequences needed for more serious offenses.

**G5.B3.S1** Develop Saturday School program as an alternative to Out of School Suspension.

## Action Step 1

Hire personnel to supervise Saturday School program.

### Resource Type

Evidence-Based Program

### Resource

Copy Costs

### Funding Source

### Amount Needed

**G6.** 61% of BMS students will demonstrate proficiency in math with a score of level 3 or higher on the 2014 FCAT 2.0 Math Test.

**G6.B1** Teachers need improvement in analyzing FCA results and modifying instruction based on the results.

**G6.B1.S2** Meet in grade level teams to discuss FCA results and problem solve issues.

**Action Step 2**

Teachers break down FCA results by class. They should discuss successful areas, weaknesses, and strategies to remediate skills.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G6.B2** Students need additional time to master and practice math concepts.

**G6.B2.S1** Implement Intensive Math class for select Level Two students.

**Action Step 2**

Implement effective remedial activities in remedial math class.

**Resource Type**

Evidence-Based Program

**Resource**

Data training and time for analysis

**Funding Source**

**Amount Needed**

### Action Step 3

Train Intensive Math teacher in effective "high yield" instructional strategies.

#### Resource Type

Evidence-Based Program

#### Resource

Copy Costs

#### Funding Source

#### Amount Needed

**G7.** 50% of BMS students will demonstrate proficiency in science with a score of level 3 or higher on the 2014 FCAT Science Test

**G7.B1** Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis.

**G7.B1.S1** All science teachers will utilize a District created Exemplary Lessons and FCA calendar to plan their instruction and assess students throughout the school year on FCAT tested science benchmarks so they can identify areas for remediation and/or enrichment. Science teachers will meet after each FCA assessment to analyze the performance data of their students and make instructional decisions

### Action Step 2

Teachers break down FCA results by class. They should discuss successful areas, weaknesses, and strategies to remediate skills.

#### Resource Type

Personnel

#### Resource

Copy Costs

#### Funding Source

Roll-over SAC Funds

#### Amount Needed

\$500

**G7.B2** Teacher commitment to utilize the CAR-PD strategies learned in training last year now that the trainer support has ended.

**G7.B2.S1** All science teachers will implement literacy strategies gained through CAR-PD training in order for students to better understand the science curriculum

**Action Step 1**

Provide continued Common Core training to all science teachers.

**Resource Type**

Other

**Resource**

**Funding Source**

School Funds

**Amount Needed**

\$500

**Action Step 2**

Provide "free" copies for Common Core literacy lessons.

**Resource Type**

Other

**Resource**

**Funding Source**

School Instructional Funds

**Amount Needed**

\$500