

Marion County Public Schools

Bellevue High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Positive Culture & Environment	23
Budget to Support Goals	24

Belleview High School

10400 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

Demographics

Principal: Heather Guest

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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	11
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	24

Belleview High School

10400 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">60%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">44%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	B	B	B	B

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.

MISSION

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

Provide the school's vision statement.

VISION

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Guest, Heather	Principal	Instructional leader of the school; Staff evaluations; Purchasing; School Advisory Council; Monitor implementation of the School Improvement Plan; Technology Plan; Budget - instructional and internal; Support staff, custodians, and cafeteria.
Hisey, Virginia	Assistant Principal	Textbook management budgeting, purchasing, and inventory; Maintain and distribute teacher resources; Deliberate practices data distribution; Coordination of professional development; Coordinate lesson plans with APC; Staff evaluations; Emergency lesson plans; Curriculum maps and specs; State and district testing; Coordinate and manage 504 Plans
Hicks, Brandon	Assistant Principal	Crisis management; MTSS; Coordinate discipline department; Staff evaluations; Fire/Tornado/ALICE drills; Student handbook; Clinic; Teacher duty stations; Lunch duty; Attendance and CST; Coordinate and manage ESOL
Sandlin, Alisa	Assistant Principal	School curriculum and curriculum guide; Develop and maintain master schedule; Gradebook policies and report cards; Maintenance of ESE; Maintain accreditation records; Coordinate room assignments; Coordinate lesson plans with API; Coordinate guidance department; Coordinator of management information services in Skyward, statistics, databases
Dreher, Joel	Dean	Student discipline; Monitor attendance; SharePoint; Student Parking; Positive referrals;
Avery, Annie	Dean	Buses; Student discipline; Monitor attendance; Positive referrals; Duty Stations
Rivera, Casey	Dean	Monitor student attendance and maintain records for DMV; Student discipline; Monitor attendance; Positive referrals; Duty stations
Baxley, Vanessa	Magnet Coordinator	Cambridge recruitment; Cambridge communication; Cambridge counseling; Cambridge publicity; Cambridge testing
Pfriender, Jason	Other	School assessment coordinator assistant; Lead Instructional talent developer; Student/teacher library materials manager
Losito, Michael	Magnet Coordinator	Cambridge curriculum and staff development; Cambridge budget; Cambridge testing; Cambridge Instructional materials

Demographic Information

Principal start date

Sunday 7/1/2018, Heather Guest

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

1

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

16

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

20

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	438	430	403	326	1597
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	117	142	180	175	614
One or more suspensions	0	0	0	0	0	0	0	0	0	58	57	50	45	210
Course failure in ELA	0	0	0	0	0	0	0	0	0	177	150	158	102	587
Course failure in Math	0	0	0	0	0	0	0	0	0	162	196	201	132	691
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	98	72	81	88	339
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	98	73	67	112	350
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	193	196	227	179	795

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	20	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	411	435	424	406	1676
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	154	134	105	174	567
One or more suspensions	0	0	0	0	0	0	0	0	0	41	70	89	63	263
Course failure in ELA	0	0	0	0	0	0	0	0	0	82	113	110	85	390
Course failure in Math	0	0	0	0	0	0	0	0	0	82	114	112	81	389
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	80	74	84	97	335
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	84	78	68	127	357

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	32	67	72	95	266

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	411	435	424	406	1676
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	154	134	105	174	567
One or more suspensions	0	0	0	0	0	0	0	0	0	41	70	89	63	263
Course failure in ELA	0	0	0	0	0	0	0	0	0	82	113	110	85	390
Course failure in Math	0	0	0	0	0	0	0	0	0	82	114	112	81	389
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	80	74	84	97	335
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	84	78	68	127	357

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	32	67	72	95	266

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	46%	56%	48%	44%	56%
ELA Learning Gains				49%	48%	51%	51%	48%	53%
ELA Lowest 25th Percentile				36%	39%	42%	35%	37%	44%
Math Achievement				45%	40%	51%	49%	44%	51%
Math Learning Gains				49%	43%	48%	49%	42%	48%
Math Lowest 25th Percentile				33%	37%	45%	41%	31%	45%
Science Achievement				60%	61%	68%	61%	60%	67%
Social Studies Achievement				71%	71%	73%	70%	67%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	50%	50%	0%	55%	-5%
Cohort Comparison						
10	2021					
	2019	44%	46%	-2%	53%	-9%
Cohort Comparison		-50%				

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

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

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	59%	64%	-5%	67%	-8%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	70%	70%	0%	70%	0%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	27%	54%	-27%	61%	-34%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	51%	3%	57%	-3%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used by grade level to compile the data below are:

- English Language Arts: Grades 9 and 10 ELA Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Algebra: Algebra 1 Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Geometry: Geometry Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Biology: Biology Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- US History: US History Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	111 / 32%	157 / 40%	135 / 36%
	Economically Disadvantaged	63 / 29%	90 / 36%	71 / 31%
	Students With Disabilities	1 / 3%	2 / 6%	4 / 13%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Algebra 59 / 52% Geo 94 / 63%"	"Algebra 39 / 31% Geo 112 / 70%"	"Algebra 41 / 34% Geo 103 / 68%"
	Economically Disadvantaged	"Algebra 41 / 53% Geo 51 / 63%"	"Algebra 25 / 28% Geo 52 / 63%"	"Algebra 26 / 31% Geo 50 / 64%"
	Students With Disabilities	"Algebra 6 / 60% "	"Algebra 2 / 20% Geo 0 / 0%"	"Algebra 2 / 22% "
	English Language Learners	" Geo 1 / 100%"	" Geo 1 / 100%"	" Geo 0 / 0%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	113 / 78%	129 / 88%	116 / 81%
	Economically Disadvantaged	56 / 78%	63 / 86%	53 / 76%
	Students With Disabilities	1 / 100%	1 / 100%	1 / 100%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	5 / 63%	5 / 56%	4 / 57%
	Economically Disadvantaged	4 / 67%	4 / 57%	3 / 50%
	Students With Disabilities	0 / 0%	0 / 0%	
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	185 / 55%	216 / 58%	181 / 54%
	Economically Disadvantaged	96 / 49%	114 / 51%	88 / 44%
	Students With Disabilities	6 / 18%	11 / 29%	8 / 23%
	English Language Learners	3 / 20%	4 / 21%	2 / 13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Algebra 39 / 45% Geo 50 / 36%"	"Algebra 18 / 18% Geo 68 / 44%"	"Algebra 11 / 12% Geo 54 / 37%"
	Economically Disadvantaged	"Algebra 28 / 44% Geo 31 / 35%"	"Algebra 14 / 18% Geo 43 / 44%"	"Algebra 7 / 10% Geo 31 / 33%"
	Students With Disabilities	"Algebra 8 / 42% Geo 3 / 25%"	"Algebra 3 / 14% Geo 7 / 50%"	"Algebra 2 / 11% Geo 5 / 42%"
	English Language Learners	"Algebra 7 / 64% Geo 0 / 0%"	"Algebra 3 / 23% Geo 0 / 0%"	"Algebra 2 / 20% Geo 0 / 0%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	90 / 37%	96 / 36%	50 / 20%
	Economically Disadvantaged	60 / 35%	67 / 36%	33 / 19%
	Students With Disabilities	2 / 6%	7 / 19%	3 / 9%
	English Language Learners	2 / 13%	2 / 11%	1 / 7%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	2 / 33%	3 / 38%	3 / 60%
	Economically Disadvantaged	2 / 33%	3 / 43%	3 / 60%
	Students With Disabilities	0 / 0%	0 / 0%	
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Algebra 3 / 75% Geo 19 / 26%"	"Algebra 0 / 0% Geo 18 / 23%"	"Algebra 0 / 0% Geo 12 / 17%"
	Economically Disadvantaged	"Algebra 2 / 67% Geo 14 / 27%"	"Algebra 0 / 0% Geo 14 / 25%"	"Algebra 0 / 0% Geo 10 / 19%"
	Students With Disabilities	"Algebra 1 / 100% Geo 6 / 46%"	"Algebra 0 / 0% Geo 5 / 31%"	"Algebra 0 / 0% Geo 3 / 23%"
	English Language Learners	"Algebra 1 / 100% Geo 2 / 29%"	"Algebra 0 / 0% Geo 3 / 43%"	"Algebra 0 / 0% Geo 2 / 29%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0 / 0%	1 / 50%	0 / 0%
	Economically Disadvantaged Students With Disabilities English Language Learners	0 / 0%	1 / 50%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	137 / 49%	208 / 62%	218 / 69%
	Economically Disadvantaged	75 / 47%	118 / 60%	116 / 63%
	Students With Disabilities	9 / 35%	9 / 29%	9 / 32%
	English Language Learners	3 / 50%	2 / 25%	2 / 25%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	" Geo 0 / 0%"	" Geo 1 / 33%"	" Geo 1 / 33%"
	Economically Disadvantaged Students With Disabilities	" Geo 0 / 0%"	" Geo 1 / 50%"	" Geo 1 / 50%"
	English Language Learners	" Geo 0 / 0%"	" Geo 0 / 0%"	" Geo 0 / 0%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	5 / 71%	5 / 71%	6 / 100%
	Economically Disadvantaged Students With Disabilities	4 / 67%	4 / 67%	5 / 100%
	English Language Learners	1 / 100%	0 / 0%	1 / 100%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	37	31	26	38	13	42	34		80	48
ELL	18	38	36	19	24	20	22	7		76	37
BLK	27	32	29	25	21	23	35	46		84	48
HSP	36	35	29	22	19	18	44	60		86	75
MUL	44	50		30	18		53	57		82	64

2021 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 2019-20	C & C Accel 2019-20
WHT	55	46	40	38	22	25	57	70		84	86
FRL	37	39	36	27	22	20	43	56		80	74
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	31	30	24	39	41	23	32		73	34
ELL	37	44	37	28	35		28	28		35	
BLK	37	39	26	30	41	27	51	40		84	72
HSP	49	46	33	41	45	29	51	60		71	72
MUL	42	48	40	42	55		62	60		94	81
WHT	51	51	39	49	50	35	65	79		89	79
FRL	40	42	34	37	42	31	52	62		80	70
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	27	24	27	34	38	20	39		67	38
ELL	9	41	38	19	38		29			57	58
BLK	36	48	38	36	40	25	34	40		79	52
HSP	43	49	25	41	52	40	57	64		74	77
MUL	48	39		50	55		57	77		76	69
WHT	52	52	40	54	49	44	66	76		87	77
FRL	42	49	34	43	46	37	56	66		79	69

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We have continued to drop in Algebra 1 for the past few years. Our US History and Biology scores continue to stay above 50%. 20-21 data shows a drop across all subject area tests.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Algebra 1 and Geometry show the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for this need for improvement are more students are taking Algebra 1 at the middle schools so the students are coming to us with Level 1 and 2 scores for Math. They are deficient in skills they should have mastered in Grades 7 and 8.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

20-21 data did not show any improvement. However, we maintained a score above 50% in Biology and 64% in US History.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This maintenance was due to consistency of instruction in the classes.

What strategies will need to be implemented in order to accelerate learning?

Teachers need to implement a Universal Design for Learning. 8 of the Math teachers are participating in the book study this fall.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive professional development in the Universal Design for Learning, Standards training, Kagan training, BEST standards training

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented include walkthroughs, crate walks and collaborative planning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus	
Description and Rationale:	Based on observations and walkthroughs, students need to know the why (relevancy) of what they are learning and how it applies to them.
Measurable Outcome:	If BHS implements Peer influences on achievement, Direct Instruction and Student-Teacher relationships, our Algebra scores will increase from 15% proficiency (20-21) to 30% proficiency and our ELA scores will increase from 46% proficiency (20-21) to 50% proficiency.
Monitoring:	We will meet monthly with the 6 tested areas and collaboratively plan. We will look at the data from QSMA's, Read 180, Math 180 and IXL.
Person responsible for monitoring outcome:	Heather Guest (heather.guest@marion.k12.fl.us)
Evidence-based Strategy:	We will be implementing the following strategies from Hattie's Index of Teaching and Learning: Peer influences on achievement, Direct Instruction and Student-Teacher relationships.
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is to help students understand the relevance of their learning process. Many of the students are frustrated with their learning and the families do not have the strategies in their homes needed for their child to be successful.
Action Steps to Implement	
Implementation of the Common Board layout and regular inspection through walkthroughs and common planning collaboration.	
Person Responsible	Heather Guest (heather.guest@marion.k12.fl.us)
Utilize the home school liaison to identify students in need and monitor their Early Warning indicators. The home school liaison will then communicate with the teachers in helping guide and create a plan for individual students.	
Person Responsible	Brandon Hicks (brandon.hicks@marion.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus	
Description and Rationale:	Based on the 18-19 subgroup data, the groups of ELL and ESE have scored below the 41% federal index.
Measurable Outcome:	If BHS utilizes Peer influences on achievement, Direct Instruction and Student-Teacher Relationships, our SWD will increase from 34% proficiency (18-19) to 41% proficiency and our ELL will increase from 36% proficiency (18-19) to 41% proficiency.
Monitoring:	We will meet monthly with the tested 6 areas and collaboratively plan. We will look at the data from QSMA's, Read 180, Math 180 and IXL. We will continue to include our ELL and ESE teachers in the collaborative planning process.
Person responsible for monitoring outcome:	Virginia Hisey (virginia.hisey@marion.k12.fl.us)
Evidence-based Strategy:	We will be implementing the following strategies from Hattie's Index of Teaching and Learning: Peer influences on achievement, Direct Instruction and Student-Teacher Relationships.
Rationale for Evidence-based Strategy:	The reason this strategy has been selected is to help students understand the relevance of their learning process. Many of the students are frustrated with their learning and the families do not have the strategies in their homes needed for their child to be successful.

Action Steps to Implement

Utilize the home school liaison to identify students in need and monitor their Early Warning indicators. The home school liaison will then communicate with the teachers in helping guide and create a plan for individual students. The home school liaison will help develop the strategies for families to support their child at home.

Person Responsible Brandon Hicks (brandon.hicks@marion.k12.fl.us)

Implementation of the Universal Design for Learning layout and regular inspection through walkthroughs and common planning collaboration.

Person Responsible Heather Guest (heather.guest@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

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.

One of the areas we are addressing as a school is focusing on and rewarding positive behaviors. We are now giving teachers and staff the option to write positive referrals for students who they see exhibiting one or more of our Core 4 behaviors. The students are rewarded and the parents are also notified of the student's positive referral.

We would also like to use our SAC meetings to promote and showcase our CTE departments this year. Some of these ideas are to have our culinary arts students cook and serve an appetizer before the meeting starts, have our agriculture students bring their animals or produce to a meeting, and have our robotics students show off their projects. This would bring more participants to our SAC meetings as well as showcase all the great programs we have at BHS.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00