

Marion County Public Schools

Bellevue Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	26
Budget to Support Goals	26

Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

Demographics

Principal: Dion Gary

Start Date for this Principal: 8/5/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
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 (60%) 2017-18: B (57%) 2016-17: C (50%)
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	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	26

Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

Belleview Middle School, working together as partners with the total community, will prepare students for the future. A professional, compassionate staff will provide a challenging, diversified curriculum to meet the individual needs of each student. Our goal is to provide a safe environment where students are expected to develop the integrity, social, and life skills necessary to become productive citizens.

Provide the school's vision statement.

Belleview Middle School is committed to equipping students with the tools they need for academic, personal, and social achievement.

Belleview Middle School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's' mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

School Leadership Team

Membership

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

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

Name	Position Title	Job Duties and Responsibilities
		<p>positive, caring climate for learning. Coordinate with safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to community and solicit its support in realizing mission. Analyze Data results. Other duties as assigned.</p>
Jones, Carlressian	Dean	<p>Meeting with parents to discuss student behavioral or learning problems. Responding to daily disciplinary issues. Developing and maintaining school safety procedures. Promote a positive, caring climate for learning. Assist with safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to community and solicit its support in realizing mission. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; Other duties as assigned.</p>
Mickel, Rhonda	Dean	<p>Meeting with parents to discuss student behavioral or learning problems. Responding to daily disciplinary issues. Developing and maintaining school safety procedures. Promote a positive, caring climate for learning. Assist with safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to community and solicit its support in realizing mission. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; Other duties as assigned.</p>
Nikoljajski, Shanda	School Counselor	<p>Meeting with parents to discuss student behavioral or learning problems. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring climate for learning. Articulate the school's mission to community and solicit its support in realizing mission. Other duties as assigned. Identify behavioral problems and act appropriately to remedy the situation. Pay attention to societal and cultural differences in all student matters.</p>
Baker, Yvonna	School Counselor	<p>Meeting with parents to discuss student behavioral or learning problems. Conduct conferences on student and school issues with parents, students, and teachers. Promote a positive, caring climate for learning. Articulate the school's mission to community and solicit its support in realizing mission. Other duties as assigned. Identify behavioral problems and act appropriately</p>

Name	Position Title	Job Duties and Responsibilities
		to remedy the situation. Pay attention to societal and cultural differences in all student matters.
Maldonado, Tony	Dean	Meeting with parents to discuss student behavioral or learning problems. Responding to daily disciplinary issues. Developing and maintaining school safety procedures. Promote a positive, caring climate for learning. Assist with safety inspections and safety-drill practice activities. Help to develop a student discipline management system that results in positive student behavior. Articulate the school's mission to community and solicit its support in realizing mission. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; Other duties as assigned.

Demographic Information

Principal start date

Friday 8/5/2016, Dion Gary

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

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

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

1,440

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

5

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

5

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	486	471	444	0	0	0	0	1401
Attendance below 90 percent	0	0	0	0	0	0	179	225	185	0	0	0	0	589
One or more suspensions	0	0	0	0	0	0	92	85	59	0	0	0	0	236
Course failure in ELA	0	0	0	0	0	0	118	197	126	0	0	0	0	441
Course failure in Math	0	0	0	0	0	0	116	171	149	0	0	0	0	436
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	91	122	88	0	0	0	0	301
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	101	152	92	0	0	0	0	345
Number of students with a substantial reading deficiency	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	168	244	177	0	0	0	0	589

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	59	0	0	0	0	59
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

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	491	499	475	0	0	0	0	1465
Attendance below 90 percent	0	0	0	0	0	0	55	63	88	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	69	45	57	0	0	0	0	171
Course failure in ELA	0	0	0	0	0	0	34	24	17	0	0	0	0	75
Course failure in Math	0	0	0	0	0	0	39	29	25	0	0	0	0	93
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	124	114	130	0	0	0	0	368
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	135	120	135	0	0	0	0	390

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	27	30	27	0	0	0	0	84

The number of students identified as retainees:

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

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	491	499	475	0	0	0	0	1465
Attendance below 90 percent	0	0	0	0	0	0	55	63	88	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	69	45	57	0	0	0	0	171
Course failure in ELA	0	0	0	0	0	0	34	24	17	0	0	0	0	75
Course failure in Math	0	0	0	0	0	0	39	29	25	0	0	0	0	93
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	124	114	130	0	0	0	0	368
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	135	120	135	0	0	0	0	390

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	27	30	27	0	0	0	0	84

The number of students identified as retainees:

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

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				56%	49%	54%	48%	47%	53%
ELA Learning Gains				59%	54%	54%	51%	50%	54%
ELA Lowest 25th Percentile				46%	46%	47%	42%	45%	47%
Math Achievement				59%	54%	58%	55%	52%	58%
Math Learning Gains				62%	58%	57%	63%	61%	57%
Math Lowest 25th Percentile				57%	50%	51%	52%	52%	51%
Science Achievement				50%	46%	51%	46%	46%	52%
Social Studies Achievement				81%	70%	72%	83%	66%	72%

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
06	2021					
	2019	58%	45%	13%	54%	4%
Cohort Comparison						
07	2021					
	2019	52%	46%	6%	52%	0%
Cohort Comparison		-58%				
08	2021					
	2019	57%	50%	7%	56%	1%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	58%	46%	12%	55%	3%
Cohort Comparison						
07	2021					
	2019	55%	49%	6%	54%	1%
Cohort Comparison		-58%				
08	2021					
	2019	44%	41%	3%	46%	-2%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	44%	5%	48%	1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	65%	14%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	54%	45%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	51%	-51%	57%	-57%

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 6-8: ELA Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Mathematics Grades 6-8: Math Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Algebra: Algebra Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Geometry: Geometry Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Civics: Civics Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Science: Grade 8 Science Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	168 / 41%	142 / 32%	152 / 37%
	Economically Disadvantaged	92 / 36%	66 / 23%	68 / 25%
	Students With Disabilities	3 / 6%	3 / 5%	2 / 4%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Math 297 / 70% "	"Math 256 / 57% "	"Math 219 / 52% "
	Economically Disadvantaged	"Math 177 / 65% "	"Math 142 / 48% "	"Math 117 / 43% "
	Students With Disabilities	"Math 19 / 39% "	"Math 15 / 27% "	"Math 11 / 20% "
	English Language Learners	"Math 9 / 60% "	"Math 6 / 38% "	"Math 4 / 25% "
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	232 / 60%	210 / 50%	176 / 48%
	Economically Disadvantaged	121 / 49%	103 / 38%	82 / 35%
	Students With Disabilities	8 / 14%	6 / 10%	5 / 9%
	English Language Learners	3 / 33%	3 / 33%	0 / 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Math 174 / 50% Algebra 25 / 57% "	"Math 174 / 46% Algebra 26 / 59% "	"Math 135 / 39% Algebra 23 / 62% "
	Economically Disadvantaged	"Math 106 / 45% Algebra 8 / 57% "	"Math 104 / 40% Algebra 8 / 57% "	"Math 75 / 32% Algebra 7 / 64% "
	Students With Disabilities	"Math 14 / 25% "	"Math 15 / 23% "	"Math 7 / 12% "
	English Language Learners	"Math 4 / 44% "	"Math 4 / 44% "	"Math 1 / 14% "
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	232 / 60%	258 / 66%	275 / 71%
	Economically Disadvantaged	120 / 49%	138 / 50%	155 / 65%
	Students With Disabilities	22 / 41%	19 / 31%	31 / 53%
	English Language Learners	1 / 11%	0 / 0%	2 / 25%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	132 / 36%	149 / 38%	147 / 42%
	Economically Disadvantaged	72 / 32%	76 / 30%	71 / 32%
	Students With Disabilities	2 / 5%	5 / 11%	2 / 6%
	English Language Learners	0 / 0%	1 / 8%	1 / 9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Math 99 / 56% Algebra 61 / 45% Geo 33 / 80%"	"Math 116 / 57% Algebra 59 / 40% Geo 40 / 95%"	"Math 83 / 49% Algebra 54 / 41% Geo 38 / 93%"
	Economically Disadvantaged	"Math 74 / 56% Algebra 32 / 45% Geo 14 / 82%"	"Math 90 / 58% Algebra 30 / 39% Geo 18 / 100%"	"Math 63 / 48% Algebra 24 / 36% Geo 18 / 100%"
	Students With Disabilities	"Math 15 / 37% Algebra 1 / 33% Geo 1 / 100%"	"Math 17 / 36% Algebra 0 / 0% Geo 1 / 100%"	"Math 9 / 24% Algebra 0 / 0% Geo 1 / 100%"
	English Language Learners	"Math 4 / 44% "	"Math 6 / 50% "	"Math 4 / 36% "
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	145 / 42%	185 / 47%	194 / 55%
	Economically Disadvantaged	76 / 35%	100 / 40%	102 / 47%
	Students With Disabilities	7 / 17%	10 / 20%	6 / 15%
	English Language Learners	1 / 9%	0 / 0%	0 / 0%

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	16	32	30	15	25	26	10	45			
ELL	27	47	40	24	33	34	12	45			
BLK	37	40	37	29	28	32	42	45	48		
HSP	44	48	33	42	43	37	38	64	59		
MUL	54	44		52	35	30	25	92	67		
WHT	54	48	31	56	41	32	57	79	78		
FRL	38	40	31	39	36	31	39	63	59		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	34	32	14	44	53	13	44			
ELL	27	50	52	36	57	65	18	57	64		
BLK	43	53	51	42	56	51	30	69	50		
HSP	49	58	47	54	62	57	41	79	58		
MUL	57	59	23	60	60	60	43	85	50		
WHT	62	61	45	65	63	59	59	84	73		
FRL	48	54	46	52	60	58	42	77	59		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	36	35	19	40	36	13	55			
ELL	22	51	49	29	46	38	17	73			
ASN	50	60		40	60						
BLK	32	45	47	36	58	51	24	76	80		
HSP	47	53	45	48	59	47	45	84	71		
MUL	44	53	29	65	70	60	47	100	50		
WHT	51	51	40	60	64	54	50	83	73		
FRL	42	48	41	49	61	51	38	80	63		

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	49
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	46
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	34
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	38
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	45
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	53
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?

Across all grade levels, subgroups, and content areas, we dropped in student proficiency, learning gains, and learning gains for the bottom 25% in both ELA and Math. One ESSA subgroup is below the 41% threshold, which is students with disabilities.

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

Learning gains in the bottom 25% in both ELA and Math have the greatest need for improvement. One ESSA subgroup is below the 41% threshold, which is students with disabilities.

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

Middle school students utilizing an on-line platform was a major contributing factor. This year, our students will not have this option.

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

In the category of school acceleration, we increased from a 67% in 2018-2019 to a 70% in 2020-2021, +3.

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

Continued data analysis, proper scheduling of students, and understanding the nuances of school grading and accountability.

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

Students will be provided with tutoring in the core areas and in robotics, before and after school. This will serve as enrichment and remediation, based on the needs of the learner. The teachers will be only be high effective and highly qualified teachers from the prior school year. The curriculum will be aligned with Florida Standards Assessment. The school based leadership team will provide necessary support and resources to the after school program when appropriate. In addition, Belleview Middle School students will be provided with behavior support program that assist in social and emotional goals. School faculty and staff will reinforce positive social behavior through our Positive Behavior Support System. In addition, we will teach behavioral expectations school-wide through a research-based program and rewarding students with Panther bucks.

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.

AVID's proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers. AVID activities and curriculum are based on the premise of best teaching and learning practices. An AVID classroom and school revolves around the WICOR essentials and helps support student learning.

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

To monitor the effectiveness of school-wide goals, we will utilize parent surveys, in print and on-line. In addition, the Assess, Reflect, and Adjust process will be illustrated through school-wide surveys provided to all staff members 2 times a year. Once at the mid-point called the mid-year survey and once at the end of the year, called the end-of the year survey. All surveys are accessible and anonymous to all faculty and staff members.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	We actively cultivate a culture continuous improvement through planning, collaboration, and professional development, along with a coherent curriculum that engages and inspires students, this will lead to high-quality authentic learning experiences for each and every student, especially students that are economically disadvantaged and students with a disability (ESSA-41%).
Measurable Outcome:	Core area teachers are provided with extended time for planning, collaboration, professional development, and instructional resources. Our measurable outcome will move school-wide achievement from 50% to 63% for school-wide proficiency. In addition, percentages from core areas will increase ELA (50%), Math (59%), Science (50%), Social Studies (72%). According to 6 year trend data, Belleview Middle has increased school-wide proficiency at least 3% every year prior to the COVID 19 pandemic, starting in school year 2015-16 (46% - School grade - C), 2016-17 (50% - School Grade - C), 2017-18 (57% - School Grade - B), 2018 - 2019 (60% - School Grade - B).
Monitoring:	The Administrative Team, Principal and Assistant Principals, will observe the small group instruction and provide ongoing feedback. Either the Principal, Assistant Principal, or both will participate in PLC. The Admin team will track the progress through various data sources; unify, iReady, QSMA's and teacher standards sheets. The teachers will track learner progress through ongoing formative assessments, iReady, standards mastery assessments, and district assessments. The Leadership Team will meet weekly to evaluate tier 1 instruction and determine areas of need. The Administration will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff.
Person responsible for monitoring outcome:	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy:	Providing teachers with intended time to plan, collaborate, participate in PD, and provide resources is based on evidence and research from the 5 essentials on continuous school improvement.
Rationale for Evidence-based Strategy:	The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.

Action Steps to Implement

All core teachers will participate in a bi-weekly planning/collaboration session for 1 hour in 45 minutes. This will occur during 0 period and PantherPrime. All core teachers will meet for Professional Learning Communities, PLC, to plan for essential standards, evaluate learner performance, and problem solve. The master schedule has been developed to include collaboration time and planning time for all core teachers. Teachers will submit lesson plans via the portal. Teachers will use the data from iReady, weekly lessons, and standards mastery assessment to guide their instruction. In addition, the core curriculum is aligned to state curriculum frameworks and the FSA performance. Also, curriculum and instruction is aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

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

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	We foster a cycle of continuous improvement through well-designed and purposeful academic, behavioral, instructional support structures, we can narrow achievement gaps with respect to race, ethnicity, and socioeconomic status to improve student achievement of all students from a 50% - 62%, and students with a disability (ESSA 41%)
Measurable Outcome:	Students are provided with extended learning time and opportunities (novel, after school tutoring), behavioral support structures and programs (Saturday School, AM detention), and student learning tools (Chromebooks, AR). Proficiency with students that are economically disadvantaged will increase from 50% to 62%. In addition, percentages from core areas will increase ELA (50%), Math (59%), Science (50%), Social Studies (72%). According to 6 year trend data, Belleview Middle has increased school-wide proficiency at least 3% every year prior to the COVID 19 pandemic, starting in school year 2015-16 (46% - School grade - C), 2016-17 (50% - School Grade - C), 2017-18 (57% - School Grade - B), 2018 - 2019 (60% - School Grade - B).
Monitoring:	The Administrative Team, Principal and Assistant Principals, will observe after school programs and provide ongoing feedback. The Admin team will track the progress through various data sources; unify, and iReady. The teachers will track learner progress through ongoing formative assessments, iReady, standards mastery assessments, and district assessments. The Leadership Team will meet weekly to evaluate tier 1 instruction and determine areas of need. The Administration will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff.
Person responsible for monitoring outcome:	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy:	The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.
Rationale for Evidence-based Strategy:	The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.

Action Steps to Implement

Students will be provided with tutoring in the core areas and in robotics, before and after school. This will serve as enrichment and remediation, based on the needs of the learner. The teachers will be only be high effective and highly qualified teachers from the prior school year. The curriculum will be aligned with Florida Standards Assessment. The school based leadership team will provide necessary support and resources to the after school program when appropriate. In addition, Belleview Middle School students will be provided with behavior support program that assist in social and emotional goals. School faculty and

staff will reinforce positive social behavior through our Positive Behavior Support System. In addition, we will teach behavioral expectations school-wide through a research-based program and rewarding students with Panther Bucks.

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

Students will be provided with tutoring in the core areas and in robotics, before and after school. This will serve as enrichment and remediation, based on the needs of the learner. The teachers will be only be high effective and highly qualified teachers from the prior school year. The curriculum will be aligned with Florida Standards Assessment. The school based leadership team will provide necessary support and resources to the after school program when appropriate. In addition, Belleview Middle School students will be provided with behavior support program that assist in social and emotional goals. School faculty and staff will reinforce positive social behavior through our Positive Behavior Support System. In addition, we will teach behavioral expectations school-wide through a research-based program and rewarding students with Panther Bucks.

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

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	We enthusiastically create opportunities and platforms for authentic parent engagement and community partnerships, along with clear, explicit, and unambiguous communication, we can meet the needs of all learners, and ensure that all students succeed, especially students in underrepresented subgroups and students with a disability (ESSA - 41%).
Measurable Outcome:	All stakeholders are provided with clear and explicit communication of school-wide policies, and procedures, , Student proficiency with economically disadvantaged students will increase from 50% to 62%. In addition, percentages from core areas will increase ELA (50%), Math (59%), Science (50%), Social Studies (72%). According to 6 year trend data, Belleview Middle has increased school-wide proficiency at least 3% every year prior to the COVID 19 pandemic, starting in school year 2015-16 (46% - School grade - C), 2016-17 (50% - School Grade - C), 2017-18 (57% - School Grade - B), 2018 - 2019 (60% - School Grade - B).
Monitoring:	To monitor the effectiveness of this goal, we will utilize parent surveys, in print and on-line. In addition, the Assess, Reflect, and Adjust process will be illustrated through school-wide surveys provided to all staff members 2 times a year. Once at the mid-point called the mid-year survey and once at the end of the year, called the end-of the year survey. All surveys are accessible and anonymous to all faculty and staff members.
Person responsible for monitoring outcome:	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy:	To effectively manage a school and communicate effectively to all stakeholders, Belleview Middle School will provide clear and explicit school-wide policies and procedures. Many problems can be directly traced to the effectiveness of the school's communication. At Belleview Middle School we strive to provide first class communication to all stakeholders.
Rationale for Evidence-based Strategy:	The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.

Action Steps to Implement

The actions steps and descriptions will be as follows:

- Provide all stakeholders with a variety of information on the school website that is updated frequently.
- Provide all students and parents with a school-wide student handbook of policies and procedures.
- Provide all magnet students with a Cambridge Handbook of all policies and procedures.
- Provide all students and parents with monthly communications through a parent newsletter.
- Provide teachers with a variety of information pertaining to student achievement.
- Provide teachers with necessary tools for professional development.

Person Responsible Dion Gary (dion.gary@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.

This past year discipline data for level 2 referrals decreased primary due to COVID 19 student exclusions and students taking on-line course work.

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.

Provide professional training to staff on culture building.

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

Parents, students, teachers, and administrators. Each stakeholder will play a different but critical role in school effectiveness.

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: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00