

Escambia County School District

# Bellview Middle School



## 2021-22 Schoolwide Improvement Plan

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## Bellview Middle School

6201 MOBILE HWY, Pensacola, FL 32526

[www.escambiaschools.org](http://www.escambiaschools.org)

### Demographics

**Principal: Paul Lovely**

Start Date for this Principal: 7/5/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (45%) 2017-18: D (40%) 2016-17: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	

\* 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 Escambia 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Bellview Middle School

6201 MOBILE HWY, Pensacola, FL 32526

www.escambiaschools.org

### 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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

### School Board Approval

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### SIP Authority

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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.**

Bellview Middle School is a diverse and inclusive school community in which all staff is committed to academic and behavioral excellence. Therefore, Bellview Middle School respects the individual needs of children; fosters a caring, safe and creative environment; and emphasizes the social, emotional, physical, intellectual development of each child.

#### **Provide the school's vision statement.**

The vision of Bellview Middle School is to provide a caring and stimulating environment where children will be able to recognize and achieve their fullest academic potential.

### 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
Adams, Melia	Principal	As a member of the school leadership team, I provide instructional leadership necessary to design, develop, implement, support and evaluate the instructional programs utilized at Bellview Middle School. Additional duties and responsibilities summarized: Utilizes current research, outside sources, performance data, and feedback from students, teachers, parents, and the community to make decisions related to improvement of instruction and student performance. Promotes high student achievement and empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information I review performance data and provide feedback to all stakeholders that relate to the success of students.
Palasciano, Tara	Assistant Principal	As a member of the school leadership's team, I assist the principal in providing instructional leadership necessary to design, develop, implement, support and evaluate the instructional programs utilized at Bellview Middle School. Additional duties and responsibilities summarized: assist and oversee the daily operation of the school. Supervises curricular and extracurricular activities as assigned, Provides recommendations to the Principal regarding curriculum improvement. Supervises textbook and equipment selection, acquisition, and inventory. Assists the Principal in the administration of the summer school program. Assists with coordinating student field trips; develop the master schedule and assignment of students and staff. Assists in the administration of the testing program. Assists in gathering, analyzing and interpreting data related to student performance. Assists in coordinating the school's accreditation program.
Nickerson, Tracey	Curriculum Resource Teacher	As a member of the school leadership team: I meet with administration and staff to review student data with a focus on interventions to learning or behavioral problems. Additional duties and responsibilities include: facilitate meetings to determine and monitor student growth through, assist staff in the use and review of data in the appropriate RtI tiers, facilitate trainings and meetings with staff in RtI and attendance.
Gibson, Katie	Instructional Coach	As a member of the school leadership team, I support the implementation of the ELA and Reading curriculum at Bellview Middle School. I plan, model and seek resources to assist with instructional enrichment in the classroom room and provide continuous instructional support to staff.

## Demographic Information

### Principal start date

Friday 7/5/2013, Paul Lovely

**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.*

2



**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.*

2

**Total number of teacher positions allocated to the school**

77

**Total number of students enrolled at the school**

1,061

**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.**

12

### 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	362	388	310	0	0	0	0	1060
Attendance below 90 percent	0	0	0	0	0	0	151	131	84	0	0	0	0	366
One or more suspensions	0	0	0	0	0	0	45	96	66	0	0	0	0	207
Course failure in ELA	0	0	0	0	0	0	41	39	60	0	0	0	0	140
Course failure in Math	0	0	0	0	0	0	61	41	59	0	0	0	0	161
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	128	176	151	0	0	0	0	455
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	176	222	158	0	0	0	0	556
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	73	68	62	0	0	0	0	203

**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	12	27	9	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	0	25	62	9	0	0	0	0	96

**Date this data was collected or last updated**

Monday 7/26/2021

## 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	354	348	329	0	0	0	0	1031
Attendance below 90 percent	0	0	0	0	0	0	99	58	74	0	0	0	0	231
One or more suspensions	0	0	0	0	0	0	44	101	103	0	0	0	0	248
Course failure in ELA	0	0	0	0	0	0	15	26	19	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	11	27	23	0	0	0	0	61
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	89	122	142	0	0	0	0	353
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	100	137	164	0	0	0	0	401

**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	28	40	50	0	0	0	0	118

**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	29	5	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	19	18	18	0	0	0	0	55

## 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	354	348	329	0	0	0	0	1031	
Attendance below 90 percent	0	0	0	0	0	0	99	58	74	0	0	0	0	231	
One or more suspensions	0	0	0	0	0	0	44	101	103	0	0	0	0	248	
Course failure in ELA	0	0	0	0	0	0	15	26	19	0	0	0	0	60	
Course failure in Math	0	0	0	0	0	0	11	27	23	0	0	0	0	61	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	89	122	142	0	0	0	0	353	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	100	137	164	0	0	0	0	401	

**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	28	40	50	0	0	0	0	118	

**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	29	5	0	0	0	0	34	
Students retained two or more times	0	0	0	0	0	0	19	18	18	0	0	0	0	55	

## 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				31%	48%	54%	30%	46%	53%
ELA Learning Gains				50%	52%	54%	44%	48%	54%
ELA Lowest 25th Percentile				48%	45%	47%	46%	44%	47%
Math Achievement				26%	46%	58%	24%	44%	58%
Math Learning Gains				42%	47%	57%	36%	47%	57%
Math Lowest 25th Percentile				50%	43%	51%	42%	44%	51%
Science Achievement				29%	43%	51%	39%	48%	52%
Social Studies Achievement				40%	58%	72%	33%	55%	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	27%	42%	-15%	54%	-27%
Cohort Comparison						
07	2021					
	2019	30%	43%	-13%	52%	-22%
Cohort Comparison		-27%				
08	2021					
	2019	33%	50%	-17%	56%	-23%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	20%	36%	-16%	55%	-35%
Cohort Comparison						
07	2021					
	2019	32%	50%	-18%	54%	-22%
Cohort Comparison		-20%				
08	2021					
	2019	13%	21%	-8%	46%	-33%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	27%	42%	-15%	48%	-21%
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	39%	54%	-15%	71%	-32%

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	56%	52%	4%	61%	-5%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

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

STAR was utilized for Fall, Winter, and Spring ELA progress monitoring for 6th, 7th, and 8th. The district quarterly assessments were used for math, science, and social studies progress monitoring. The numbers reflect the membership, students tied to the school during both survey 2 and 3.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39/15.1%	41/15.3%	33/11.8%
	Economically Disadvantaged	28/14.4%	27/14.1%	24/11.5%
	Students With Disabilities	2/4.2%	2/4.1%	3/6.4%
	English Language Learners	1/10%	1/7.7%	1/9.1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/23.2%	61/23.2%	47/16.8%
	Economically Disadvantaged	36/22.9%	43/23.1%	32/15.4%
	Students With Disabilities	4/11.4%	3/6.3%	3/6.5%
	English Language Learners	1/8.3%	1/7.1%	1/9.1%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/13.2%	35/12.0%	33/12.1%
	Economically Disadvantaged	26/12.6%	25/12.0%	27/12.9%
	Students With Disabilities	0/0.0%	0/0.0%	0/0.0%
	English Language Learners	1/6.7%	1/4.0%	0/0.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59/21.5%	67/23.2%	67/24.7%
	Economically Disadvantaged	40/19.6%	48/23.6%	47/22.3%
	Students With Disabilities	0/0.0%	3/6.5%	4/8.5%
	English Language Learners	4/25.0%	4/13.8%	4/25.0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	142/52.8%	90/28.0%	61/27.0%
	Economically Disadvantaged	97/51.1%	60/26.7%	39/22.7%
	Students With Disabilities	7/17.9%	6/10.9%	2/5.9%
	English Language Learners	6/25.0%	5/14.7%	0/0.0%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/10.6%	26/9.6%	31/11.1%
	Economically Disadvantaged	12/7.1%	13/7.6%	16/8.6%
	Students With Disabilities	3/5.5%	3/4.8%	2/3.3%
	English Language Learners	0/0.0%	0/0.0%	0/0.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	64/24.6%	43/16.8%	58/22.4%
	Economically Disadvantaged	40/24.7%	26/16.4	36/21.1%
	Students With Disabilities	5/9.3%	4/6.7%	4/7.1%
	English Language Learners	3/16.7%	2/11.1%	1/9.1%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	68/29.1%	148/52.3%	60/25.1%
	Economically Disadvantaged	37/25.9%	89/50.0%	30/19.9%
	Students With Disabilities	4/8.0%	14/22.2%	4/8.5%
	English Language Learners	2/11.1%	6/30.0%	1/9.1%

## 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	11	15	15	10	19	30	7	17	100		
ELL	16	31	25	14	32	33		24			
ASN	75	57		69	57						
BLK	17	23	21	11	19	28	13	20	85		
HSP	27	29	22	16	22	38	12	24	86		
MUL	25	38		22	30		26	24	94		
WHT	34	34	28	24	25	36	31	50	89		
FRL	22	25	20	15	21	31	13	27	88		
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	16	43	45	16	37	43	17	18	100		
ELL	17	42	32	19	49	57	17				

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
ASN	71	76		76	61		64		100		
BLK	22	44	46	17	37	48	19	28	89		
HSP	35	55	38	25	47	54	27	54	79		
MUL	35	48	64	33	48	50	35	54	83		
WHT	46	61	52	40	49	50	51	51	83		
FRL	29	50	50	24	40	48	27	36	87		
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	44	46	16	37	39	28	22			
ELL	12	52	47	22	49	53	15	10			
ASN	50	60		65	69				83		
BLK	23	40	45	17	31	40	23	26	62		
HSP	31	43	33	25	38	43	40	43			
MUL	32	38		25	32		50	27	79		
WHT	41	52	57	34	43	43	59	45	66		
FRL	27	42	47	22	33	40	36	32	46		

### 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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	10
Percent Tested	95%
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	24
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
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	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Historically, Bellview Middle School has underperformed in all grade levels of proficiency in ELA, Math, Science and Civics when compared to both district and state averages. In 2019, 6th grade ELA scored 27% below the state average, 7th grade ELA scored 22% below the state average, and 8th grade ELA scored 23% below the state average. In 2019, 6th grade math scored 35% below the state average, 7th grade math scored 22% below the state average, and 8th grade math scored 33% below the state average. 8th grade Algebra scored 5% below the state average. 8th grade Science scored 21% below the state average. 7th grade Civics scored 22% below the state average. With our subgroups on progress monitoring assessments, students with disabilities and English Language Learners consistently score the lowest of all sub groups in all content areas at all grade levels.

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

The greatest need for improvement for our students is scoring proficient on state assessments. On the 2019 math state assessment, only 16% of SWD, 17% of BLK, and 19% of ELL students scored proficient. Similarly, on the 2019 ELA state assessment, only 16% of SWD and 17% of ELL students scored proficient. On the Science state assessment, only 17% of both SWD and ELL scored proficient, and only 18% of SWD scored proficient on the Civics exam (there wasn't any data reported for ELL).

This same trend was seen on progress monitoring assessments in the Spring of 2021 with 6th grade SWD scoring 6.4% proficient, and 9.1% of ELL students scoring proficient in ELA. In 6th grade math, only 6.5% and 9.1% of SWD and ELL students respectively scored proficient. In 7th grade 0% of SWD and ELL scored proficient in ELA, and only 8.5% of SWD scored proficient in 7th grade math. In 8th grade, 3.3% and 0% of SWD and ELL respectively scored proficient in ELA, while 7.1% and 9.1% of ELL scored proficient in math.

#### 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 to the needs for improvement include various year-long instructional vacancies and absences, remote learning and family mobility within attendance zones, and a need for curriculum standards that align with ELA standards for our ELL population. New actions that would need to be taken to address improvements should focus on Professional Learning Communities (PLC) that address small group instruction targeting support for all areas of improvement within the instructional environment. We continue to advertise and seek persons to fill vacancies until we are at 100% of our staffing needs being met. Our new CHS Navigator social worker will be utilized to help identify resources to support families that will impact and improve attendance. We have added a

Science Literacy Coach on staff to support Tier 1 instruction in the classroom. We have hired a new Instructional Coach with a Literacy background to support the Tier 1 instruction in the ELA, Reading, and Social Studies classrooms.

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

The greatest improvements seen from the 2018 to the 2019 state assessment were in multiple areas. First, ELA learning gains increased 6%, moving from 44% to 50%. Second, Math learning gains increased 8%, moving from 36% to 42%. Math Lowest Quartile also saw an increase of 8%, moving from 42% to 50%. Lastly, Civics achievement at the 7th grade increased 7% moving from 33% to 40%.

In 2021 when comparing Fall to Spring Progress monitoring assessments, 7th grade Math showed the strongest student achievement. In the Fall and Spring respectively, 21.5% and 24.7% of all students were proficient, 19.6% and 22.3% Economically Disadvantaged students were proficient, 0% and 8.5% of SWD were proficient, and 25% and 25% of ELL students were proficient.

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

The contributing factor to this improvement was that all three of the seventh-grade math positions were filled from the first day of school. The students began receiving instruction on the first day of school. Additionally, the grade level teachers planned regularly together. The teachers also regularly used their progress monitoring assessment data to inform their instruction.

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

The strategies that will be implemented to accelerate learning is an expectation that only Tier 1 instruction will occur in the classroom on a regular basis. Remediation will occur on our modified block days in small teacher-directed centers utilizing data to differentiate the instruction. An after school tutoring schedule will be developed to focus on ELA and math support. Additionally, data will be disaggregated in grade-level content area meetings, and that data will be utilized to inform teachers of areas of focus for small groups.

**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.**

Professional development opportunities provided include weekly support from math and ELA teachers on special assignment who will lesson plan, model and support teachers within those curriculum areas. The in-house instructional coaches in ELA/Reading and Science will provide support specific to the district alignments and instructional calanders.

**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 to ensure sustainability of improvement in the next year and beyond will be based on reviewing progress monitoring data and ensuring that teachers have the resources, tools and supports needed for success.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

According to 2019 data, ELA proficiency was 31%, which is 17% below the district average and 23% below the state average. Learning gains were 50%, which is 2% below the district average and 4% below the state average. Also, the identified ESSA subgroups scored the following for proficiency: Students with Disabilities (16%), African American/Black (22%), and ELL (17%).

**Measurable Outcome:**

The achievement gap in ELA proficiency between SWD, African American/Black, and ELL students and overall students will decrease by 50% for each subgroup. The achievement gap in proficiency between SWD and overall students will go from 16% on the 2019 ELA FSA to 23.5% or higher on the 2022 ELA FSA. The achievement gap in proficiency between African American/Black and overall students will go from 22% on the 2019 ELA FSA to 26.5% or higher on the 2022 ELA FSA. The achievement gap in proficiency between ELL and overall students will go from 17% on the 2019 ELA FSA to 24% or higher on the 2022 ELA FSA. Additionally, students with disabilities will perform at or above the learning gain percentage of overall students.

**Monitoring:**

The data metrics utilized to monitor the goal will be STAR, district quarterly ELA assessments, and school-based assessments. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review schoolwide data once a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

**Person responsible for monitoring outcome:**

Tara Palasciano (tpalasciano@ecsdfi.us)

**Evidence-based Strategy:**

1. Provide explicit vocabulary instruction. (strong evidence)
2. Provide direct and explicit comprehension strategy instruction. (strong evidence)
3. Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence)
4. Integrate writing and reading to emphasize key writing features. (moderate evidence)

**Rationale for Evidence-based Strategy:**

1. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows a positive impact on student achievement.
2. According to the Teaching Secondary Students to Write Effectively from What Works ClearingHouse, utilizing writing for a variety of purposes shows a positive impact on student achievement.
3. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

**Action Steps to Implement**

The leadership team will meet with teachers to discuss FSA and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from STAR, district progress monitoring, My Perspectives, and iLit 45 and meet with teachers and students for data chats

**Person Responsible** Katie Gibson (kgibson@ecsdfl.us)

The literacy leadership team will develop an independent reading plan including metrics and frequency of data collection to support independent student reading. Feedback on reading progress will be given to students on a weekly basis.

**Person Responsible** Tara Palasciano (tpalasciano@ecsdfl.us)

Professional development will include the following: implementation of the new ELA curriculum which includes comprehension strategies, vocabulary, writing, and student discourse. PD will also include a co-teaching model for ESE teachers and data analysis to support MTSS.

**Person Responsible** Katie Gibson (kgibson@ecsdfl.us)

Planning will occur with Gen-Ed teachers, ESE inclusion, and Reading teachers on a weekly basis. District and school-based leadership teams will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

**Person Responsible** Katie Gibson (kgibson@ecsdfl.us)

The leadership team will conduct classroom walks on a weekly basis in ELA classrooms to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

**Person Responsible** Tara Palasciano (tpalasciano@ecsdfl.us)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, comprehension strategies, writing integration, and student discourse. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

**Person Responsible** Katie Gibson (kgibson@ecsdfl.us)

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

According to the 2019 Math FSA, math proficiency was 26%, 20% below the district average, and 32% below the state average. Also, the identified ESSA subgroups scored the following for proficiency: Students with Disabilities (16%), African American/Black (17%), and ELL (19%).

**Measurable Outcome:**

The achievement gap in Math proficiency between SWD, African American/Black, and ELL students and overall students will decrease by 50% for each subgroup. The achievement gap in proficiency between SWD and overall students will go from 16% on the 2019 Math FSA to 21% or higher on the 2022 Math FSA. The achievement gap in proficiency between African American/Black and overall students will go from 17% on the 2019 Math FSA to 21.5% or higher on the 2022 Math FSA. The achievement gap in proficiency between ELL and overall students will go from 19% on the 2019 Math FSA to 22.5% or higher on the 2022 Math FSA. Additionally, students with disabilities will perform at or above the learning gain percentage of overall students.

**Monitoring:**

Data from STAR360 and core math unit assessments will be collected, analyzed, and reviewed, and broken down by teacher and ESSA groups. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school-wide data once a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

**Person responsible for monitoring outcome:**

Melia Adams (madams@ecsdfl.us)

**Evidence-based Strategy:**

1. Expose students to multiple problem-solving strategies.
2. Teach students how to use visual representations.
3. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

**Rationale for Evidence-based Strategy:**

1. In analyzing the 2019 FSA data and last year's 2020-2021 progress monitoring data, a lack of mathematical understanding in order to solve word problems appears to be a hindrance to math proficiency. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a moderate positive effect size on student performance.
2. In analyzing the 2019 FSA data and last year's 2020-2021 progress monitoring data, the inability to use and understand mathematical representation appears to be a hindrance to math proficiency. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit mathematical representation proved to have a strong positive effect size on student performance.
3. In analyzing the 2019 FSA data and last year's 2020-2021 progress monitoring data, a lack of precise mathematical language and understanding appears to be a hindrance to math proficiency. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit mathematical language proved to have a strong positive effect size on student performance.

**Action Steps to Implement**



Planning will occur with Gen-Ed teachers and ESE inclusion on a weekly basis. The District and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

**Person Responsible** Melia Adams (madams@ecsdf1.us)

Professional Development will be provided by District Content Specialist and TSAs. The Professional Development that will be provided will include: Multiple problem solving strategies, use of visual representations, and mathematical language.

**Person Responsible** Tammy Barton (tbarton@escambia.k12.fl.us)

Following Professional Development and planning, the School Leadership team and/or District Mathematics Specialist/TSA will do class walk-throughs to look for implementation of the professional development and planning and provide feedback to the teachers.

**Person Responsible** Melia Adams (madams@ecsdf1.us)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, word problems and student discourse. The coaching will be monitored by District Content Specialist to determine the on-going coaching cycle.

**Person Responsible** Tammy Barton (tbarton@escambia.k12.fl.us)

**#3. Instructional Practice specifically relating to Social Studies**

<b>Area of Focus Description and Rationale:</b>	According to 2019 data, Bellview Middle School scored 40% on the end-of-course Civics assessment which is 32% below the state average and 72%. Also, the identified ESSA subgroups scored the following for proficiency: Students with Disabilities (18%), African American/Black (28%), and ELL (no data).
<b>Measurable Outcome:</b>	<p>The achievement gap in end-of-course Civics exam proficiency between SWD, African American/Black, and ELL students and overall students will decrease by 50% for each subgroup. The achievement gap in proficiency between SWD and overall students will go from 18% on the 2019 end-of-course Civics exam to 28% or higher on the 2022 end-of-course Civics exam. The achievement gap in proficiency between African American/Black and overall students will go from 28% on the 2019 end-of-course Civics exam to 34% or higher on the 2022 end-of-course Civics exam.</p> <p>1. The data metrics that will be utilized to monitor the Civics goal will be district-created probes, unit tests, and quarterly progress monitoring.</p>
<b>Monitoring:</b>	2. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school-wide data once a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.
<b>Person responsible for monitoring outcome:</b>	Tara Palasciano (tpalasciano@ecsdfl.us)
<b>Evidence-based Strategy:</b>	<p>1. Provide direct and explicit comprehension strategy instruction with Civics text. (strong evidence)</p> <p>2. Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence)</p> <p>3. Connect and integrate abstract and concrete representations of concepts in Civics. (Organizing instruction and study)</p> <p>4. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Vocabulary for all)</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>1. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows a positive impact on student achievement.</p> <p>2. According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearinghouse, connecting and integrating abstract and concrete representations shows a positive impact on student achievement.</p> <p>3. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.</p>

**Action Steps to Implement**

The leadership team will meet with teachers to discuss 2019 Civics EOC and prior year progress monitoring data for overall population and specific subgroups. The leadership team will analyze data metrics from progress monitoring, and meet with teachers for data chats.



**Person Responsible** Tara Palasciano (tpalasciano@ecsdfi.us)

Professional development will include the following: implementation of the Social Studies curriculum which includes comprehension strategies, vocabulary, writing, abstract to concrete representations of concepts in Civics, and student discourse.

**Person Responsible** Tara Palasciano (tpalasciano@ecsdfi.us)

Planning with teachers on a weekly basis. The district and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

**Person Responsible** Tara Palasciano (tpalasciano@ecsdfi.us)

The leadership team will conduct classroom walks on a weekly basis to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

**Person Responsible** Tara Palasciano (tpalasciano@ecsdfi.us)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, abstract to concrete representations of civics concepts, primary and secondary source analysis, academic language, and student discourse. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

**Person Responsible** Twana Spear (tspear@escambia.k12.fl.us)

**#4. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** According to 2019 data, Bellview Middle School scored 27% on the Science Statewide Assessment (SSA) which is 21% below the state average and 15% below the district average in Science achievement. The identified ESSA subgroups scored the following for proficiency: Students with Disabilities (15%), African American/Black (19%), and ELL (17%).

**Measurable Outcome:** The achievement gap in Science proficiency between SWD, African American/Black, and ELL students and overall students will decrease by 50% for each subgroup. Science proficiency will go from 17% on the 2019 SSA to 23% or higher on the 2022 SSA school wide and for all ESSA subgroups the achievement gap in proficiency between African American/Black and overall students will go from 19% on the 2019 ELA FSA to 25% or higher on the 2022 ELA FSA. The achievement gap in proficiency between ELL and overall students will go from 17% on the 2019 ELA FSA to 23% or higher on the 2022 ELA FSA. Students with disabilities will perform at or above the learning gain percentage of overall students.

**Monitoring:** The data metrics utilized to monitor the goal will be Schoolnet and school-based assessments. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review schoolwide data once a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

**Person responsible for monitoring outcome:** LaQuette Cobb (lcobb2@ecsdfl.us)

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

The leadership team will meet with teachers to discuss SSA and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from Schoolnet probes and quarterly district tests for progress monitoring, and meet with teachers for data chats.

Professional development will include the following: implementation of the Science curriculum which includes comprehension strategies, vocabulary, writing, abstract to concrete through labs, and student discourse.

Planning with teachers on a weekly basis. The district and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

The leadership team will conduct classroom walks on a weekly basis during the block to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, labs, writing, and student discourse. The coaching

will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

**Person Responsible** LaQuette Cobb (lcobb2@ecsdfl.us)

Professional development will include the following: implementation of the Science curriculum which includes comprehension strategies, vocabulary, writing, abstract to concrete through labs, and student discourse.

**Person Responsible** LaQuette Cobb (lcobb2@ecsdfl.us)

Planning with teachers on a weekly basis. The district and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

**Person Responsible** LaQuette Cobb (lcobb2@ecsdfl.us)

The leadership team will conduct classroom walks on a weekly basis during the block to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

**Person Responsible** LaQuette Cobb (lcobb2@ecsdfl.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.

**An analysis of 2019-2020 discipline data across the state provides insight into two areas that Bellview Middle will assess and monitor over the upcoming school year. First, the rate of "Violent Incidents" is rated "very high" with a statewide rank of 454 out of 553 middle schools statewide. In 2019, there were 49 violent incidences for 1,023 students. Secondly, the rate of suspensions is rated "very high" with a state rank of 515 out of 553 middle schools state-wide. In 2019, there were 4432 suspensions for 1,023 students. The school-wide interventions of contacting parents, involving guidance, and matching students up with a mentor teacher will continue to be utilized. In addition, Suite 360 will be used as a Tier 1 intervention as well as a Tier 3 intervention in ISS and ILR. Tier 2 and Tier 3 RTIB students will be monitored daily on a check and check out system with the Positive Behavior Coach and will be provided with incentives for continued success in managing their own behavior. Additionally, the Positive Behavior Team and the Discipline Committee will meet with their teams monthly to analyze data and to seek feedback for additional support and determine the students and teachers that may need more assistance. Last, the PBIS Coach will teach lessons utilizing Suite 360 in the classrooms that exhibit the most challenging students or situations throughout the day.**

## 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.

School culture and environment involves everyone connected to Bellview Middle School. Positive relationships among staff, students and parents help to support and encourage academic progress as we focus on building effective relationships and rapport. Staff continues to seek training in Capturing Kid's Hearts and implement the strategies within the instructional setting so that clear expectations for behavior are established. Staff has received training the the Miss Kendra Program which is implemented 30-40 minutes once a week school wide. Teachers greet students as they enter into the classroom and support systems are created through our school guidance counselors and our partnership with Children's Home Society where we have a full time Navigator Resource Counselor that works to identify the needs of students and their families outside of school.

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

Bellview Middle School stakeholders are:

Administrators who will work with staff and parents to seek input through informal conversations and surveys and to develop ways to increase parent/family engagement.

Teachers who will make connections with students to build relationships that focus on supporting their academic success.

Students

Support Staff who will work to support the instructional environments, greet the general public as parents take care of various needs, keep the school campus safe and cleaning of the campus.

Parents who will be asked to help promote a positive culture and environment by assisting and guiding their child at home with support academically and ensuring that their child is prepared each day for success. Feedback is vital to help improve in various areas within our school culture and environment.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00