Belleview High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Belleview High School

10400 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

Demographics

Principal: Heather Guest

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2021-22 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	2021-22: C (53%) 2018-19: B (55%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.](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

Belleview High School

10400 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Guest, Heather	Principal	Instructional leader of the school; Staff evaluations; Purchasing; School Advisory Council; Monitor implementation of the School Improvement Plan; Technology Plan; Budget - instructional and internal; Support staff, custodians, and cafeteria.
Jones, Bradley	Assistant Principal	School curriculum and curriculum guide; Develop and maintain master schedule; Gradebook policies and report cards; Maintenance of ESE; Maintain accreditation records; Coordinate room assignments; Coordinate lesson plans with API; Coordinate guidance department; Coordinator of management information services in Skyward, statistics, databases.
Hisey, Virginia	Assistant Principal	Deliberate practices data distribution; Coordination of professional development; Coordinate lesson plans with APC; Staff evaluations; State and district testing; Textbook management budgeting, purchasing, and inventory; Maintain and distribute teacher resources; Emergency lesson plans
Hicks, Brandon	Assistant Principal	Crisis management; MTSS; Coordinate discipline department; Staff evaluations; Fire/Tornado/ALICE drills; Student handbook; Clinic; Teacher duty stations; Lunch duty; Attendance and CST; Coordinate and manage ESOL
Losito, Michael	Magnet Coordinator	Cambridge curriculum and staff development; Cambridge budget; Cambridge testing; Cambridge instructional materials.
Rivera, Casey	Dean	Monitor student attendance and maintain records for DMV; Student discipline; Positive referrals; Duty stations; SharePoint
Dreher, Joel	Dean	Student discipline; PBIS; Monitor attendance; Student parking; Positive referrals
Pfriender, Jason	Other	Student/teacher library materials manager; School Assessment Coordinator Assistant
Blair, Kristen	Magnet Coordinator	Cambridge curriculum and staff development; Cambridge budget; Cambridge testing; Cambridge instructional materials.
Bowman, Keri	School Counselor	Counseling students, graduation requirements
Rodriguez, Richard	Dean	Monitor student attendance and maintain records for DMV; Student discipline; Positive referrals; Duty stations; SharePoint

Name	Position Title	Job Duties and Responsibilities
Carey, Jennifer	Instructional Coach	Coordination of professional development; Coordinate lesson plans with APC; State and district testing; Maintain and distribute teacher resources
Stephenson, Katie	School Counselor	Counseling students, graduation requirements
Goldsmith, Abigail	School Counselor	Counseling students, graduation requirements
Johnson, Janelle	School Counselor	Counseling students, graduation requirements

Demographic Information

Principal start date

Sunday 7/1/2018, Heather Guest

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

3

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

1,787

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	451	417	389	369	1626
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	128	136	126	127	517
One or more suspensions	0	0	0	0	0	0	0	0	0	105	117	86	80	388
Course failure in ELA	0	0	0	0	0	0	0	0	0	128	95	140	113	476
Course failure in Math	0	0	0	0	0	0	0	0	0	125	182	193	139	639
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	104	103	75	2	284
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	99	145	126	2	372
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	160	185	178	160	683

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/30/2022

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	20	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	20		20
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	46%	51%				49%	46%	56%
ELA Learning Gains	52%						49%	48%	51%
ELA Lowest 25th Percentile	42%						36%	39%	42%
Math Achievement	33%	38%	38%				45%	40%	51%
Math Learning Gains	42%						49%	43%	48%
Math Lowest 25th Percentile	37%						33%	37%	45%
Science Achievement	54%	31%	40%				60%	61%	68%
Social Studies Achievement	65%	41%	48%				71%	71%	73%

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

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

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

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	59%	64%	-5%	67%	-8%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	70%	70%	0%	70%	0%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	27%	54%	-27%	61%	-34%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019	54%	51%	3%	57%	-3%	

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	51	44	25	56	41	21	35		82	23
ELL	20	35	30	10	26	10	14	48		79	37
BLK	38	48	39	23	52	54	30	60		89	52
HSP	42	52	40	24	35	24	46	59		87	64
MUL	50	51	36	31	32		39	50		90	83
WHT	57	52	48	40	44	35	63	71		86	75
FRL	44	49	42	31	44	41	50	59		85	64
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	37	31	26	38	13	42	34		80	48
ELL	18	38	36	19	24	20	22	7		76	37
BLK	27	32	29	25	21	23	35	46		84	48

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
HSP	36	35	29	22	19	18	44	60		86	75
MUL	44	50		30	18		53	57		82	64
WHT	55	46	40	38	22	25	57	70		84	86
FRL	37	39	36	27	22	20	43	56		80	74
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	31	30	24	39	41	23	32		73	34
ELL	37	44	37	28	35		28	28		35	
BLK	37	39	26	30	41	27	51	40		84	72
HSP	49	46	33	41	45	29	51	60		71	72
MUL	42	48	40	42	55		62	60		94	81
WHT	51	51	39	49	50	35	65	79		89	79
FRL	40	42	34	37	42	31	52	62		80	70

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	575
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

We have continued to drop in Algebra 1 and geometry scores for the past few years. Our US History and Biology scores continue to stay above 50%. Proficiency scores from 21-22 school year show an increase. Our most significant increases are in learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Algebra and Geometry proficiency scores demonstrate the greatest need for improvement. Our overall math achievement is at 33%.

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

The feeder school to Belleview High, (Belleview Middle) continues to add accelerated classes in math. Each year, Algebra and Geometry students are added at the middle school level. The students who are now in the Algebra and Geometry classes are now Level 1 and 2 students coming into the courses. We will continue to look at data and make lessons based off of individual needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains in Algebra and ELA 9th grade showed the most improvement.

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

Teachers and administrators worked together to look at standards that had commonalities and focused on trends that showed holes or learning loss. Additionally, we continued to look at data from individual students and come up with plans for small groups to work on specific skills.

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

We will need to continue to push the students to proficiency. Due to the learning loss from the past few school years, we will need to look at item specs and utilize progress monitoring to show us where we need to focus our attention.

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.

We will continue to work with our teachers and leaders with learning the BEST standards. Three members of the Administrative team went to the Florida Literacy Standards training provided by the FLDOE and will share their knowledge with the staff members.

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

We will utilize the Content Area Specialist for BHS to provide support in the classrooms and the Program Specialist for the district to work with the teachers in collaboration.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 21-22 subgroup data, the ELL subgroup scored below the 41% federal index.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If BHS utilizes Peer influences on achievement, Direct instruction and student-teacher relationships, our ELL students will increase from 32% proficiency to 41% proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will meet monthly with the tested 6 areas and collaboratively plan. We will look at the data from PM1 and PM2 FAST, district assessments, IXL and Reading Plus. We will continue to include our ELL teachers in the collaborative planning process.
Person responsible for monitoring outcome:	Virginia Hisey (virginia.hisey@marion.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will be implementing the following strategies from Hattie's Index of Teaching and Learning: Peer influences on achievement; Direct instruction; Student-Teacher Relationships.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The reason this strategy has been selected is to help students understand the relevance of their learning process. Many of the students are frustrated with their learning and the families do not have the strategies in their homes needed for their student to be successful.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Direct Instruction from teacher with support of ELL para

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

Working in collaborative groups with ELA teachers/following maps and data to guide instruction

Person Responsible	Bradley Jones (bradley.jones@marion.k12.fl.us)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on observations and walkthroughs, students need to know the why (relevancy) of what they are learning and how it applies to them.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If BHS implements Peer influences on achievement, Direct Instruction and Student-Teacher relationships, our Algebra scores will increase from 25% proficiency (21-22) to 35% proficiency and our ELA scores will increase from 51% proficiency (21-22) to 55% proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly meetings with the 6 tested areas, Progress Monitoring data will be used to collaboratively plan. WE will look at the data from the PM1, QSMA's, IXL and teacher created tests.
Person responsible for monitoring outcome:	Virginia Hisey (virginia.hisey@marion.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will be implementing the following strategies from Hattie's Index of Teaching and Learning: Peer influences on achievement, Direct Instruction and Student-Teacher relationships.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based on walkthroughs and data from the past several years, we have noticed a trend that the teachers are doing most of the talking. We were using engagement strategies before COVID and then began to social distance in the classroom.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide examples of student engagement in faculty meetings. Model engagement strategies in the classrooms.

Person Responsible	Virginia Hisey (virginia.hisey@marion.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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

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

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

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

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

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

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