Marion County Public Schools

Belleview Middle School

2022-23 Schoolwide Improvement Plan

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Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

Demographics

Principal: Dion Gary

Start Date for this Principal: 1/5/2016

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
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 (52%) 2018-19: B (60%) 2017-18: B (57%)
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.

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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10500 SE 36TH AVE, Belleview, FL 34420

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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)
Middle School 6-8	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

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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
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
Gary, Dion	Principal	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.
Trapp, January	Assistant Principal	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.
Corley, Rusty	Assistant Principal	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

Name	Position Title	Job Duties and Responsibilities
		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.
Baker, Yvonna	School Counselor	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.
Nikoljajski, Shanda	School Counselor	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.
Styles, Jennifer	School Counselor	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.
Mickel, Rhonda	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.

Name	Position Title	Job Duties and Responsibilities
Valentine, Latisha	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.
Scanlon, Christopher	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
Tuesday 1/5/2016, Dion Gary

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.*
20

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.*
33

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
1,500

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
10

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	482	501	485	0	0	0	0	1468
Attendance below 90 percent	0	0	0	0	0	2	205	239	259	0	0	0	0	705
One or more suspensions	0	0	0	0	0	0	110	111	116	0	0	0	0	337
Course failure in ELA	0	0	0	0	0	0	122	168	183	0	0	0	0	473
Course failure in Math	0	0	0	0	0	0	77	130	134	0	0	0	0	341
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	117	175	147	0	0	0	0	439
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	125	152	136	0	0	0	0	413
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	136	197	219	0	0	0	0	552

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	40	0	0	0	0	40
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 7/12/2022

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	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	

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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
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	

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	47%	42%	50%				56%	49%	54%
ELA Learning Gains	44%	41%	48%				59%	54%	54%
ELA Lowest 25th Percentile	30%	31%	38%				46%	46%	47%
Math Achievement	52%	46%	54%				59%	54%	58%
Math Learning Gains	52%	49%	58%				62%	58%	57%
Math Lowest 25th Percentile	45%	43%	55%				57%	50%	51%
Science Achievement	45%	40%	49%				50%	46%	51%
Social Studies Achievement	74%	65%	71%				81%	70%	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	2022					
	2019	58%	45%	13%	54%	4%
Cohort Comparison						
07	2022					
	2019	52%	46%	6%	52%	0%
Cohort Comparison	-58%					
08	2022					
	2019	57%	50%	7%	56%	1%
Cohort Comparison	-52%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	58%	46%	12%	55%	3%
Cohort Comparison						
07	2022					
	2019	55%	49%	6%	54%	1%
Cohort Comparison		-58%				
08	2022					
	2019	44%	41%	3%	46%	-2%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	49%	44%	5%	48%	1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	65%	14%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	54%	45%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	51%	-51%	57%	-57%

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	17	35	26	21	45	45	23	43			
ELL	23	32	26	27	44	49	8	58			
BLK	35	37	20	38	45	40	21	69	63		
HSP	41	39	28	45	53	49	30	69	76		
MUL	48	57	36	60	63	54	73	79	88		
WHT	53	47	34	58	53	43	56	77	79		
FRL	39	40	29	44	48	43	36	67	71		
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		

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	2
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	41
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	48
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	62
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	56
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	47
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?

ELA achievement, ELA learning gains, and ELA bottom 25 % all decreased.

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

ELA

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

1. Busses arriving an hour late for school EVERYDAY!
2. Lack of Chromebooks

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

Math lowest 25%

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

1. After-School Tutoring
2. Summer School

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

Provide extended time for planning, collaboration, professional development, and understanding curriculum resources.

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.

1. Curriculum development
2. Understanding new standards
3. Understanding F.A.S.T.

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

All core teachers will participate in a bi-weekly planning/collaboration session for 1 hour in 30 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.

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This was identified through a school climate survey.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To increase our school grade from a 52% C to a 54% B
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress Monitoring Data and Benchmark Assessment Data.
Person responsible for monitoring outcome:	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	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.

**selecting this
strategy.**

All core teachers will participate in a bi-weekly planning/collaboration session for 1 hour in 30 minutes. This will occur during zero 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. The school-based leadership team will work with teachers using the coaching cycle with specific areas of need.

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

#2. Positive Culture and Environment specifically relating to Support Structures	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This was identified through a school climate survey.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To improve school achievement from a 52% C to a 54% B
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administrative Team, Principal and Assistant Principals, will observe after school programs and provide ongoing feedback.
Person responsible for monitoring outcome:	Dion Gary (dion.gary@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	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.

selecting this strategy.

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.

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. Positive Culture and Environment specifically relating to Clear and Explicit Communication	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Climate Assessment Survey
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To move from a 52% C to a 54% B
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	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.

selecting this strategy.

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)

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.

To build a positive school culture, we implement many strategies. Here are a few:
1. Pre-Service luncheons, so the faculty and staff have downtime to socialize with each other.
2. Frequent faculty luncheons during the school year, so the faculty and staff have downtime to socialize with each other.
3. Professional Development on Teambuilding strategies
4. Current Book Study on the book, you are the TEAM.

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

To build a positive school culture we must identify and engage all stakeholders. This can be seen in the quarterly meeting with SAC and PTO.