

Bellevue High School



2014-15 School Improvement Plan

Belleview High School

10400 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

36%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

MISSION

The Faculty and Staff of Belleview High School is 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Belleview High School will address this section by fulfilling our CIM goal to change the "Culture" of our school. We plan to implement a few strategies that will involve students, parents faculty, and the community to accomplish this task. One is "Game day" which is planned for every Friday and involve breaking the whole school into selected teams for competition. The competition will use a variety of tools to score points for their team. Ex. (attendance, discipline referrals, GPA, attending sporting events, volunteer hours, community service, clubs, sports, etc.) At the end of each 9 week grading period points will be awarded for each team. Teachers have 1 team and 5 teachers will make 100 students on a team. Game Day is designed to change the culture of the students in the school not to learn about different cultures. We hope that introducing a competitive environment will increase our attendance rate as well as the desire for students to learn.

Some others will be Multi cultural day, Cinco, PBS school wide, 4 Core words school wide, and Grade level meeting by the faculty. All of these will change the attitude of the students and faculty ("Culture") from, Why am I here? to, I want to show up and give it my all.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Belleview High School creates a safe learning environment due to the District policies and school based policies that are in place. Each teacher and staff member has a particular duty station that makes the visible to students during class change, before, and after school. BHS is equipped with security lights and 9 cameras located around the outside of campus and strategic stairwells. All high schools in Marion County employ a Sherriff's Deputy that is on the school campus throughout the school day and after school events. All after school events also have an administrator present.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Belleview High School has a consistent behavior system that is directly aligned with the District "Code of Conduct" 3 before me (3 interventions by the teacher before a referral is written) along with PBS, MTSS, and our 4 Core strategies are in place. Our 4 Core are clear behavioral expectations for all students. Procedures and protocol have been established without ESE support facilitators and district personnel to ensure clear communication. We also have a school based leadership team that consistently monitors student achievement and discipline behaviors and provide intervention opportunities to students. Progress is monitored and adjusted based on student growth data. The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal. The team then meets periodically to set individual goals for students and progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Belleview High School ensures the social-emotional needs of students through the guidance department, social workers, school administration, "Take Stock in Children", district behavioral counselor, the "Centers", and teachers. Guidance and Discipline departments will always listen and react to all situations of students emotional needs. Our MTSS program helps identify situations where the student may not express their problems to adults.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning System includes the following indicators:

- Attendance rate < 94% by quarter
- Instruction time < 90% by quarter
- Course failures >=3 by quarter
- Referrals >=5 in the school year
- Mobility- Students enrolled in >=3 schools during school year
- Students retained >= 2x since 2000
- Students retained during school year

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	65	62	71	14	212
One or more suspensions	89	89	57	51	286
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	6	24	30	12	72

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Belleview High School uses a variety of source data to progress monitor students. All data warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State Assessments (EOC, AIMS Web) as well as local assessments (FCA, LEOC, and writing assignments).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Belleview High School offers many opportunities for the parent to be involved with the school. We advertise with an alert system about upcoming SAC meeting along with other activities for them to be involved. We offer many avenues to get involved such as SAC, Senior projects, and extra curricular activities. We promote them attending many of our drama, chorus, and band performances. Parents are also urged to sign up for the district portal so they may see their students grades and ask questions to our guidance department.

(1411) 50% participate or are somehow involved in the school. Approx. 10% are in the lower quartile of our students.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Belleview High School are business partners with the "Rotary Club" and Zaxby's restaurant of Belleview. We also include the community in our SAC meetings that meet to discuss where the school is heading and what our goals are for the current school year. The community is also invited to what we call Senior Project presentations. They are ask to listen and judge seniors give a presentation on a career choice that they have made.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Kelly, Mike	Principal
Gamoneda, Sheila	Assistant Principal
Stephens, Scott	Assistant Principal
Brewer, Jeff	Guidance Counselor
Greer, Debbie	Guidance Counselor
Johnson, Janelle	Guidance Counselor
King, Brandt	Administrative Support
Palacios, Kayla	Dean
Potter, Cheri	Administrative Support
Thompson, Elizabeth	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Mike Kelly-Principal, Sheila Gamoneda- Assistant Principal, Scott Stephens- Assistant Principal, Debbie Greer- Guidance Counselor, Nicole President – School Psychologist, April Adams- Social Worker, Lynn Vachon –Social Worker Assistant, Ruth Roseberry- Behavior Specialist, Liz Thompson Guidance Counselor, Brandt King- AICE Coordinator, Cheri Cox- Dean, Gary Lefebvre-Dean, Reddick Williams- Dean. These members work regularly with students either individually or in groups and track students' overall performance across all Academic, behavioral, and attendance areas.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets twice a month to engage in the following activities:

Review Universal Screening Data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting Benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The teachers will also be part of the process and included in any meeting that deals with their students. Will review our “At Risk” students annual in September of every school year.

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families. Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cindy Perkins	Parent
Diane Trexler	Parent
Juan Ortiz	Parent
Denise Ortiz	Parent
Kayla Palacios	Teacher
Janelle Johnson	Education Support Employee
Mike Kelly	Principal
Scott Stephens	Education Support Employee
Elma Nurek	Parent
Tasha Reid	Parent
Roe Riddle	Business/Community
	Student
Penny McGowan	Parent
Tina Irwin	Parent
Bryan Irwin	Parent
Teriel Johnson	Student
Vanessa Wall	Parent
Lauren Delorio	Parent
Tameka Fonlenot	Parent
Serenity Stanfield	Parent
	Student
Samantha Christman	Parent
Stephanie Sullivan	Parent
Jennifer Seamans	Parent
Ann Episcopo	Parent
Joel Dreher	Teacher
Kim Lunday	Parent
Karrie Felder	Parent
Carolyn Warnell	Parent
Diane Trexler	Parent
Marya Latson	Parent
Tom and Karen Jones	Parent
Jim Burgess	Parent
Paul and Rendy Dodson	Parent
Tom Episcopo	Student
Sherri Carpenter	Parent
Michelle and Richard Helsel	Parent
Theresa Russell	Parent

Name	Stakeholder Group
Bobbie Lecorn	Parent
Michelle Sapp	Parent
Tiffany Yerk	Parent
Lisa Dreher	Parent
Carlos Figueroa	Parent
Lynrayer Kalkai	Parent
Robert Degado	Parent
Abimael Mojica	Student
Amy Mickel	Parent
Suzanne Baratta	Parent
Sherry Thorensen	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last years school improvement plan we believe was a start in the right direction for our school. We have come up with good ideas and goals for the school through the CIM process that will allow more community involvement and start a "Cultural" change at BHS to ensure growth and competitive spirit.

Development of this school improvement plan

Over the summer BHS has come up with good ideas and goals for the school through the CIM process that will allow more community involvement and start a "Cultural" change at BHS to ensure growth and competitive spirit. We have decided on three goals that will enhance the schools Writing, Reading, and Cultural change to create a positive competitive spirit through out the school.

Preparation of the school's annual budget and plan

At our first SAC meeting during the first 9 weeks of school, the SAC committee will be informed of the guidelines that we must follow about SAC monies available. We will then discuss how to allocate these monies(if there is any) to specific projects that will enhance BHS.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Roll over funds were discussed last year and the committee wanted to use these funds for teacher appreciation week for gifts and prizes.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Belleview High School is compliant in all requirements except the number of participants and ratios that are in place.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hampton, Lindsey	Instructional Coach
Gamoneda, Sheila	Assistant Principal
Potter, Cheri	Administrative Support
Stephens, Scott	Assistant Principal
Palacios, Kayla	Dean
Pfriender, Jason	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Through Staff development at Belleview High School the administration lays out certain strategies that incorporate reading and writing in every classroom every day. This can be done by using daily journals, reading current articles as a bell ringer, reading at least 2 pages in the student's text with a summarization discussion. Teachers are required to show this in their grade books as a category. They will be evaluated during the school year to show they are participating. This along with school wide reads ensures everyone is subjected to this philosophy. A school wide selection of a book for the student and a school wide selection for teachers will be implemented.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Goal 1

A school wide writing program will be implemented across the curriculum to include a writing plan and rubric. Writing is thinking and thinking is learning. It will be a school wide expectation to follow the writing plan in both short and extended responses. The plan will be developed by teachers using newly released writing standards and the state rubric for assessment. Monitoring will be done in multiple ways: Walk through observations will look for "Read, Write and Discuss" plans that are documented and evident in instruction. The expectation being that all staff members are hitting all 3 elements daily. Demand writing will be given quarterly through LA. As well as CRL' DBQ's will be monitored through social studies courses

Reading programs have been relocated to form a reading cadre of teachers along with lab space and paraprofessional to give assistance.

Goal 2

Teaching strategies will be improved resulting in more rigor and relevance in the classroom. In order for students to have a deeper understanding they must connect to the relevancy and necessity of content.

Multiple strategies will be used to engage instructors:

Learning Focused training – In-services will be held through the year by District Learning Focused trainer. Teachers will also be assigned to training based on walkthrough information.

Evidence of Learning- Department meeting will be held twice a month to discuss pacing of standards using the curriculum map. Teachers will be responsible for providing evidence of learning data. Meeting will also include time for collaborative planning between like subjects.

Lesson studies- All departments will conduct a lesson study each quarter. Teachers will be asked to

develop, implement and critique strategy for future implementation.

Goal 3

A competitive and energized culture will be developed with faculty and students to support the intensity needed to perform. BHS has evolved in to mediocrity and complacency through years of being above average with little effort. As demographics change the effort being require does not meet the demands of a more rigorous curriculum. The school must become a source of pride in the community and a center for students learning. Students must not feel threatened by their education and cannot be afraid to be challenged in their thinking. BHS will improve the culture of learning and engagement through:

Game day is a weekly academic competition that partners top students with struggling students in critical thinking tasks. Teams of students and teachers will compete in categories such as attendance, behavior, GPA, community service, participation and skills related to the state standards in core areas. Incentives will be introduced quarterly.

BHS will continue to monitor strategies that are working and successful programs. The AICE program continues to grow and serves as the catalyst list to upper education. Currently one third of the student population attends at least 1 AICE class recognizing BHS as one of the Nation's most rigorous schools, a distinction that is contradictory to our testing data. The at risk graduation rate will still be monitored closely. Although not a measured item in this year's school grade it is indicative of the overall graduation rate. BHS raise the not significantly in the last year and the goal must be maintained.

The administration at BHS was in flux during the previous year and must solidify to expect student growth. The expectations will increase regarding monitoring instruction and involvement in the classroom. The administrative team has been assigned specific academic areas that they are responsible for. They will monitor progress of goals within the content and report weekly on progress with specific data.

At the current moment BHS is fully staffed for the 2015 school year. The applicant field has been sparse and even at times nonexistent. Marion County is not attracting qualified applicants. There have been numerous occasions that only 1 qualified teacher is available to hire. We will not get better until we can employee outstanding teaches. In the coming year BHS would like to attend job fairs throughout the area in hopes to recruit teaches. We would like to work with the District in developing ways to offer contracts to potential employees.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Teachers seeking employment apply on-line to Marion County Public School Personnel Office. The school principals select a group of highly qualified personnel to interview. Recruiting teachers is accomplished by position postings, college campus fairs, and recruiting from Universities. We retain our current effective teachers by our mentoring program for beginning teachers at the school site along with our district based beginning teacher programs. Ample amount of staff development as well as guidance is available through the school as well as the district.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Belleview High School implements its mentoring program by selecting veteran teachers that are highly qualified to pair up with our beginning teachers for guidance. They are usually paired up by subject areas that are being taught but this is not mandatory. They will meet at least Bi weekly before or after school hours. The mentors will discuss the new concepts given through the District. They will discuss, Common Core, Fundamental 5, teacher evaluation system), along with everyday procedures, our MTSS, RTI (PBS), programs, and classroom management. Beginning teachers are also encouraged to visit other classrooms during their planning time or the administration utilizing a substitute.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Belleview High School ensures core instructional programs by following the curriculum guides that the district has provided. These are directly correlated with the State Standards for EOC testing. at the school based level, the administration is constantly checking by walkthroughs and other evaluation techniques to ensure teachers are covering these standards. This also includes our AICE program that high rigor and relevance are being used in each classroom. Materials are bought through the district adoptions and individual needs through the school. AICE classes use AICE dollars to purchase the specific books and exams they need.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Belleview High School uses data in many ways to meet the diverse needs of students. The school as a whole uses it to write a school improvement plan that addresses our weaknesses so we can concentrate on those areas. This is done by using the CIM process bringing in groups of administrators, teachers, and support personnel to devise a plan that will improve the targets we see needs improvement. The teachers have access to testing data that shows weaknesses in their student learning so they may make all students are getting the concepts and reteach the ones that don't. This is monitored by their evaluation system along with classroom visits. Grade level meetings along with department meetings are used to display data as a grade level or specific departments to collaborate to ensure growth.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1

Belleview High School implements a schedule where there is a constant first period every day and an alternating day after that. (example 1, 2, 4, 6 - 1, 3, 5, 7). These alternating classes are 100 min in duration giving ample time for all students to be taught using multiple strategies during one class period. The extra time increases the probability that the student has a deep understanding of the lesson for that day. We have tutoring opportunities year round for students, a curriculum based detention after school, AICE tutoring, PBS for the entire school, and summer time algebra and Plato computer labs that generate lost credits for students if needed. Teachers have a planning period that they may use to collaborate along with department meetings held on a schedule to incorporate all Biology teachers and reading teachers. BHS has implemented grade level meetings to generate across the curriculum strategies so every student knows that all teachers are collaborating about the curriculum in each classroom. We incorporate core courses with our reading teachers so they may help the struggling readers a helping hand with how to read Science and Social Studies text.

Strategy Rationale

Collaboration is the key to school growth.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Stephens, Scott, scott.stephens@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through FCA, Benchmark, LEOC, EOC, and writing in ELA. Discussions in our grade level bi-weekly meetings. We will discuss grade level results as well as individual gains.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Belleview High School welcomes in coming 9th grade students by first visiting them in their 8th grade setting and discussing the positive things Belleview High School has to offer. We then visit them again to show them what we offer academically so they may fill out their wish list schedule for the following year. During pre-school of their 9th grade school year we have an open house to let them get accustomed to their surrounding as well as getting bus information, activities offered at BHS, and schedule information. BHS also supports the students leaving or graduating by counseling them through the process of moving on to college or the work force.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The Guidance Department at BHS does an excellent job of discussing with each student their options and goals each of the 4 years the student's is here. This is also done by the faculty and staff creating a personalized atmosphere so the students can make good choices.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Belleview High School offers many different strategies that enhance the student's knowledge of how core courses can be relevant to applied technology and integrated programs they may encounter in the future. Some examples may be our Anatomy and Physiology classes which directly relate, and are a part of, the "Health Academy" program. This program creates an opportunity for students to receive a certification in this field of study. Our reading classes also work very closely with our Social Studies department and Science department. The AICE program at BHS has a "Thinking Skills" class that is researched based and explores current events. Belleview High School also requires a "Senior Project" present at the end of their senior year. This focuses on the student's future and what they have studied during high school to prepare them for the next step.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Belleview High School promotes to all students to take the most rigorous educational classes possible when in high school. We at BHS understand that there are indicators through the use of data that will show how a student will be prepared for postsecondary school. We use this data to target groups or grade levels to ensure that they are utilizing all of the tools available to reach their goals. All of these examples below are researched and studied by administration and teachers to ensure every student is on track.

Scoring high on the State driven EOC, guidance scheduling each individual student as if they were all going to attend college, guidance making sure every student is aware of the "Bright Futures" awards, pushing our AICE program classes to receive college credit, consulting with the middle school about 8th graders taking Algebra 1, taking the PSAT, SAT, ACT, and PERT.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Belleview High School creates tracking data that ensures pretest are given to all students that are eligible. ACT, SAT, and PERT scores are recorded and the data used to track our students for post-secondary. A plan is in place to make sure all students have the opportunity and are pushed to take these assessments.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the school can create and implement a cross-curricular writing plan, then both writing and reading levels will improve.
- G2.** If teachers implement new research-based strategies, then the result will be more rigor and relevance in the classroom.
- G3.** If the school can create a competitive environment amongst faculty and students, seeing a shift in the culture of our school, then we will become a source of pride in the community and a center for student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If the school can create and implement a cross-curricular writing plan, then both writing and reading levels will improve. 1a

G044324

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	80.0

Resources Available to Support the Goal 2

- -Read/Write/Discuss strategies
- -Teachers creating a school wide writing rubric based on the ELA format
- -Existing documents from QWA and RWL
- -Curriculum Maps
- -Curriculum Maps
- -New Textbooks (ELA and Math)
- -Demand Writings quarterly

Targeted Barriers to Achieving the Goal 3

- -Teacher buy in -Accountability for teachers

Plan to Monitor Progress Toward G1. 8

Retrieving Performance Matters data

Person Responsible

Sheila Gamoneda

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Communicate with the District personnel.

G2. If teachers implement new research-based strategies, then the result will be more rigor and relevance in the classroom. 1a

G044401

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0

Resources Available to Support the Goal 2

- -Pre-school break-out sessions
- -Best practice Faculty meetings
- -Instructional coach
- -teachers as resources
- -Leadership Meetings using data
- -Administration using TNL as a feedback tool
- -Learning Focus Training
- Evidence of Learning
- Lesson Studies

Targeted Barriers to Achieving the Goal 3

- Teacher Buy in

Plan to Monitor Progress Toward G2. 8

Monitoring in-service points and attendance. documenting change in classroom teaching

Person Responsible

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

MIP points and attendance

G3. If the school can create a competitive environment amongst faculty and students, seeing a shift in the culture of our school, then we will become a source of pride in the community and a center for student achievement. 1a

G044413

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0

Resources Available to Support the Goal 2

- PBS
- -Book studies
- ---School wide activities created by administration.
- -Friday 30 min school wide time (Game Day)
- -Competitions with in team settings

Targeted Barriers to Achieving the Goal 3

- Teacher buy in
- Accountability for teachers

Plan to Monitor Progress Toward G3. 8

Gathering evidence to show we are making a difference in changing the culture of the school

Person Responsible

Mike Kelly

Schedule

Weekly, from 9/11/2014 to 5/11/2015

Evidence of Completion

Better attendance

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If the school can create and implement a cross-curricular writing plan, then both writing and reading levels will improve. **1**

 G044324

G1.B1 -Teacher buy in -Accountability for teachers **2**

 B108939

G1.B1.S1 -Provide teachers with resources, training, and support to write a school wide rubric for writing across the curriculum. -Communication with teachers about accountability for the writings in the classroom. -More focus -Purpose clearly stated to faculty and students -Incentives or competition between school wide teams -All teachers must participate **4**

 S120431

Strategy Rationale

To increase writing scores which will increase reading scores

Action Step 1 **5**

Share the goal from the School Improvement Plan

Person Responsible

Mike Kelly

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

school wide writing is taking place everyday in the classroom. Increase of writing and EOC scores

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations, walk-throughs, attendance/participation at meetings, student samples of work etc.

Person Responsible

Scott Stephens

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Observation data on True North Logic. Data Notebooks

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increased teacher participation at meetings, observation, surveys,

Person Responsible

Sheila Gamoneda

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Survey Results. Grade level and department meetings participation by teachers

G2. If teachers implement new research-based strategies, then the result will be more rigor and relevance in the classroom. 1

G044401

G2.B1 Teacher Buy in 2

B109111

G2.B1.S1 - Pre-school trainings scheduled as a "if need help, this will be offered at this time" This gives the teacher more time to research and communicate with their peers about new strategies. - Observe best practices - TNL - Instructional Coach visiting classrooms - Set times for Instructional Coach to be available 4

S120622

Strategy Rationale

To improve teacher awareness of their students and if they get the lesson or Standard or not. Observing best practices is essential to change.

Action Step 1 5

Present or schedule in-services pre-school, school based in-services and attend all District based in-serves

Person Responsible

Scott Stephens

Schedule

Biweekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Evaluation system and Assessment scores

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Schedule In-services, Visiting classrooms with fidelity

Person Responsible

Sheila Gamoneda

Schedule

Weekly, from 9/10/2014 to 9/10/2014

Evidence of Completion

Teacher evaluations along with seeing change in teaching styles

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitoring participation of teachers

Person Responsible

Mike Kelly

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Teacher Evaluation

G3. If the school can create a competitive environment amongst faculty and students, seeing a shift in the culture of our school, then we will become a source of pride in the community and a center for student achievement. 1

 G044413

G3.B1 Teacher buy in 2

 B109471

G3.B1.S1 -Provide resources, training and support for teachers. 4

 S121014

Strategy Rationale

To create a competitive environment for students to learn

Action Step 1 5

Share the goals with the entire school

Person Responsible

Mike Kelly

Schedule

Weekly, from 8/29/2014 to 4/10/2015

Evidence of Completion

School showing a culture change and increasing the competitiveness of the school

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Schedule teams for competitions on Fridays

Person Responsible

Scott Stephens

Schedule

Weekly, from 9/11/2014 to 5/11/2015

Evidence of Completion

Monitoring Game day results

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

, Monitoring Friday game day results

Person Responsible

Sheila Gamoneda

Schedule

Weekly, from 9/11/2014 to 5/11/2015

Evidence of Completion

Better attendance

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Share the goal from the School Improvement Plan	Kelly, Mike	9/10/2014	school wide writing is taking place everyday in the classroom. Increase of writing and EOC scores	6/10/2015 weekly
G2.B1.S1.A1	Present or schedule in-services pre-school, school based in-services and attend all District based in-serves	Stephens, Scott	9/10/2014	Evaluation system and Assessment scores	6/10/2015 biweekly
G3.B1.S1.A1	Share the goals with the entire school	Kelly, Mike	8/29/2014	School showing a culture change and increasing the competitiveness of the school	4/10/2015 weekly
G1.MA1	Retrieving Performance Matters data	Gamoneda, Sheila	9/10/2014	Communicate with the District personnel.	6/10/2015 weekly
G1.B1.S1.MA1	Increased teacher participation at meetings, observation, surveys,	Gamoneda, Sheila	9/10/2014	Survey Results. Grade level and department meetings participation by teachers	6/10/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom observations, walk-throughs, attendance/participation at meetings, student samples of work etc.	Stephens, Scott	9/10/2014	Observation data on True North Logic. Data Notebooks	6/10/2015 weekly
G2.MA1	Monitoring in-service points and attendance. documenting change in classroom teaching		9/10/2014	MIP points and attendance	6/10/2015 weekly
G2.B1.S1.MA1	Monitoring participation of teachers	Kelly, Mike	9/10/2014	Teacher Evaluation	6/10/2015 weekly
G2.B1.S1.MA1	Schedule In-services, Visiting classrooms with fidelity	Gamoneda, Sheila	9/10/2014	Teacher evaluations along with seeing change in teaching styles	9/10/2014 weekly
G3.MA1	Gathering evidence to show we are making a difference in changing the culture of the school	Kelly, Mike	9/11/2014	Better attendance	5/11/2015 weekly
G3.B1.S1.MA1	, Monitoring Friday game day results	Gamoneda, Sheila	9/11/2014	Better attendance	5/11/2015 weekly
G3.B1.S1.MA1	Schedule teams for competitions on Fridays	Stephens, Scott	9/11/2014	Monitoring Game day results	5/11/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If the school can create and implement a cross-curricular writing plan, then both writing and reading levels will improve.

G1.B1 -Teacher buy in -Accountability for teachers

G1.B1.S1 -Provide teachers with resources, training, and support to write a school wide rubric for writing across the curriculum. -Communication with teachers about accountability for the writings in the classroom. -More focus -Purpose clearly stated to faculty and students -Incentives or competition between school wide teams -All teachers must participate

PD Opportunity 1

Share the goal from the School Improvement Plan

Facilitator

Mike Kelly

Participants

Teachers and administration

Schedule

Weekly, from 9/10/2014 to 6/10/2015

G2. If teachers implement new research-based strategies, then the result will be more rigor and relevance in the classroom.

G2.B1 Teacher Buy in

G2.B1.S1 - Pre-school trainings scheduled as a “if need help, this will be offered at this time” This gives the teacher more time to research and communicate with their peers about new strategies. - Observe best practices - TNL - Instructional Coach visiting classrooms - Set times for Instructional Coach to be available

PD Opportunity 1

Present or schedule in-services pre-school, school based in-services and attend all District based in-services

Facilitator

Scott Stephens

Participants

All Teachers and support staff

Schedule

Biweekly, from 9/10/2014 to 6/10/2015

G3. If the school can create a competitive environment amongst faculty and students, seeing a shift in the culture of our school, then we will become a source of pride in the community and a center for student achievement.

G3.B1 Teacher buy in

G3.B1.S1 -Provide resources, training and support for teachers.

PD Opportunity 1

Share the goals with the entire school

Facilitator

Mike Kelly

Participants

All Teachers

Schedule

Weekly, from 8/29/2014 to 4/10/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0