Belleview Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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. 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.

Name	Position Title	Job Duties and Responsibilities
Maldonado, Tony	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 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Belleview Middle, the SIP is jointly developed by all stakeholders during our SAC meetings.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At Belleview Middle, we will have quarterly monitoring to determine the effectiveness of school-wide plans.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes

2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	210	215	263	688
One or more suspensions	0	0	0	0	0	0	125	120	101	346
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	36	42	78
Course failure in Math	0	0	0	0	0	0	0	31	58	89
Level 1 on statewide ELA assessment	0	0	0	0	0	0	253	265	225	743
Level 1 on statewide Math assessment	0	0	0	0	0	0	258	268	233	759
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	253	265	233	751

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	138	198	211	547

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	35	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	2	205	239	259	705
One or more suspensions	0	0	0	0	0	0	110	111	116	337
Course failure in ELA	0	0	0	0	0	0	122	168	183	473
Course failure in Math	0	0	0	0	0	0	77	130	134	341
Level 1 on statewide ELA assessment	0	0	0	0	0	0	117	175	147	439
Level 1 on statewide Math assessment	0	0	0	0	0	0	125	152	136	413
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	136	197	219	552

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	40	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	2	205	239	259	705
One or more suspensions	0	0	0	0	0	0	110	111	116	337
Course failure in ELA	0	0	0	0	0	0	122	168	183	473
Course failure in Math	0	0	0	0	0	0	77	130	134	341
Level 1 on statewide ELA assessment	0	0	0	0	0	0	117	175	147	439
Level 1 on statewide Math assessment	0	0	0	0	0	0	125	152	136	413
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	136	197	219	552

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	40	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44			47	42	50	50		
ELA Learning Gains				44	41	48	47		
ELA Lowest 25th Percentile				30	31	38	32		
Math Achievement*	53			52	46	54	49		
Math Learning Gains				52	49	58	40		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				45	43	55	34		
Science Achievement*	41			45	40	49	50		
Social Studies Achievement*	75			74	65	71	72		
Middle School Acceleration	75			78			70		
Graduation Rate									
College and Career Acceleration									
ELP Progress	25			53			46		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	10
Percent Tested	99

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	4	1
ELL	32	Yes	2	
AMI				
ASN				
BLK	40	Yes	1	
HSP	48			
MUL	61			
PAC				
WHT	64			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL	36	Yes	1	
AMI				
ASN				
BLK	41			
HSP	48			
MUL	62			
PAC				
WHT	56			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			53			41	75	75			25
SWD	16			21			12	37			4	
ELL	22			28			27	58			5	25
AMI												
ASN												
BLK	28			36			26	58	54		5	
HSP	40			48			35	69	68		6	25
MUL	48			63			45	87	61		5	
PAC												
WHT	49			59			47	81	82		5	
FRL	35			46			33	70	71		6	20

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	44	30	52	52	45	45	74	78			53
SWD	17	35	26	21	45	45	23	43				
ELL	23	32	26	27	44	49	8	58				53
AMI												
ASN												
BLK	35	37	20	38	45	40	21	69	63			
HSP	41	39	28	45	53	49	30	69	76			53
MUL	48	57	36	60	63	54	73	79	88			
PAC												
WHT	53	47	34	58	53	43	56	77	79			
FRL	39	40	29	44	48	43	36	67	71			53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	50	47	32	49	40	34	50	72	70			46
SWD	16	32	30	15	25	26	10	45				
ELL	27	47	40	24	33	34	12	45				46
AMI												
ASN												
BLK	37	40	37	29	28	32	42	45	48			
HSP	44	48	33	42	43	37	38	64	59			46
MUL	54	44		52	35	30	25	92	67			
PAC												
WHT	54	48	31	56	41	32	57	79	78			
FRL	38	40	31	39	36	31	39	63	59			50

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	43%	37%	6%	47%	-4%
08	2023 - Spring	38%	38%	0%	47%	-9%
06	2023 - Spring	43%	36%	7%	47%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	44%	12%	54%	2%
07	2023 - Spring	34%	41%	-7%	48%	-14%
08	2023 - Spring	50%	45%	5%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	40%	37%	3%	44%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	44%	35%	50%	29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	43%	55%	48%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	58%	15%	66%	7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

For this year's data, the lowest performance for Belleview Middle School was Science Achievement at a 40%. This represents a 5% decrease from the previous year. The contributing factors include lacking certified, highly qualified teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline at Belleview Middle was Science achievement at a 40%. This represents a 5% decrease from the previous year. The contributing factors include lacking certified, highly qualified teachers.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap at Belleview Middle was Science achievement at a 40%. This represents a 5% decrease from the previous year. The contributing factors include lacking certified, highly qualified teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

At Belleview Middle, the data component with the most improvement is Math achievement at 57%. This represents a 5% increase. Title 1 after School tutoring would be one major factor that contributed to this increase.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and reading achievement from the lowest 25%.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase student achievement in Science
2. Increase student achievement in ELA
3. Increase student achievement in Math
4. Teacher recruitment and retention
5. Professional Learning

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Belleview Middle, this critical need was identified based on student achievement data from the FAST PM3 assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If core area teachers are provided with extended time for planning, collaboration, professional development, and instructional resources, then our measurable outcome will move school-wide achievement from a 59% to 63% for school-wide proficiency. Also, percentages from core areas will increase ELA (42%), Math (57%), Science (40%), Social Studies (73%). According to 8 year trend data, Belleview Middle has increased school-wide proficiency at least 3% every year prior to the COVID 19 pandemic, starting in school year 2015-16 (46% - School grade - C), 2016-17 (50% - School Grade - C), 2017-18 (57% - School Grade - B), 2018 - 2019 (60% - School Grade - B), 2019 – 2020 (No Testing), 2020 – 2021 (50% School Grade – C), 2021 – 2022 (52% School Grade C), 2022-2023 (School Grade – B) .

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Administrative Team, Principal and Assistant Principals, will observe the small group instruction and provide ongoing feedback. Either the Principal, Assistant Principal, or both will participate in PLC. The Admin team will track the progress through various data sources; unify, IXL, DPMA's and teacher standards sheets. The teachers will track learner progress through ongoing formative assessments, IXL, standards mastery assessments, and district assessments. The Leadership Team will meet weekly to evaluate tier 1 instruction and determine areas of need. The Administration will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff. S

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for using the strategies of planning, collaboration, professional development, and instructional resources in the research of 5 essentials from the University of Chicago. 5 Essentials is an evidence-based system designed to drive improvement in schools. The 5 Essentials system is based on more than 20 years of research. The 5 Essentials framework was developed based on prior evidence of effective schools, extensive experience in school settings, and continuous conversations with education practitioners and other stakeholders.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All core teachers will participate in a bi-weekly planning/collaboration session for 1 hour in 45 minutes.

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

By When: Quarterly monitoring

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Belleview Middle, this critical need was identified based on student achievement data from the FAST PM3 assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If students are provided with extended learning time and opportunities (novel, after school tutoring), behavioral support structures and programs (Saturday School, AM detention), and student learning tools (cromebooks, AR), THEN, student proficiency with students that are economically disadvantaged will increase from 59% to 62%. In addition, percentages from core areas will increase ELA (42%), Math (57%), Science (40%), Social Studies (73%).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Administrative Team, Principal and Assistant Principals, will observe the small group instruction and provide ongoing feedback. Either the Principal, Assistant Principal, or both will participate in PLC. The Admin team will track the progress through various data sources; unify, IXL, DPMA's and teacher standards sheets. The teachers will track learner progress through ongoing formative assessments, IXL, standards mastery assessments, and district assessments. The Leadership Team will meet weekly to evaluate tier 1 instruction and determine areas of need. The Administration will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff.

Person responsible for monitoring outcome:
Dion Gary (dion.gary@marion.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for utilizing this evidence-based intervention is because it is research-based and a proven strategy to work.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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

By When: Monitor Quarterly

Additional action will be needed to address low preforming subgroups within our overall school population. African American males and Hispanic males will be provided a a school based mentor to progress monitor academic standings.

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

By When: Mentors have been assigned and mentees will meet with student once a week.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At Belleview Middle, the school improvement funding allocations are reviewed to ensure funds are allocated based on school needs. This is illustrated by the following: (1) Analysis of school-wide FAST assessment data to determine strengths and weaknesses. (2) Develop a plan to address weak areas and determine potential funding or resources needed. (3) Implement plan for weak data areas and resources needed and utilize funds appropriately to address areas of need. (4) Continue to follow-up and monitor areas of concern that were identified.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

At Belleview Middle, we utilize a monthly newsletter to disseminate information to parents. In addition, we utilize the SAC meeting to provide awareness and insight for parents. School Improvement Plan (SIP) can be found at www.Marionschools.net/BMS

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Belleview Middle, we will enthusiastically create opportunities and platforms for authentic parent engagement and community partnerships, along with clear, explicit, and unambiguous communication. Parent Family Engagement Plan (PFEP) can be found at www.Marionschools.net/BMS

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

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.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At Belleview Middle, we coordinate with other local services and agencies to allow for the best outcomes for our students. Plans are developed based on the needs of students. Some of the local services, include but not limited to, free backpacks from veterans group, school supplies from MCPS public education foundation, clothes from church agencies supporting the ROCK, etc.