
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	20
VII. Budget to Support Areas of Focus	0

Belleview High School

10400 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.

MISSION

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

Provide the school's vision statement.

VISION

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

School Leadership Team, 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
Guest, Heather	Principal	Instructional leader of the school; Staff evaluations; Purchasing; School Advisory Council; Monitor implementation of the School Improvement Plan; Technology Plan; Budget - instructional and internal; Support staff, custodians, and cafeteria.
Hisey, Virginia	Assistant Principal	Deliberate practices data distribution; Coordination of professional development; Coordinate lesson plans with APC; Staff evaluations; State and district testing; Textbook management budgeting, purchasing, and inventory; Maintain and distribute teacher resources; Emergency lesson plans.
Losito, Michael	Magnet Coordinator	Cambridge curriculum and staff development; Cambridge budget; Cambridge testing; Cambridge instructional materials.
Bowman, Keri	School Counselor	Counseling students, graduation requirements, monitoring freshman
Jones, Bradley	Assistant Principal	School curriculum and curriculum guide; Develop and maintain master schedule; Gradebook policies and report cards; Maintenance of ESE; Maintain accreditation records; Coordinate room assignments; Coordinate lesson plans with API; Coordinate guidance department; Coordinator of management information services in Skyward, statistics, databases.
Greene, Brian	Assistant Principal	Crisis management; MTSS; Coordinate discipline department; Staff evaluations; Fire/Tornado/ALICE drills; Student handbook; Clinic; Teacher duty stations; Lunch duty; Attendance and CST; Coordinate and manage ESOL.
Styles, Jennifer	School Counselor	Counseling students, graduation requirements, monitoring seniors to ensure testing requirements, GPA requirements and credit requirements are met
Stephenson, Katie	School Counselor	Counseling students, monitoring the sophomore class, PSAT coordination, assist with AICE testing coordination
Johnson, Janelle	School Counselor	Counseling students, graduation requirements for juniors, and Habitudes liaison
Blair, Kristen	Magnet Coordinator	Cambridge curriculum and staff development; Cambridge budget; Cambridge testing; Cambridge instructional materials.
Rodriguez, Richard	Dean	Student discipline; PBIS; Monitor attendance; Student parking; Positive referrals, Bus/Transportation liaison

Name	Position Title	Job Duties and Responsibilities
Uhle, Alisa	Graduation Coach	preparing and mentoring students for graduation, monitoring credits and credit recovery
Hagins, Marcus	Dean	Student discipline; PBIS; Monitor attendance; Student parking; Positive referrals, MTD member;

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.

Our process to involve stakeholders includes many events and meetings. Our leadership team meets regularly to process a multitude of data to ascertain where our needs are and where we should focus our resources. From those meetings, we have formulated the below events that will include a variety of stakeholders and provide our students with the best education possible at BHS.

Orientation- August 2023

Annual Title I Meeting-We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents’ requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.

September 2023

Open House Meet your child’s teacher and our friendly and helpful school staff for the year. September 2023

Algebra/Geometry Night Learn about State Assessment standards and how you can help your student at home.

October 2023

Parent Teacher and Student Conferences- Scheduled updates on your child’s progress. ongoing

Testing – What to expect Educating parents/students on state assessments and graduation requirements February 2024

SAC -State of Affairs of the school; community/staff/parent input on events and activities Quarterly

Senior Projects/Capstone Evening -Senior students share with their parents/judges/community members their goals utilizing one of the 4 Es. March 2024

SAC Meetings - quarterly meetings in which we review survey data, feedback from all stakeholders, school data, and monitor suggestions on how to improve our school and SIP.

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))

We will continue to look at survey results, emails, and requests on how best to help our population at BHS. All of our staff will be trained to their level to respond to parents and their requests. We will regularly monitor data and instruction to ensure that all teachers have the resources and skills necessary to succeed.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	91%
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	

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*	49	44	50	51	46	51	46		
ELA Learning Gains				52			42		
ELA Lowest 25th Percentile				42			35		
Math Achievement*	38	32	38	33	38	38	32		
Math Learning Gains				42			21		
Math Lowest 25th Percentile				37			21		
Science Achievement*	59	59	64	54	31	40	51		
Social Studies Achievement*	64	67	66	65	41	48	64		
Middle School Acceleration					41	44			
Graduation Rate	83	86	89	87	54	61	85		
College and Career Acceleration	73	63	65	70	67	67	79		
ELP Progress	18	46	45	42			45		

** 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	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	83

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	1
Total Points Earned for the Federal Index	575
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	87

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	29	Yes	1	1
ELL	30	Yes	4	1
AMI				
ASN				
BLK	47			
HSP	49			
MUL	64			
PAC				
WHT	67			
FRL	49			

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	41			
ELL	32	Yes	3	
AMI				
ASN				
BLK	49			
HSP	47			
MUL	51			
PAC				
WHT	57			
FRL	51			

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	49			38			59	64		83	73	18
SWD	22			21			9	24		27	6	
ELL	24			12			29	31		45	7	17
AMI												
ASN												
BLK	32			22			54	34		58	6	
HSP	40			23			50	64		66	7	18
MUL	49			44			67	76		71	6	
PAC												
WHT	57			49			65	67		79	6	
FRL	42			32			53	56		68	7	15

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	51	52	42	33	42	37	54	65		87	70	42
SWD	28	51	44	25	56	41	21	35		82	23	
ELL	20	35	30	10	26	10	14	48		79	37	42
AMI												
ASN												
BLK	38	48	39	23	52	54	30	60		89	52	
HSP	42	52	40	24	35	24	46	59		87	64	42
MUL	50	51	36	31	32		39	50		90	83	
PAC												
WHT	57	52	48	40	44	35	63	71		86	75	
FRL	44	49	42	31	44	41	50	59		85	64	48

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	46	42	35	32	21	21	51	64		85	79	45
SWD	21	37	31	26	38	13	42	34		80	48	
ELL	18	38	36	19	24	20	22	7		76	37	45
AMI												
ASN												
BLK	27	32	29	25	21	23	35	46		84	48	
HSP	36	35	29	22	19	18	44	60		86	75	42
MUL	44	50		30	18		53	57		82	64	
PAC												
WHT	55	46	40	38	22	25	57	70		84	86	
FRL	37	39	36	27	22	20	43	56		80	74	40

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
10	2023 - Spring	53%	44%	9%	50%	3%
09	2023 - Spring	44%	43%	1%	48%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	44%	-13%	50%	-19%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	43%	-3%	48%	-8%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	57%	2%	63%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	65%	-2%	63%	0%

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.

Our lowest performance currently is ELA Achievement for our Grade 9 cohort. Those scores declined 8 points from the previous year. We believe the shift to new standards, curriculum and test contributed to the lowered scores. Those students also did not have a reading intervention teacher for most of the year - they had a continuing sub.

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

The greatest decline is also the Grade 9 ELA achievement data. Again, the shift to new curriculum, standards and test contributed to the decline.

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 when compared to the state average is Algebra 1. The state percent was 50 and BHS percent was 31. While we improved as a school by 6 points, we are still far from the state average of 50.

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

The data component with the most improvement was our ELA grade 10 and our Geometry. We continued to improve our monthly collaboration groups with teachers of these subject areas. We performed extensive data digs and used new data from district benchmark assessments.

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

Our current concern is with our ELL subgroup. We will continue to focus interventions and strategies for all stakeholders to help improve their performance.

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

1. Algebra
2. Grade 9 ELA
3. ELL Subgroup
4. Graduation Rate

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 English Language Learners

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.

Based on the 21-22 subgroup data, the ELL subgroup scored below the 41% federal index. We are still using this data pending the release of 22-23 data.

Measurable Outcome:

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

If BHS utilizes Peer influences on achievement, direct instruction and student-teacher relationships, our ELL students will increase from 32% proficiency to 41% proficiency.

Monitoring:

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

We will meet monthly with the tested 6 areas and collaboratively plan. We will look at the data from PM1 and PM2 FAST, district assessments, benchmark assessments, IXL, Reading Plus and System 44. We will continue to include our ELL teachers in collaborative planning process, as well as our ELL para.

Person responsible for monitoring outcome:

Virginia Hisey (virginia.hisey@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.)

We will be implementing the following strategies from Hattie's Index of Teaching and Learning; Peer influences on achievement; Direct instruction; Student-Teacher Relationships. Teachers were trained on Hattie's Index in several PL sessions using collaboration to cover each of the strategies. Follow-up will continue in our small group collaborations, book study collaborations, and with individual conversations and follow-up with our administration based on what is seen in our walk-throughs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The reason this strategy has been selected is to help students understand the relevance of their learning process. Many of the students are frustrated with their learning and the families do not have the strategies in their homes needed for their student to be successful.

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.

Direct instruction from teacher with support of ELL para.

Lexia Language Development and Lexia Powerup are also programs that will be utilized to assist both the teachers and students with their academia.

Person Responsible: Brian Greene (brian.greene@marion.k12.fl.us)

By When: May 2024

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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.

Based on observations and walkthroughs, students need to know the why (relevancy) of what they are learning and how it applies to them. We will be implementing Lesson Focus Boards in an attempt to address this.

Measurable Outcome:

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

If BHS implements Peer influences on achievement, Direct instruction and student-teacher relationships, our Algebra scores will continue to increase from 31% (22-23) to 40% and our ELA scores will increase from 50% (22-23) to 58% proficiency.

Monitoring:

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

Monthly meetings with the 6 tested areas, progress monitoring data will be used to collaboratively plan. We will look at the data from PM1, DPMAs, IXL, System 44, Reading Plus, and Benchmark Assessments.

Person responsible for monitoring outcome:

Virginia Hisey (virginia.hisey@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.)

We will be implementing the following strategies from Hattie's Index of Teaching and Learning Peer influences on achievement, Direct instruction and Student-Teacher relationships. In addition to that we will be having a school-wide book study on lesson framing and planning (Fundamental 5 Revisited).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on walkthroughs and data from the past several years, we have noticed a trend that the teachers are doing most of the talking. We were using engagement strategies before COVID and then began to social distance in the classroom.

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.

Provide examples of student engagement in faculty meetings. Model engagement strategies in the classrooms. Facilitate whole school book study on the Fundamental Five Revisited to help teachers lesson focus and plan for more student engagement.

Person Responsible: Brian Greene (brian.greene@marion.k12.fl.us)

By When: May 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

BHS will continue to work with our teachers and staff on creating a culture of learning for all students. Our ELL population is continuing to grow and this continues to be an area that we need to work on. We have started specific tutoring with bilingual instructors and targeted ELL students.

Measurable Outcome:

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

If BHS utilizes Peer influences on achievement, direct instruction and student-teacher relationships, our ELL students will increase from 32% proficiency to 41% proficiency.

Monitoring:

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

Students in the targeting tutoring group, will be monitored through district and classroom assessments.

Person responsible for monitoring outcome:

Richard Rodriguez (richard.rodriguez@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.)

After school tutoring for targeted students, Book Study with staff targeting ESOL strategies

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The reason this strategy has been selected is to help students with language barriers providing tutors that will interpret for them. Many of the students are frustrated with their learning and the families do not have the strategies in their homes needed for their student to be successful.

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.

Scheduling ELL students in an inclusive environment.

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

By When: August 2023- ongoing

Identify students for targeted tutoring/interventions

Person Responsible: Richard Rodriguez (richard.rodriguez@marion.k12.fl.us)

By When: September-ongoing

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).

We will continue to utilize resources to remediate direct instruction and support ELL students. We will utilize IXL, ALEKS, System 44 and Reading Plus for our Math and ELA students. We have allocated funding for our teachers to collaborate in planning, data analysis, and strategies for all students. We will also utilize our Early Release Professional Development to train our teachers on highly effective strategies to help with student outcomes. We are participating in the Fundamental Five Revisited book study this year and will utilize those strategies. We will continue to break down data, analyze targeted groups and look at specific strands within the curriculum. Additionally, our ESOL teacher and ESOL paraprofessional will be working with small groups of ELL students in after school tutoring which will begin in September.

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.

Our SIP plan is on our website: <https://www.marionschools.net/bhs>

Our SIP is also located on our BHS Sharepoint page accessible to all our BHS employees.

We review our SIP at our SAC meetings. We also have it readily available in print to distribute at our front desk when asked.

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))

We will continue to work as a school team to reach out to parents and community members for their input on how BHS can serve our community. We will strive to make sure that all stakeholders realize the value and correlation between communication and academic achievement. Our goal will be to communicate sooner rather than later about absenteeism and reach out to parents using our positive phone calls home to build rapport with families. We will work with parents to incorporate feedback from surveys and anecdotal information to make sure we are establishing parents as equal partners. Our PFEP is on our website: <https://www.marionschools.net/bhs>

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)

We will train staff members using the family engagement book, citing specific examples of how strategies work to improve attendance and behavior and, therefore, learning, in schools. AICE Teachers attend trainings all over the state of Florida to bring back enrichment programs to our students.

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))

We will utilize our Family Engagement Liaison to work closely with our families and programs to coordinate parent involvement.