

Belleview Middle School

10500 SE 36TH AVE, Belleview, FL 34420

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

No

Minority

35%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	33

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

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 Environment

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

We offer parent teacher conferences before school to ensure good communication between our parents, students and their teachers. Meeting with the students and parents allows our staff to build relationships and offer support if needed. Using our orientation program, open house events and other school related activities helps to build relationships with all involved.

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

Our school provides student supervision upon arrival, transitional periods and during dismissal at all times on our campus using our administrators, instructional and non instructional staff. Our staff monitors in seven zones to insure safety for all of our students throughout the school day.

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

Our school uses the Positive Behavior System to help teach and cultivate school wide behavior expectations throughout the school day. We use the acronym for the word PROWL to represent Prepared, Respectful, On-Time, Working Hard, Leaders to help increase time on task for all students during instruction. The program implements a token economy that motivates the students to exhibit the characteristics of PROWL. Students are able to redeem their earned Panther Bucks at our school store three days a week. The program also includes a daily check in check out system to give extra support for students who tend to need additional monitoring and positive modeling.

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

At Belleview Middle School our guidance counselors provide basic counseling services when students are identified needing counseling either by the school personnel, the student or a parent request. We also employ the services of our school based social workers to assist depending on the situation and need for additional resources.

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

Our EWA report targets our top 25 students in SMS using our the districts guidelines for attendance, course failure and students with multiple school referrals. These students are then referred to our child study team which meets every two weeks. The team analyzes the report and develops a plan of action for each student based on their school needs.

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
	6	7	8	
Attendance below 90 percent	57	67	38	162
One or more suspensions	12	15	17	44
Course failure in ELA or Math	7	38	26	71
Level 1 on statewide assessment	1	11	4	16

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	1	16	8	25

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

Identified students are placed with support facilitators assigned in their grade level. Daily logs are kept by the support facilitators indicating additional academic strategies used to help the support the students to achieve. Students who are credit deficient are also placed in our labs during a portion of the school day to use the program PLATO to aid in the make-up of missing credits. The assistant principal of curriculum monitors the progress of the students via their support facilitators.

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

Our goal is to increase the percent of parent involvement at BMS by 5% as measured by parent volunteers, parent portal sign-up, and event attendance.

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

Partnering with our PTO and SAC committees helps to ensure and builds community involvement. We invite and incorporate the help our local Publix and several restaurants to help raise funds to support our student's activities and additional resources needed.

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
Ellers, David	Principal
Westfall, Dee	Assistant Principal
Hicks, Brandon	Assistant Principal

Duties

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

The team will consist of:
The School Prinipal- Coodinates Team
The AP for Curriculum- MTSS Academic lead
The AP for Discipline- MTSS Discipline lead

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

We meet bi-monthly to problem solve individual students. The steps involved are:
Step 1: Problem Identification – identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring
Step 3: Intervention Design - decide what is going to be done about the problem
Step 4: Response to Intervention –Monitor progress and determine “ Is it working?”
Title I – Part C – Migrant Program:
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 I –Part D- Neglected and Delinquent

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nancy Pestow	Education Support Employee
Jennifer Thomas	Teacher
Vilma Normand	Teacher
Lisa Brantley	Parent
Gianna Collins	Parent
David Ellers	Principal
Sheron Madison	Teacher
Rebecca Mayfield	Parent
Bret Mickel	Parent
Vilma Normand	Teacher
Natalie Petsche	Business/Community
Heather Voldness	Parent
Mary Whitlock	Parent
Lora Zahnd	Teacher

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

SAC review current district data for BMS and developed a plan of action for addressing areas of concern in academics and discipline.

Development of this school improvement plan

SAC was consulted in development of plan and SAC approves all funding in plan. As with any of our school based committees, our school actively seeks input from our SAC for student and school related programs and the input received is considered in our SIP for the school year.

Preparation of the school's annual budget and plan

After reviewing district data for academics and discipline, the committee evaluates the impact of last year's allocated funds for projects, then determines whether to continue the plan for this school year.

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

Saturday School \$ 2500
 FCAT Tutoring \$3000

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Ellers, David	Principal
Westfall, Dee	Assistant Principal
Gardner, Cristine	Teacher, ESE
Moore, Terry	Instructional Coach
Tuscan, Lynn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Revising our Literacy Block based on FCAT results, analyzing new reading data, and leading literacy initiatives at BMS.

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

Each grade level has an assigned grade chair and department chair. The grade levels collaborate within their departments to review data, review academic time lines for instruction and testing, and support each other with experience and knowledge.

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

- 1.Orientation to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies. Ellers/Westfall/Hicks August 12, 2014
2. Arrange for the new teacher to visit other classrooms to observe exemplary strategies and techniques as needed. Westfall December 19, 2014
3. Engage all teachers in regular, collaborative, team meetings with other teachers of the same subject/grade level. Ellers/Westfall/Hicks/Faculty Ongoing 2014-15 SY
- 4.Provide intensive assistance in response to individual needs. Ellers/Westfall/ Hicks/Faculty Ongoing 2014-15SY

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

We pair all new teachers with a "Buddy" to assist with growth as a teacher. We orient new teachers to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies. We arrange class visits for teachers to observe exemplary strategies.

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 Middle School teachers use the district developed curriculum guides/maps that are aligned to the Florida Standards. Teachers can also access CPALMS/MFAS as a resource to support their lesson plans and formative assessments. Grade level meeting are focused to the district timeline of implementation of the standards and assessments outlined in the curriculum maps.

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

Use of AIMS web data and FCAT results along with classroom assessments to determine proper interventions/enrichment groups and programs.

Example: Level 1 and 2 students receive additional reading supports in reading classroom, CAR-PD classrooms and after school tutoring when available.

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: After School Program

Minutes added to school year: 900

After-school tutoring will be offered for 30 days prior to FCAT. Focus will be on FCAT tested areas in Reading, Writing, Mathematics and Science.

Strategy Rationale

After school tutoring helps to give additional instruction to offer support to the student to make gains on state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Westfall, Dee , dorenda.westfall@marion.k12.fl.us

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

FCAT Data and AIMS web data will be monitored as well as program evaluations. Reading, Writing and Math Task Force Groups will analyze and target areas of concern with interventions that need to be addressed on a monthly bases.

Strategy: Summer Program

Minutes added to school year: 15

Summer Unit Recovery for students who failed a core course

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Unit Completion data.

Strategy: Extended School Day

Minutes added to school year: 200

District Sponsored Intermural activities. These include: Volleyball, Basketball, Cross Country and Track and Field.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Participation data.

Strategy: Extended School Day

Minutes added to school year: 1,000

District provided extra curricular athletics including basketball, volleyball,

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Our ESE Program supports our students making transitions with our support facilitators as they are intergrated into their current grades but also continues that support to the next grade level.

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

Offering advanced and honor class, high school orientation and articulation meetings allow the students to become familiar with upcoming choices and college courses they will have available to them in high school. Take Stock in Children introduces students to the process of college requirements in regards to writing essays for scholarships.

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

Our agriculture program offers high school credits to encourage students who may continue a path in that respective area. Students have access to take business courses, TV Production and culinary classes.

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

Through our exploritory program we offer an agriculture program with high school credits to encourage students who may continue a path in that respective area. Students have access to take business courses, TV Production and culinary classes.

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

Offering honor and advance classes support the student's transition to high school to help support their required courses needed for higher education and establishes the foundation of a strong GPA.

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.** Students will be given extended learning time to master Florida Standards.
- G2.** The use of high effect size instructional strategies in all classrooms will increase student performance in all content areas.
- G3.** Decreasing OSS referrals will increase student performance in all content areas.

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. Students will be given extended learning time to master Florida Standards. **1a**

 G051285

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal **2**

- SIP dollars can be utilized to hire tutors.
- BHS students can be utilized for tutoring.
- 15 minute Literacy Block can be utilized to provide remediation and enrichment.

Targeted Barriers to Achieving the Goal **3**

- Lack of remediation tools.
- Money for teacher tutoring.

G2. The use of high effect size instructional strategies in all classrooms will increase student performance in all content areas. 1a

G046545

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Learning Focus Lesson Plan Template
- Staff Training on how to create a Learning Focus Lesson Plan
- Administrative Team

Targeted Barriers to Achieving the Goal 3

- Not all teachers are in compliance to use the plan due to unfamiliarity with it.

Plan to Monitor Progress Toward G2. 8

Teacher Lesson Plans, student performance on school and district testing, student report cards

Person Responsible

David Ellers

Schedule

Weekly, from 9/25/2014 to 6/3/2015

Evidence of Completion

Teacher will post Learning Focus Lesson Plans, Student performance will make gains and Administrators will be able to see teachers using Learning Focus Lesson Plans in their instruction.

G3. Decreasing OSS referrals will increase student performance in all content areas. 1a

G045155

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	15.0

Resources Available to Support the Goal 2

- Student Code of Conduct and School Wide Behavior Expectation
- Leadership Team, Teachers and Discipline Assembly
- Parents

Targeted Barriers to Achieving the Goal 3

- Student compliance with rules/policies is not consistent among all students.
- Lack of alternatives to out of school suspension.

Plan to Monitor Progress Toward G3. 8

Student grades, interims, report cards, EWS and discipline reports.

Person Responsible

David Ellers

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Student grades, school based and district testing, EWS and Discipline reports.

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. Students will be given extended learning time to master Florida Standards. **1**

 G051285

G1.B1 Lack of remediation tools. **2**

 B128861

G1.B1.S1 Carry over SIP dollars can be utilized to pay for materials such as flash cards, books, software tools, etc. **4**

 S140974

Strategy Rationale

The cost of materials is cost prohibitive and our FCAT materials may not align with new standards.

Action Step 1 **5**

Purchase materials

Person Responsible

Dee Westfall

Schedule

Quarterly, from 11/1/2014 to 2/28/2015

Evidence of Completion

PO's of \$ expended.

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Money for teacher tutoring. 2

 B128862

G1.B2.S1 Allocate money to pay for teachers and aides for before and after school tutoring. 4

 S140975

Strategy Rationale

Effective teaching is critical to student growth and development.

Action Step 1 5

Utilize SIP Carryover funds to pay for tutoring

Person Responsible

Dee Westfall

Schedule

Monthly, from 12/1/2014 to 2/28/2015

Evidence of Completion

Sign in sheets for students who participate in tutoring. Pay rosters.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walk throughs on tutoring

Person Responsible

David Ellers

Schedule

On 2/28/2015

Evidence of Completion

Collect data on on task behavior by students participating in tutoring.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G2. The use of high effect size instructional strategies in all classrooms will increase student performance in all content areas. 1

 G046545

G2.B1 Not all teachers are in compliance to use the plan due to unfamiliarity with it. 2

 B115425

G2.B1.S1 Professional development trainings for the staff to familiarize the format of developing good lessons with Learning Focused Plans. 4

 S127022

Strategy Rationale

Using the format of the Learning Focus Lesson Plans will allow teachers to produce quality instruction for all students.

Action Step 1 5

Staff development with a Learning Focus Trainer

Person Responsible

David Ellers

Schedule

On 8/12/2014

Evidence of Completion

All staff received training of using Learning Focus Lesson Plans as evidence of sign in/out staff log.

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

Teacher will be required to submit Learning Focused Lesson Plans

Person Responsible

David Ellers

Schedule

On 9/2/2014

Evidence of Completion

Learning Focus Lesson Plans are required to be submitted on school portal

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

Teacher observations by administrative staff

Person Responsible

David Ellers

Schedule

Daily, from 9/2/2014 to 6/3/2015

Evidence of Completion

Lesson plans and evidence of implementation during observations by administrative staff in the classrooms.

G3. Decreasing OSS referrals will increase student performance in all content areas. 1

G045155

G3.B1 Student compliance with rules/policies is not consistent among all students. 2

B111469

G3.B1.S1 All students will attend a school wide discipline assemble the first week of school to review student code of conduct and behavior expectations. 4

S127016

Strategy Rationale

Students will learn and follow expected expectations once taught to them.

Action Step 1 5

All students will attend discipline assemblies.

Person Responsible

Brandon Hicks

Schedule

On 8/21/2014

Evidence of Completion

Students will be required to return the acknowledgment page in their student code of conduct book to be signed by students and parents as evidence of reading and consenting to follow.

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

OSS referrals will be monitored by members of our discipline team and CST committee.

Person Responsible

Brandon Hicks

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

EWS and Discipline referrals reports.

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

Identified students will be monitored academically and for discipline. We will utilize members of CST to support and additional resources to the students on the list.

Person Responsible

David Ellers

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Academic, EWS, discipline reports.

G3.B1.S2 Students will receive instruction on bullying, drug awareness, dating violence, and conflict resolution 4

 S141226

Strategy Rationale

Students need knowledge and skills in these areas in order to avoid suspensions and disciplinary action.

Action Step 1 5

Create social skills groups in areas of concerns

Person Responsible

Brandon Hicks

Schedule

On 5/31/2015

Evidence of Completion

Documentation of attendance at skills groups. List of students.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Skills groups will be observed periodically.

Person Responsible

Brandon Hicks

Schedule

Quarterly, from 10/31/2014 to 4/30/2015

Evidence of Completion

Record of attendance. Schedule of skills group meetings.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Decrease in suspension rates.

Person Responsible

Brandon Hicks

Schedule

Semiannually, from 1/31/2015 to 6/12/2015

Evidence of Completion

OSS rates.

G3.B2 Lack of alternatives to out of school suspension. 2

B111470

G3.B2.S1 Develop before and after school detention programs. 4

S140979

Strategy Rationale

Students see loss of free time at home as a deterrent to misbehavior.

Action Step 1 5

Develop and implement Detention plan.

Person Responsible

Brandon Hicks

Schedule

On 5/31/2015

Evidence of Completion

Plan developed and implemented.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

APD will monitor implementation of program.

Person Responsible

Brandon Hicks

Schedule

On 5/31/2015

Evidence of Completion

APD will keep records of sign in sheets, work detail logs, and pay information.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Principal will meet with APD and Deans to evaluate progress.

Person Responsible

David Ellers

Schedule

Quarterly, from 10/31/2014 to 5/31/2015

Evidence of Completion

Suspension data.

G3.B2.S2 Develop Saturday School as an alternative 4

 S140980

Strategy Rationale

Students see loss of free time at home as a deterrent to misbehavior.

Action Step 1 5

Develop plan and implement plan for Saturday School.

Person Responsible

Brandon Hicks

Schedule

Biweekly, from 10/31/2014 to 5/31/2015

Evidence of Completion

APD will produce written plan and procedures for Saturday School.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

APD will monitor implementation of Saturday School

Person Responsible

Brandon Hicks

Schedule

On 5/31/2015

Evidence of Completion

Data on usage will be collected, including student sign in sheets and teacher pay information.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Principal will monitor suspension data to see if OSS rates decrease.

Person Responsible

David Ellers

Schedule

Quarterly, from 10/31/2014 to 5/31/2015

Evidence of Completion

OSS and ISS data will be used as data points.

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
G3.B1.S1.A1	All students will attend discipline assemblies.	Hicks, Brandon	8/21/2014	Students will be required to return the acknowledgment page in their student code of conduct book to be signed by students and parents as evidence of reading and consenting to follow.	8/21/2014 one-time
G2.B1.S1.A1	Staff development with a Learning Focus Trainer	Ellers, David	8/12/2014	All staff received training of using Learning Focus Lesson Plans as evidence of sign in/out staff log.	8/12/2014 one-time
G1.B1.S1.A1	Purchase materials	Westfall, Dee	11/1/2014	PO's of \$ expended.	2/28/2015 quarterly
G1.B2.S1.A1	Utilize SIP Carryover funds to pay for tutoring	Westfall, Dee	12/1/2014	Sign in sheets for students who participate in tutoring. Pay rosters.	2/28/2015 monthly
G3.B2.S1.A1	Develop and implement Detention plan.	Hicks, Brandon	10/1/2014	Plan developed and implemented.	5/31/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S2.A1	Develop plan and implement plan for Saturday School.	Hicks, Brandon	10/31/2014	APD will produce written plan and procedures for Saturday School.	5/31/2015 biweekly
G3.B1.S2.A1	Create social skills groups in areas of concerns	Hicks, Brandon	10/31/2014	Documentation of attendance at skills groups. List of students.	5/31/2015 one-time
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Walk throughs on tutoring	Ellers, David	11/1/2014	Collect data on on task behavior by students participating in tutoring.	2/28/2015 one-time
G2.MA1	Teacher Lesson Plans, student performance on school and district testing, student report cards	Ellers, David	9/25/2014	Teacher will post Learning Focus Lesson Plans, Student performance will make gains and Administrators will be able to see teachers using Learning Focus Lesson Plans in their instruction.	6/3/2015 weekly
G2.B1.S1.MA1	Teacher observations by administrative staff	Ellers, David	9/2/2014	Lesson plans and evidence of implementation during observations by administrative staff in the classrooms.	6/3/2015 daily
G2.B1.S1.MA1	Teacher will be required to submit Learning Focused Lesson Plans	Ellers, David	9/2/2014	Learning Focus Lesson Plans are required to be submitted on school portal	9/2/2014 one-time
G3.MA1	Student grades, interims, report cards, EWS and discipline reports.	Ellers, David	9/9/2014	Student grades, school based and district testing, EWS and Discipline reports.	5/26/2015 biweekly
G3.B1.S1.MA1	Identified students will be monitored academically and for discipline. We will utilize members of CST to support and additional resources to the students on the list.	Ellers, David	9/9/2014	Academic, EWS, discipline reports.	5/26/2015 biweekly
G3.B1.S1.MA1	OSS referrals will be monitored by members of our discipline team and CST committee.	Hicks, Brandon	9/9/2014	EWS and Discipline referrals reports.	5/26/2015 biweekly
G3.B2.S1.MA1	Principal will meet with APD and Deans to evaluate progress.	Ellers, David	10/31/2014	Suspension data.	5/31/2015 quarterly
G3.B2.S1.MA1	APD will monitor implementation of program.	Hicks, Brandon	10/31/2014	APD will keep records of sign in sheets, work detail logs, and pay information.	5/31/2015 one-time
G3.B2.S2.MA1	Principal will monitor suspension data to see if OSS rates decrease.	Ellers, David	10/31/2014	OSS and ISS data will be used as data points.	5/31/2015 quarterly
G3.B2.S2.MA1	APD will monitor implementation of Saturday School	Hicks, Brandon	10/31/2014	Data on usage will be collected, including student sign in sheets and teacher pay information.	5/31/2015 one-time
G3.B1.S2.MA1	Decrease in suspension rates.	Hicks, Brandon	1/31/2015	OSS rates.	6/12/2015 semiannually
G3.B1.S2.MA1	Skills groups will be observed periodically.	Hicks, Brandon	10/31/2014	Record of attendance. Schedule of skills group meetings.	4/30/2015 quarterly

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.

G2. The use of high effect size instructional strategies in all classrooms will increase student performance in all content areas.

G2.B1 Not all teachers are in compliance to use the plan due to unfamiliarity with it.

G2.B1.S1 Professional development trainings for the staff to familiarize the format of developing good lessons with Learning Focused Plans.

PD Opportunity 1

Staff development with a Learning Focus Trainer

Facilitator

Lindsey Hampton

Participants

All administrative and teaching staff.

Schedule

On 8/12/2014

G3. Decreasing OSS referrals will increase student performance in all content areas.

G3.B1 Student compliance with rules/polices is not consistent among all students.

G3.B1.S1 All students will attend a school wide discipline assemble the first week of school to review student code of conduct and behavior expectations.

PD Opportunity 1

All students will attend discipline assemblies.

Facilitator

APD and APC

Participants

School Staff

Schedule

On 8/21/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Students will be given extended learning time to master Florida Standards.	4,500
Goal 3: Decreasing OSS referrals will increase student performance in all content areas.	4,000
Grand Total	8,500

Goal 1: Students will be given extended learning time to master Florida Standards.

Description	Source	Total
B1.S1.A1 - Materials	School Improvement Funds	2,000
B2.S1.A1	School Improvement Funds	2,500
Total Goal 1		4,500

Goal 3: Decreasing OSS referrals will increase student performance in all content areas.

Description	Source	Total
B1.S2.A1	School Improvement Funds	500
B2.S1.A1 - Funding for Detention programs	School Improvement Funds	1,500
B2.S2.A1	School Improvement Funds	2,000
Total Goal 3		4,000