# Belleview Santos Elementary School

**2018-19 Schoolwide Improvement Plan**

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# Belleview Santos Elementary School

9600 SE US HIGHWAY 441, Belleview, FL 34420

[ no web address on file ]

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 40% |

## School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| Grade | F | C | D | D* |

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Belleview-Santos will develop academically minded learners through the planning and implementation of rigorous and relevant instruction, building relationships, and collaborative teaching in a safe environment.

**Provide the school's vision statement.**

Belleview-Santos works with all stakeholders to create educational opportunities for all students to learn.

### School Leadership Team

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

| Name | Title |
|---|---|
| Kemp, Ashley | Principal |
| Robinson, Teresa | Instructional Media |
| Polish, Alison | Guidance Counselor |
| Lafferty, Shanon | Assistant Principal |
| Craig, Kristine | Instructional Coach |
| Alvarez, Jennifer | Instructional Coach |
| Weston, Nicholas | Dean |

**Duties**

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

The school based leadership team is comprised of members of the Synergy Teams and Problem Solving Teams.
The leadership team identifies focus areas and problem solves for improvements. They set goals that are articulated in the School Improvement Plan (SIP). An action plan is created to address each goal and monitor the progress. The leadership team consistently monitors and supports student achievement data and adjusts plans based on learner needs. The leadership team works with staff to support instruction, management, and student learning. The synergy team track EWS and problem solves to address specific areas of need based on trends and individual students.

### Early Warning Systems

**Year 2017-18**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 3 | 5 | 9 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| One or more suspensions | 2 | 8 | 11 | 27 | 5 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| Course failure in ELA or Math | 0 | 7 | 10 | 17 | 17 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 19 | 27 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 3 | 15 | 17 | 34 | 6 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 2 | 13 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

**Date this data was collected**
Monday 8/13/2018

**Year 2016-17 - As Reported**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 12 | 15 | 6 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| One or more suspensions | 0 | 10 | 10 | 4 | 13 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| Course failure in ELA or Math | 0 | 7 | 4 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 14 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 15 | 20 | 18 | 35 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 110 |

**Year 2016-17 - Updated**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 12 | 15 | 6 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| One or more suspensions | 0 | 10 | 10 | 4 | 13 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| Course failure in ELA or Math | 0 | 7 | 4 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 14 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 15 | 20 | 18 | 35 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 110 |

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The component that scored the lowest is the bottom 25th percentile making learning gains in the area of mathematics. No this is not a trend.

**Which data component showed the greatest decline from prior year?**

The component that showed the greatest decline, 33 percentage points, is the bottom 25th percentile of learners in the area of ELA making learning gains.

**Which data component had the biggest gap when compared to the state average?**

The component that had the biggest gap when compared to the state average is the bottom 25th percentile of learners not making learning gains in the area of mathematics.

**Which data component showed the most improvement? Is this a trend?**

The component that showed the most improvement was Science with an increase of 5%. Moving from 35% proficiency to 40% proficiency. This is not a trend.

**Describe the actions or changes that led to the improvement in this area.**

There were several actions taken to address the needs in science. The school had a part time science coach that supported teachers with planning and implementing science instruction in grades K-5. The science coach worked very closely with the 5th grade learners.

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 45% | 46% | 56% | 31% | 47% | 52% |
| ELA Learning Gains | 35% | 44% | 55% | 30% | 49% | 52% |
| ELA Lowest 25th Percentile | 15% | 37% | 48% | 30% | 47% | 46% |
| Math Achievement | 32% | 49% | 62% | 42% | 48% | 58% |
| Math Learning Gains | 22% | 46% | 59% | 38% | 47% | 58% |
| Math Lowest 25th Percentile | 7% | 35% | 47% | 34% | 40% | 46% |
| Science Achievement | 40% | 51% | 55% | 37% | 49% | 51% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 0 (0) | 3 (12) | 5 (15) | 9 (6) | 1 (10) | 4 (13) | 22 (56) |
| One or more suspensions | 2 (0) | 8 (10) | 11 (10) | 27 (4) | 5 (13) | 15 (16) | 68 (53) |
| Course failure in ELA or Math | 0 (0) | 7 (7) | 10 (4) | 17 (12) | 17 (10) | 7 (0) | 58 (33) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 19 (0) | 27 (14) | 41 (24) | 87 (38) |

**Grade Level Data**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 44% | 46% | -2% | 57% | -13% |
| | 2017 | 58% | 50% | 8% | 58% | 0% |
| Same Grade Comparison | | -14% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 42% | 43% | -1% | 56% | -14% |
| | 2017 | 41% | 52% | -11% | 56% | -15% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | -16% | | | | |
| 05 | 2018 | 39% | 46% | -7% | 55% | -16% |
| | 2017 | 35% | 47% | -12% | 53% | -18% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | -2% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 33% | 48% | -15% | 62% | -29% |
| | 2017 | 65% | 48% | 17% | 62% | 3% |
| Same Grade Comparison | | -32% | | | | |
| Cohort Comparison | | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 04 | 2018 | 42% | 47% | -5% | 62% | -20% |
| | 2017 | 50% | 55% | -5% | 64% | -14% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | -23% | | | | |
| 05 | 2018 | 19% | 50% | -31% | 61% | -42% |
| | 2017 | 28% | 45% | -17% | 57% | -29% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | -31% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 37% | 49% | -12% | 55% | -18% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

## Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 19 | 19 | 5 | 12 | 7 | | 8 | | | | |
| ELL | 19 | 12 | 10 | 19 | 12 | | | | | | |
| BLK | 29 | 22 | | 21 | 15 | | | | | | |
| HSP | 39 | 28 | 13 | 30 | 19 | | 29 | | | | |
| WHT | 53 | 42 | 21 | 39 | 26 | 20 | 45 | | | | |
| FRL | 40 | 31 | 17 | 27 | 20 | 6 | 39 | | | | |
| **2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 17 | 31 | 37 | 17 | 15 | 20 | | | | | |
| ELL | 22 | 60 | 70 | 33 | 35 | | | | | | |
| BLK | 32 | 48 | | 35 | 22 | | 13 | | | | |
| HSP | 36 | 59 | 57 | 47 | 43 | 33 | 42 | | | | |
| MUL | 40 | | | 40 | | | | | | | |
| WHT | 52 | 48 | 50 | 54 | 43 | 36 | 39 | | | | |
| FRL | 39 | 48 | 45 | 43 | 39 | 39 | 30 | | | | |

## Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

| Activity #1 | |
|---|---|
| **Title** | Providing rigorous and relevant instruction in Reading to increase learner proficiency and learning gains, while maintaining a focus on the lowest 25th percentile. |
| **Rationale** | Based on the state data from the Florida Standards Assessment in reading 45% of our learners in third, fourth, and fifth grade were proficient. This is below the District and the State averages. Learners making learning gains in reading dropped 16 percentage points, only 35% of the learners made gains in reading, well below the district and state averages. For our learners in the lowest 25th percentile in reading learners dropped 33 percentage points, with only 15% making a learning gain. This is also well below the District and State averages. Based on i-Ready diagnostic reports 75% of learners start the year 1 or 2 grade levels below their grade level. |
| **Intended Outcome** | If we provide rigorous and relevant instruction in reading through collaboration, then Learner proficiency in third, fourth, and fifth grade will increase from 45% to 55%. Focusing on reading proficiency will also cause a decrease in reading course failure. With the focus being learning for all students it is the goal that learning gains will increase from 35% to 40%. With a focus on the lowest 25th percentile increasing from 15% to 38%. Learners in primary grades will make learning gains in iReady and DRA. When teachers provide learners with rigorous and relevant instruction engagement will increase and the number of students with referrals will decrease. |
| **Point Person** | Ashley Kemp (ashley.kemp@marion.k12.fl.us) |
| Action Step | |
| **Description** | All learners will participate in leveled intervention/enrichment group based on their areas of need. This will range from 45 minutes to 60 minutes, 5 days a week, depending on the grade level. The screenings, groupings, professional development for staff, and tracking will be done by the reading content area specialist and the MTSS coach. All learners will participate in a reading reteach block where teachers will provide standards based small/ whole group instruction using the iReady Toolbox. This instruction will help bridge gaps that align to core instruction. Learners will complete 45 minutes of iReady a week, scoring a 70% or higher. They will record their scores, reflect, and set goals in their data notebooks for iReady and standards. The teachers will monitor the learner's progress along with the Leadership Team providing feedback.<br>All reading teachers will meet on Tuesday for Professional Learning Communities, PLC, to plan for essential standards, evaluate learner performance, and problem solve. The master schedule has been developed to include collaboration time and planning time for all teachers. Teachers will be provided professional development by ICLE in the area of relevance. They will support our staff in creating lessons that are relevant to our learners, model lessons, and provide coaching feedback. The Leadership Team will provide follow up professional development in those areas. Teachers will submit lesson plans via the portal. Teachers will use the data from iReady diagnostic, weekly lessons, and standards mastery assessment to guide their reading reteach and small group lessons. The reading CAS will work with teachers using the coaching cycle with specific areas of need.<br>The Leadership Team and synergy team will analyze student data to determine teacher and learner needs as well as model lessons, support in the classroom, and offer additional resources based on the need.<br>Bottom quartile learners will be identified to attend Saturday school for 11 weeks where 2 of the 4 hours will be focused on reading. Letters will sent home, phone calls made, and transportation provided. These learners will be taught by highly effective and effective teachers. |

| **Person Responsible** | Kristine Craig (kristine.craig@marion.k12.fl.us) |
|---|---|

### Plan to Monitor Effectiveness

| **Description** | The Administrative Team, Principal and Assistant Principal, will observe the reading reteach and provide ongoing feedback. The MTSS coach will monitor the progress of the reteach lessons bi-weekly. The Administrative Team, Reading CAS, and MTSS coach will monitor the effectiveness of the reading intervention/enrichment blocks. The coaches will model and provide coaching as needed following the observation from admin. Either the Principal, Assistant Principal, or both will participate in the reading PLC along with the content area specialist. The Administrative Team will track the progress through various data sources; unify, iReady, DRA, and teacher standards sheets. The teachers will track learner progress through ongoing formative assessments, iReady diagnotics, standards mastery assessments, and district assessments. The Leadership Team and Synergy Team will meet monthly to evaluate tier 1 reading and determine areas of need. The administration, MTSS coach, and reading content area specialist will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff. <br><br>The admin team will review lesson plans bi-weekly and provide teachers with specific feedback. They will also identify focus areas for teachers to provide specific and purposeful feedback to staff. <br><br>The admin team will review data from Saturday school to plan for the next Saturday's lesson and provide their teachers with data to support in the classroom. |
|---|---|
| **Person Responsible** | Ashley Kemp (ashley.kemp@marion.k12.fl.us) |

| Activity #2 | |
|---|---|
| **Title** | Providing rigorous and relevant instruction in Mathematics to increase learner proficiency and learning gains, while maintaining a focus on the lowest 25th percentile. |
| **Rationale** | Based on the state data from the Florida Standards Assessment in Math 32% of our learners in third, fourth, and fifth grade were proficient. This is below the District and the State averages. Learners making learning gains in math dropped 17 percentage points, only 22% of the learners made gains in math, well below the district and state averages. For our learners in the lowest 25th percentile in math learners dropped 29 percentage points, with only 7% making a learning gain. This is also well below the District and State averages. Based on i-Ready diagnostic reports 75% of learners start the year 1 or 2 grade levels below their grade level. |
| **Intended Outcome** | If we provide rigorous and relevant instruction in math through collaboration, then learner proficiency in 3rd, 4th, and 5th grade will increase from 32% to 42% on the Florida Standards Assessment, FSA. Focusing on proficiency will decrease the number of students with course failure in math. In the area of learning gains on the FSA we will increase from 22% to 38% of our learners making learning gains and 36% of the learners in the bottom 25th percentile will make learning gains. hen teachers provide learners with rigorous and relevant instruction engagement will increase and the number of students with referrals will decrease. |
| **Point Person** | Ashley Kemp (ashley.kemp@marion.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Belleview-Santos will use every moment for instruction. Both computer labs will be opened in the morning for learners to work on math skills. Learners will receive differentiated small group instruction that is built into the master schedule at least three times a week. Math instruction will be standards based, relevant, and ongoing. Remediation and enrichment opportunities will be provided during this time. ICLE will be coming out to help teachers and leadership plan relevant lessons. When the paraprofessional comes in the room during this time, the plans are shared with them at the start of the week. Math manipulatives have been purchased to allow learners to learn with hands on opportunities. Professional development will be provided for teachers and paraprofessionals by the Math CAS to show them how to effectively use these resources. All learners will have a math journal and a math data folder that they will take with them when working on iReady lessons. All learners will complete 45 minutes of online iReady instruction a week. Teachers will use the reports in iReady to remediate and enrich using the Toolbox.<br>In October learners in 2nd through 5th grade will begin using Acaletics math to support the learning of the Florida standards. The Principal, Assistant Principal, and Math CAS will review lesson plans to provide teachers with feedback. The Principal and Assistant Principal will observe math centers, and provide on going feedback. The Math Content Area Specialist will work with specific teachers on developing their math instruction and small group. All Math teachers will meet weekly on Friday to participate in Professional Learning Communities, PLC. At this time, they will plan for essential standards, assessment, and reteach. The Leadership Team and Synergy Team will identify specific areas of need based on student data and review tier 1 math data.<br>Bottom quartile learners will be identified to attend Saturday school for 11 weeks where 2 of the 4 hours will be focused on math. Letters will be sent home, phone calls made, and transportation provided. These learners will be taught by highly effective and effective teachers. |
| **Person Responsible** | Jennifer Alvarez (jennifer.alvarez@marion.k12.fl.us) |

| | |
|---|---|
| **Plan to Monitor Effectiveness** | |
| **Description** | The Administrative Team, Principal and Assistant Principal, will observe the small group instruction and provide ongoing feedback. Either the Principal, Assistant Principal, or both will participate in PLC along with the content area specialist. The Admin team will track the progress through various data sources; unify, iReady, and teacher standards sheets. The teachers will track learner progress through ongoing formative assessments, iReady diagnotics, standards mastery assessments, and district assessments. The Leadership Team and Synergy Team will meet monthly to evaluate tier 1 math and determine areas of need. The Administration and math content area specialist will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff. The admin team will review data from Saturday school to plan for the next Saturdays lesson and provide their teachers with data to support in the classroom. |
| **Person Responsible** | Ashley Kemp (ashley.kemp@marion.k12.fl.us) |

| | |
|---|---|
| **Activity #3** | |
| **Title** | Provide rigorous and relvant instruction in Science to increase student proficiency in Science. |
| **Rationale** | Based on the Science FCAT data 40% of our learners in fifth grade were proficient which is a 5% increase from the 2017-2018 school year. This is still below the District average, 51%, and the State averages, 50%. |
| **Intended Outcome** | If we provide rigorous and relevant instruction in Science through collaboration and professional development then Belleview-Santos will increase Learner proficiency in science from 40% to 45%. |
| **Point Person** | Shanon Lafferty (shanon.lafferty@marion.k12.fl.us) |
| **Action Step** | |
| **Description** | Teachers will be provided professional development for the following; data review: lesson planning, and unit planning. Teachers will use the mini review lessons to assist the learners with mastering the standards and demonstrating proficiency on the Science FCAT. Learners will receive non consumable and consumables items to support the relevant and hands on learning experiences. 5th Grade learners will go to the Science Lab once a week, all other learners will get the opportunity to go to the science lab bi-weekly. There will be a Friday morning Science club for select 5th grade students before school starts to review previous learned standards. |
| **Person Responsible** | Shanon Lafferty (shanon.lafferty@marion.k12.fl.us) |
| **Plan to Monitor Effectiveness** | |
| **Description** | The Administrative Team will provide feedback to teachers during observations and walk through. The leadership team will have data conversations with teachers to identify the areas of need and develop a plan for upcoming lessons and adjustment. |
| **Person Responsible** | Shanon Lafferty (shanon.lafferty@marion.k12.fl.us) |

## Part IV: Title I Requirements

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

We are a Title I school. Our Parent and Family Engagement Plan is located at www.marion.k12.fl.us/schools/bse.

**PFEP Link**

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

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

Belleview Santos has a "Synergy Team." This problem solving team meets monthly, or as often as needed, to discuss Tier 1 to 3 academic and behavioral data and needs. The purpose is to remove barriers to achievement. Each team member brings to the table their own support of resources for the student. During a Synergy meeting there are notes which document the barriers and the team's suggested course of action. Also included is the timeline for action items to occur, who is responsible, and when the follow-up will occur. In addition, teachers work closely with the School Counseling department to informally refer students who may need additional support. Often, students will visit with the School Counselor as they depart the bus in the morning, which often leads to further identification and addressing of student needs. Furthermore, students in need of daily check-in/out will be assigned a mentor from among the leadership team/staff to support the student.

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

STAGGER START is a district initiative to assist students to transition into elementary school. The primary focus of STAGGER START is to give staff the opportunity to administer assessments, develop one-on-one relationships with students, and eliminate anxiety for children by assigning small groups of students per day to attend school for the first week. FLKRS, which includes the assessments of ECHO and FAIR, are tools used to determine readiness needs, focus instructional strategies, and provide prescriptive instructional implications.

Florida's Voluntary Pre-K, Headstart, and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.

Additionally, our School Counseling department holds articulation meetings with our feeder pattern pre-schools in the late spring. These meetings provide our school with the opportunity to gain important information regarding incoming kindergarten students.

For students transitioning to middle school there is a session for all 5th graders, where the middle school administrative and school counseling team visit to discuss middle school classes for course selections, expectations, and other like areas to assist with the elementary to middle school transition. For students with IEPs, the school works with the receiving middle school for articulation meetings as a support for these students as they transition to middle school.

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

The school based leadership team will consistently monitor student achievement data and provide intervention opportunities to students, as needed. Progress will be monitored and interventions adjusted based on student data.

The school leadership team identifies areas in need of improvement and sets annual goals that are articulated in the SIP/CIMS. An action plan is then created to address each goal. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in the conversations related to student growth, as well as student academic needs. These needs are prioritized through these conversations and the results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I Part A - see Title I budget.

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 Tutor 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 public 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.

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

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at Belleview Santos.

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

Marion County Public Schools implements standards provided by the state that are to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skill students need to master in each grade (K-12), and subject so they will be prepared to succeed in college, careers, and life.

## Part V: Budget

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|---|---|
| Total: | $454,657.00 |