**Escambia County School District**

# Bellview Middle School



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Bellview Middle School

## 6201 MOBILE HWY, Pensacola, FL 32526

### www.ecsd-fl.schoolloop.com

## Demographics

## Principal: Paul Lovely

Start Date for this Principal: 7/12/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students*<br>Hispanic Students*<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: D (37%)<br><br>2020-21: (31%)<br><br>2018-19: C (45%)<br><br>2017-18: D (40%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | [Rachel Heide](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | N/A |
| **Support Tier** | N/A |
| **ESSA Status** | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1.  have a school grade of D or F
2.  have a graduation rate of 67% or lower
3.  have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.**

Bellview Middle School is a diverse and inclusive school community in which all staff is committed to academic and behavioral excellence. Therefore, Bellview Middle School respects the individual needs of children; fosters a caring, safe and creative environment; and emphasizes the social, emotional, physical, and intellectual development of each child. Bellview exhibits pride, purpose, and perseverance.

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

The vision of Bellview MIddle School is to provide a rich, caring, and stimulating environment where children will be able to recognize and achieve their fullest academic potential.

### School Leadership Team

**Membership**
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.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Lovely, Paul | Principal | As a member of the school leadership team, I provide instructional leadership necessary to design, develop, implement, support, and evaluate the instructional programs utilized at Bellview Middle School. Additional duties and responsibilities summarized: Utilizes current research, outside sources, performance data, and feedback from students, teachers, parents, and the community to make decisions related to the improvement of instruction and student performance. Promotes high student achievement and empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information review performance data and provide feedback to all stakeholders that relate to the success of students. |
| Fulton, Dawn | Assistant Principal | As a member of the school leadership team, I assist the principal in providing instructional leadership necessary to design, develop, implement, support, and evaluate the instructional programs utilized at Bellview Middle School. Additional duties and responsibilities summarized: assist and oversee the daily operations of the school. Supervises curricular and extracurricular activities as assigned. Provides recommendations to the Principal regarding curriculum improvement. Supervises textbook selection, acquisition, and inventory. Assists the Principal in the administration of the summer school program. Assists in developing the master schedule and assignment for students and staff. Assists in the administration of the testing program. Assists in gathering, analyzing, and interpreting data related to student performance. Assists in coordinating the school's acceleration program. |
| Gentry, Brandi | Assistant Principal | As a member of the school leadership team, I assist the principal in providing instructional leadership necessary to design, develop, implement, support, and evaluate the instructional programs utilized at Bellview Middle School. Additional duties and responsibilities summarized: assist and oversee the daily operations of the school. Assists the Principal in overseeing the behavior team. Supervises curricular and extracurricular activities as assigned. Supervises equipment selection, acquisition, and inventory. Assists in the administration of the summer school program. Assists in gathering, analyzing, and interpreting data related to student performance and behavior. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
| Nickerson, Tracey | Curriculum Resource Teacher | RTI Coordinator — As a member of the school leadership team: I meet with administration and staff to review student data with a focus on interventions for learning or behavioral problems. Additional duties and responsibilities include: facilitating meetings to determine and monitor student growth, assisting staff in the use and review of data in the appropriate Rti tiers, and facilitating training and meetings with staff in Rti and attendance. |
| Cobb, LaQuette | Instructional Coach | As a member of the school leadership team, I support the implementation of the Science curriculum at Bellveiw Middle School. I plan, model, and seek resources to assist with instructional enrichment in the classroom and provide continuous instructional support to staff. |
| Inman, Dawn | Instructional Coach | As a member of the school leadership team: I support the implementation of the ELA and Reading curriculum at Bellview Middle School. I plan, model, and seek resources to assist with instructional enrichment in the classroom and provide continuous instructional support to staff. |

## Demographic Information

**Principal start date**
Tuesday 7/12/2022, Paul Lovely

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
10

**Total number of teacher positions allocated to the school**
77

**Total number of students enrolled at the school**
1,022

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
21

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
21

### Demographic Data

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 352 | 347 | 320 | 0 | 0 | 0 | 0 | 1019 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 146 | 108 | 109 | 0 | 0 | 0 | 0 | 363 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 137 | 127 | 0 | 0 | 0 | 0 | 337 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 46 | 46 | 0 | 0 | 0 | 0 | 128 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 28 | 51 | 0 | 0 | 0 | 0 | 117 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 144 | 160 | 172 | 0 | 0 | 0 | 0 | 476 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 179 | 191 | 163 | 0 | 0 | 0 | 0 | 533 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 87 | 119 | 0 | 0 | 0 | 0 | 296 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 136 | 144 | 150 | 0 | 0 | 0 | 0 | 430 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 29 | 18 | 0 | 0 | 0 | 0 | 52 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 30 | 23 | 0 | 0 | 0 | 0 | 65 |

**Date this data was collected or last updated**
Tuesday 8/16/2022

**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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 362 | 388 | 310 | 0 | 0 | 0 | 0 | 1060 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 151 | 131 | 84 | 0 | 0 | 0 | 0 | 366 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 96 | 66 | 0 | 0 | 0 | 0 | 207 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 39 | 60 | 0 | 0 | 0 | 0 | 140 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 41 | 59 | 0 | 0 | 0 | 0 | 161 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 128 | 176 | 151 | 0 | 0 | 0 | 0 | 455 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 176 | 222 | 158 | 0 | 0 | 0 | 0 | 556 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 68 | 62 | 0 | 0 | 0 | 0 | 203 |

**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 | 0 | 0 | 0 | 12 | 27 | 9 | 0 | 0 | 0 | 0 | 48 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 62 | 9 | 0 | 0 | 0 | 0 | 96 |

**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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 362 | 388 | 310 | 0 | 0 | 0 | 0 | 1060 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 151 | 131 | 84 | 0 | 0 | 0 | 0 | 366 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 96 | 66 | 0 | 0 | 0 | 0 | 207 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 39 | 60 | 0 | 0 | 0 | 0 | 140 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 41 | 59 | 0 | 0 | 0 | 0 | 161 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 128 | 176 | 151 | 0 | 0 | 0 | 0 | 455 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 176 | 222 | 158 | 0 | 0 | 0 | 0 | 556 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 68 | 62 | 0 | 0 | 0 | 0 | 203 |

**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 | 0 | 0 | 0 | 12 | 27 | 9 | 0 | 0 | 0 | 0 | 48 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 62 | 9 | 0 | 0 | 0 | 0 | 96 |

## Part II: Needs Assessment/Analysis

**School Data Review**
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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 20% | 41% | 50% | 24% | | | 31% | 48% | 54% |
| ELA Learning Gains | 32% | 42% | 48% | 28% | | | 50% | 52% | 54% |
| ELA Lowest 25th Percentile | 31% | 35% | 38% | 24% | | | 48% | 45% | 47% |
| Math Achievement | 20% | 42% | 54% | 17% | | | 26% | 46% | 58% |
| Math Learning Gains | 39% | 50% | 58% | 22% | | | 42% | 47% | 57% |
| Math Lowest 25th Percentile | 46% | 48% | 55% | 33% | | | 50% | 43% | 51% |
| Science Achievement | 25% | 40% | 49% | 19% | | | 29% | 43% | 51% |
| Social Studies Achievement | 29% | 56% | 71% | 29% | | | 40% | 58% | 72% |

**Grade Level Data Review - State Assessments**
**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 |
| 06 | 2022 | | | | | |
| | 2019 | 27% | 42% | -15% | 54% | -27% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 30% | 43% | -13% | 52% | -22% |
| Cohort Comparison | | -27% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 33% | 50% | -17% | 56% | -23% |
| Cohort Comparison | | -30% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 20% | 36% | -16% | 55% | -35% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 32% | 50% | -18% | 54% | -22% |
| Cohort Comparison | | -20% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 13% | 21% | -8% | 46% | -33% |
| Cohort Comparison | | -32% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 27% | 42% | -15% | 48% | -21% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 39% | 54% | -15% | 71% | -32% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 56% | 52% | 4% | 61% | -5% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 9 | 22 | 30 | 9 | 26 | 35 | 11 | 14 | 92 | | |
| ELL | 7 | 26 | 21 | 16 | 36 | 36 | 13 | 13 | 82 | | |
| ASN | 45 | 50 | | 64 | 59 | | 40 | | 73 | | |
| BLK | 12 | 28 | 35 | 14 | 38 | 49 | 14 | 22 | 97 | | |
| HSP | 23 | 34 | 22 | 19 | 30 | 41 | 32 | 23 | 84 | | |
| MUL | 25 | 32 | 30 | 20 | 39 | 50 | 25 | 29 | 92 | | |
| WHT | 31 | 37 | 28 | 30 | 42 | 38 | 44 | 45 | 74 | | |
| FRL | 19 | 31 | 31 | 19 | 39 | 48 | 25 | 27 | 84 | | |
| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 11 | 15 | 15 | 10 | 19 | 30 | 7 | 17 | 100 | | |
| ELL | 16 | 31 | 25 | 14 | 32 | 33 | | 24 | | | |
| ASN | 75 | 57 | | 69 | 57 | | | | | | |
| BLK | 17 | 23 | 21 | 11 | 19 | 28 | 13 | 20 | 85 | | |
| HSP | 27 | 29 | 22 | 16 | 22 | 38 | 12 | 24 | 86 | | |
| MUL | 25 | 38 | | 22 | 30 | | 26 | 24 | 94 | | |
| WHT | 34 | 34 | 28 | 24 | 25 | 36 | 31 | 50 | 89 | | |
| FRL | 22 | 25 | 20 | 15 | 21 | 31 | 13 | 27 | 88 | | |
| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 16 | 43 | 45 | 16 | 37 | 43 | 17 | 18 | 100 | | |
| ELL | 17 | 42 | 32 | 19 | 49 | 57 | 17 | | | | |
| ASN | 71 | 76 | | 76 | 61 | | 64 | | 100 | | |
| BLK | 22 | 44 | 46 | 17 | 37 | 48 | 19 | 28 | 89 | | |
| HSP | 35 | 55 | 38 | 25 | 47 | 54 | 27 | 54 | 79 | | |
| MUL | 35 | 48 | 64 | 33 | 48 | 50 | 35 | 54 | 83 | | |
| WHT | 46 | 61 | 52 | 40 | 49 | 50 | 51 | 51 | 83 | | |
| FRL | 29 | 50 | 50 | 24 | 40 | 48 | 27 | 36 | 87 | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 36 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 32 |
| Total Points Earned for the Federal Index | 361 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 96% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 28 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 28 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 1 |
| **Asian Students** | |
| Federal Index - Asian Students | 55 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 34 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 34 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | 38 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 41 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 34 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**Data Analysis**
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

The data for the school mostly increased from 2021 to 2022. ELA proficiency dropped 4% points and Civics proficiency stayed consistent. Proficiency has not been above 25% in 3 years for both ELA and math. This is significantly impacting all areas including science and Civics because students reading levels are very low. There were 10% of 6th-graders and 15% of 8th graders retained. There was an average of 50% of teachers/staff vacancies during the 2021-2022 school year. The positions were filled with either by substitutes or other teachers filling in which is a contributing factor to our data. Absences were high for students at and average absenteeism rate of 41%. More specifically, the student absenteeism was the following by grade level: 31% of 6th graders, 34% of 7th graders, 34% of 8th graders.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The data for the school dropped from 2020-2021 in ELA proficiency, by 4%. This drop was across grade levels. This is significantly impacting all areas including science and Civics because the student's reading level is low. Math learning gains (17%), math lower quartile (13%), and science proficiency (6%) increased. Civic proficiency stayed the same. ESSA subgroups are lower than 41% except for two subgroups, this is our greatest need for improvement. (EconDis 36%, ELL 28%, SWD 27%, Non-SWD 39%, Asian 55%, Black 34%, Hispanic 34%, Multiracial 38%, and White 41%) When we raise our ESSA group to 41%, it will also raise our other areas of need.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The contributing factors for data drop include a focus on remediation instead of Tier 1 instruction and the lack of teachers/staff. There were many vacancies and subs across the school. Many teachers utilized resources that were not aligned with the standards and were remedial in nature. Therefore, students did not have access to high-quality instruction or resources that mirrored the level of the standard. Science most improved from 19% to 25%. A Science Coach was added to support teachers, there was an introduction to science stations (labs), family night, the use of common planning, and PD from the Science Coach.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

There is a new curriculum in Math and Science, with scripted lessons. There will be extended common planning for 1 hour for 2-3 days a week with District and School-Based support. There will be classroom walk-throughs to support weekly measures and there will be feedback provided 3 times a week. The Weekly measures that will be reported are; attendance, standards-based instructions, classroom walk-throughs, authentic engagement, and aggressive monitoring and feedback

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The lower quartile had the most growth in math. There were early interventions, with targeted small group instruction. A team identified lower quartile students in November and began after-school tutoring in January. There were also FOCUS Lessons taught during Compass that was done through Closed TV (step-by-step) and students were working through the lesson at the same time.
There is a new curriculum and testing for math. There is common planning for 1 hour for 2-3 days a week with District and School-based support. There will be classroom walkthroughs to support weekly measures and there will be feedback provided 3 times a week. The Weekly measures that will be reported are; attendance, standards-based instructions, classroom walk-throughs, authentic engagement, and aggressive monitoring and feedback. ESE, ELL, and Gen ED Collaborative Planning Time
To continue to increase academic performance amongst students with disabilities (SWD), ELL inclusion special education teachers share a collaborative common planning time with inclusion general education teachers.

**What strategies will need to be implemented in order to accelerate learning?**

Instructional practices will be shifting this year at Bellview Middle. We will have common planning to include the teachers, coach, administration, and district, curriculum team. The focus of the planning will be on Tier 1 and differentiated Tier 1 instruction identifying the standard, learning targets, resources, student engagement strategies, and student discussion techniques. Support for small group environments; Students will be working in intentional collaborative groups based on student data

performance measures and to provide timely interventions to address student deficiencies. The leadership will be having regular data chats with teachers and teachers will be having data chats with students. The leadership team along with the district and state team, when on campus, will walk weekly to ensure the implementation of PD, planning, Tier 1 instruction, and other school initiatives.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The professional development will include PD on the new ELA and math curriculum, classroom management, student engagement strategies, evidence-based strategies for the core content areas, and teacher and student data chats. Planning with the district curriculum team and school coaches will focus on understanding the benchmarks, resource alignment, evidence-based strategies integration, misconceptions, and student productive struggle. Differentiated Learning Opportunities Provide differentiated professional development for both SPED and Gen Ed Math teachers that focus on buildings students' foundational skills and addressing grade-level standards.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

The processes that are put in place this year with a collaboration between district and school-based support will build the capacity of teachers and leaders. Bellview is also building relationships among the teachers so that all feel supported and willing to ask for help when needed. Building relationships will also help with the retention of staff which will allow more continuity. Doing this will enable Bellview MS to become a C or higher in 2023 and remain there without falling back. These processes were inconsistent in previous years and therefore caused the school to not be as successful. The leadership team will closely monitoring Response to Intervention and identification of Tier II and Tier III students by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then benchmarked, after which students are scheduled for intervention services for RTI2 in all K-12 schools. Implementation monitoring is ongoing, and student progress is benchmarked every three weeks. Interventions provided for students are adjusted according to student mastery.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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| **#1. Instructional Practice specifically relating to Standards-aligned Instruction** |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Bellview has not had proficiency above 41% in 3 years. With a focus on standard-aligned instruction, the school will be able to increase its proficiency rate to raise subgroups performance on assessments to 41% or higher. We will increase and sustain student proficiency through an acceleration model in English Language Arts, Mathematics, Science, and Social Studies with high-quality, differentiated, standards-based instruction infused with authentic-cognitive engagement and literacy strategies that are monitored with fidelity. |
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| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | the goal for ELA and math is to increase proficiency from 20% (ELA) and 20% (math) proficiency in 2022 to 30% or higher in 2023. school-wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, and ELL students. Science proficiency will go from 25% in 2022 SSA to 35% or higher in 2023 school-wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, and ELL students. Civics proficiency will increase from 29% proficiency in 2022 to 39% or higher in 2023 school-wide and for all ESSA subgroups including SWD, African American/Black, Economically Disadvantaged, and ELL students. Also, 100% of teachers will provide standards-based instruction. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. Instruction will be monitored daily in a using classroom walk-throughs tool to identify instructional trends. The leadership team will meet weekly to review instructional trends and develop instructional action steps. Students' performance will be monitored using daily formative assessments (e.g., exit slips), summative assessments at the end of each unit (common assessment), and progress monitoring assessments in the Fall, Winter, and Spring. The leadership team will also review school-wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities. |
| **Person responsible for monitoring outcome:** | Paul Lovely (plovely@ecsdfl.us) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | Teachers will participate in the professional development (PD) on providing high-quality, differentiated, standards-based instruction (SBI). In addition, the staff at Bellview will establish a<br>school-wide initiative for a universal approach to common planning.<br>1. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing.<br>2. Provide direct and explicit comprehension strategy instruction in ELA, Science, and Civics. |

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| **implemented for this Area of Focus.** | 3. Provide opportunities for an extended discussion of text meaning and interpretation.<br>4. Utilize writing for a variety of purposes including conveying information, justifying opinions and viewpoints, enhancing understanding of the text, and sharing personal ideas and experiences.<br>5. Expose students to multiple problem-solving strategies (math).<br>6. Teach students how to use visual representations (math).<br>7. Connect and integrate abstract and concrete representations of concepts in science, math, and civics. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Studies show that there needs be a strong focus on PD-to-practice transfer. After teachers participate in PD on high-quality, differentiated, SBI, the MMS universal approach to common planning will focus on the PD-to-practice transfer for SBI. Research increasingly documents the benefits of PD on SBI and effective use of common planning. Schools with effective common planning whom meet a minimum of three-to-four times a week that focuses on SBI and a collective approach to learning experience higher student achievement gains, as measured by state Math and reading test scores, compared with schools with less frequent or no CP (Flowers et al., 2000).<br>"Common planning is a linchpin practice in transforming secondary schools" (Legters, Adams, & Williams, 2012, 1).<br><br>According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on achievement. According to the Teaching Secondary Students to Write Effectively from What Works ClearingHouse, utilizing writing for a variety of purposes shows positive impact on achievement. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on achievement. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse found on What Works Clearinghouse, explicit mathematical Last Modified: 1/30/2022 https://www.floridacims.org Page 20 of 26 representation proved to have a positive effect size on achievement. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a positive the effect size on achievement. |

### 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.

Train leadership team and teachers on standards-based instruction (SBI) to monitor authentic-cognitive engagement, and incorporate literacy strategies as well as the common definition (expectation) for coming to common planning prepared to ensure a consistent, universal approach. The leadership team will meet with teachers to discuss FSA and prior year data for the overall population and specific subgroups. The leadership team will analyze data metrics from district progress monitoring and meet with teachers twice a month and teachers will conduct data chats with students.

| **Person Responsible** | Paul Lovely (plovely@ecsdfl.us) |
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Engage in common planning twice a week: what day, how day (1), and how day (2). After each assessment, the second how day will be used for a data meeting. Professional development will be embedded in common planning to include the implementation of the new ELA curriculum, comprehension strategies, vocabulary, writing, student discourse, multiple problem-solving strategies, use of visual representations, mathematical language, abstract to concrete connections in science with lab integration,

usage of primary and secondary sources in civics, and co-teaching model for ESE teachers
and data analysis to support MTSS.

**Person
Responsible**  Paul Lovely (plovely@ecsdfl.us)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The
coaching will be focused on content knowledge, evidence-based strategies, and instructional
practices. The coaching will be monitored by the School Leadership Team and District Content Specialist
to determine the ongoing coaching cycle.

**Person
Responsible**  Paul Lovely (plovely@ecsdfl.us)

The leadership team will monitor instruction and provide actionable feedback by conducting classroom
walks on a weekly basis in the core content areas to monitor the implementation of common planning and
strategies presented at professional development. The leadership team will provide feedback to teachers
and determine coaching support based on the data metrics and class walks. The team will determine
future instructional practices and identify needs for remediation or reteaching opportunities based on the
qualitative and quantitative data.

**Person
Responsible**  Paul Lovely (plovely@ecsdfl.us)

| **#2. Positive Culture and Environment specifically relating to Attendance and Behavior** |  |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Economically Disadvantaged, SWD, ELL, and Black student subgroups will reduce the percentage receiving office discipline referrals to match the overall school average. Improving Student Achievement Identify at-risk students using the Early Warning signals, RTI2 behavior, and intervention plans. Intervention Teams Utilize cross-functional teams to review attendance, chronic absenteeism, and behavioral data to identify at-risk students. With the infusion of a social-emotional learning curriculum, we will continue to foster the culture of a professional learning community with a student-centered climate that supports academic, behavioral, and mental health for students, staff, and parents through culturally sensitive instruction, implementation of PBIS, and community engagement. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Throughout the year our attendance percentage will be at or above 92% daily. Intervention Programs for Students Implement intervention programs to encourage positive and safe behavior among students including the SEL curriculum. Targeted training to address student discipline, attendance, and chronic absenteeism. Modeling Appropriate Student Behaviors Using the PBIS and RTI strategies, during PLC and monthly faculty meetings the behavior teams will model appropriate student behaviors |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The behavior team (dean, behavior coaches, guidance counselors, ESE chair, and Ms. Gentry (Assistant principal over operations and facilities) will review discipline data (referrals) monthly. The behavior team will meet with teachers monthly to discuss this data and its impacts on student behavior and the quality of the action plan's implementation to determine the next steps for the coming month. Classroom walk-throughs will also be conducted and utilized while looking at this data. |
| **Person responsible for monitoring outcome:** | Brandi Gentry (bgentry@ecsdfl.us) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | 1. Have a multitiered system in place that supports the behavioral practices—from the schoolwide to the individualized levels.<br>2. Provide a continuum of strategies to improve behavior that is based on high-quality research. Tier I- Routines for schoolwide expectations, monitoring teacher implementation,<br>and student use of expectations. Tier II- Monthly social skill groups with behavior coaches<br>and students.<br>3. School staff supports are put in place through professional development to include data-driven professional development for behavior interventions, classroom management, and<br>student behavior feedback. |
| **Rationale for Evidence-based Strategy: Explain the** | According to 10 Key Policies and Practices for Schoolwide and Classroom-Based Behavioral Supports from The University of Texas Meadows Center for Preventing Educational Risk, providing multitiered systems, implementation of student behavior strategies and behavior professional development will lead to increased positive |

**rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

student
behavior and decrease negative student behavior.

**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.

The behavior team (dean, behavior coaches, guidance counselors, ESE chair, and Ms. Gentry (Assistant principal over operations and facilities) will review discipline data (referrals) monthly. The behavior team will meet with teachers monthly to discuss this data and its impacts on student behavior and the quality of the action plan's implementation to determine the next steps for the coming month. Classroom walk-throughs will also be conducted and utilized while looking at this data.

**Person Responsible**     Brandi Gentry (bgentry@ecsdfl.us)

The behavior team will analyze PMDR data, PBIP's, ESE IEP's, and other behavioral data. The team will meet with teachers at the beginning of the year to discuss student behavior and data directly tied to student disabilities pertaining to data. The team will then meet monthly with teachers to discuss data to inform the next steps.

**Person Responsible**     Brandi Gentry (bgentry@ecsdfl.us)

The coaches will identify individual teacher needs and coaching support for teachers who continue to struggle with behavior and classroom management. The coaches will utilize the coaching cycle- classroom observation, planning with the teacher for behavior strategies, modeling and/or co-teach, debrief. This cycle will continue as needed and be finalized once further classroom visits determine the coaching can stop.

**Person Responsible**     Brandi Gentry (bgentry@ecsdfl.us)

The school navigator will help support behaviors by removing barriers that impede positive behavior and attendance. The navigator will provide resources such as uniforms, food, support for parents with utility bills, mental health counseling, and coordination of travel for parents to get to medical appointments, school appointments, and family nights.

**Person Responsible**     Brandi Gentry (bgentry@ecsdfl.us)

The school will develop a school-wide positive behavior plan

**Person Responsible**     Brandi Gentry (bgentry@ecsdfl.us)

| #3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | School grade data and BSI walks indicated a need for explicit and intentional leadership support to implement feedback strategies that result in quality benchmark aligned instruction. The school will implement Get Better Faster (GBF) Observation and Feedback practices and action steps to improve benchmark aligned instruction. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | GBF Observation and feedback strategies will improve teacher practices that produce increased student performance in achievement with a goal of 41% or higher achieving on grade level performance (level 3) on the FAST assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | The School Transformation Office (STO) will be supporting the school-based leadership team to monitor the implementation of the observation and feedback system through monthly Principal meetings, and monthly classroom walks. Feedback about implementation will be provided through STO on a monthly basis. |
| **Person responsible for monitoring outcome:** | Hollie Wilkins (hwilkins@ecsdfl.us) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | The leadership team will utilize a systematic observation and feedback structure. Through this system the leaders are able to provide immediate support for teachers to have a positive effect size on student academic achievement. |

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

This systematic approach to coaching teachers is a blend of directive and nondirective techniques. The focus is on small, specific, and focused moves and responses that have an immediate positive effect on student achievement. These are followed up by direct rehearsal and practice of the moves with the leader. The learning for the teachers is not rote or formulaic. It helps the teacher to anticipate and adjust to ensure learning is occuring. The objective is mindful behavior with management and rigor. Through the guidance of the BSI field team and the STO department, the school leadership team will be learning and implementing this system throughout the entire year receiving feedback from the STO and BSI teams.

**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.

Outline and monitor before-planning expectations (Identify understandings of the benchmark, review curriculum resources, solve assessment questions, review student learning data for prior learning)

| **Person Responsible** | Hollie Wilkins (hwilkins@ecsdfl.us) |
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Attend structured planning with STO/District coaches and school-based coaches utilizing a planning protocol to align Tier 1 instruction to the explicit intent of the standards. (Review benchmarks, identify practice, sequence the instructional strategies, determine taks and item progression, and practice and solve benchmark aligned tasks and questions)

| **Person Responsible** | Hollie Wilkins (hwilkins@ecsdfl.us) |
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Schedule weekly classroom walks for identified teachers/ grade levels to monitor implementation of planning.

| **Person Responsible** | Hollie Wilkins (hwilkins@ecsdfl.us) |
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Conduct weekly classroom walk (when needed utilize coach/specialist to calibrate walk) and identify an action step from Get Better Faster (GBF) for teacher based on GBF waterfall and schedule feedback meeting with teacher. (Utilize GBF waterfall, plans, and video lesson)

| **Person Responsible** | Hollie Wilkins (hwilkins@ecsdfl.us) |
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Write feedback script (GBF script protocol- See it, Name it, Do it)- utilize coach/specialist to support script writing.

| **Person Responsible** | Hollie Wilkins (hwilkins@ecsdfl.us) |
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Meet with identified teacher for feedback meeting (follow GBF feedback meeting protocol) to discuss, practice, and stamp learning for teacher action step and schedule follow up classroom walk.

| **Person Responsible** | Hollie Wilkins (hwilkins@ecsdfl.us) |
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Conduct follow up classroom walks to identify implementation of action steps, provide feedback to teacher, and determine if action step will be continued or changed based on data.

| **Person Responsible** | Hollie Wilkins (hwilkins@ecsdfl.us) |
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Document teacher action steps, classroom observations, feedback meeting scripts, and notes on teacher tracker for stakeholder alignment. (School-based admin, coaches/ specialist, district, BSI)

| **Person Responsible** | Hollie Wilkins (hwilkins@ecsdfl.us) |
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## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Bellview Middle school will target the following activities to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students:
1. Workshops will be held monthly to share updates about the culture of our school and provide opportunities
for stakeholders to get involved, and allow time and space for meaningful conversations with our parents and
other community members.
2. Provide families with social needs (food, clothing, housing, healthcare, etc.) referrals to the Navigator to access assistance.
3. Provide students with supportive mental health services through our guidance department and Children's Home Society (CHS) mental health counseling and Ms. Kendra.
4. Teachers will be supported by school content coaches, and district specialist
in planning standards-based lessons to ensure student access to high-quality content.
5. Bellview will strengthen our PBIS incentive program for students utilizing school-wide expectations.
6. Bellview will implement and use restorative justice practices to assist students with conflict through be restorative circles and peer mediation.
7. Bellview behavior team will ensure that students are held accountable for actions using clear, consistent, and fair disciplinary procedures.
8. Bellview will utilize the RtI process for identifying behavior concerns and addressing students with individualized behavior plans and interventions to assist and accommodate students in learning alternate behaviors.

### Identify the stakeholders and their role in promoting a positive school culture and environment.

All steps in building a positive culture and environment will be overseen by the administrative team
1. The administrative team and school coaches will plan and participate in workshops and professional development on culture and environment.
2. CHS Navigator will provide services to students and families and report monthly services to the administration.

3. The school guidance counselors and mental health counselors will provide services to students and report monthly services to the administration.

4. Content area specialists from the district and school coaches will collaborate with teachers. The administration will have an assigned content area to support. (D. Fulton- Math, P. Lovely- ELA/Civics, B. Gentry- Science) Additional support in planning and instructional walk-throughs will be provided by District personnel.

5. PBIS system will be supported by PBIS Coach Floyd-Johnson.

6. Behavior Coach, RtI Coordinator and school counselors will support by creating and monitoring behavior plans and interventions.