Marion County Public Schools

BELLEVIEW ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Belleview Elementary we provide a safe, inclusive, and engaging learning environment where high expectations, strong relationships, and standards based instruction empower all students to grow academically, socially and emotionally.

Provide the school's vision statement

Belleview Elementary inspires every student to achieve their fullest potential as confident, curious, and compassionate lifelong learners.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Rebekah Winkler

rebekah.winkler@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and provide successful high-quality experiences for students in a safe and orderly environment. To supervise all administrative, instructional, and non-instructional personnel assigned to the school.

Leadership Team Member #2

Employee's Name
Edward Helfrey

edward.helfrey@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Assists the principal in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies. The assistant principal further assists the principal in the assessment of school staff, with monitoring the implementation of the intervention and necessary documentation. He will assist with the delivery of professional development for effective instructional delivery. The assistant principal careful monitors the additional academic support schedule to ensure all personnel is serving in their specific areas.

Leadership Team Member #3

Employee's Name
Shalonda Guy

shalonda.guy@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

To implement disciplinary procedures and policies to ensure a safe and orderly environment for students and staff. In addition, work with students and parents in creating educational plans for students to ensure behavioral and academic success.

Leadership Team Member #4

Employee's Name
Trudy Flood

trudy.flood@marion.k12.fl.us

Position Title
Math/Science Content Area Specialist

Job Duties and Responsibilities

The Content Area Specialist serves as an academic coach for teachers and paraprofessionals utilizing effective coaching practices to build capacity and support teacher pedagogy in the area of Mathematics and Science. The Content Area serves as an intervention specialist for targeted students and teachers based on mathematical and science needs. The coach teaches and remediate targeted students based on data.

Leadership Team Member #5

Employee's Name
Wendy Earnest

wendy.earnest@marion.k12.fl.us

Position Title
Literacy Content Area Specialist

Job Duties and Responsibilities

The Content Area Specialist serves as an academic coach for teachers and paraprofessionals utilizing effective coaching practices to build capacity and support teacher pedagogy in the area of Literacy. The Content Area serves as an intervention specialist for targeted students and teachers based on reading needs. The coach teaches and remediate targeted students based on data.

Leadership Team Member #6

Employee's Name
Chloe Parker

chloe.parker@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor provides students with educational, personal, and vocational counseling and to identify and coordinate all available resources to empower students to reach their full potential. The school counselor further participates in collection, interpretation, and analysis of data to facilitate the development of social emotional intervention plans for students and families.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

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

The development of the SIP goals was in partnership with the leadership team and School Advisory Committee based on data. Data was shared and disaggregated to determine the areas of greatest need of students and school. Trends were uncovered and discussed. Then possible solutions to meet the needs and increase student achievement were developed.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored for effective implementation after the F.A.S.T. and STAR Assessments PM1, PM2, and PM3 F.A.S.T. windows. Data for those students in the bottom quartile and those scoring in the non-proficient range will be analyzed to determine the effectiveness of the plan. Instructional decisions will be revised as needed in order to ensure continuous improvement for students to increase proficiency levels.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	110	110	119	117	98	105				659
Absent 10% or more school days	12	10	12	13	9	6				62
One or more suspensions	3	4	23	17	20	15				82
Course failure in English Language Arts (ELA)	20	11	25	49	52	51				208
Course failure in Math	20	12	19	49	53	51				204
Level 1 on statewide ELA assessment	31	33	45	39	33	22				203
Level 1 on statewide Math assessment	21	23	37	24	33	22				160
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	2	12	31						51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	6	15	17	14					58

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	24	45	61	45	34				217

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	3	24						30
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	101	105	107	121	96	120				650
Absent 10% or more school days	6	11	8	11	7	9				52
One or more suspensions	1	8	9	20	8	26				72
Course failure in English Language Arts (ELA)	3	18	23	38	9	24				115
Course failure in Math	9	17	20	25	8	32				111
Level 1 on statewide ELA assessment	21	39	40	36	24	40				200
Level 1 on statewide Math assessment	27	25	41	34	19	43				189
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	39	40	36						136
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	27	25	41	34	20					147

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	32	27	46	31	42				189

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			4	19						23
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	50	62	50	47	59	41	46	57
Grade 3 ELA Achievement	49	47	61	55	46	59	46	44	58
ELA Learning Gains	56	58	63	52	53	60	47	56	60
ELA Lowest 25th Percentile	59	58	58	49	57	56	61	58	57
Math Achievement*	49	55	66	46	51	64	45	51	62
Math Learning Gains	53	58	64	52	53	63	40	56	62
Math Lowest 25th Percentile	33	48	50	51	47	51	33	50	52
Science Achievement	48	50	62	39	44	58	43	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	396
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
50%	52%	47%	51%	49%	53%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	7	
English Language Learners	45%	No		
Black/African American Students	47%	No		
Hispanic Students	51%	No		
Multiracial Students	26%	Yes	1	1
White Students	51%	No		
Economically Disadvantaged Students	43%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	49%	49%	56%	59%	49%	53%	33%	48%					
Students With Disabilities	23%	33%	47%	52%	20%	32%	33%	22%					
English Language Learners	50%	46%	66%		38%	45%		24%					
Black/African American Students	36%	41%	63%		39%	58%	45%						
Hispanic Students	53%	59%	58%	69%	48%	51%	38%	32%					
Multiracial Students	24%		38%		25%	18%							
White Students	53%	45%	55%	57%	54%	56%	24%	65%					
Economically Disadvantaged Students	42%	40%	51%	54%	41%	47%	30%	42%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%	55%	52%	49%	46%	52%	51%	39%					71%
Students With Disabilities	29%	36%	39%	38%	28%	43%	42%	8%					
English Language Learners	43%	64%	52%		39%	36%							71%
Black/African American Students	22%	20%	35%	38%	22%	37%		20%					
Hispanic Students	48%	63%	54%	67%	43%	50%	50%	29%					69%
Multiracial Students	40%		33%		53%	67%							
White Students	57%	58%	55%	52%	50%	54%	52%	47%					
Economically Disadvantaged Students	45%	47%	50%	53%	39%	48%	50%	36%					65%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	41%	46%	47%	61%	45%	40%	33%	43%					63%
Students With Disabilities	18%	23%	37%	54%	24%	23%	18%	0%					
English Language Learners	29%	43%	42%	60%	45%	50%	50%						63%
Black/African American Students	23%		29%		36%	25%							
Hispanic Students	37%	46%	42%	53%	49%	43%	44%	31%					62%
Multiracial Students	43%		69%		55%	43%							
White Students	45%	53%	47%	64%	43%	40%	33%	50%					
Economically Disadvantaged Students	36%	41%	41%	57%	38%	37%	38%	36%					75%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	46%	0%	60%	-14%
ELA	4	45%	50%	-5%	60%	-15%
ELA	5	51%	53%	-2%	61%	-10%
Math	3	54%	56%	-2%	66%	-12%
Math	4	45%	53%	-8%	65%	-20%
Math	5	42%	54%	-12%	62%	-20%
Science	5	47%	50%	-3%	60%	-13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

In K-2 Math data showed the greatest overall improvement, especially in Pre-K and Kindergarten. Math proficiency demonstrated the strongest gains in KG with Math PM3 increasing from 38% in 24-25 SY to 59% 25-26 SY. 2nd Grade Math for PM3 increased from 40% to 46%. This growth can be attributed to enhanced data-driven instruction, targeted interventions, frequent progress monitoring, and increased opportunities for differentiated math practice and support.
Based on the 3rd-5th grade Comparative data, Math also showed the greatest improvement with the strongest gain occurring in 3rd grade math. 3rd grade math scored increased from 43% in 24-25 SY to 54% in the 25-26 SY. In addition, the PM3-to-PM3 growth increased from 24% to 36% demonstrating stronger student progress throughout the year. To support math achievement, Belleview Elementary implemented several targeted strategies including increasing data-driven small group instruction based on strategic progress monitoring assessments and District Benchmarks. Collaborative planning were used to analyze student misconceptions and share effective instructional strategies. This growth in math for grades K-5 was supported through targeted interventions, frequent progress monitoring, data-driven instruction, collaborative planning, and increased opportunities for students to engage in rigorous, standards-based math learning experiences.

Lowest Performance

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

While math at Belleview Elementary showed the most improvement this school year, it also showed the lowest overall proficiency.

In K-2 the lowest proficiency for 25-26 SY was in KG with 44%. 2nd grade had the lowest growth in K-2 with only 20% of students growing in ELA and only 19% growing in Math. A contributing factor is student attendance and teacher knowledge of math and ELA concepts.

4th Grade Math, which had the lowest PM3 proficiency rate at 47%. In addition, 4th Grade Math showed the lowest growth from PM1 to PM2 (6%), indicating slower progress throughout the year compared to other grades and subjects. Contributing factors to the lower mathematics performance

include that students entered the school year with gaps in foundational math skills and prerequisite standards. The transition from foundational computation to more complex problem-solving and mathematical reasoning created challenges for many students. The relatively low PM1 scores (4%–10% across 3-5 grades) suggest that many students began the year significantly below proficiency. Growth between PM1 and PM2 was limited in all grades 3-5, particularly 4th Grade, making it difficult to close achievement gaps before PM3. Trends in 3-5 are that students required additional opportunities for targeted intervention and practice with grade-level standards.

Greatest Decline

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

In K-2 1st grade showed the greatest decline from the prior year. In ELA scores dropped from 49% proficiency at PM 3 for the 24-25 SY to only 45% proficiency for PM 3 the 25-26 SY. In math scores dropped from 54% proficiency at PM 3 for the 24-25 SY to only 52% proficiency for PM 3 the 25-26 SY. Contributing factors included gaps in foundational math skills, slower early-year growth, and the need for additional targeted support.

Greatest Gap

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

When compared to the state average 3rd grade reading proficiency had that greatest gap. Contributing factors include inconsistent Tier 1 instruction and a lack of opportunity for students to read, write, and speak daily. Trends include students coming out of 2nd grade at a level 1, which makes it harder for 3rd grade teachers to close the gap.

EWS Areas of Concern

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

One significant area of concern is the large number of students failing core academic courses. 208 students received a course failure in ELA. 204 students received a course failure in Mathematics. The highest concentrations occur in the grades 3-5. With nearly one-third of the school's enrollment demonstrating course failure in ELA and Math, this data suggests the need for continued academic interventions, progress monitoring, and targeted support for students struggling to meet grade-level expectations. The trend indicates that academic challenges become more pronounced as students move into the upper elementary grades where instructional rigor increases. Another area of concern is the number of students scoring at Level 1 on statewide assessments, particularly in ELA. During the 2025-26 SY 203 students scored Level 1 in ELA school wide. 160 students scored Level 1 in

Math. Grade levels with the highest numbers include, 2nd grade ELA and math, 3rd grade ELA and 4th grade ELA and Math.

The two greatest concerns identified through the EWS data are high rates of course failures in ELA and Mathematics, particularly in Grades 3–5 and a large number of students performing at Level 1 on statewide assessments, indicating persistent academic skill deficits. These trends suggest a need for strengthened Tier 2 and Tier 3 interventions, targeted instructional support, frequent progress monitoring, and continued focus on foundational literacy and mathematics skills to improve student outcomes and reduce future risk indicators.

Highest Priorities

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

The highest priorities at Belleview Elementary for the 26-27 SY include:

1. *Strengthening Standards-based core instruction.* This will be done by all instruction is tightly aligned to the Florida benchmarks. Increase the use of grade-level complex texts, tasks, and mathematical problem-solving opportunities. Implement consistent learning targets and success criteria in every classroom. Infuse PD topics of Guided practice vs. independent practice, Cognitive science of learning principles, explicit instruction principles, and strategies to get students reading, writing, and speaking in every subject area daily. These PD focus topics will be included in Collaborative planning.

2. *Improve Literacy Instruction Across All Content Areas.* This will be done by strengthen vocabulary, comprehension, and writing instruction schoolwide. Teachers will be guided through collaborative planning to implement evidence-based reading practices, especially in Grades K-3. There will be discussion in collaborative planning to increase opportunities for structured discourse and academic language development. There will be an increased focus on closing literacy gaps for students identified as Level 1 and those with substantial reading deficiencies. In order to enhance Mathematics instruction we will prioritize conceptual understanding, mathematical reasoning, and problem-solving. To engage students in literacy in the math classroom, there will be an increase in daily opportunities for students to explain mathematical thinking.

3. *Increase Student Engagement and Attendance through Strengthen Classroom Management and Positive Behavioral Supports.* This will be done through Implementing high-engagement instructional strategies that promote active learning. Attendance trends will be monitored and support will be provided for students approaching chronic absenteeism. Through collaboration the CAS's will ensure that students are receive engaging, rigorous instruction that encourages consistent participation. The Student services manager will establish consistent schoolwide expectations and routines, implement

proactive behavior supports to reduce disciplinary incidents, and provide teachers with strategies to maximize instructional time and student engagement.

4. *Utilize Data to Drive Instructional Decisions.* The principal and assistant principal will conduct regular data chats focused on student work and assessment results. Weekly classroom walkthroughs will monitor student progress frequently and adjust instruction accordingly. FAST/STAR data and District Benchmark Assessment data will be used to identify trends and target instructional needs before students fall behind.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

This will be done by ensuring that all instruction is tightly aligned to the Florida benchmarks. Increase the use of grade-level complex texts, tasks, and mathematical problem-solving opportunities. Implement consistent learning targets and success criteria in every classroom. Infuse PD topics of Guided practice vs. independent practice, Cognitive science of learning principles, explicit instruction principles, and strategies to get students reading, writing, and speaking in every subject area daily. These PD focus topics will be included in Collaborative planning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By PM3 2027, through consistent implementation of benchmark-aligned instruction, data-driven planning, and standards-based differentiation, students in Grades 3-5 will demonstrate increased proficiency on FAST assessments by a minimum of 5 percentage points in ELA and Mathematics at each grade level.

	ELA PM3 25-26	ELA PM3 Goal 26-27	Math PM3 25-26	Math PM3 Goal 26-27
3rd	46%	51%	54%	59%
4th	45%	50%	47%	52%
5th	51%	56%	42%	47%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The area of focus will be monitored through collaboration and weekly walkthrough data. For 3-5th grade ELA we will use benchmark-aligned weekly lesson planning focused on priority standards,

implement daily close reading and text-dependent questioning and utilize common formative assessments to identify misconceptions and adjust instruction. In 3-5th grade math we will maintain strong performance while targeting identified benchmark gaps, increase opportunities for mathematical discourse and problem-solving aligned to Big M item specifications and conduct data chats to monitor student mastery.

Person responsible for monitoring outcome
Rebekah Winkler

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
All instructional staff will participate in weekly collaboration where benchmark-aligned planning and best practice instructional strategies will be discussed for implementation during each lesson in Reading, Math, and Science. Students will be provided the opportunity to read, write, and speak daily in all subject areas.

Rationale:
According to Hattie's Index of Teaching and Learning Strategies. "Teachers that participate if effective and intentional planning and prediction have the potential to accelerate student achievement with an effect size of .76."

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaboration schedule

Person Monitoring:
Edward Helfrey

By When/Frequency:
August 18, 2026 -Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaboration will be scheduled for all instructional staff members. A member of the administrative will be assigned grade levels and will actively participate in the collaborative sessions. Members of admin will then do walk throughs to follow up on the delivery of instruction based on collaborative planning to provide specific feedback to teachers.

Action Step #2
Walkthrough and Feedback

Person Monitoring:
Rebekah Winkler

By When/Frequency:
August 11th, 2026 - Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Principal and Assistant Principal will do walkthroughs of their assigned grade levels to follow up on the delivery of
instruction based on collaborative planning to provide specific feedback to teachers.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Multiracial Students (MUL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SWD students have been below 41% for the last 6 years. ELA achievement was 23% in 2025-26, 33% in 2024-25. and 25% in 23-24.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of guided practice to support student learning and Tier 1 focusing on cognitive load strategies as needed, the results from the 2027 FAST Assessment will show a 10% increase for SWD.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Assessments listed will be administered and data will be disaggregated to determine progress towards proficiency:
STAR Early Literacy VPK -1
STAR Reading 1-2
STAR Mathematics K-2
FAST Assessments in 3-5 in ELA & Math
District BA (Benchmark Assessments)
District DPMA (District Progress Monitoring Assessment

Person responsible for monitoring outcome
Edward Helfrey

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The evidence based intervention to support the underperforming groups is Guided Practice. Teachers build support for students in learning to assist students in attaining grade-level information. Teachers gradually take these supports away as needed. Teachers model, offer feedback, and coaching as students are learning.

Rationale:
Hattie's Index of Teaching and Learning Strategies presents "scaffolding has an 0.82 effect size." Typically, the four steps include: I do, We do, You do together, and then You do alone. This scaffolds the learning process and supports students through guided practice.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Lesson Planning in Collaboration

Person Monitoring:
Rebekah Winkler

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Scaffolded supports will be planned for during collaboration and included in teacher's weekly lesson plans to support all ESSA subgroups. Members of admin will do walk-throughs to observe the implementation of these scaffolded lessons being implemented during whole and small group instruction. Teachers will be provided specific feedback on the implementation and the gradual release of these scaffolds as needed.

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Reading Proficiency is the area of focus. The results of the 2025-26 statewide FAST PM3 progress monitoring assessment, indicated that the following percentage of students in Grades K-2 earned a score below a Level 3:
54% of Kindergarteners fell below a Level 3 on Early Star Literacy
51% of 1st Graders fell below a Level 3 on Star Reading
48% of 2nd Graders fell below a Level 3 on Star Reading
The results of the 2025-26 statewide FAST PM3 progress monitoring assessment, indicated that the following percentage of students in Grades 3-5 did not score Level 3 or above:
54% of 3rd Graders scored below a Level 3 on FAST PM3
55% of 4th Graders scored below a Level 3 on FAST PM3
49% of 5th Graders scored below a Level 3 on FAST PM3
Proficiency numbers show 50% of students at Belleview Elementary are not proficient in reading. If Tier-1 benchmark-aligned instruction is implemented in classrooms, students will be able to practice, interact, and master grade level benchmarks which will increase proficiency in reading.

Due to 54% of Kindergarteners, 51% of 1st graders, and 48% of second graders not scoring a Level 3 or higher, improving foundational and phonics instruction to improve reading comprehension is a focus. As a result, during the 2026-27 school year, teachers will provide, with fidelity, intensive instruction for mastery in foundational and phonics skills using UFLI during Tier 1 instruction. Additional support in UFLI and SIPPS will be provided for those students in Tier 2 & 3. Teachers requiring additional support in delivering quality Tier 1 Foundational and Phonics will receive support through collaboration and modeling to focus on the delivery of and student engagement of benchmark-based phonics lessons and activities.

54% of 3rd, 55% of 4th, and 49% of 5th grade students scored below a level 3 on the FAST PM3 assessment. To improve
reading proficiency, teachers will be provided supported collaboration opportunities of Tier 1 instruction with a focus on grade-level benchmark planning. Additional instruction will focus on providing students intensive mastery of fluency, vocabulary, comprehension, and phonics, as needed. Benchmark Advanced will be used for Tier 1, Read 180 for vocabulary and comprehension, and SIPPS for intensive phonics instruction. Language Power will be used to support ESOL students, as needed.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional practices focused on providing foundational and phonics instruction to improve reading

comprehension are part of the plan to deliver quality Tier 1 instruction. Foundational and phonics skills will be supported using UFLI during Tier 1 instruction. Additional support in UFLI and SIPPS will be provided for those students in Tier 2 & 3. Teachers requiring additional support in delivering quality Tier 1 Foundational and Phonics will receive support through collaboration and modeling to focus on the delivery of and student engagement in benchmark-based phonics lessons and activities.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Teachers will be provided with supported collaboration opportunities for Tier 1 instruction with a focus on grade-level benchmark planning for improving their instructional practice related to Reading/ELA. Additional instruction will focus on providing students with intensive mastery of fluency, vocabulary, comprehension, and phonics, as needed. Benchmark Advanced will be used for Tier 1, Read 180 for vocabulary and comprehension, and SIPPS for intensive phonics instruction. Language Power will be used to support ESOL students, as needed.

Grades K-2: Measurable Outcome(s)

Measurable outcomes for k-2 grade proficiency will be as follows:
KG will improve from 45% to 48%
1st grade will improve from 41% to 47%
2nd grade will improve from 45% to 48%

Grades 3-5: Measurable Outcome(s)

Measurable outcomes for 3rd-5th grade proficiency will improve as follows:
3rd grade will improve from 46% to 50%
4th grade will improve from 45% to 51%
5th grade will improve from 51% to 54%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Area of Focus will be monitored throughout the collection of formative assessment data, data review from State testing, and District Assessments (DA). It will further be monitored during class walkthroughs of observations of classroom implementation of instruction. Classroom engagement will be noted and feedback will be provided to teachers.Teachers will participate in data meetings with leadership throughout the year to determine progress and to develop action steps in response to assessment data

Person responsible for monitoring outcome

Rebekah Winkler

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
In addition to the Tier 1 Reading/ELA Savvas resources, the following interventions will be utilized: SIPPS will be used for those students in K-5 who have a phonological and phonics deficiency. UFLI will be used in Tier 1 instruction as well as to remediate in Grades K-3. Read Naturally/Read Live will support student fluency, while Lexia Core and Read 180 will fill gaps for students deficient in vocabulary and/or comprehension for 2nd – 5th graders. Language Power will be used for our ESOL students to support oral language and language acquisition.

Rationale:
Each of the above intervention programs addresses areas pf specific needs and students are place in these programs based on their individual needs. The programs selected have shown to effectives for the targeted population. Additionally, the evidenced-based practices address the areas of student need.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Program Monitoring

Person Monitoring:
Victoria Thomas

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each of the above intervention programs addresses areas pf specific needs and students are place in these programs based on their individual needs. The programs selected have shown to effectives for the targeted population. Additionally, the evidenced-based practices address the areas of student need.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

By the end of the 2026–2027 school year, Belleview Elementary School will reduce the percentage of students classified as chronically absent from 30.33% to 20% or less, while increasing the percentage of students with no attendance concerns from 38.30% to at least 50%. Special attention will be given to students identified as nearly chronic (15.17%) and trending chronic (16.20%) to prevent escalation into chronic absenteeism through targeted interventions, family engagement, attendance monitoring, and student support systems.

Students in Pre-K and Kindergarten acquire foundational skills in early literacy, language development, number sense, and social-emotional learning. Frequent absences result in missed opportunities for direct instruction and skill-building experiences that are critical for future academic success. Students who miss significant instructional time often enter first grade below benchmark expectations and require additional intervention supports. Data indicates a need for targeted family engagement efforts focused on the importance of daily attendance during the foundational years of schooling. Students in Grades 1–3 transition from learning foundational reading skills to applying reading as a tool for learning across content areas. Absences during these years can impede reading proficiency, mathematics growth, and overall academic progress. Students who are not present for core instruction often experience gaps that become increasingly difficult to close. Additionally, these grades have sizeable percentages of students who are trending or nearly chronic, indicating opportunities for preventative interventions. Students in Grades 4 and 5 engage with increasingly rigorous standards and participate in state accountability assessments. Chronic absenteeism can lead to learning gaps in reading, mathematics, science, and writing, reducing student achievement and preparedness for middle school. These rates suggest a need for continued intervention and monitoring to ensure students are adequately prepared for secondary education.

Attendance is one of the strongest indicators of student success. The data reveal that nearly one-third of Belleview Elementary students are already chronically absent, and an additional one-third are at risk of reaching that designation. Chronic absenteeism affects academic achievement, intervention effectiveness, social-emotional development, and school accountability outcomes.
Because the highest rates occur in grades responsible for establishing foundational skills (Pre-K, Kindergarten) and in transition grades preparing students for increased academic rigor (Grades 4 and 5), reducing chronic absenteeism has been identified as a critical schoolwide improvement priority. Addressing attendance proactively will increase instructional time, strengthen student achievement, and improve long-term educational outcomes for all students at Belleview Elementary School.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on attendance data indicating that 30.29% of Belleview Elementary students are currently chronically absent, the school will implement a comprehensive attendance improvement plan to reduce chronic absenteeism by at least 10 percentage points, from 30.29% to 20.0% or lower, by the end of the 2026–2027 school year.

Attendance data reveal that only 38.30% of students have no attendance concerns, while 61.7% of students are either chronically absent, nearly chronic, or trending chronic. This pattern significantly impacts student achievement because missed instructional time reduces opportunities for mastery of grade-level standards, intervention participation, and consistent engagement in learning. The data review identified the greatest attendance concerns in Pre-K, Kindergarten, Grade 4, and Grade 5, making these grade levels a priority for targeted attendance interventions. Chronic absenteeism in the primary grades limits the development of foundational literacy, language, and numeracy skills, while absenteeism in intermediate grades negatively impacts achievement on state assessments and readiness for middle school.

By the end of the 2026–2027 school year, Belleview Elementary will:

- Reduce schoolwide chronic absenteeism from 30.33% to 20.0% or lower.
- Increase the percentage of students with No Attendance Issues from 38.30% to at least 50%.
- Reduce the number of students identified as Trending Chronic and Nearly Chronic by at least 25%.
- Achieve measurable reductions in chronic absenteeism in the identified focus grades: Pre-K, Kindergarten, 1st, Grade 4, and Grade 5.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To ensure progress toward the schoolwide goal, Belleview Elementary will review attendance data biweekly through attendance committee and leadership team meetings. Identify students approaching the 10% absenteeism threshold and provide immediate intervention. Conduct family outreach for students identified as trending chronic or nearly chronic. Recognize and celebrate improved attendance at the classroom, grade-level, and schoolwide levels. Monitor monthly progress toward grade-level attendance targets and adjust interventions as needed.

Person responsible for monitoring outcome

Rebekah Winkler

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Implement a comprehensive attendance program that promotes the importance of daily attendance through classroom lessons, school-wide campaigns, recognition programs, parent communication, and regular attendance monitoring. Attendance expectations are clearly communicated to all students and families throughout the year.

Rationale:
With only 38.3% of students demonstrating no attendance concerns, attendance must become a schoolwide priority. Research indicates that positive messaging, family engagement, and frequent communication improve attendance outcomes by helping students and families understand the relationship between attendance and academic success. Since over 60% of students fall into an attendance-risk category, universal prevention strategies are needed to improve attendance habits across all grade levels.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Students identified as "Trending Chronic" (16.2%) and "Nearly Chronic" (15.17%) receive targeted interventions before reaching chronic absentee status. Interventions include attendance contracts, attendance mentoring, parent conferences, frequent communication, and individualized attendance improvement plans.

Rationale:
More than 31% of Belleview Elementary students are at risk of becoming chronically absent but have not yet reached that threshold. Research shows early identification and intervention are among the most effective ways to prevent chronic absenteeism. Focusing on this group provides the greatest opportunity to significantly reduce chronic absenteeism before patterns become entrenched.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Students identified as chronically absent (30.33%) receive intensive, individualized interventions designed to address root causes of absenteeism. Supports may include home visits, multidisciplinary problem-solving meetings, wraparound services, behavior supports, counseling, community agency partnerships, and frequent progress monitoring.

Rationale:
Nearly one-third of Belleview Elementary students are chronically absent, with especially high rates in PK (45%), Kindergarten (34%), Grades 4 (32%), and 5 (33%). Research indicates that chronic absenteeism is often linked to multiple barriers, including transportation, health concerns, family circumstances, disengagement, and social-emotional needs. Intensive interventions are necessary to identify and remove individual attendance barriers.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Tier 1: Establish a schoolwide attendance campaign with a consistent message ("Every Student. Every Day. All Day"). Share monthly attendance data with staff, students, and families. Recognize classrooms and students with improved or exemplary attendance. Include attendance expectations during Open House, family nights, and registration events. Conduct weekly attendance reviews during PLC and leadership team meetings. Provide attendance education lessons that connect attendance to academic achievement.

Person Monitoring:
Rebekah Winkler

By When/Frequency:
August 10th, 2026/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly data will be shared with families. Attendance expectations will be shared during Open House, orientation, and parent events. Notifications will be sent through district communication platforms when students approach attendance thresholds.
Monthly classroom attendance celebrations will be tracked and individual growth awards for students who improve attendance will be given. There will be weekly grade-level attendance competitions.

Action Step #2
Tier 2: Create an Early Warning Attendance Team that meets biweekly. Generate attendance reports every two weeks to identify at-risk students. Assign attendance mentors to students demonstrating attendance concerns. Conduct parent conferences after five or more absences. Develop attendance improvement plans with student and parent input. Implement Check-In/Check-Out systems for identified students. Provide transportation, healthcare, or community resource referrals when barriers are identified.

Person Monitoring:
Rebekah Winkler

By When/Frequency:
August 24th, 2026/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Early Warning Attendance Team will meet bi-weekly to discuss students in need of intervention. Attendance plans will be shared.

Action Step #3
Tier 3:

Person Monitoring:
Rebekah Winkler

By When/Frequency:
September 1st, 2026/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct Student Attendance Review Team meetings for chronically absent students.
Complete attendance problem-solving interviews with families.
Conduct home visits when necessary.
Develop individualized attendance success plans.

Collaborate with school counselors, social workers, nurses, and community agencies.
Monitor attendance weekly and communicate progress with families.
Utilize MTSS and Child Study Team processes to identify and address barriers impacting attendance.
Consider incentives tied to incremental attendance improvements.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The school Improvement Plan will be presented to all staff members during a faculty, grade level, and/or paraprofessional meeting. It will be presented at the next scheduled SAC meeting once approved. Data will be review quarterly and shared with staff during data digs, collaboration, faculty meeting, grade level, and/or paraprofessional meetings. Data will be presented to SAC at its quarterly meetings. Data will be analyzed to determine if achievement is on the trajectory to meet goals outlined in the SIP. The School Improvement plan will be posted to the school's website: bve.marionschools.net

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The School will provide opportunities for parents, families and other community stakeholders to participate in quarterly event that will build positive relationships and assist in fulfilling the school's mission to support the needs of our students. Parents, families, and other community stakeholders will have opportunities to make suggestions and provide feedback about the program currently being utilized at the school through parent surveys that are distributed during family engagement events, through SAC, and through the district office. The Parent and Family Engagement Plan will be posted

to the school's website: bve.marionschools.net

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Belleview's area of focus is to continue to provide teachers with supported collaboration focusing on Tier 1 instruction with the assistance of district scripted benchmark-based lesson plans in ELA and Math with an emphasis on what the teacher and students will do during the lesson. Teacher Think Alouds, and guided practice, and having students reading, writing, and discussing in every subject, every day, will be major focuses during weekly collaboration. By improving the delivery of Tier 1 instruction that is aligned to the benchmarks, student proficiency in ELA and Math will increase. Specific time frames are embedded within the district lessons to assist teachers with pacing and time-management, thus increasing quality instructional time on task and decreasing the amount of off-tasks behaviors that lead to classroom distractions and interruptions.
Additionally, the Master Schedule has been developed to maximize instructional time and decrease excessive transitions and movements. MTSS time has been scheduled with grade level bands, K-2 and 3-5. This allows us to maximize resources to decrease the number of individual student-to-teacher ratios in phonological and phonics intervention programs so they received more individual support

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan for improvement is developed with the assistance of a local resource, Reading Pals sponsored by United Way, to assist young students with foundational literacy schools. Tutors meet with kindergarten students twice a week to read with students to increase students' background knowledge and exposure to a richer vocabulary. We also partner with another local organization, Tutors for Kids. Tutors work with all grade levels to help students develop foundational and reading comprehension skills. Additionally, Belleview Elementary partners with the FANS, program. This program teaches students and families about the importance of healthy eating options and regular physical exercise. In promoting these healthy lifestyles, students learn the positive effects these options have on their ability to learn and retain information.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school implements the Caring School Community program which teaches and equips students in how to function in the "real" world. Communication (via email, faculty meetings, and trainings) from the school counselor, admin team, and other mental health service providers is constantly shared with staff concerning students emotional and mental wellbeing. Teachers are mandated to inform the school counselor if they discover or suspect a student or family is in need of counseling support. The school counselor meets with students regularly to help students problem solve situations that cause stress. Counselors have a list of outside mental health services and agencies that are provided to families of students needing assistance. Additionally, the BESS is administered twice a year to find students that may be in crisis. These students are placed on the MDT list. The MDT convenes twice a month to determine the best services/programs/interventions to equip students with life-long self management skills in order to lead a productive life now and in the future. Our African-American/ ESOL ESSA groups will have be provided mentors of their own culture to make familiar connections.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To provide awareness for postsecondary opportunities, the Family Engagement Liaison will schedule monthly visits from community workers to share their job function and duties and how reading, writing, and math are an integral part of their job's requirements. A career fair is scheduled to further provide awareness. Community members from numerous career types will share information about their careers and how students can pursue them.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section

1114(b)(7)(A)(iii)(III)).

We will continue to focus on our school-wide PBIS behavior program. The Student Service Manager will schedule each grade level for an Expectation Boot Camp within the first week of school and then again after winter break. Staff will continue to be trained in behavior support plans to assist students needing support to regulate their behavior. Staff will be kept abreast of students requiring individual needs so that the student can be successful in all areas of the school. Students identified as having problem behaviors will be sent to the MDT team. Decisions will be made to implement the proper interventions, counseling, mentoring, etc. to support students. Families will always be included and kept abreast of student progress.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Based on PM3 ELA FAST data, only 49% of students are proficient. Our focus for professional development will focus on effective strategies to plan and execute lessons that are benchmark aligned and support student cognitive engagement. The learning will focus on collaboration to move teacher instruction, through questioning and student activities from DOK Levels 1 & 2, Recall/ Reproduction and Skill/Concept to DOK Levels 3 & 4, Strategic Thinking and Extending Thinking. Instructional paraprofessionals learning will focus on guided practice and how to effectively run small groups instruction that ensures student accountability. Additionally, all staff will continue to focus on having student read, write, and discuss every day in all subject areas.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Strategies for families of preschool aged students to provided opportunities in the transition from PK to Kindergarten are that Flyers are sent to the local library, local daycares with information to help families assist their PK student in his/her transition to Kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Most resources used at BVE are district approved. However, when choosing other resources to support learning, the resource is thoroughly examined and vetted. For reading resources, we investigate to determine if the components of the science of reading is evident. We further investigate to data to determine how the resource has been effective for the sub groups using the resource.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Some Title-I funds have been earmarked for the following resources to assist with increasing reading proficiency: Rewards. Rewards supports student with strategies in reading multi-syllabic words to improve comprehension and fluency, giving students access to grade level content.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**

Belleview Elementary School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Rebekah Winkler
School Website:	bve.marionschools.net
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

Belleview Elementary School will strengthen meaningful partnerships between families, school staff, and the community by continuing family engagement opportunities that support student learning, academic achievement, and the development of responsible, self-sufficient citizens. Through ongoing communication, collaborative decision-making, and family-centered learning activities, we will ensure that all families are empowered to actively contribute to their students' success. By the end of the school year, Belleview Elementary will increase family participation in school-sponsored academic and engagement events by 10% and provide quarterly opportunities for families to engage in their child's learning through collaborative activities.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

Belleview Elementary School values families as essential partners in student success. Parents and guardians will be involved in the development, review, and improvement of the PFEP through annual Title I meetings, SAC meetings, and parent surveys at the conclusion of family engagement events. Input from stakeholders will be taken into consideration when revising future events, identifying family needs, and establishing goals that support student achievement. The PFEP will be accessible on the Belleview Elementary School website. Families will be notified when the plan is available through the monthly newsletter, school website, call out, and social media. The school leadership team, staff, and families will work together to identify strengths, barriers to participation, and areas for growth. Revisions will be made based on collected data and family feedback to ensure the plan continues to meet the evolving needs of students, families, and the school community. If family members are not satisfied with the school's Title I Schoolwide Plan, Belleview Elementary School will provide opportunities for them to submit written comments and feedback. Parent concerns and recommendations will be collected through surveys, meetings, conferences, email correspondences, or written statements. Any parent comments indicating dissatisfaction with the Title I Schoolwide Plan will be documented and submitted to the district in accordance with Title I requirements. Belleview Elementary School is committed to creating meaningful opportunities for family engagement throughout the school year. Families will be invited to participate in Annual Title I meetings and informational sessions, academic nights, literacy nights, STEM events, and other family learning activities, parent-teacher conferences and

student progress meetings, School Advisory Council (SAC) meetings and school improvement planning activities, workshops designed to support student learning at home, regular communication with teachers and staff through phone calls, email, newsletters, school messaging systems, and conferences. The school will also provide reasonable access to teachers, administrators, counselors, and other staff members upon request. Flexible meeting times, translation services when available, and various communication methods will be utilized to encourage participation and ensure that all families can engage meaningfully in their child's education. Through these efforts, Belleview Elementary School will foster strong partnerships with families that support academic success, positive school culture, and the development of responsible, self-sufficient students.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

The annual Title I meeting will be held on Wednesday, September 9th at 5:00pm. Parents and Community members will be invited to learn about Title I.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

Belleview Elementary School will ensure that the Parent and Family Engagement Plan is written in a clear, organized, and family-friendly format that is easy to understand. The plan will use plain language and be free of unnecessary educational jargon whenever possible. To support all families, the plan will be translated into languages represented within the school community to the extent practicable. Families may also request assistance with understanding the plan, and school staff will provide support as needed. The plan will be made available through the school website, the front office, family engagement events, and upon request. Belleview Elementary is committed to ensuring that all families have equitable access to information that supports student success. To encourage meaningful family participation, Belleview Elementary School will offer meetings and engagement activities at flexible times throughout the school year. Meetings may be scheduled during the morning, afternoon, or evening to accommodate varying work schedules and family commitments. Family input regarding preferred meeting times will be considered when planning events to maximize

participation and accessibility. Recognizing that families have diverse needs and schedules, the school will provide opportunities to participate through a variety of formats. These may include:- In-person meetings and workshops- Virtual meetings using online platforms- Parent-teacher conferences- Individual consultations with teachers, counselors, or administrators- Phone or virtual conferences when appropriate. Providing multiple options for participation helps ensure that all families have opportunities to engage in their child's education regardless of scheduling or transportation challenges. Belleview Elementary School will maintain regular, meaningful, and two-way communication between families and school staff. Communication methods may include phone calls, emails, newsletters, school messaging systems, classroom communication applications, school social media platforms, conferences, and written notices. Families will be encouraged to share questions, concerns, and suggestions throughout the school year. Communication will be provided in a language families can understand, to the extent possible, through translated documents, interpretation services, and bilingual staff support when available. The school is committed to fostering positive relationships built on mutual respect, collaboration, and shared responsibility for student achievement. Belleview Elementary School will regularly monitor communication practices to ensure families receive timely, responsive, and effective communication from school staff. Administrators will review parent feedback, communication logs, survey results, and participation data to assess the effectiveness of school-home communication efforts. Staff members will be encouraged to respond promptly to parent inquiries and maintain consistent communication regarding student progress, school events, and important updates. Feedback gathered from families will be used to improve communication systems and ensure that all stakeholders remain informed and engaged in supporting student success.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

At this time, Belleview Elementary School does not typically provide transportation specifically for parent and family engagement activities. However, the school will make every effort to reduce participation barriers by offering virtual meeting options, flexible scheduling, and a variety of engagement opportunities throughout the school year. Families who require transportation assistance will be encouraged to contact the school so that available community resources and potential accommodations may be explored on a case-by-case basis. Belleview Elementary School may provide supervised activities for school-age children during selected parent and family engagement events, when feasible and staffing permits. Providing childcare support during certain events can help increase family participation and reduce barriers to involvement. When childcare or student supervision is available for a specific event, families will be notified in advance through school communications. If childcare services are not available, the school will continue to offer flexible meeting formats, including virtual and

individual conference options, to help families participate in school activities and decision-making processes.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

Belleview Elementary School recognizes that families are valuable partners in their children's education. The School-Parent Compact will be jointly developed and reviewed annually with input from parents, family members, teachers, administrators, and other stakeholders through Title I meetings, School Advisory Council (SAC) meetings, parent surveys, and family engagement events. Families will have opportunities to provide feedback on the compact's content and identify ways the school and families can work together to support student learning and achievement. Parent input will be considered when revising the compact to ensure it reflects the needs of students, families, and the school community while supporting the school's mission of providing a quality learning environment and its vision of helping all students succeed. The School-Parent Compact will clearly outline the shared responsibilities of the school, parents, and students in supporting academic achievement and student success .Under school responsibilities, the school will provide high-quality instruction in a supportive learning environment, communicate regularly with families regarding student progress, offer opportunities for family involvement, and provide resources that help families support learning at home. Under Parent/Family responsibilities, parents and family members will support their child's learning by monitoring attendance, encouraging positive study habits, communicating with teachers, participating in school activities when possible, and reinforcing the importance of education at home. Under Student responsibilities, students will take responsibility for their learning by attending school regularly, completing assignments, following school expectations, demonstrating respect for others, and putting forth their best effort to achieve academic success. Through these shared commitments, all stakeholders will work together to improve student achievement and help students become responsible, self-sufficient citizens. Partnerships will be strengthened with families by providing ongoing opportunities for meaningful engagement in their child's education. Families will receive information about grade-level expectations, Florida's academic standards, assessment requirements, and strategies to support learning at home. The school will offer parent-teacher conferences, family learning nights, curriculum-focused workshops, Title I events, and regular communication regarding student progress. Resources and training will be provided to help families understand academic expectations and build their capacity to support student learning. Belleview Elementary will foster a welcoming environment where families are encouraged to participate in school decision-making, volunteer opportunities, and collaborative activities that support student achievement. By working together as partners, families and school staff will

help ensure that all students have the support needed to meet challenging state academic standards and achieve success.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Belleview Elementary School will collaborate with local early childhood programs, including Voluntary Prekindergarten (VPK), preschool providers, and district early learning programs, to support successful transitions into kindergarten. Families of incoming kindergarten students will be invited to orientation sessions, school tours, registration events, and readiness activities designed to familiarize them with school expectations, academic standards, and available resources. These activities will help families understand how to support their child's learning and ensure a positive transition to elementary school. The school will connect families with district and community resources that support student achievement, family well-being, and school readiness. Information about available academic supports, counseling services, health resources, literacy initiatives, and family assistance programs will be shared during family engagement events, through school communications, and on the school website. Belleview Elementary will collaborate with community organizations, business partners, and district departments to expand opportunities and resources available to students and families. Belleview Elementary School will provide families with access to educational materials, workshops, technology resources, and learning strategies that support student achievement at home. Family engagement events, curriculum nights, literacy activities, and academic workshops will help parents understand grade-level expectations, assessment requirements, and effective ways to support learning. Families will also receive information regarding available district parent resources and support services that promote student success. Although Belleview Elementary serves elementary-age students, the school recognizes the importance of building a foundation for future college and career readiness. Family engagement activities will include discussions about the importance of academic achievement, attendance, goal setting, and lifelong learning. The school will collaborate with district programs and feeder schools to provide families with information about educational pathways that support students' long-term success as they progress through middle school, high school, and beyond. Belleview Elementary School will maintain ongoing communication with families regarding available programs and resources through newsletters, school messaging systems, parent meetings, social media platforms, and the school website. Feedback from families will be used to identify additional partnership opportunities and resources that address the unique needs of the school community. Through coordination with district programs, community agencies, and family support services, Belleview Elementary will continue to strengthen family engagement and create opportunities that help all students succeed academically and socially.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

Belleview Elementary School is committed to building the capacity of families to support their children's academic success. The school will provide parents with timely information, resources, and training opportunities that increase their understanding of curriculum expectations, assessment data, and Florida's academic standards. These efforts support the school's mission of providing a quality learning environment and its vision of helping all students succeed. Families will be provided with information about grade-level curriculum, instructional programs, learning expectations, and educational resources used in the classroom. Parents will have opportunities to learn about curriculum and instructional practices through curriculum nights, family engagement events, Title I meetings, parent-teacher conferences, school newsletters, and classroom communications. Teachers and staff will share strategies, materials, and resources that families can use at home to support student learning in reading, mathematics, science, and other content areas. Parents will receive regular information regarding their child's academic progress through report cards, progress reports, assessment reports, conferences, and ongoing communication with teachers. School staff will assist families in understanding assessment results by explaining student performance levels, strengths, areas for growth, and recommended next steps for learning. During parent-teacher conferences and other meetings, families will have opportunities to ask questions and discuss strategies for supporting their child's academic achievement at home and at school. Belleview Elementary School will provide families with information about the assessments used to measure student progress, including classroom assessments, district assessments, progress monitoring tools, and state-required assessments. Parents will receive explanations of assessment purposes, performance expectations, achievement levels, and how assessment data is used to guide instruction and support student success. The school will also provide information about Florida's academic standards and grade-level expectations through workshops, parent meetings, newsletters, the school website, and family engagement activities. These opportunities will help families understand what students are expected to learn and how they can support achievement of challenging state academic standards. Through ongoing communication, educational workshops, conferences, and family engagement activities, Belleview Elementary School will empower families with the knowledge and resources needed to actively participate in and support their child's education.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time

Annual Title 1 Meeting	Create an opportunity for families to learn about the benefits of participating in the Title 1 program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compact. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** September 9th 5:00-5:30pm
Academic/ESOL Night	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill-building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	**Quarter 2** October 15, 2026 5:00-6:30pm
Polar Express Literacy Night	Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations for Reading. Families will understand how to access student engagement at home.	**Quarter 2** December 10, 2026 5:00-6:30pm
Math/FAST night	Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations for Math. Families will understand how to access student engagement at home.	**Quarter 3** February 11, 2027 5:00-6:30pm
Night of the Arts	Families will learn how to reinforce reading, math, and science skills through Art and Music. Students will showcase their talents and show their parents what they have been learning	**Quarter 3** March 11, 2027 5:00-6:30pm
3rd and 5th grade Promotion Night	3rd grade families will learn about promotion and upcoming testing. They will be provided with their child's PM2 data. 5th grade families will meet with Belleview Middle School staff to discuss upcoming elective deadlines and information on testing. The families of Belleview-Santos 3rd and 5th graders will also be invited to attend.	**Quarter 4** April 15, 2027

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

Belleview Elementary School recognizes that strong family-school partnerships are essential to student success. To strengthen these partnerships, the school will provide ongoing professional learning and support for teachers, administrators, and staff, while incorporating parent input to ensure family engagement efforts meet the needs of the school community. These efforts support the school's mission of providing a quality learning environment and its vision of helping all students succeed. Belleview Elementary School will build staff capacity by providing training and guidance that emphasizes the importance of parents and families as valuable partners in education. Staff will be encouraged to actively seek family input through surveys, conferences, School Advisory Council (SAC) meetings, Title I meetings, and family engagement activities. Professional learning opportunities will focus on recognizing and valuing diverse family perspectives, experiences, and contributions to the school community. Parent feedback will be used to improve school programs, engagement activities, and decision-making processes. School staff will receive training on effective family engagement practices, relationship-building strategies, and culturally responsive communication. Staff members will be encouraged to maintain positive, respectful, and ongoing communication with families and to view parents as equal partners in supporting student achievement. Training will focus on active listening, collaborative problem-solving, and developing meaningful partnerships that support student learning both at home and at school. Belleview Elementary School will provide staff with professional development and resources to effectively plan, implement, and coordinate parent and family engagement activities. Staff will collaborate to create meaningful opportunities for families to participate in academic events, workshops, conferences, volunteer activities, and school decision-making processes. Parent input, participation data, and survey results will be used to evaluate and enhance family engagement initiatives throughout the year. The school will support staff in developing communication that is clear, family-friendly, and accessible to all stakeholders. Training will include strategies for communicating information in understandable language and providing translated materials and interpretation services, when possible, for families whose primary language is not English. Staff will utilize multiple communication methods, including newsletters, emails, phone calls, messaging platforms, websites, and face-to-face meetings, to ensure families have equitable access to important school information. Belleview Elementary School will encourage staff to be responsive to family concerns, questions, and requests for engagement opportunities. Parent feedback gathered through surveys, meetings, conferences, and other communication channels will be regularly reviewed to identify family needs and barriers to participation. Staff will work collaboratively with families to provide flexible engagement opportunities, appropriate resources, and timely responses that foster trust and strengthen family-school partnerships. The effectiveness of these efforts will be monitored annually, and improvements will be made based on stakeholder feedback and engagement data. Through ongoing professional learning and collaboration with families, Belleview Elementary School will continue to build a welcoming and inclusive environment where parents, staff, and students work together to support academic achievement.

School Advisory Council (SAC) Interest Form

[School Name]

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

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