Marion County Public Schools

BELLEVIEW MIDDLE 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 Middle School, we believe every student is capable of success and are committed to a safe, supportive, and academically rigorous environment. We will deliver high-quality, standards-based instruction, differentiate to meet all learners' needs, and provide opportunities that support the whole child. By fostering a positive culture and strong partnerships with families and the community, we will empower every student to reach their full potential.

Provide the school's vision statement

In partnership with our community, Belleview Middle School will prepare all students for college and career readiness.

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

Ashley Kemp

Ashley.Kemp@Marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for creating and sustaining the conditions that enable continuous improvement in teaching and learning. This includes building the collective capacity of staff to ensure all students acquire the knowledge, skills, and dispositions necessary for success.

The principal will:

- Establish and communicate a clear vision, purpose, and measurable goals aligned to school improvement priorities
- Foster a culture focused on high expectations, student achievement, and continuous improvement
- Provide time, structures, and resources to support effective instruction and school-wide improvement efforts
- Lead collaborative planning, implementation, and monitoring of school initiatives to ensure alignment and impact
- Use data to drive decision-making, monitor student performance, and inform instructional practices
- Design and implement a master schedule that maximizes instructional time and supports student needs
- Conduct teacher evaluations and provide actionable feedback to strengthen instructional effectiveness
- Plan and facilitate high-quality, data-driven professional learning for staff
- Promote a safe, positive, and supportive school climate that enhances teaching and learning
- Engage families and community stakeholders in the school improvement process
- Focus on improving student outcomes and closing achievement gaps for all student groups

Leadership Team Member #2

Employee's Name
Emily Wilson

Emily.Wilson@Marion.K12.FL.US

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

The Assistant Principal of Curriculum supports the principal in the overall administration of the instructional program and campus operations, with a primary focus on curriculum, instruction, and student achievement. This role is essential in ensuring alignment, consistency, and continuous improvement in teaching and learning.

The Assistant Principal of Curriculum will:

- Support the development, implementation, and monitoring of the school’s instructional program to ensure alignment with Florida Standards and school improvement goals

- Assist in establishing and maintaining systems to track student performance, instructional effectiveness, and progress toward academic excellence indicators
- Lead data analysis efforts to identify trends, monitor student outcomes, and guide instructional decision-making
- Collaborate with the principal and instructional staff to plan, implement, and evaluate school improvement initiatives with a focus on measurable results
- Develop and manage the master schedule, including student schedules, teacher assignments, and class size balancing to best meet student needs
- Supervise and evaluate instructional staff, providing feedback and support to improve teaching and learning
- Work with teachers to strengthen curriculum planning, instructional practices, and the effective use of learning materials
- Coordinate student academic programs, services, and activities that support student success
- Share responsibility for campus supervision and operations, including serving as acting principal when needed
- Promote a safe, positive, and supportive learning environment for students and staff
- Partner with families and the community to communicate the school's mission and build support for student success
- Focus on improving student outcomes and closing achievement gaps among all student groups
- Perform additional duties as assigned to support the overall success of the school

Leadership Team Member #3

Employee's Name
Benjamin Cuebas

Benjamin.Cuebas@Marion.K12.FL.Us

Position Title
Assistant Principal of Instruction

Job Duties and Responsibilities

The Assistant Principal of Instruction supports the principal in the administration of the instructional program and campus operations, with a primary focus on strengthening teaching practices and improving student achievement.

The Assistant Principal of Instruction will:

- Assist in the development, implementation, and monitoring of the school's instructional program to ensure alignment with Florida Standards and school improvement goals

- Support the creation and maintenance of systems to track student performance, instructional effectiveness, and progress toward academic excellence indicators
- Coordinate and conduct classroom observations and instructional walkthroughs to monitor the quality of teaching and learning
- Supervise and evaluate instructional staff, providing timely, actionable feedback to improve instructional practices
- Oversees all district and state assessments
- Collaborate with teachers to strengthen curriculum implementation, instructional strategies, and the effective use of learning materials
- Lead and support testing and data analysis to identify trends, inform instruction, and monitor student progress
- Work collaboratively with school leadership and staff to plan, implement, and assess school improvement initiatives with a focus on measurable outcomes
- Share responsibility for campus supervision and daily operations, including serving in the principal's absence when needed
- Oversee assigned staff, including teachers, paraprofessionals, and support personnel
- Coordinate student academic programs, activities, and services that support student learning
- Promote a safe, positive, and supportive learning environment that fosters high expectations for all students
- Communicate and reinforce the school's mission while building partnerships with families and the community
- Maintain a focus on improving student outcomes and closing achievement gaps among all student groups
- Perform additional duties as assigned to support the overall success of the school

Leadership Team Member #4

Employee's Name
Allison Laplante

Allison.Laplante@Marion.K12.FL.Us

Position Title
Assistant Principal of Discipline

Job Duties and Responsibilities

The Assistant Principal of Discipline supports the principal in the overall administration of campus operations, with a primary focus on student behavior, safety, and maintaining a positive school climate that supports teaching and learning.

The Assistant Principal of Discipline will:

- Assist in the development, implementation, and monitoring of systems to track student behavior, safety data, and progress toward school performance goals
- Support daily campus operations and serve in the principal's absence as needed
- Supervise assigned staff, including teachers, paraprofessionals, custodial, and clerical personnel
- Respond to and manage student disciplinary issues to ensure a safe and orderly learning environment
- Develop, implement, and monitor a fair and consistent student discipline system that promotes positive behavior and accountability
- Lead school safety efforts, including coordinating safety plans, conducting safety drills, and ensuring compliance with safety procedures and inspections
- Coordinate use of school facilities for daily operations and special events
- Collaborate with school leadership and staff to plan, implement, and assess school improvement initiatives aligned to student outcomes
- Analyze discipline and attendance data to identify trends, inform interventions, and support efforts to close achievement gaps
- Support the evaluation of staff and instructional practices to ensure a safe, productive, and effective learning environment
- Promote a positive, caring, and inclusive school climate for all students and staff
- Communicate and reinforce the school's mission while building partnerships with families and the community
- Contribute to efforts that improve student outcomes by removing barriers to learning and increasing student engagement
- Perform additional duties as assigned to support the overall success of the school

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 School Improvement Plan (SIP) was developed through a collaborative process that included meaningful input from a broad range of stakeholders, including the school leadership team, teachers, staff, students, families, and community members.

Stakeholder input was gathered through surveys, informal discussions, and verbal feedback opportunities to ensure multiple perspectives were considered. Students and staff provided input on school climate, instructional practices, and areas for growth. Families and community members were invited to participate through outreach efforts, including Skylert messages and social media announcements.

The School Advisory Council (SAC), which includes representation from required stakeholder groups, played a central role in the SIP development process. The SAC met to review relevant data, including academic performance, school climate, and student needs. Based on this review, the council collaborated to develop, refine, and prioritize school improvement goals, as well as provide input on academic and budgetary needs aligned to those goals.

Feedback from all stakeholder groups was used to identify areas of strength, determine priority needs, and guide the development of targeted strategies within the SIP. This ongoing, inclusive process ensures that the plan reflects the needs of the Belleview Middle School community and supports continuous improvement focused on student success.

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)).

Belleview Middle School will implement a continuous and collaborative process to monitor the effectiveness of the School Improvement Plan (SIP) and ensure progress toward identified goals.

All stakeholders will play an active role in monitoring implementation by observing programs and providing ongoing feedback. The administrative team will regularly track progress using multiple data sources, including ALEKS, IXL, Text Trek, district assessments, as well as discipline and attendance data.

Teachers will monitor student learning through ongoing formative assessments, ALEKS, standards mastery assessments, and district-based assessments to ensure timely adjustments in instruction. This consistent progress monitoring will support targeted interventions and enrichment opportunities for students.

The School Leadership Team will meet weekly to review data, evaluate the effectiveness of Tier 1 core instruction, and identify areas of need. Based on this analysis, the team will collaborate with staff to adjust strategies, allocate resources, and plan targeted professional development.

All staff will engage in a continuous improvement cycle known as Assess, Reflect, Adjust, which promotes the regular use of data to:

- Analyze student performance and instructional effectiveness
- Identify successful practices and areas for growth
- Adjust instruction and interventions to improve student outcomes

Data and progress toward SIP goals will also be reviewed regularly with the School Advisory Council (SAC) to ensure transparency, stakeholder input, and alignment with school priorities.

Through this structured and ongoing monitoring process, Belleview Middle School will ensure accountability, responsiveness, and continuous improvement in support of student success.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**76.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
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)** **ASIAN STUDENTS (ASN)** **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: A** **2024-25: A** **2023-24: B** **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							515	487	504	1,506
Absent 10% or more school days							130	140	143	413
One or more suspensions							114	137	114	365
Course failure in English Language Arts (ELA)							15	7	3	25
Course failure in Math							11	9	18	38
Level 1 on statewide ELA assessment							99	70	71	240
Level 1 on statewide Math assessment							77	71	45	193
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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							123	121	103	347

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	6		7
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							525	497	525	1,547
Absent 10% or more school days							195	161	218	574
One or more suspensions							90	87	130	307
Course failure in English Language Arts (ELA)							6	23	19	48
Course failure in Math							9	14	28	51
Level 1 on statewide ELA assessment							127	87	80	294
Level 1 on statewide Math assessment							128	61	75	264
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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							65	36	51	152

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									36	36
Students retained two or more times									15	15

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*	64	54	62	58	51	58	53	45	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	65	57	61	60	56	59	55	52	56
ELA Lowest 25th Percentile	57	50	53	53	49	52	53	48	50
Math Achievement*	67	56	65	67	54	63	57	52	60
Math Learning Gains	64	59	62	69	57	62	54	57	62
Math Lowest 25th Percentile	58	53	57	68	53	57	58	60	60
Science Achievement	62	48	57	48	42	54	48	40	51
Social Studies Achievement*	82	68	77	83	68	73	68	57	70
Graduation Rate									
Middle School Acceleration	86	76	82	88	75	77	82	70	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					52	53		54	49

*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)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	605
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
67%	65%	59%	52%	52%	49%	

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	53%	No		
English Language Learners	55%	No		
Asian Students	76%	No		
Black/African American Students	60%	No		
Hispanic Students	63%	No		
Multiracial Students	76%	No		
White Students	71%	No		
Economically Disadvantaged Students	62%	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	64%		65%	57%	67%	64%	58%	62%	82%	86%			
Students With Disabilities	40%		56%	49%	41%	60%	62%	44%	62%	67%			
English Language Learners	37%		58%	55%	44%	61%	57%	38%	61%	80%			
Asian Students	73%		80%		91%	60%							
Black/African American Students	52%		61%	56%	55%	62%	53%	39%	83%	76%			
Hispanic Students	58%		62%	52%	61%	62%	55%	57%	73%	85%			
Multiracial Students	69%		71%	74%	74%	73%	76%	67%	88%	90%			
White Students	71%		67%	59%	73%	64%	61%	69%	87%	87%			
Economically Disadvantaged Students	55%		62%	54%	57%	59%	55%	59%	74%	84%			

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	58%		60%	53%	67%	69%	68%	48%	83%	88%			55%
Students With Disabilities	31%		50%	54%	40%	60%	62%	25%	68%	77%			
English Language Learners	33%		49%	42%	43%	70%	75%	26%	77%	86%			55%
Black/African American Students	51%		58%	42%	54%	63%	63%	33%	75%	80%			
Hispanic Students	50%		56%	50%	59%	69%	69%	41%	78%	80%			54%
Multiracial Students	61%		56%	69%	79%	75%	79%	64%	88%	93%			
White Students	65%		64%	60%	74%	69%	68%	54%	88%	92%			
Economically Disadvantaged Students	49%		56%	51%	59%	65%	64%	39%	76%	90%			40%

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	53%		55%	53%	57%	54%	58%	48%	68%	82%			
Students With Disabilities	19%		42%	51%	22%	46%	50%	16%	50%				
English Language Learners	27%		50%	48%	35%	51%	57%	22%	37%				
Black/African American Students	38%		51%	60%	38%	48%	57%	25%	58%	71%			
Hispanic Students	49%		53%	48%	54%	54%	57%	47%	61%	78%			
Multiracial Students	70%		67%	73%	66%	64%	70%	37%	81%	80%			
White Students	57%		56%	54%	62%	55%	57%	55%	72%	85%			
Economically Disadvantaged Students	46%		52%	53%	51%	52%	53%	44%	60%	77%			

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	6	57%	51%	6%	62%	-5%
ELA	7	66%	53%	13%	62%	4%
ELA	8	64%	54%	10%	60%	4%
Math	6	66%	47%	19%	60%	6%
Math	7	60%	43%	17%	53%	7%
Math	8	40%	54%	-14%	61%	-21%
Science	8	60%	47%	13%	52%	8%
Civics	7	80%	68%	12%	77%	3%
Algebra	7	98%	96%	2%	96%	2%
Algebra	8	81%	81%	0%	84%	-3%
Geometry	8	96%	92%	4%	95%	1%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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?

Science was identified as the most improved content area, demonstrating a 14% increase in student performance, which exceeds the state average by 10 percentage points. This significant growth reflects a strong focus on instructional alignment and collaborative practices within the science department.

Key factors contributing to this improvement include:

- Ongoing and intentional collaboration among science teachers to plan and refine instruction
- Deep analysis of benchmarks and Florida Standards to ensure alignment and rigor
- Targeted use of item specifications to strengthen the depth and complexity of instruction
- Consistent monitoring and tracking of student progress to inform instructional decisions

The science team’s commitment to data-driven instruction and continuous improvement has resulted in measurable gains in student achievement. These practices will be sustained and leveraged across other content areas to support overall school performance.

Lowest Performance

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

The lowest performing data component was ELA learning gains for the bottom quartile, with 57% of students demonstrating growth. While this reflects a 4 percentage point increase from the previous year, performance remains below the desired level and continues to be an area of focus.

Several factors contributed to this trend:

- A need for increased rigor in Tier 1 core instruction to better support struggling readers
- Inconsistent implementation and fidelity of targeted reading interventions
- Progress monitoring data indicated that some students, including those who previously scored

at Level 3 or higher, demonstrated gaps in reading comprehension and continued to require additional support
- Mid-year assessment results revealed that a number of students required sustained intervention despite prior proficiency levels

These trends indicate the importance of strengthening both core instruction and intervention systems to ensure all students, particularly those in the bottom quartile, receive focused, standards-aligned support. Moving forward, emphasis will be placed on increasing instructional rigor, ensuring fidelity of intervention programs, and using ongoing data analysis to adjust instruction and improve student outcomes.

Greatest Decline

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

The data component showing the greatest decline from the prior year was math learning gains for the bottom quartile, which decreased by 10 percentage points. This significant drop indicates a critical need for targeted support in mathematics for our lowest-performing students.

The primary factor contributing to this decline was the lack of structured intervention classes designed to address existing skill gaps. Without consistent and targeted intervention, students in the bottom quartile were unable to close foundational gaps in mathematical understanding from previous years.

Additionally, the absence of dedicated intervention time limited opportunities for:

- Focused remediation aligned to individual student needs
- Consistent progress monitoring and adjustment of instructional strategies
- Reinforcement of foundational math skills necessary for grade-level success

This trend highlights the importance of implementing a structured, data-driven math intervention system to support struggling learners. Moving forward, the school will prioritize the establishment of dedicated intervention supports, increased instructional time for remediation, and ongoing monitoring to ensure improved outcomes and accelerated learning for students in the bottom quartile.

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.

The data component with the greatest gap compared to the state average was 8th grade Pre-Algebra

performance. This was the only area in which Belleview Middle School performed below the state benchmark, indicating a need for targeted improvement in this course.

Several factors contributed to this gap:

- Current scheduling structures limited flexibility in providing intensive, targeted support within the Pre-Algebra course
- A number of students enrolled in Pre-Algebra demonstrated unfinished learning and skill gaps from prior grade levels, impacting their ability to access grade-level content at the expected level of rigor
- Limited opportunities for embedded intervention and consistent progress monitoring within the course reduced the effectiveness of support for struggling students
- Variability in readiness levels among students created challenges in consistently delivering instruction aligned to the depth and complexity of standards

This trend highlights the need to strengthen structures that support student success in advanced math coursework while ensuring all students receive the instructional support needed to meet grade-level expectations. Moving forward, the school will focus on refining scheduling practices, increasing access to targeted math interventions, and strengthening progress monitoring to better support students enrolled in Pre-Algebra and close the performance gap with the state.

EWS Areas of Concern

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

None of Belleview Middle's subgroup data is below 41% however there are still gaps with the students with disabilities while there was an overall increase moving from 52% to 53% there are still gaps in learning compared to the overall school population.

Highest Priorities

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

1. Bottom quartile in ELA and Math
2. Increasing overall learning gains in Algebra
3. Closing the achievement gap for our students with learning disabilities and ELLs
4. Students who have missed more than 10 days of school unexcused or for discipline reasons
5. Continue to decrease the number of students who have failed multiple courses

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.

Belleview Middle School will focus on strengthening instructional practices through purposeful, data-driven collaborative planning with an intentional emphasis on increasing the level of student thinking across all grade levels and content areas.

Collaborative planning will be used as the primary structure for teachers to analyze standards, design rigorous lessons, and develop aligned instructional strategies that promote higher-order thinking skills. Through this process, teachers will engage in deep discussions around benchmark alignment, item specifications, and student work to ensure instruction consistently reflects the depth and complexity required by state assessments.

This area of focus directly impacts student learning by ensuring that all students are consistently exposed to rigorous, standards-aligned instruction that requires critical thinking, problem-solving, and application of knowledge, rather than basic recall. Increasing the level of cognitive demand in the classroom will better prepare students for academic success across all content areas.

This need was identified through analysis of prior year data, which revealed:

- Inconsistent levels of rigor in Tier 1 core instruction across content areas
- Gaps in student performance, particularly among the bottom quartile in ELA and math
- Evidence that some students who previously demonstrated proficiency required continued support to maintain and deepen their understanding
- A decline in math learning gains and performance gaps in advanced coursework (Pre-Algebra), indicating a need for stronger instructional alignment and depth

To address this need, the school will implement a focused professional learning initiative through a book study of *Rigor by Design, Not by Chance*. This work will support teachers in understanding and

applying strategies that increase student thinking, engagement, and ownership of learning during daily instruction.

Through structured collaborative planning, ongoing professional learning, and consistent monitoring, Belleview Middle School will build teacher capacity to deliver rigorous, high-quality instruction that meets the needs of all learners and improves overall student achievement.

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.

If teachers are provided with structured and extended time for collaborative planning, targeted professional development, and access to high-quality instructional resources aligned to the Florida Benchmarks, then overall schoolwide student achievement will increase from 66% to 68%.

As a result of strengthened instructional practices and increased rigor, the following content area outcomes are expected:

- ELA: Increase from 62% to 63%
- Mathematics: Increase from 65% to 66%
- Science: Maintain performance at 60%
- Social Studies: Increase from 80% to 83%

These outcomes reflect a focused effort to improve student performance through enhanced Tier 1 instruction, increased alignment to standards, and a deliberate emphasis on higher-order thinking. Progress toward these goals will be monitored regularly through formative assessments, district assessments, and ongoing data analysis to ensure continuous improvement and timely instructional adjustments.

Monitoring

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

Belleview Middle school will monitor success with district assessments, state assessments, and school assessments. This will also be monitored through daily classroom walkthroughs and discussed at weekly admin meetings. Data will be reviewed during faculty focus meetings, coaches meetings, and leadership meetings to make adjustments as needed.

Person responsible for monitoring outcome
Ashley Kemp

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 primary evidence-based interventions for this area of focus are structured collaborative planning and targeted professional learning. Research supports teacher collaboration as a high-impact practice that improves student achievement when focused on data analysis, standards alignment, and intentional instructional design. At Belleview Middle School, collaborative planning will be implemented as a systematic process in which teachers work together to analyze student data, align instruction to Florida Benchmarks, and design lessons that increase rigor and student thinking. This approach ensures consistency in instructional delivery and promotes the use of best practices across all grade levels and content areas. To support this work: • Teachers will participate in bi-weekly collaborative planning sessions within grade-level and content-area teams • Teachers will engage in monthly vertical planning to ensure alignment and progression of standards across grade levels • Staff will participate in ongoing, targeted professional learning focused on increasing rigor, including a structured book study of Rigor by Design, Not by Chance • Professional learning will emphasize strategies that promote higher-order thinking, student engagement, and standards-based instruction

Rationale:
The rationale for implementing structured collaborative planning, targeted professional learning, and the use of high-quality instructional resources is grounded in established educational research on effective school improvement practices. This work is supported by the 5Essentials Framework developed by the University of Chicago, which identifies five critical components of successful schools: effective leaders, collaborative teachers, involved families, supportive environments, and ambitious instruction. Research from this framework demonstrates that schools strong in these areas are significantly more likely to improve student outcomes. Additional research further supports these strategies: • John Hattie's research on visible learning identifies teacher collective efficacy and collaborative expertise as some of the highest-impact factors influencing student achievement. When teachers work together to plan, analyze student work, and adjust instruction, student outcomes improve significantly. • Research on rigorous instruction and cognitive demand (Bloom's Taxonomy, Webb's Depth of Knowledge) highlights that increasing the level of student thinking leads to deeper understanding and improved performance on standards-based assessments. At Belleview Middle School, these research-based practices are reflected through: • Structured, data-driven collaborative planning • Ongoing, targeted professional development, including the study of Rigor by Design, Not by Chance • Intentional alignment of instruction to Florida Benchmarks with increased emphasis on higher-order thinking These strategies were selected based on analysis of school data, which identified inconsistencies in instructional rigor and the need to strengthen Tier 1 core instruction across content areas. By focusing on collaboration, data use, and rigorous instructional design, the school is building teacher capacity to deliver high-quality instruction that meets the needs of all learners. Collectively, this approach is expected to improve student engagement, increase the level of cognitive demand in classrooms, and result in measurable gains in student achievement.

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 and Instruction

Person Monitoring:
Ashley Kemp

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. All core teachers will participate in structured, bi-weekly 30-minute collaborative planning sessions during their morning planning period. During these sessions, teachers will engage in intentional planning of rigorous, benchmark-aligned instruction, analyze student performance data, and collaboratively problem-solve to address identified learning gaps. The master schedule ensures protected time for both collaboration and individual planning. Teachers will utilize data from weekly lessons, formative assessments, and district standards mastery assessments to drive instructional decisions. Instruction will remain aligned to state benchmarks and FAST performance indicators, with an intentional focus on both vertical alignment across grade levels and horizontal alignment within courses and grade-level teams.
2. Data tracking and monitoring
School leadership and instructional coaches will monitor the effectiveness of this action through regular review of lesson plans, collaborative planning artifacts, and data analysis protocols from team meetings. Walkthroughs and classroom observations will be conducted to ensure instructional alignment and rigor are evident in daily practice. Student performance data, including formative assessments and district assessments, will be reviewed on an ongoing basis to measure progress and identify trends. Additionally, team meeting agendas and minutes will be collected to ensure fidelity of implementation and focus on data-driven decision-making. Adjustments to instruction and support will be made as needed based on these monitoring measures to ensure continuous improvement in student achievement.

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)

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.

Area of Focus: The school will focus on improving academic outcomes for students with disabilities through the intentional implementation of small group instruction and effective co-teaching practices between the core content teacher and the support facilitator. Instruction will be differentiated and aligned to grade-level standards, with targeted support provided to address individual learning needs.

Master schedules have been adjusted to increase opportunities for small group instruction within the core classroom, ensuring students receive direct, targeted intervention and access to rigorous content alongside their peers. Support facilitators have been scheduled by content area to attend collaboration and planning.

Rationale: Data from district, state, and classroom assessments indicate that students with disabilities are not consistently performing at proficiency levels compared to their peers. Strengthening small group instruction and co-teaching practices will provide more individualized support, increase student engagement, and improve access to grade-level curriculum. Research supports that structured small group instruction and collaborative teaching models lead to improved academic outcomes for students with disabilities. Weekly administrative observations and ongoing data analysis will ensure these supports are implemented with fidelity and are effectively impacting student achievement.

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.

If teachers and support facilitators are provided with structured and extended time for collaborative planning, targeted professional development, and access to high-quality instructional resources aligned to the Florida Benchmarks, then overall students with disabilities achievement will increase from 53% to 55%.

As a result of strengthened instructional practices and increased rigor, the following content area outcomes are expected:

- ELA: Increase from 40% to 42%
- ELA Learning Gains: 56% to 57%
- ELA Lowest Quartile Gains: 59% to 52%
- Mathematics: Increase from 41% to 43%
- Math Learning Gains: 60% to 62%
- Math Lowest Quartile Learning Gains: 60% to 62%
- Science: Maintain performance at 44% to 46%
- Social Studies: Increase from 62% to 65%

These outcomes reflect a focused effort to improve student performance through enhanced Tier 1 instruction, increased alignment to standards, and a deliberate emphasis on higher-order thinking. Progress toward these goals will be monitored regularly through formative assessments, district assessments, and ongoing data analysis to ensure continuous improvement and timely instructional adjustments.

Monitoring

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

The effectiveness of this action will be monitored through ongoing analysis of district, state, and classroom-based assessment data to measure student progress toward mastery of standards. Weekly walkthrough observations conducted by school leadership and instructional support staff will focus on the implementation of small group instruction, the effectiveness of co-teaching practices, and student engagement. Lesson plans and instructional materials will be reviewed to ensure alignment and differentiation. Additionally, progress monitoring data for students with disabilities will be regularly reviewed during collaborative planning sessions to adjust instructional strategies and supports as needed to improve student outcomes.

Person responsible for monitoring outcome

Benjamin Cuebas

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:

Students with disabilities will improve academic performance through the strategic use of support facilitation, co-teaching, collaborative planning, and targeted small group instruction. The primary evidence-based practices guiding this work are structured collaborative planning and differentiated small group instruction. Research identifies teacher collaboration as a high-impact practice that increases student achievement when grounded in data analysis, standards alignment, and intentional instructional design. Additionally, differentiated instruction provides opportunities to both remediate and enrich learning, allowing students to make accelerated gains. At Belleview Middle School, collaborative planning will be implemented as a systematic process in which teachers work together to analyze student data, align instruction to Florida Benchmarks, and design lessons that increase rigor and student thinking. Ongoing data analysis will be used to adjust small group instruction and provide continuous feedback to students. This approach ensures consistency in instructional delivery and promotes the use of best practices across all grade levels and content areas. To support this work: Teachers will participate in bi-weekly collaborative planning sessions within grade-level and content-area teams Teachers will engage in monthly vertical planning to ensure alignment and progression of standards across grade levels Staff will participate in ongoing, targeted professional learning focused on increasing rigor, including a structured book study of Rigor by Design, Not by Chance Professional learning will emphasize strategies that promote higher-order thinking, small group instruction, student engagement, and standards-based practices Teachers and support staff will utilize Achievement Level Descriptors, Big M data, and benchmark-aligned supporting documents to guide small group planning and instructional decision-making.

Rationale:

The selected strategies of collaborative planning, co-teaching, and targeted small group instruction are based in research as high-impact practices for improving outcomes for students with disabilities. Research by John Hattie highlights collective teacher efficacy and collaboration as among the most

powerful influences on student achievement, with effect sizes well above the average expected rate of growth. When teachers engage in structured collaboration focused on data analysis, standards alignment, and instructional planning, student achievement increases. Research also supports the use of data-driven instruction, emphasizing that ongoing cycles of analyzing student data, adjusting instruction, and monitoring progress lead to improved learning outcomes. Small group instruction and co-teaching are also supported by research as effective approaches for meeting diverse student needs. Targeted small group instruction allows teachers to provide explicit, differentiated support and immediate feedback, which is especially beneficial for students with disabilities and those needing intervention. In addition, co-teaching in inclusive classroom settings has been shown to improve access to grade-level content and contribute to gains in reading and math achievement when teachers engage in shared planning and instruction. Together, these practices ensure that instruction is responsive, aligned to standards, and designed to accelerate student learning.

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
Small group differentiated instruction and teacher collaboration

Person Monitoring:
Benjamin Cuebas

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Students with disabilities will receive targeted, evidence-based instruction through structured small group instruction and co-teaching support provided by the core content teacher and the support facilitator. Instructional delivery will include differentiated strategies, scaffolded support, and explicit instruction aligned to grade-level standards and individual student needs.
2. Master schedules have been strategically adjusted to increase opportunities for small group instruction within the core classroom setting, ensuring students receive immediate feedback and targeted remediation or enrichment. Co-teaching models (e.g., station teaching, parallel teaching, and one teach/one assist) will be implemented to maximize student engagement and access to rigorous, standards-aligned content.

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.

The school will focus on decreasing the total number of students who are chronically absent. Currently, 29% of our students have missed 10% or more of the school year.

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.

Reduce chronic absenteeism by 5 percentage points, from 29% to 24%, to increase instructional minutes and improve opportunities for student learning and achievement.

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.

Attendance data will be reviewed weekly during administrative meetings and bi-weekly with the Attendance Committee and Leadership Team. Additionally, out-of-school suspension data will be reviewed during weekly administrative meetings. Students identified through attendance and discipline data reviews will be discussed during bi-weekly Multidisciplinary Team (MDT) meetings to develop and monitor appropriate interventions and supports aimed at improving attendance and reducing barriers to student success.

Person responsible for monitoring outcome

Emily Wilson

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:

Belleview Middle School will implement a tiered attendance intervention system designed to improve student attendance and reduce chronic absenteeism through proactive monitoring, family engagement, mentoring, and individualized support. Attendance data will be tracked and reviewed regularly to identify students in need of interventions and to monitor the effectiveness of supports. Tier 1 (Universal Prevention and Recognition) All students will receive schoolwide attendance supports that promote the importance of daily attendance. Teachers will communicate with families regarding attendance concerns and make parent contacts as needed. Students demonstrating positive attendance habits will be recognized through school-based incentives and celebrations. Attendance data will be reviewed regularly to identify emerging concerns before they become chronic issues. Tier 2 (Targeted Intervention) Students who accumulate five or more absences will be identified for targeted support. These students will participate in a Check-In/Check-Out (CICO) process with

designated non-instructional staff members, including clerks and support personnel. Mentoring relationships will be established to increase student connectedness and accountability. Attendance progress will be monitored bi-weekly, and communication with families will continue to address barriers to attendance. Tier 3 (Intensive Intervention) Students who continue to demonstrate attendance concerns despite Tier 2 interventions will be referred to the Child Study Team (CST) for intensive problem-solving and support planning. Students will participate in an enhanced Check-In/ Check-Out process with administrators and school counselors. The CST will collaborate with families to identify barriers to attendance and develop individualized intervention plans designed to improve attendance outcomes.

Rationale:
Attendance data will be reviewed weekly during administrative meetings and bi-weekly by the Attendance Committee and Leadership Team to monitor trends, identify students requiring intervention, and evaluate the effectiveness of attendance supports. Intervention participation, mentoring logs, parent contacts, and Check-In/Check-Out data will be reviewed to ensure fidelity of implementation. Students receiving Tier 2 and Tier 3 interventions will be discussed during bi-weekly Multidisciplinary Team (MDT) and Child Study Team meetings, where progress monitoring data will be used to determine the need for additional supports or intervention adjustments. Success will be measured through reductions in chronic absenteeism rates and increases in overall student attendance.

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
Improving Student Attendance

Person Monitoring:
Emily Wilson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Meet with counselors weekly for attendance and/or child study team (CST) meetings.During these meetings they will review individual students, track progress, and identify next steps. The discipline department will also provide targeted behavioral supports and interventions for repeat offenders, including mentoring and check-in/check-out systems. Alternatives to out of school suspensions will be used when applicable.

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.

https://bms.marionschools.net/ SIP is posted on website for all stakeholders. In addition, all stakeholders are invited to participate in the SIP development, review and make revisions or recommendations.

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)).

At Belleview Middle, we create a friendly and welcoming environment where parents can have two way communication about their child's academic performance. In addition, we have an active parent teacher organization and school advisory council. We have increased the number of families who attend after school events. The PFEP can be found at https://bms.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)).

At Belleview Middle, we will use a multi-tiered system of support and intervention to identify students for increased support based on attendance, grades, behavior, and assignment completion. This comprehensive system of support and intervention can help ensure students do not slip through the cracks, and this system will facilitate targeted efforts to improve student engagement and reduce absenteeism. In addition, we will focus on creating a positive school climate. Our belief is that students who feel welcomed, supported, and engaged at school are more likely to have better attendance. An essential part of the long-term solution to increasing attendance is sustaining a positive learning environment for all students. At Belleview Middle, we have 3 major areas of focus, which are as follows:

Focus Areas:
(1) Increasing student achievement for all students through our rigorous teaching and learning to build lifelong learners
(2)Mentoring and closing achievement gaps for ESSA group SWD
(2) Increasing Planning and Collaboration
(3) Positive and safe learning environment

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)).

At Belleview Middle, our plan to strengthen academic performance including all stakeholder. Our school works closely with the district FANs programs. We also work with Advent to support dietician needs, mental health, and health occupations programs. In addition we partner with outside counseling when needed.

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)).

At Belleview Middle School, we implement a comprehensive, student-centered approach to support mental health and overall well-being. Through consistent collaboration and targeted interventions, we ensure students have access to appropriate services and supports. Our approach includes:

(1) Schoolwide implementation of the Habitudes curriculum to promote resilience, leadership, and social-emotional growth
(2) Certified, highly qualified school counselors who provide individualized and small group counseling services
(3) Partnerships with outside counseling agencies that deliver additional on-campus mental health supports
(4) Ongoing counseling services focused on academic, social, and emotional development
(5) Regular counselor collaboration and data review to identify student needs and align interventions

This multifaceted framework allows Belleview Middle to proactively support students while fostering skills necessary for success academically, socially, and behaviorally.

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)).

No Answer Entered

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)).

Belleview Middle School implements a schoolwide tiered model through a strong PBIS framework designed to prevent and address problem behavior while supporting students with disabilities through early intervening services aligned to IDEA. Clear campus-wide expectations through PROWL (Prepared, Responsible, On Time, Working Hard, Leader) guide student behavior, with consistent PBIS practices implemented across all settings and targeted reteaching provided in high-referral areas such as classrooms, buses, cafeteria, and gym. Structured supervision is increased during peak times and high-referral days to proactively prevent incidents, while students demonstrating repeated behavioral challenges, including students with disabilities, receive targeted supports such as mentoring, check-in/check-out systems, and small group interventions aligned to individualized needs. This work is directly connected to the school's academic goal by integrating support facilitation, co-teaching, and data-driven small group instruction to address both behavioral and academic needs. Staff receive ongoing professional learning focused on classroom management, consistency, and proactive strategies, and PBIS and academic data are regularly analyzed to identify trends, inform early intervention, and adjust supports in real time to improve outcomes for all students.

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)).

Professional Learning for Staff Include:
-"Rigor By Design Not By Chance," book study by
- Monthly collaboration and quaterly full day collaboration with data analaysis, learning walks, and benchmark supports
- Monthly early career meetings (Focus: management, engagement, and pacing)
- Bi-Monthly Leanring walks
- Monthly professional learning on increasing tier 1 instruction
-Other district offered professional learning

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)).

No Answer Entered

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.

N/A

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).

N/A

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 Middle 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:	Ashley Kemp
School Website:	https://bms.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

If we provide meaningful two-way communication, concerning methods of student achievement and student success to parents, students, and families then, parents will have the tools and resources necessary to maximize student learning. This will be measured by an increase a 1% increase in student achievement and a 1% increase in overall school grade.

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.

At Belleview Middle School, all parents, families, and community stakeholders are provided meaningful opportunities to participate in the development of the Parent and Family Engagement Plan (PFEP). Input is gathered through multiple avenues to ensure equal representation. Families are notified through Apptegy messages, social media, and school communications of opportunities to provide feedback. Our highly active School Advisory Council (SAC), which meets quarterly, and our Parent Teacher Organization (PTO), which meets monthly, play an essential role in reviewing and shaping the plan, ensuring ongoing collaboration with engaged stakeholders. During our scheduled meetings, parents and community members are encouraged to provide suggestions and feedback. Families who are unable to attend meetings are given the opportunity to submit input through email, surveys, or direct communication with school administration. To ensure accessibility for all families, Spanish translation services are available upon request as well as through bilingual staff members. In order to increase participation and gather more comprehensive feedback, Belleview Middle School will implement additional reminders and varied outreach methods. These include multiple Apptegy notifications, social media posts, website announcements, and in-person event reminders. Surveys will be distributed in multiple formats, including digital and paper copies, and promoted during school events, conferences, and family engagement activities to encourage increased response rates. Once the PFEP is jointly developed, families will again be notified via Apptegy and provided an opportunity to review the plan prior to finalization. The finalized PFEP will be shared with families and the community by posting it on the school website alongside the School Improvement Plan. Notifications of its availability will be communicated through Apptegy and social media platforms. Printed copies will also be available in the main office, where staff are available to assist families with questions or access. Belleview Middle School is committed to accessibility for all families. The campus is ADA accessible, and accommodations will be made upon request to support individuals with disabilities. The PFEP is reviewed and updated annually to reflect the evolving needs of our students and families. Revisions are based on data collected from parent surveys, feedback from family engagement events, input from SAC and PTO members, and ongoing communication with stakeholders. This continuous improvement process ensures that the plan remains relevant and responsive. If families are not satisfied

with the Title I Schoolwide Plan, they are provided the opportunity to submit comments. These comments will be collected by the school and submitted to the district as required. Belleview Middle School also provides ongoing opportunities for family involvement, including parent-teacher conferences, school events, volunteer opportunities, SAC and PTO participation, and reasonable access to staff upon request. These opportunities strengthen the partnership between school and home and support student success.

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.

Belleview Middle will notify all parents of the Annual Title I meeting via weekly Apptegy messages, our monthly newsletter, weekly video wrap ups, and social media. Parents will be informed of the dates and times of the meetings. Also, parents will be notified that this is a Title I requirement and we will discuss the following information: Title I annual meeting requirements Title I budget Title I spending Title I programs.

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 Middle School will ensure the Parent and Family Engagement Plan is written in a clear, consistent, and parent-friendly format by using simple, easy-to-understand language and avoiding educational jargon, acronyms, and overly technical terms; communications related to the plan, student progress, and school events will be delivered through Apptegy messages, email, the school website, newsletters, social media platforms, flyers, and the school marquee, with Spanish translation available upon request and through bilingual staff to ensure accessibility for all families. The school will offer meetings at flexible times, including morning, afternoon, and evening options, to accommodate varying family schedules, and will provide multiple opportunities to participate by duplicating sessions when needed and sharing information with families who are unable to attend so they remain informed and engaged. Meetings will be offered in a variety of formats, including in-person, virtual, phone conferences, and individualized meetings, with additional accommodations such as translators and ADA accessibility provided to meet family needs, and alternative arrangements such as email follow-up or individual conferences will be available on a case-by-case basis. Belleview Middle School is committed to maintaining ongoing, meaningful two-way communication between families and staff by providing multiple avenues for interaction, including surveys, emails, phone calls, parent-teacher conferences, and informal conversations during school and extracurricular events, while ensuring communication is delivered in language that families can understand. Communication effectiveness will be monitored through communication logs, parent feedback, and survey data, as well as analytics from social media platforms that provide insight into which information families are viewing and engaging with, allowing the school to adjust messaging and outreach strategies; staff are expected to provide timely responses to family inquiries, and administration will monitor responsiveness to ensure consistent and effective communication practices.

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.

Belleview Middle School does not have the means to offer transportation outside of the school day or child care.

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 Middle School will partner with families to jointly develop the School-Parent Compact by engaging parents, staff, and community stakeholders through the School Advisory Council (SAC), with participation opportunities communicated via Apptegy, social media, and the school website; all stakeholders in attendance will have equal input, while those unable to attend may submit suggestions

and feedback directly to the Principal to ensure all voices are represented, and parents will have the opportunity to review the compact prior to finalization. During the development process, the school will clearly define shared responsibilities by outlining how parents, school staff, and students each contribute to improving academic achievement, with administration introducing the purpose of the compact and guiding discussion around expectations for high-quality instruction, student responsibility for learning, parent support at home, and goals related to attendance and behavior to ensure a shared commitment to student success. Belleview Middle School will strengthen partnerships with families to support students in meeting challenging state academic standards through intentional relationship building and ongoing communication, including providing frequent parent-teacher conferences and consistent progress monitoring updates; offering student-led conferences to increase student ownership and family engagement; implementing a mentoring program to support targeted students with individualized guidance; and utilizing a behavior incentive system to reinforce positive behaviors and build connections among students, staff, and families, all of which foster a collaborative environment focused on improving student outcomes.

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 Middle School will coordinate and connect its parent and family engagement efforts with a variety of programs and resources to support student success and strengthen family involvement. This will include embedding the five Cambridge attributes across campus during instruction, student discussions, and family engagement events to promote the development of well-rounded, lifelong learners prepared for both college and career pathways; these attributes will be consistently communicated through newsletters, Apptegy messages, and parent events. The school will distribute quarterly newsletters to emphasize the importance of family involvement in students' academic success and provide strategies for supporting learning at home. Belleview Middle will actively promote district-level parent and family engagement opportunities to ensure families are aware of available resources and supports beyond the school level. College and career readiness will be supported by discussing pathway options with students during Panther Prime Time and with families during student-led conferences, as well as by partnering with local colleges and organizations to provide information sessions and participation in school events. Additionally, the school will continuously seek new and effective strategies to engage families, including evaluating participation data and feedback to improve outreach efforts, ensuring that all families remain informed, connected, and empowered to support their child's educational journey.

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 Middle School will build parents' understanding of their child's education by providing clear and consistent communication about curriculum, assessments, and student progress through multiple accessible avenues. The school will share explanations of curriculum and instructional resources through the school curriculum guide, which is distributed to all students at the beginning of the year and made available on the school website; this guide includes course descriptions, course codes, and state assessment information, and is further supported by parent nights where families can engage in two-way conversations with teachers about academic standards, instructional practices, and classroom expectations, while teachers will also communicate regularly with families regarding upcoming standards and learning topics. In addition, the school will provide individual student assessment results and support parents in understanding these results through a variety of methods, including parent engagement testing nights, where families can ask questions and receive explanations about testing and performance data, as well as student-led conference nights during which students share their academic data, goals, and next steps for improvement with their families, supported by teachers who provide clarification and guidance. Information about the assessments used to measure student progress and achievement toward state academic standards will also be included in the curriculum guide and reinforced during parent events, and families will have ongoing access to support by contacting teachers, school administration, or the testing coordinator for further explanation, ensuring that all parents are equipped with the knowledge and resources needed to support their child's academic success.

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
Parent Meet and Greet and Cambridge Night	Sharing the vision for the 2026-2027 school year with parents along with reviewing academic/behavior expectations. This event also served to promote and enhance parent, family, and community connections, communication, and provide information around our 5 Cambridge attributes and how they are embedded campus wide.	Quarter 1 July 14, 2026 5:30-6:30
Back to School Bash	The vision for the Back-to-School Bash is to create a vibrant and welcoming celebration that unites students, families, staff, and the wider community in the shared excitement of a new school year. This event will serve as a kickoff to the academic journey ahead—fostering connections, building school spirit, and reinforcing a strong sense of belonging.	Quarter 1 July 28, 2026 5:30-7:30
6th grade and new student Orientation	The purpose of this event is to provide 6th graders and new students with critical information concerning middle school success.	Quarter 1 August 7th 2026 9:00-10:30

Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan and School-Parent Compacts. The school will recruit families to engage with the school through various volunteer opportunities	Quarter 1 September 17th 2026 5:30pm
Academic Parent/Teacher Conferencing	Parents are provided with individualized academic conferences and two-way conversations with their child's classroom teacher and grade level school counselor to discuss their child's academic standing in coursework.	Semester 1 August-December 8:15-9:15am
School Tours | Semester 1	The purpose of this event is to provide parents and students with an in-depth view of our school, core and elective classes, and school expectations. Registration available to all parents on school website.	Semester 1 August-December Varying Times on Fridays
Open House and Student Led Conference Night	The purpose of this night is to provide all parents with an opportunity to meet their child's teacher, review their child's class schedule, and understand their teacher's syllabus and classroom expectations. Students will review their PM3 and PM1 state data with parents along with their academic progress	Quarter 1 September 17th 2026 5:00pm-6:30pm
STEM Night and Student Led Conference Night	The purpose of this event is to educate parents on different STEAM(Science, Technology, Engineering, Art, & Math) related opportunities. Students will review their PM2 progress state data with parents along with their academic progress	Quarter 3 February 18, 2027 5:00pm-6:30pm
Teacher conferences	Parents are provided with individualized academic conferences and two-way conversations with their child's classroom teacher and grade level school counselor to discuss their child's academic standing in coursework.	Semester 2 Janaury-May 8:15-9:15am
Academic Carnival Night	Students and families will get resources to help in all core subject areas while earning prizes for engaging in activities. These take-home activities will support continued at home learning.	Quarter 4 March 26, 2027 5:30-7:00
Technology safety Event	During this time parents will learn ways to monitor students' technology devices and how to promote positive use of technology at home and school	Quarter 2 October 20, 2026 5:30-6:30

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 Middle School will build staff capacity, with input from parents, to strengthen meaningful family engagement by providing ongoing professional learning and clear expectations for all staff. Teachers, specialized instructional support personnel, school leaders, and staff will be trained to value and include parent contributions as an essential part of the school community through pre-service trainings, early release professional development sessions, and the review of research and best practices on the impact of family engagement on student achievement, with opportunities for parent input shared through surveys and feedback following events. Staff will also be trained to effectively communicate and collaborate with parents as equal partners by participating in professional learning focused on clear communication strategies, relationship-building, and culturally responsive practices, ensuring that interactions are respectful, consistent, and focused on student success. In addition, staff will receive guidance on implementing and coordinating strong parent and family engagement activities by scheduling opportunities that connect home and school, supporting participation in events, and providing ongoing assistance as needed to strengthen family partnerships. To ensure information is accessible and understandable, staff will be trained to communicate in clear, parent-friendly language, avoiding educational jargon, and utilizing available translation supports, including bilingual staff and translation services when possible, so that all families can access important information. Finally, staff will be expected to respond promptly and effectively to parent needs and requests for engagement opportunities, with clear expectations established, including returning calls and communications within 48 hours, and communication practices will be monitored to ensure consistency and responsiveness, reinforcing a culture where families feel valued, supported, and connected to the school.

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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