Marion County Public Schools

BELLEVIEW HIGH 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

The Faculty and Staff of Belleview High School are committed to providing a safe, secure and healthy learning environment as a foundation for the academic, social, and ethical development necessary for each student to become a successful adult in tomorrow’s society.

Provide the school's vision statement

We are committed to providing a safe and healthy learning environment as a foundation for the academic, social, and ethical development necessary for each student to become a successful citizen in tomorrow’s society.

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

Alexis Bryant

alexis.bryant@marion.k12.fl.us

Position Title

Assistant Principal of Instruction

Job Duties and Responsibilities

Deliberate practices data distribution; Coordination of professional development; Coordinate lesson plans with Assistant Principal of Curriculum; Staff evaluations; State and district testing; Textbook management budgeting, purchasing, and inventory; Maintain and distribute teacher resources;

Emergency lesson plans.

Leadership Team Member #2

Employee's Name
Kathleen Wingate

kathleen.wingate@marion.k12.fl.us

Position Title
Assistant Principal of Discipline

Job Duties and Responsibilities

Crisis management; Multi-Tiered Systems of Support; Coordinate discipline department; Staff evaluations; Fire/Tornado/Alert.Lockdown.Inform.Counter.Evacuate. drills; Student handbook; Clinic; Teacher duty stations; Lunch duty; Attendance and Child Study Team;

Leadership Team Member #3

Employee's Name
Heather Guest

heather.guest@marion.k12.fl.us

Position Title
Principal

Job Duties and Responsibilities

Instructional leader of the school; Staff evaluations; Purchasing; School Advisory Council; Monitor implementation of the School Improvement Plan; Technology Plan; Budget - instructional and internal; Support staff, custodians, and cafeteria.

Leadership Team Member #4

Employee's Name
Bradley Jones

bradley.jones@marion.k12.fl.us

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

School curriculum and curriculum guide; Develop and maintain master schedule; Gradebook policies and report cards; Maintenance of Exceptional Student Education; Maintain accreditation records; Coordinate room assignments; Coordinate lesson plans with Assistant Principal of Instruction;

Coordinate guidance department; Coordinator of management information services in Skyward, statistics, databases.

Leadership Team Member #5

Employee's Name
Michael Losito

michael.lositio@marion.k12.fl.us

Position Title
Magnet Coordinator

Job Duties and Responsibilities

Cambridge curriculum and staff development; Cambridge budget; Cambridge testing; Cambridge instructional materials.

Leadership Team Member #6

Employee's Name
Stacy Houston

stacy.houston@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

Help teachers develop strong instructional practices and support data analysis.

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.

Our process to involve stakeholders includes many events and meetings. Our leadership team meets regularly to process a multitude of data to ascertain where our needs are and where we should focus our resources. From those meetings, we have formulated the events below that will include a variety of stakeholders and provide our students with the best education possible at BHS.

- Freshman Preview/Orientation- August 2026
- Annual Title I Meeting-We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.

September 2026

- Open House/ PM1 Family Engagement Night. Meet your child's teacher and our friendly and helpful school staff for the year. Learn about State Assessment benchmarks and how you can help your student at home.

October 2026

- Parent Teacher and Student Conferences- Scheduled updates on your child's progress.

ongoing

- Testing – What to expect. Educating parents/students on state assessments and graduation requirements.

January 2027

- PM2 Family Engagement Night. Learn about State Assessment benchmarks, review student growth, and how you can help your student at home.

March 2027

- Senior Projects/Capstone Evening -Senior students share with their parents/judges/community members their goals utilizing one of the 4 Es.

SAC Meetings - quarterly meetings in which we review survey data, feedback from all stakeholders, school data, and monitor suggestions on how to improve our school and SIP.
State of Affairs of the school; community/staff/parent input on events and activities.

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)).

We will continue to look at survey results, emails, and requests on how best to help our population at BHS. All of our staff will be trained to their level to respond to parents and their requests. We will

regularly monitor data and instruction to ensure that all teachers have the resources and skills necessary to succeed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**72.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: B** **2023-24: C** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	347	441	353	378	1,519
Absent 10% or more school days	22	53	58	72	205
One or more suspensions	14	10	8	8	40
Course failure in English Language Arts (ELA)	22	21	80	74	197
Course failure in Math	24	77	85	98	284
Level 1 on statewide ELA assessment	113	105	82		300
Level 1 on statewide Algebra assessment	0	28	69	5	102

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
	9	10	11	12	
Students with two or more indicators		330	284	264	878

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
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	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
	9	10	11	12	
Students with two or more indicators	[]	[]	[]	[]	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
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

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*	59	55	62	54	52	59	51	50	55
Grade 3 ELA Achievement									
ELA Learning Gains	58	56	59	56	55	58	55	55	57
ELA Lowest 25th Percentile	52	55	55	54	54	56	55	54	55
Math Achievement*	42	38	52	42	34	49	36	35	45
Math Learning Gains	39	37	45	51	41	47	44	42	47
Math Lowest 25th Percentile	34	36	44	50	44	49	39	44	49
Science Achievement	68	66	74	66	67	72	61	61	68
Social Studies Achievement*	71	71	76	64	69	75	70	67	71
Graduation Rate	87	90	94	85	86	92	78	80	90
Middle School Acceleration									
College and Career Acceleration	72	65	74	65	65	69	72	68	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	52		51	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)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	584
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	87%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
58%	58%	55%	55%	52%	47%	

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	38%	Yes	4	
English Language Learners	33%	Yes	1	
Black/African American Students	58%	No		
Hispanic Students	53%	No		
Multiracial Students	61%	No		
White Students	62%	No		
Economically Disadvantaged Students	53%	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	59%		58%	52%	44%	39%	34%	68%	71%		87%	72%	
Students With Disabilities	33%		53%	51%	17%	31%	32%	30%	33%		84%	19%	
English Language Learners	20%		44%	41%	12%	17%	24%	23%	23%		79%	42%	
Black/African American Students	56%		58%	61%	38%	41%	57%	58%	68%		81%	64%	
Hispanic Students	51%		57%	51%	38%	35%	26%	52%	67%		84%	65%	
Multiracial Students	58%		52%		46%	24%		77%	81%		81%	65%	
White Students	66%		58%	51%	50%	42%	34%	82%	73%		89%	78%	
Economically Disadvantaged Students	50%		52%	46%	36%	34%	35%	59%	67%		85%	68%	

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	54%		56%	54%	43%	51%	50%	66%	64%		85%	65%	54%
Students With Disabilities	20%		43%	38%	26%	42%	34%	27%	35%		77%	9%	
English Language Learners	21%		51%	47%	26%	49%	80%	39%	25%		73%	33%	54%
Black/African American Students	40%		50%	55%	33%	57%	63%	57%	39%		91%	33%	
Hispanic Students	47%		53%	52%	39%	50%	52%	62%	53%		79%	64%	52%
Multiracial Students	59%		58%		45%	39%		56%	75%		93%	64%	
White Students	62%		58%	55%	49%	51%	43%	71%	76%		87%	71%	
Economically Disadvantaged Students	46%		53%	56%	37%	50%	54%	62%	57%		80%	59%	50%

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	51%		55%	55%	36%	44%	39%	61%	70%		78%	72%	48%
Students With Disabilities	17%		41%	44%	14%	36%	50%	34%	42%		75%	21%	
English Language Learners	19%		44%	47%	19%	38%	45%	30%	32%		68%	46%	48%
Black/African American Students	31%		50%	56%	17%	26%	30%	37%	55%		78%	55%	
Hispanic Students	44%		55%	53%	27%	41%	39%	49%	65%		71%	66%	44%
Multiracial Students	56%		62%		30%	38%		57%	76%		93%	77%	
White Students	58%		55%	55%	48%	50%	41%	73%	74%		80%	77%	
Economically Disadvantaged Students	44%		51%	52%	33%	44%	39%	53%	61%		78%	73%	27%

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	9	56%	51%	5%	60%	-4%
ELA	10	57%	54%	3%	61%	-4%
Biology	9	94%	91%	3%	87%	7%
Biology	10	47%	53%	-6%	60%	-13%
Algebra	9	43%	34%	9%	41%	2%
Algebra	10	11%	14%	-3%	31%	-20%
Geometry	9	74%	72%	2%	75%	-1%
Geometry	10	36%	28%	8%	40%	-4%
Geometry	11	19%	16%	3%	26%	-7%
History	11	70%	69%	1%	75%	-5%
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	12	** 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?

Based on 2026 data, our US History EOC data showed the most improvement. Actions that were taken to improve in this area were concentrating on benchmarks and making sure to teach to the clarifications of each of the benchmarks, as well as monthly collaboration with the US History team, in which there was data review/digs based on assessments and cohesive planning.

Lowest Performance

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

Our lowest performance currently is our Algebra 1 EOC Achievement. We had a decrease in our learning gains from 51% down to 39%; however, our math achievement remained at 42%. Contributing factors include losing a Geometry and Algebra teacher in the middle of the school year.

Greatest Decline

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

The greatest decline was in our math learning gains in the lowest quartile 25%. Last year our students were at 50%, and this year we fell to 34%. We believe this is due to teacher turnover.

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.

Algebra had the greatest gap. While BHS data maintained, Algebra scores are at 30% proficient, which is 27% lower than the state average of 57%. The gap is being attributed to learning gaps of our lowest performing students. Most proficient students have already taken Algebra before coming to High School.

EWS Areas of Concern

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

Our current concern is with our ELL and ESE subgroups. We will continue to focus on interventions and strategies for all stakeholders to help improve their performance. We have added additional

areas to support with paraprofessionals and support facilitators.

Highest Priorities

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

1. Graduation Rate
2. Continue to increase/improve our Geometry, ELA, US History, and Biology Achievement levels. Improve our Algebra 1 EOC Achievement level.
3. Focus on our ELL and ESE subgroups and continue to find interventions and scaffolds that help meet their needs, as well as the needs of their families.
4. Attendance

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 Student Engagement

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.

Students in the lowest quartile, as well as ELL and ESE populations, often require explicit opportunities to engage with grade-level content through structured reading, writing, and discussion. Embedding literacy practices within math and core instruction supports comprehension, problem-solving, and academic language development, leading to improved outcomes across all content areas. Our ELA lowest quartile dropped from 54% to 52%, and math lowest quartile dropped from 50% to 34%.

Measurable Outcome

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

By the end of the school year, increase active student engagement in reading, writing, and academic discussion, with a targeted focus on students in the lowest quartile, ELL, and ESE subgroups, as evidenced by a 10 percentage point gain in classroom engagement indicators and a 5 percentage point increase in proficiency on district and state assessments, including math.

Monitoring

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

We will meet monthly with the six tested areas and collaboratively plan. We will look at the data from PM1 and PM2 FAST, district assessments, benchmark assessments, IXL, and Reading Plus. We will continue to include our SWD teachers in the collaborative planning process, as well as our Reading teachers. Working actively with our ESE Staffing Specialist, support facilitators, guidance counselors, ESOL support and teachers, we hope to better identify areas of struggle and provide adequate scaffolding to bridge the gap.

Person responsible for monitoring outcome

Alexis Bryant

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:
We follow the district curriculum programs and maps. In addition to using Reading Plus, Lexia, and IXL, we pull students out for targeted small group instruction in math foundations and utilize math teachers for after-school tutoring. Follow-up will continue in our small group collaborations and with individual conversations and follow-up with our administration based on what is seen in our walk-throughs.

Rationale:
Our instructional approach ensures alignment with district curriculum expectations while providing targeted, data-driven interventions to address individual student needs. Through supplemental programs, small group instruction, after-school tutoring, and ongoing monitoring through collaborative planning and administrative walk-throughs, we continuously support student growth and adjust instruction to improve academic outcomes.

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

Person Monitoring:
Alexis Bryant

By When/Frequency:
bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide targeted small-group instruction using Reading Plus, Lexia, IXL, and math foundations interventions based on student data.

Action Step #2
Walk-through

Person Monitoring:
Alexis Bryant

By When/Frequency:
bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review student performance data and classroom walk-through observations during collaborative planning meetings to adjust instruction and interventions as needed.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Graduation

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.

Graduation is a critical measure of student success and postsecondary readiness. Students who fall behind in credits, attendance, or course performance are less likely to graduate on time. A focused, data driven approach to identification and intervention ensures students receive timely support to remain on track.

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.

Increase the school's graduation rate by 5 percentage points by the end of the academic year, with targeted supports for at risk students identified through early warning indicators (attendance, behavior, course performance).

Monitoring

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

- Monitor early warning indicators and track student progress biweekly
- Provide credit recovery, tutoring, and extended learning opportunities
- Assign mentors to at risk students for regular check ins and goal setting
- Strengthen family communication and engagement around student progress
- Develop individualized graduation plans for students off track
- Increase access to ELL and ESE support services aligned to graduation requirements

Person responsible for monitoring outcome

Bradley Jones

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:
Targeted seniors (bottom quartile) with early warning indicators for attendance, behavior, and academics. Following last year's success, we will be branching out this system to include all of our students, starting with 9th grade.

Rationale:
Our targeted graduation rate is 94%.

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
Graduation Spreadsheet

Person Monitoring:
Bradley Jones

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We have added an administrative spreadsheet that all counselors, APs, Graduation Coordinator, and Principal have access to. On this spreadsheet with have tabs for each cohort. Within the cohort we are monitoring GPA, test scores, and credits. In monitoring this spreadsheet we hope to provide interventions more timely before a student feels like they are completely lost.

Area of Focus #3

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

Instructional Practice specifically relating to Math

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.

To address the decline in Math Lowest Quartile proficiency (50% to 34%) and Math Learning Gains (51% to 39%), Belleview will partner closely with the Math Department to identify students in the lowest quartile using current FAST and classroom performance data. Once identified, students will be placed into targeted intervention groups aligned to their specific skill deficits. Administration will actively support implementation through classroom walk-throughs, data monitoring, and regular progress reviews with teachers and interventionists. Student growth data will be analyzed frequently to adjust supports, monitor effectiveness, and ensure timely intervention. Improving outcomes for our lowest-performing math students will remain a schoolwide priority throughout the year.

Measurable Outcome

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

By the end of the school year, Belleview will strengthen student engagement and academic achievement in mathematics through data-driven instruction, targeted support for struggling learners, and frequent progress monitoring. These efforts will result in an increase in Math Learning Gains from 39% to 45% and an increase in Math Lowest Quartile achievement from 34% to 45%.

Monitoring

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

Administration will meet monthly with the Algebra and Geometry teams to analyze EOC, district assessment, and DPMA data to monitor student performance and identify instructional priorities. Particular attention will be given to tracking the progress of lowest quartile students and using data to determine standards and skills requiring reteaching or intensified support. Collaborative planning will continue to include SWD teachers to ensure instructional strategies, accommodations, and interventions are aligned to student needs. Through ongoing collaboration with the ESE Staffing Specialist, support facilitators, school counselors, ESOL staff, and classroom teachers, the school will proactively identify barriers to learning, implement targeted scaffolds, and provide coordinated support to accelerate achievement for all students, with a specific focus on closing performance gaps among our most at-risk learners.

Person responsible for monitoring outcome

Alexis Bryant

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 High School will implement a data-driven intervention model focused on increasing mathematics achievement for all students, with targeted support for Lowest Quartile students. Strategies will include standards-based small-group instruction, differentiated learning opportunities, collaborative planning, frequent formative assessments, and targeted reteaching based on student performance data. Algebra and Geometry teachers will meet regularly with administration to analyze EOC, district assessment, and DPMA data to identify learning gaps and adjust instruction accordingly. Collaborative planning will include general education, SWD, and ESOL teachers to ensure appropriate scaffolds, accommodations, and instructional supports are implemented consistently. Administration will conduct classroom walkthroughs, monitor intervention implementation, and facilitate ongoing data conversations focused on student growth and mastery of priority standards.

Rationale:

Math Learning Gains decreased from 51% to 39%, and Math Lowest Quartile performance declined from 50% to 34%, indicating a need for more intentional identification and support of struggling learners. Research supports the use of data-driven instruction, targeted small-group intervention, ongoing progress monitoring, and collaborative professional learning as effective practices for improving student achievement and accelerating learning for students who are performing below grade level. By providing differentiated instruction, timely interventions, and coordinated support among teachers, administrators, and student services personnel, the school will increase learning gains, close achievement gaps, and improve outcomes for Lowest Quartile students.

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
Targeted Small Groups

Person Monitoring:
Stacy Houston

By When/Frequency:
bi weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Belleview High School will implement a targeted mathematics intervention process focused on increasing achievement and learning gains for all students, with a specific emphasis on Lowest Quartile students. Teachers will use EOC, district assessment, DPMA, and classroom-level data to identify learning gaps and provide standards-aligned small-group instruction, differentiated supports, and timely reteaching. Administration will facilitate monthly data meetings with Algebra and Geometry teams to review student performance, evaluate the effectiveness of instructional strategies, and adjust interventions as needed. Collaborative planning will include general education teachers, SWD teachers, ESOL staff, counselors, and support personnel to ensure appropriate accommodations, scaffolds, and supports are consistently implemented.
The impact of this action step will be monitored through ongoing analysis of DPMA, common assessment, district assessment, and EOC data; regular progress monitoring of Lowest Quartile students; classroom walkthroughs focused on student engagement and instructional rigor; and monthly data reviews with instructional teams. Student growth trends will be evaluated throughout the year to determine the effectiveness of interventions and inform instructional adjustments, ensuring progress toward increasing Math Learning Gains from 39% to 45% and Math Lowest Quartile performance from 34% to 45%.

Action Step #2
Walkthroughs

Person Monitoring:
Heather Guest

By When/Frequency:
bi weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will conduct regular classroom walkthroughs in Algebra and Geometry classrooms to monitor the implementation of small-group instruction, student engagement, and the

use of targeted interventions aligned to identified learning gaps. Feedback will be provided to teachers following walkthroughs, with individualized coaching and support offered to teachers who need assistance designing, implementing, or managing effective intervention groups. Administration will review DPMA, district assessment, and classroom assessment data with teachers during monthly data meetings to evaluate the effectiveness of small-group instruction and determine whether students, particularly those in the Lowest Quartile, are making adequate progress. Intervention groups and instructional strategies will be adjusted based on student performance data to ensure supports are responsive to student needs and contribute to increased learning gains and achievement.

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.

BHS will foster a school culture where consistent attendance is valued and supported. Our chronic absenteeism percentage decreased this past school year from 39% to 34% but is still an area of improvement. We have school wide incentives planned to celebrate attendance and a progression plan in place to track students at risk.

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.

Through targeted interventions, increased family engagement, and attendance monitoring, we will reduce our chronic absenteeism rate from 34% to 29%.

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.

Reports will be run weekly and tracked through the attendance team. An increase in attendance is an increase in opportunity for students to learn and succeed.

Person responsible for monitoring outcome

Kathleen Wingate

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:
An attendance system will be used to notify families of absences and tardies. The attendance team will track attendance data to flag students before reaching chronic absenteeism. Monthly and quarterly incentives are used school wide to celebrate attendance success.

Rationale:
The reason this strategy has been selected is to help our team monitor our students that may go unnoticed. Personalized support will be given to students to prevent reaching chronic absenteeism and set them up for academic success.

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
Student Success/Attendance Team

Person Monitoring:
Kathleen Wingate

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schedule weekly attendance meetings, run reports to review and create an excel to track student attendance

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.

Our SIP plan is on our website: https://www.marionschools.net/bhs
Our SIP is also located on our BHS SharePoint page, accessible to all our BHS employees.
We review our SIP at our SAC meetings. We also have it readily available in print to distribute at our front desk when asked.

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)).

We will continue to work as a school team to reach out to parents and community members for their input on how BHS can serve our community. We will strive to make sure that all stakeholders realize the value and correlation between communication and academic achievement. Our goal will be to communicate sooner rather than later about absenteeism and reach out to parents using our positive phone calls home to build rapport with families. We will work with parents to incorporate feedback from surveys and anecdotal information to make sure we are establishing parents as equal partners.
Our PFEP is on our website: https://www.marionschools.net/bhs

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)).

Through in depth cohort tracking, involving counselors, assistant principals, deans, and content area specialists, we will closely monitor all students while specifically targeting our ESE and ELL populations. We also plan to create a school wide focus on our lowest quartile and student engagement in the classroom.

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)).

We will hold family engagement events to increase parent involvement. BHS uses feedback from our teachers, staff, and students to implement plans and strategies that will best suit our identified needs. We offer CTE courses to help students identify career fields, senior projects to help students navigate choices beyond high school, the VyStar Bank program, and ROTC.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The school has a Multi-Disciplinary Team that meets weekly to identify students who need mental health services, counseling or other interventions; these students are then monitored weekly on the progress and needs; BHS has outside counseling services that are brought to the school weekly to assist in the needs of our students; our student services department has implemented positive referrals in an effort to showcase the good work being done/seen on campus; students are able to meet with other students during peer tutoring to help; BHS offers a diverse variety of clubs and classes that help students find their future; BHS has a career lab where students can explore scholarships opportunities, job searches, career aptitude tests, and resume building.

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)).

BHS is a Cambridge High School and offers multiple courses that students are able to earn postsecondary credit while they are still in high school. Students can also enroll in our many CTE courses and earn certifications in those courses that will benefit them when joining the workforce. Students start in middle school with job searching using Xello, and that profile continues once they start high school. This program helps identify jobs they may be interested in and identifies pathways for them to achieve that goal. Students and parents are made aware of these opportunities via our course catalog and website. Students can also meet with their counselors to help identify courses that will take them on their desired post-secondary path.

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)).

Tier 1: Universal Interventions – Positive Behavioral Interventions and Supports (PBIS) team that supports implementation and monitoring.

- Implementation: Schoolwide strategies to promote positive behavior and prevent potential disciplinary problems. All students are exposed to this via school-wide expectations, structures, and systems (e.g., establishing clear behavior expectations, teaching these expectations, and consistently reinforcing them).
- Monitoring: Regular data collection on school-wide behavior helps to identify current and ongoing trends to make necessary adjustments to PBIS team-adopted strategies.

Tier 2: Targeted Interventions – Student/group targeted support for implementation and monitoring.

- Implementation: For students who do not respond to Tier 1 school-wide expectations/ interventions, more focused support is provided. This might include small group interventions, social skills training, or mentoring programs. The school will address specific issues before they become more serious.
- Monitoring: Progress is closely monitored, and interventions are adjusted based on individual student needs.

Tier 3: Intensive Interventions – Specific individual targeted support for implementation and monitoring.

- Implementation: For students who require individualized support due to persistent behavior problems. Interventions will be highly personalized and can involve collaboration with specialists (e.g., school psychologists, counselors, social workers…). Where appropriate, Functional Behavioral Assessments (FBA) and Positive Behavior Intervention Plans (PBIP) will be used as part of the tools to intervene with identified students.
- Monitoring: Detailed and frequent data collection to ensure that interventions are effective and adjusted, as needed.

Through addressing problem behaviors and using early intervening services (EIS), the school can use services that are designed to provide additional support to students who are at-risk but not yet identified as needing more intensive intervention, up to and including special education. Other early intervening services the school uses include professional development for teachers to better address student needs, supplemental instruction, and ongoing behavioral interventions.

As Belleview High School addresses problem behaviors and implements early intervening services, we are ensuring compliance with the Individuals with Disabilities Education Act so that students with disabilities receive appropriate intervention and services, as well as maintaining a “students first” mindset.

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)).

We will train staff members by working through examples of how strategies work to improve attendance and behavior, thus improving learning in schools. AICE Teachers attend trainings all over the state of Florida to bring back enrichment programs to our students. We will utilize beginning-of-the-year professional development rotations/trainings to allow our teachers to understand the value in data analysis. This will create an atmosphere of understanding where students are presently and allow our teachers to create an engaging environment to help students make gains during the year or place them in groups to allow for a more unified ability to remediate misconceptions. Teachers will begin to understand the value of student tracking by receiving training on a freshman success folder. Freshmen will keep a folder with their personal educational information that will allow them to understand their path to graduation.

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)).

N/A

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.

Our district has a review process for ML Learners and ESE students. Students will be screened through a school-based evaluation process. Using our instructional coach and data gathered from multiple sources/assessments, we will create a plan for student success.

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).

Intervention programs will be used and monitored on a weekly basis. Our team will be closely monitoring and working with our intervention programs due to our decline in our lowest quartile.

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 High School

Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A, provides local school districts and schools with resources that help children gain a high-quality education and the skills to master the Florida Standards. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a great predictor of academic success than whether or not that family is affluent or poor. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

What is Parent and Family Engagement?

Title I, Part A defines parent involvement as the *...participation of parents in **regular, two-way and meaningful communications** with school staff that involves the student, addresses learning and engages the family in school activities.* The Title I, Part A classification of parent involvement derives from the definition of Parent and Family Engagement, as outlined in the Every Student Succeeds Act, circa 2017-2018.

About the Parent and Family Engagement Plan

The Parent and Family Engagement Plan describes how the school will provide opportunities to improve family engagement to support student learning. In addition, the plan represents the different ways we will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. We value the contributions and engagement of parents and family members. The goal is establishing an equal partnership between home and school to support student and school improvement. Click here to access the District's Title I Parent and Family Engagement Plan or request a copy at the front office.

We value our families and believe that ALL children can learn!

Principal Name: Heather Guest

School Website: **https://www.marionschools.net/bhs**

School Year: 2026-27

1. PARENT AND FAMILY ENGAGEMENT PLAN GOAL

If we engage parents through a variety of school events including information about academics and strategies to help their child with reading or math at home, then student growth on the F.A.S.T. Assessment will increase by 5%.

2. JOINTLY DEVELOPED

How will the school:

1) involve parents in developing the school parent and family engagement plan?
2) make the parent and family engagement plan available to the local community?
3) update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?
4) Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?
5) address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

1. We use parent input from surveys to help develop the PFEP. We also use feedback from previous events to help us continue to improve our programs for the next year
2. We have a link on our school website and also post a link in our quarterly newsletters. We will also share the information with SAC and hard copies will be available at the front desk upon request.
3. Annually, we will look at feedback and surveys, as well as data, to change the PFEP as needed to address concerns and needs that the school and parents have. We will use input from SAC and the Family Engagement Liaison to incorporate the changing needs of the parents and school.
4. Prior to submission, we will address the changes on our SIP; post-submission we will submit changes and concerns to the Title 1 Department for additional guidance and consideration.
5. If requested by parents, we make every effort to meet their needs either by parent-teacher conferences, academic nights, ways to volunteer, or becoming a member of our SAC. We publish and advertise SAC and academic nights regularly on our website, Apptegy Messaging, emails, and newsletters. Parents my schedule meetings with guidance and teachers through the guidance office.

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.

We have our Annual Title 1 meeting at our first SAC meeting of each school year. This year we will host this meeting prior to our FAST Parent Night in September.

4. COMMUNICATIONS

How will the school:

1) ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
2) offer meetings at various times (such as in the morning and evening)?
3) offer meetings in different formats (such as online and in-person group meetings, home visits or other types of individual meetings)?
4) ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand?
5) monitor two-way communication to ensure timely responses.

1. The plan is in a uniformed format that is easy to read. We offer many of our flyers and documents in both English and Spanish.
2. We will rotate our SAC meetings to meet in the morning and the evening, quarterly. The Family Engagement Liaison can assist families to remove attendance barriers.
3. We have used a hybrid meeting in the past, but have now switched to offering SAC meetings on a rotating morning/evening rotation to better meet the needs of our families and community members.
4. We continue to ask for feedback and offer surveys at the end of each of our events. We take into consideration that feedback when planning our next sessions. We have many staff members available to translate when necessary at our events.

5. BARRIERS

1. Will the school offer transportation as such services relate to preventing parent and family engagement barriers? **NO**
    a. If yes, please describe.
2. Will the school offer childcare, as such services relate to preventing parent and family engagement barriers? **NO**
    a. If yes, please describe.

6. SCHOOL-PARENT COMPACT

Describe how the school:

1) and families will jointly develop a School-Parent Compact.
2) will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement in the School-Parent Compact.
3) will build and develop a partnership with families to help children achieve challenging State academic standards.

1. The School-Parent Compact is created and reviewed by the SAC members which allows for input, additions, or deletions.
2. The compact will not only address the areas of focus from our SIP, but also allow for students to express their own personal growth goals for the school year, creating buy in from them and their own personal community of teachers and parents.
3. BHS offers tutoring after school to help students with state standards and academic challenges. Teachers and administrators meet monthly to look at collected data to target standards that need to be re-taught or to find areas of strength that can be replicated in other classrooms. (ACT/SAT practice) We will utilize academic conference nights to show parents the data to target standards that need to be re-taught.

7. COORDINATION OF FUNDS

Describe how the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (*applicable to elementary schools*), college

and career-ready resources or organizations (*applicable to middle and high schools*), parent resource centers, or other programs.

We will integrate our PFEP with college and career ready resources/organizations such as CFC and the CTE Career Fair when students and parents have opportunities to enroll in college and/or apply for the workforce. We will host academic evenings to prepare parents to help their students prepare for the state assessments. BHS plans to again use our Capstone Project evening to showcase our seniors and the work they do to prepare for life after high school in choosing one of the 4 Es (Employment, Enlistment, Enrollment, Entrepreneurship) .

8. BUILDING CAPACITY OF PARENTS

Describe how the school will provide parents with the following:

1) A description and explanation of the curriculum and resources.
2) Individual student academic assessment results and interpretation of those results.
3) A description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

1. We offer the course curriculum guide on our webpage that outlines each course and what is offered. There is also an overview at the Annual Title 1 Meeting.
2. In ELA, the PM1 and PM2 results are available to the parents in the FLDOE portal. Parents also have access to Skyward Grades and progress monitoring their student on that platform.
3. We will host a FAST Parent Night to explain state assessment requirements, scores, and ways to improve scores. We will also utilize Apptegy Messaging and emails on how to find the links and reports in an effort to help parents better understand student progress and achievement.

9. Please include 4 Parent/Family Workshops/Opportunities (1 per quarter), 2 of which could be Academic Conference Team events.		
Title	**Purpose**	**Quarter Date(s)/Time(s)**
Freshman Preview/Orientation	Create an opportunity for families to learn about Belleview High School and engage with staff members.	**Quarter 1** August 5th, 2026
Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionaly, 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.	September10th, 2026
SAC Committee	State of Affairs of the school; community/staff/parent input on events and activities	Quarterly Sept., Nov., Feb., May
Open House	Meet your child's teacher and our friendly and helpful school staff for the year.	August 5th
Academic Conference Teams	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	October/Nov. 2026 5:30 pm
CF Financial Aide Night	Students and families will gain insight into scholarship opportunities along with learning about how to register for FAFSA	**Quarter 2** October/Nov. 2026 *Additional session in Semester 2
Pathways to Graduation	Share graduation requirements and various pathways to graduation (CTE, AICE). Provide guidance to help families monitor with help fulfill their goals and aspirations for school and life after high school.	**Quarter 3** February 2027 5:30 pm
Senior Projects/Capstone Evening	Senior students share with their parents/judges/community members their goals utilizing one of the 4 Es.	**Quarter 4** March 2027

The activities listed may be updated after publishing.

10. BUILDING CAPACITY OF SCHOOL STAFF

Describe how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents in the following:

1) The value and utility of contributions of parents.
2) How to reach out to, communicate with, and work with parents as equal partners.
3) To implement and coordinate parent programs and build ties between home and school.
4) To provide information in a format, to the extent practicable, in a language the parents can understand.
5) To respond to parent requests for parent and family engagement activities.

1. We will continue to work as a school team to reach out to parents and community members for their input on how best BHS can serve our community. We will train teachers and staff members on the importance of call logs and messages to families about the status of their learners. We will ask for parental input via surveys and anecdotal feedback to incorporate needs into our trainings.
2. We will strive to make sure that all stakeholders realize the value and correlation between communication and academic achievement. Our goal will be to communicate sooner rather than later about absenteeism and reach out to parents using our positive phone calls home to build rapport with families. We will work with parents to incorporate feedback from surveys and anecdotal information to make sure we are establishing parents as equal partners.
3. We will train staff members using the family engagement book, citing specific examples of how strategies work to improve attendance and behavior and, therefore, learning, in schools.
4. We will utilize support staff and translation applications to provide information in languages other than English to accommodate parents as needed.
5. We will continue to look at survey results, emails, and requests on how best to help our population at BHS. All of our staff will be trained to their level to respond to parents and their requests.

This plan aligns with Goals 2.B, 5.A, and 5.B of Achieve 2026 - Strategic Plan.

Enter the date *(month/day/year)* this plan was finalized:	7/16/2025
Enter the date *(month/day/year)* this plan was revised:	

School Advisory Council

The School Advisory Council (SAC) is a team of people representing various segments of the community parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

- ☐ Yes, I am interested and wish to join the School Advisory Council.
- ☐ Please contact me so I can learn more about joining the School Advisory Council.
- ☐ Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of the Parent and Family Engagement Plan that you feel is not satisfactory, please use the space below to provide us with your comments in the space provided and leave this form in the school's main office.

Name: _____

Phone Number: _____

Email address: _____

_____

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_____

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