Marion County Public Schools

HAMMETT BOWEN JR. ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Hammett L. Bowen, Jr. Elementary School, our mission is to build a school that will focus on success; a school that celebrates diversity while strengthening the common thread that binds us. Hammett L. Bowen, Jr. Elementary will become a model for a strong school and community program dedicated to building the "whole child."

Provide the school's vision statement

At Hammett L. Bowen, Jr. Elementary School, everyone works together to build relationships in order to provide rigorous and relevant learning for ALL students.

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

Angela Ponder

angela.ponder@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal is the instructional leader of the school. She works with stakeholders to develop a common vision and mission for the school. She guides and works with the leadership team to analyze student data in order to monitor student progress to drive instruction and provide curriculum resources aligned to the B.E.S.T. standards (Benchmarks for Excellent Student Thinking); develop a program that promotes professional learning based on evaluations and feedback in order to retain an

effective/highly effective staff; and build relationships with parents and the community.

Leadership Team Member #2

Employee's Name
Angela Woerner

Angela.Woerner@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal primarily through her expertise in curriculum and in analyzing student data to drive decision-making for instruction. The assistant principal also supports the teachers by using evaluations and observations to determine staff needs in professional learning and instructional support through mentoring, modeling, and coaching.

Leadership Team Member #3

Employee's Name
Alison Polish

Alison.Polish@marion.k12.fl.us Position Title

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor provides support for Resiliency Education; provides experiences for students to explore career development; helps students to problem solve and cope effectively to be become productive citizens within our community. The school counselor also supports students by monitoring attendance concerns.

Leadership Team Member #4

Employee's Name
Maurlene Mills

Maurlene.Mills@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

The student service manager works with the principal primarily to develop guidelines for proper

student conduct and disciplinary policies as well as procedures that ensure a safe and orderly environment conducive to learning. She maintains visibility and accessibility on the school campus and at school-related activities and events during the workday. She also works together with the school counselor to support students with problem-solving and coping effectively to become productive citizens within our community.

Leadership Team Member #5

Employee's Name
Ciera Paton

Ciera.Paton@marion.k12.fl.us

Position Title
Interventionist

Job Duties and Responsibilities

The Elementary School Interventionist plays a critical role in supporting the school's improvement goals by providing targeted academic interventions, monitoring student progress, and collaborating with teachers to increase student achievement.

Leadership Team Member #6

Employee's Name
Kristen McDermott

Kristen.Mcdermott@marion.k12.fl.us

Position Title
Interventionist

Job Duties and Responsibilities

The Elementary School Interventionist plays a critical role in supporting the school's improvement goals by providing targeted academic interventions, monitoring student progress, and collaborating with teachers to increase student achievement.

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.

Throughout the year, information is presented to the School Advisory Committee (SAC) comprised of the school leadership team, staff, community stakeholders, and parents. SAC members provide input related to areas of concern, make revisions, as appropriate, followed by staff review and approval by the SAC. Areas to be addressed are based on student data and district surveys.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be monitored in conjunction with the administration of district and state assessments. Overall student achievement and the achievement of targeted ESSA subgroups will be closely monitored through disaggregated data from district and state assessments. Data for students with the greatest achievement gap, including retentions, lowest 25%, and students with disabilities, will be separately disaggregated and reviewed with the SAC, and grade-level collaborative planning teams. Grade-level collaborative planning teams will participate in data digs targeting students with the greatest achievement gaps, while also monitoring all students for continued growth. Pertinent information resulting from these activities will be shared with the SAC, with the SIP being adjusted as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**73.3%**
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: B** **2024-25: C** **2023-24: A** **2022-23: B** **2021-22: B**

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	98	95	115	135	158	144				745
Absent 10% or more school days	26	21	20	20	20	12				119
One or more suspensions	9	5	12	14	13	19				72
Course failure in English Language Arts (ELA)	7	9	6	27	15	4				68
Course failure in Math	7	5	3	16	26	17				74
Level 1 on statewide ELA assessment	13	17	26	22	29	31				138
Level 1 on statewide Math assessment	12	12	29	10	30	28				121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	6	6	12						33
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	6	11	6	14					41

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	30	20	41	78	83	61				313

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	3		1	11						15
Students retained two or more times	1			2						3

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	148	151	178	192	170	191				1,030
Absent 10% or more school days	11	11	17	15	21	15				90
One or more suspensions	16	10	16	23	20	25				110
Course failure in English Language Arts (ELA)	16	19	29	26	13	6				109
Course failure in Math	6	16	21	20	29	22				114
Level 1 on statewide ELA assessment	20	35	44	39	55	38				231
Level 1 on statewide Math assessment	27	29	49	24	47	46				222
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	20	35	44	39						138
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	27	39	49	24	47					186

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	12	9	17	14	17	28				97

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	1			22						23
Students retained two or more times			2			17				19

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*	58	50	62	51	47	59	58	46	57
Grade 3 ELA Achievement	61	47	61	57	46	59	62	44	58
ELA Learning Gains	61	58	63	48	53	60	62	56	60
ELA Lowest 25th Percentile	66	58	58	37	57	56	61	58	57
Math Achievement*	59	55	66	53	51	64	62	51	62
Math Learning Gains	54	58	64	39	53	63	69	56	62
Math Lowest 25th Percentile	46	48	50	27	47	51	63	50	52
Science Achievement	54	50	62	50	44	58	55	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	459
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
57%	49%	61%	53%	60%	57%	

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	44%	No		
English Language Learners	48%	No		
Asian Students	63%	No		
Black/African American Students	56%	No		
Hispanic Students	54%	No		
Multiracial Students	66%	No		
White Students	61%	No		
Economically Disadvantaged Students	55%	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	58%	61%	61%	66%	59%	54%	46%	54%					
Students With Disabilities	29%	50%	56%	62%	37%	41%	53%	20%					
English Language Learners	35%	55%	56%	62%	45%	51%	59%	22%					
Asian Students	67%		55%		75%	55%							
Black/African American Students	62%	52%	62%		64%	46%		47%					
Hispanic Students	53%	58%	57%	58%	52%	51%	47%	53%					
Multiracial Students	68%		75%		63%	58%							
White Students	60%	66%	66%	64%	63%	59%	50%	56%					
Economically Disadvantaged Students	54%	53%	57%	61%	54%	53%	49%	55%					

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	51%	57%	48%	37%	53%	39%	27%	50%					75%
Students With Disabilities	14%	15%	32%	29%	32%	28%	30%	14%					74%
English Language Learners	41%	50%	44%	29%	42%	29%	28%	52%					75%
Asian Students	85%		60%		85%	70%							
Black/African American Students	46%	56%	43%	27%	48%	41%	42%	33%					
Hispanic Students	50%	50%	54%	42%	51%	36%	20%	54%					73%
Multiracial Students	48%	30%	47%		40%	35%							
White Students	52%	65%	41%	43%	58%	38%	31%	51%					
Economically Disadvantaged Students	47%	56%	45%	35%	48%	36%	31%	45%					73%

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	58%	62%	62%	61%	62%	69%	63%	55%					54%
Students With Disabilities	25%	28%	58%	59%	38%	64%	55%	21%					50%
English Language Learners	50%	56%	52%	50%	58%	69%	69%	43%					54%
Asian Students	88%				82%								
Black/African American Students	56%	60%	63%	86%	53%	65%	67%	54%					
Hispanic Students	57%	65%	58%	44%	65%	73%	69%	47%					52%
Multiracial Students	48%	40%	64%		48%	64%		42%					
White Students	59%	59%	65%	63%	62%	65%	64%	61%					
Economically Disadvantaged Students	52%	53%	58%	60%	55%	71%	65%	49%					49%

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

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

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

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	46%	14%	60%	0%
ELA	4	57%	50%	7%	60%	-3%
ELA	5	57%	53%	4%	61%	-4%
Math	3	74%	56%	18%	66%	8%
Math	4	50%	53%	-3%	65%	-15%
Math	5	54%	54%	0%	62%	-8%
Science	5	54%	50%	4%	60%	-6%

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?

The data component that demonstrated the most growth was ELA proficiency. ELA proficiency in grades 3-5 grew 8 points from an average of 50% the previous year to 58% in 2025-2026. This is two points behind the state average of 60%. Fourth grade ELA grew 16 points from the previous year. We increased student achievement by:

- Building teacher capacity to develop lesson plans and instruction aligned with the Florida B.E.S.T.

Benchmarks through professional learning and effective collaboration

- Identifying and monitoring ESSA subgroups to provide timely intervention and remediation
- Provided adequate resources to build teacher capacity to differentiate instruction

Lowest Performance

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

Fourth grade math proficiency was our lowest component at 50%, though we did increase 7 points from the previous year (43%). We were below the state proficiency rate of 65% by 15 points. The disparity between the school achievement and the state achievement can be in part attributed to a lack of command of the B.E.S.T. benchmarks and effective differentiation and feedback strategies.

Greatest Decline

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

No components showed a decline from the previous year, though 4th and 5th grade math show the largest deficit from the state proficiency rates. The disparity between school achievement and the state achievement can be in part attributed to a lack of command of the B.E.S.T. benchmarks and effective differentiation and feedback strategies.

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 4th and 5th grade math proficiency rates show the largest deficit from the state proficiency rates. The disparity between school achievement and the state achievement can be in part attributed to a lack of command of the B.E.S.T. benchmarks and effective differentiation and feedback strategies.

EWS Areas of Concern

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

- Number of Level 1's entering the next grade level

Highest Priorities

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

- Build teacher capacity to develop math lesson plans and instruct aligned with the Florida B.E.S.T.

Benchmarks through professional learning and effective collaboration

- Provide adequate resources and build teacher capacity to differentiate instruction and to provide timely feedback to students
- Improve 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 Differentiation

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.

The school will focus on increasing mathematics achievement in grades 3–5 through the implementation of immediate, actionable feedback and differentiated and scaffolded instruction tailored to students' individual learning needs. Teachers in partnership with an interventionist will utilize formative assessment data, standards-based progress monitoring, and targeted intervention strategies to ensure students receive timely feedback on their mathematical thinking and opportunities for practice at their instructional level. This focus was identified as a critical need based on analysis of prior-year mathematics achievement data. Current proficiency rates in grades 3–5 mathematics are 59%, which is 5 percentage points below the state average of 64%.

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 2026–2027 school year, the percentage of students in grades 3–5 scoring proficient or above on the Florida statewide mathematics assessment will increase from 59% (2025-2026) to at least 65%, exceeding the current state average of 64%.

Monitoring

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

The implementation will be monitored through collaboration artifacts and walk-through trends. These outcomes will be monitored through district progress monitoring assessments, common formative assessments, PLC data reviews, and state assessment results.

Person responsible for monitoring outcome

Ciera Payton

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:
Admin and an interventionist will collaborate with teachers to plan for appropriate scaffolds and differentiation. Students' data, lesson plans, and walk-through trends will be monitored.

Rationale:
Scaffolding supports students by providing temporary instructional supports that help them access grade-level mathematics content, develop problem-solving skills, and build confidence as learners. As students gain understanding and independence, the supports are gradually removed, allowing them to demonstrate mastery on their own. Research associated with John Hattie's Visible Learning identifies scaffolding as a high-impact instructional practice with an effect size of 0.82, meaning it has a significant positive impact on student achievement.

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

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

Action Steps to Implement:

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

Action Step #1
Professional Learning: Providing Feedback

Person Monitoring:
Angie Ponder

By When/Frequency:
Ongoing: Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing professional learning for teachers in grades 3–5 on delivering immediate, actionable feedback during mathematics instruction. Professional learning will focus on using formative assessment data, student work analysis, success criteria, learning targets, and effective questioning techniques to provide timely feedback that helps students identify misconceptions, monitor their progress, and take next steps toward mastery of grade-level standards. Teachers will implement feedback strategies during core instruction, small-group intervention, and data chats, with follow-up support through PLCs, instructional coaching, classroom walkthroughs, and peer observations.
Evidence of Implementation:
Professional learning agendas and sign-in sheets
PLC meeting minutes
Classroom walkthrough data
Teacher lesson plans
Student work samples with feedback
Progress monitoring and benchmark assessment data

Action Step #2
Professional Learning: Scaffolds and Differentiation

Person Monitoring:
Kristen McDermott

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing professional learning for teachers in grades 3–5 on the effective use of scaffolding and differentiated instruction during mathematics instruction. Professional learning will focus on strategies such as teacher modeling, gradual release of responsibility, use of manipulatives and visual representations, flexible grouping, tiered tasks, strategic questioning, and targeted interventions based on student data. Teachers will utilize assessment data to identify student needs and implement appropriate scaffolds that support access to grade-level standards while increasing student independence and mathematical reasoning.
Evidence of Implementation:
Professional learning agendas and sign-in sheets
PLC data analysis and planning documents
Classroom walkthrough and observation data
Differentiated lesson plans
Small-group instructional schedules
Student work samples and formative assessment results
Progress monitoring and benchmark assessment data

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.

Based on the attendance data, HBE improved our attendance rate last year and that of K-5 students with less than 90% daily attendance. Rates of students absent more than 10% have decreased from 29.6% in 2025 to 19% in 2026. We will continue to focus on increasing attendance for our chronically absent students because those students' attendance is a significant number of days and has had a negative impact on their overall achievement.
Research shows that student achievement has a direct correlation with student attendance. If a student is chronically absent, they are unable to learn the standard, and then they become increasingly behind, unable to catch up with their peers. As the learning gap increases, so does chronic absenteeism. In order to ensure students are receiving the maximum number of instructional minutes to support their academic success, we will consistently monitor and intervene to increase student attendance in general and with targeted groups.

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 school stakeholders implement a cohesive attendance response initiative, the number of K-5 students reporting attendance below 90% will decrease from 19% to 15%.

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.

- Review attendance data monthly during leadership team meetings.
- Monitor the effectiveness of interventions and incentives.
- Adjust supports based on student attendance trends and family needs.

Person responsible for monitoring outcome

Angela Ponder

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:

Utilize a tiered system to address absenteeism for grades K-5. Biweekly, the attendance committee will meet to review students' attendance and to tier students. Interventions will be put in place.

Rationale:

Research from John Hattie's Visible Learning indicates that absenteeism has an effect size of -0.52, meaning students with poor attendance are substantially less likely to achieve academic success. Therefore, Hammett Bowen Elementary will implement a comprehensive tiered attendance plan to reduce the percentage of students attending below 90% from 19% to 15%

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Assemble an attendance committee

Person Monitoring:

Angie Ponder

By When/Frequency:

August 2026, meets bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Establish and maintain a school-based Attendance Committee that meets bi-weekly to review attendance data, identify students at risk of chronic absenteeism, coordinate interventions, monitor progress, and connect families with academic, social-emotional, and community-based supports.

Action Step #2
Institute a tiered level of support for students impacted by absenteeism.

Person Monitoring:
Angela Woerner

By When/Frequency:
Bi-weekly, ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will develop, implement, and monitor a comprehensive school-wide attendance plan that includes tiered supports for students and families based on attendance needs.
Action Steps
Tier 1 (Universal Supports):
Promote the importance of daily attendance through school-wide communication, parent outreach, and attendance awareness campaigns.
Implement attendance incentives and recognition programs for students with improved and exemplary attendance.
Partner with community organizations to support attendance initiatives and remove barriers to school attendance.
Tier 2 (Targeted Supports):
Identify students at risk of chronic absenteeism through regular attendance monitoring.
Conduct family outreach to address attendance concerns and provide resources and interventions.
Tier 3 (Intensive Supports):
The school counseling department will contact families of chronically absent students to determine barriers to attendance and develop individualized support plans.
Collaborate with community agencies and district resources to provide additional services when needed.
Progress Monitoring
Review attendance data weekly during leadership team meetings.
Monitor the effectiveness of interventions and incentives.
Adjust supports based on student attendance trends and family needs.

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.

Information on the Continuous Improvement Management System (CIMS), also known as the School Improvement Plan (SIP) will be shared throughout the year. It will be posted on the school webpage/ website, and printed information will be available upon request. Information will be shared at the Annual Title I meeting and throughout the year at the School Advisory Committee (SAC) meetings and Parent Teacher Organization (PTO) meetings. Staff members, parents, community members, and the school business will receive notices for meeting dates and times for them to attend the meetings. The family engagement liaison is bilingual and will provide support in helping parents understand this information. The SIP is available at the front desk and shared with stakeholders via the website, apptegy, and at SAC and PTO meetings.
https://hbe.marionschools.net/

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

Throughout the year, stakeholders will have opportunities to engage with school staff through scheduled calendar events. These events include open houses, parent conferences, student recognition, holiday activities, academic activities, etc. In addition, stakeholders may request meetings with various staff members to address concerns.

https://hbe.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)).

A master schedule has been developed to support common planning for collaboration. The instructional staff will have time to participate in professional learning communities and work with the interventionist to develop lesson plans that include appropriate scaffolds and differentiation and engage in professional learning on providing effective, immediate feedback to students. Our goal is to support our students in all tiered instructional levels with appropriate interventions and enrichment opportunities.

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)).

Hammett Bowen Elementary School's School Improvement Plan is developed and implemented in coordination with federal, state, district, and community resources to ensure a comprehensive system of support for all students. The school aligns Title I services, Multi-Tiered System of Supports (MTSS), and school improvement initiatives to provide academic, behavioral, attendance, and family engagement supports that address identified student needs.The school collaborates with district-supported instructional coaches, interventionists, school counselors, and Exceptional Student Education (ESE) staff to provide targeted academic interventions and enrichment opportunities. Professional learning communities (PLCs) and common planning time allow teachers to analyze student data, coordinate instructional supports, and align interventions across all tiers of instruction.

Attendance initiatives are coordinated with counseling services, social work supports, and community partners to address barriers that may impact student attendance and academic success. The school's Attendance Committee works collaboratively with families to connect students with available resources and services that promote consistent school attendance and engagement.

Family engagement activities are integrated with Title I Parent and Family Engagement requirements to strengthen home-school partnerships and increase parent involvement in student learning. Families are provided opportunities to participate in school decision-making, educational workshops,

and activities designed to support student achievement via school events and surveys.
The school also coordinates with local health, nutrition, and community service providers to address non-academic factors that may affect student learning. Students have access to school nutrition programs, counseling services, and referrals to community agencies when additional supports are 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)).

- Support and interventions are made available through the MTSS process and the multidisciplinary team for students referred to the guidance office by the parent, by the teacher, or by anyone working with children who see they are struggling through social and/or behavioral issues.
- Anti-bullying processes and procedures are in place, are verbalized and advertised to staff, students, and parents. These processes and procedures are utilized on a daily basis in the classroom, through the guidance office, and through the student service manager's office.
- Social skills training is provided by our school counselor or school psychologist, as needed.
- Students struggling with daily behavior issues are often placed on check in/check out systems overseen by the student service manager.
- Resiliency skills are presented each month by the school counselor and are often accompanied by roleplay

with students, and are used as the basis of the criteria for student of the month for that month.

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)).

N/A

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)).

School-wide expectations are broken down by what those expectations look like in classrooms, in

the cafeteria, in the restrooms, on the PE field, in the hallways, during recess, and on the school bus.
• School-wide expectations are discussed and modeled in the classrooms and are the basis for classroom procedures.
• School-wide expectations are modeled on the morning news show.
• School-wide expectations are shared with parents and parents are encouraged to help reinforce those expectations both at school and at home.
• Following school-wide expectations has defined positive consequences students can look forward to.
• Not following school-wide expectations has defined negative consequences students know to expect when they choose not to follow them.
• Staff receives training on the PBIS model and restorative discipline techniques at the beginning of each school year and then as needed at least quarterly to address consistency issues throughout the year.

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)).

The administration will provide the necessary time and support for instructional staff to participate in professional development and collaborative planning. Documentation will be required for each of these activities. This will allow the administration to see the needs and help find solutions for supporting them in their endeavor to understand the Florida Standards and implement high effect-size instruction.

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)).

Community organizations, including the Early Learning Coalition and VPK, provide information to families at parent events throughout the school year. ESE pre-K and VPK hold bridging ceremonies at which kindergarten readiness information is shared and reviewed. VPK shares student STAR assessment results in family-friendly language. Kindergarten stagger start allows us to assess individual student needs and allocate resources appropriately. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school.

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

Hammett L. Bowen, Jr. Elementary School Parent and Family Engagement Plan (PFEP)

About Title I, Part A

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

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

What is Parent and Family Engagement?

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

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

About the Parent and Family Engagement Plan

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

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

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

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

Principal Name:	Angie Ponder
School Website:	www.hbe.marionschools.net
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

As Hammett L. Bowen, Jr. Elementary moves forward with the implementation of the MCPS Strategic Plan, the school's goal is to continue to build a strong partnership by collaboratively working with our stakeholders. The outcome will be increased student achievement and resiliency skills which will be developed through stronger family and community partnerships. By May 2027, 40% of families will attend one or more family engagement events/opportunities that are linked to learning.

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.

Parents will have opportunities to review and provide feedback for the Parent and Family Engagement Plan (PFEP). The plan will be presented at a School Advisory Committee (SAC) meeting. Revisions will be made as needed to obtain approval. Once the PFEP has been board approved, it will be posted to the school website and shared on Apptegy. Copies of the PFEP will be kept electronically, with printed copies available upon request. The PFEP will be updated as needed during SAC meetings. In addition, after each PFEP activity, parent surveys will be collected and analyzed by the PFEP Lead and administration. Based on the data, the school leadership team will revise the plan, as needed, to meet the needs of stakeholders and/or the school. The school leadership team will reflect on the data collected and draft related revisions based on stakeholder input. The specific information and drafted revisions will be shared with the Title I point of contact/district leadership for additional guidance. Our school-based calendar committee will continue to develop a calendar conducive to parent engagement. Parents/Caregivers have various options for requesting parent-teacher conferences (i.e. notes, emails, and/or phone calls). Said meetings can occur before, during, or after school as needed in a variety of formats (face-to-face, virtually, and/or telephone). Each semester, teachers are required to host parent-teacher conferences to monitor student growth towards grade-level academic goals. We will provide access to Spanish translation, as needed. Volunteer information will be shared at the annual orientation, posted on Apptegy, and within the parent–student handbook.

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.

Stakeholders will be informed about the annual meeting for Hammett L. Bowen, Jr. Elementary during orientation with specific Title I information shared. The school uses the School Website and Apptegy to communicate information with families (via phone calls, email, and text). The information will be presented by selected staff (teachers, ESOL paraprofessionals, and administration) via PowerPoint presentation. Translated copies will be provided, as needed. Title 1 Annual Meeting will be offered at multiple times to accommodate more families.

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.

The PFEP will be created using clear, easy to understand language, removing academic or industry specific jargon/acronyms whenever possible and available in multiple languages. SAC and PTO meetings and family engagement events will be planned with input from stakeholders and offered at various times with support from translators as needed. Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. The school will utilize the PFEP Lead and other resources to facilitate meetings in multiple formats. For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family. ESOL paraprofessionals will assist as needed. In order to encourage two-way communication, translation will be available for Spanish-speaking stakeholders upon request or informally through our bilingual staff members. For those family members who do not speak English, our guidance department has a live translator device that can be used to translate into different languages. We will also provide documents in a preferred language using the online translation service. To ensure that we are inclusive, our school website and facility is ADA accessible. If support is needed to accommodate stakeholder needs, appropriate arrangements will be made by the school/district.

The PFEP Lead will actively monitor communication channels so that timely feedback is offered to stakeholders.

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.

(1) Hammett L. Bowen, Jr. will not provide transportation services. Virtual and/or telephone opportunities will be available as needed. (2) Hammett L. Bowen, Jr. will provide limited childcare services (K-5) at monthly SAC and PTO meetings. Virtual and/or telephone opportunities will be available as needed. Parents are welcome to bring non-school age children to appropriate events as needed.

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.

Parents and staff will have opportunities to review the School-Parent Compact at the beginning of the school year. The compact will be presented at SAC and faculty meetings. Revisions will be made as needed to obtain approval. The School-Parent Compact will address stakeholder responsibilities. Parents and staff will have an opportunity to revise responsibilities for each targeted group. Throughout the year, the school leadership team and staff will continue sharing high expectations for students to build a successful climate and culture within the school. Throughout the year, the PFEP Lead will support stakeholders with the goals of the School-Parent Compact.

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.

Any available Title I Funds will provide refreshments, paper products, and basic supplies in order to host events that give families the opportunity to review student

data, obtain resources and gain strategies for supporting students academically outside of school.

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

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and information about core curriculum resources for Pre-Kindergarten through fifth grade will be presented during the annual meetings, parent teacher conferences, and as needed throughout the year. The school will use Apptegy to disseminate information in multiple formats. The information pertaining to individual student academic assessment results and interpretation of those results (printed copies/website) and proficiency levels will be presented during the student-led conferences, parent-teacher conferences, and as needed throughout the year (after FAST assessment administration). The school uses Apptegy to disseminate information regarding accessing assessment results. The description and explanation of the assessments used to measure student progress and achievement levels of the challenging state academic standards will be presented during the annual meeting(s), the student-led conferences, parent teacher conferences, and as needed throughout the year.

9. Parent and Family Engagement Events

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

Title	Purpose	Quarter Date/Time
Annual Title 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** August 6, 2026 at 12:30 PM, August 6, 2026 at 2:00 PM, & September 17, 2026 at 4:15 PM

Student-Led Academic Conference	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill-building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	**Quarter 2** October 28, 2026 12:30 pm **Quarter 4** March 31, 2026 12:30 pm
Publix BEST Math Night	Students and families apply current, grade-level math skills to real world scenarios with a community partner.	**Quarter 3** February 4, 2026 at 5:00 PM-6:30 PM
Literacy and Math Night (+ Open House)	Families will learn how to reinforce Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards through literacy and math-based activities for the whole family.	**Quarter 1** September 17, 2026 at 4:30-6:30 PM (Open House from 5:00-6:30 PM)

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

1. PLQ1: Pre-Service week—parent contact procedures and establishing two-way communication // 2. PLQ2: present and model tools for communication in other languages. // 3. PLQ3: Utilizing pre-made literacy and math curriculum that instructs parents on current B.E.S.T. benchmarks and supports student learning at home. // PL Ongoing: Developing student data notebooks so that students may share goals and academic data with parents

School Advisory Council (SAC) Interest Form

Hammett L. Bowen, Jr. Elementary School

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:

_____

_____

_____

_____

_____

_____