Marion County Public Schools

ANTHONY ELEMENTARY SCHOOL

Your opinion matters!

Click here to let us know your thoughts about our Schoolwide Improvement Plan and Parent and Family Engagement Plan.

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 24

V. Title I Requirements (optional) 28

VI. ATSI, TSI and CSI Resource Review 36

VII. Budget to Support Areas of Focus 37

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

Anthony Elementary School will accomplish the highest academic achievement possible for our students while creating a safe and nurturing school environment.

Provide the school's vision statement

We believe that “all children can learn and succeed.” We will be an exemplary learning community school. We build the foundation of this community through meaningful relationships, relevant and engaging learning, and effective communication.

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

Gay Street

gay.street@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal serves as the instructional leader by overseeing all academic initiatives for Anthony Elementary. She supports instruction by facilitating collaboration and being present during classroom instruction. Furthermore, she provides consistent quality learning opportunities for staff in an effort to enhance instructional practices and optimize resources. These efforts will in turn yield optimum learning opportunities for learners resulting in improved academic success for students.

Leadership Team Member #2

Employee's Name
Ashley Quintero

Ashley.Quintero@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal provides support for the vision and leadership of the principal by supporting Tier 1 instruction and learning opportunities. The assistant principal supports the collaborative process and follows through by seeing it through to impact during instruction. She provides coaching and learning opportunities for staff which yield enhanced instructional learning opportunities.

Leadership Team Member #3

Employee's Name
Rachel Keene

Rachel.Keene@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

The instructional coach supports the staff and administration by serving as a content expert. She supports instruction via co-teaching and student-centered coaching opportunities. Furthermore, she supports collaboration by serving as a content area expert and provides feedback and guidance in the development of high quality Tier 1 instruction.

Leadership Team Member #4

Employee's Name
Saundra Lewis Bradshaw

Saundra.Lewis-Bradshaw@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor coordinates programs for all students leading to academic success, career readiness/awareness, social/personal development, community involvement and multicultural/global

citizenship development.

Leadership Team Member #5

Employee's Name
Monica Arrington

Monica.Arrington@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

The student services manager supports the overall academic goals of the school by providing organizational and behavioral management. In addition, she provides student-centered coaching to offer best practices with socio-emotional support.

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.

Stakeholders were asked to complete a survey concerning our SIP and progressing monitoring. The results were shared with the SIP development team (included teachers, leadership team, parents, and business partnerships) to use the input to ensure that all voices were recognized, valued and heard.

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)).

Progress monitoring of the SIP will be conducted monthly by the leadership team members and this information will be shared with other stakeholders to ensure student success. Stakeholders such as

the School Advisory Council & Teacher leaders (Grade Level and Dept. Chairs) will be involved in ensuring completion of action steps and providing ongoing progress monitoring of student achievement. The action steps outlined in the School Improvement Plan will be adjusted with the input of these stakeholders if the data indicates a need for revision.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **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	50	48	48	55	53	49				303
Absent 10% or more school days	19	17	9	18	9	19				91
One or more suspensions	4	7	13	8	3	10				45
Course failure in English Language Arts (ELA)	3	5	11	15	24	4				62
Course failure in Math	9	3	5	9	4	4				34
Level 1 on statewide ELA assessment	14	15	22	14	18	5				88
Level 1 on statewide Math assessment	14	14	19	8	12	6				73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	5	7	3						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	6	7	4	3					25

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	0	1	0	2	2	2				7

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	6	1	5	7	0	0				19
Students retained two or more times					1					1

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	54	44	55	57	51	57				318
Absent 10% or more school days	3	7	9	7	7	5				38
One or more suspensions	3	11	3	9	11	4				41
Course failure in English Language Arts (ELA)	6	3	6	17	12	16				60
Course failure in Math	10	14	16	9	12	16				77
Level 1 on statewide ELA assessment	6	2	9	24	14	11				66
Level 1 on statewide Math assessment	8	2	8	20	11	9				58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	4	3	6	4	2				25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	3	3	8	3	3				22

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	6	8	4	13	6	5				42

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	7	2	3	10						22
Students retained two or more times				2						2

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*	47	50	62	43	47	59	41	46	57
Grade 3 ELA Achievement	53	47	61	44	46	59	37	44	58
ELA Learning Gains	53	58	63	48	53	60	51	56	60
ELA Lowest 25th Percentile	50	58	58	52	57	56	58	58	57
Math Achievement*	58	55	66	60	51	64	52	51	62
Math Learning Gains	63	58	64	51	53	63	57	56	62
Math Lowest 25th Percentile	55	48	50	33	47	51	56	50	52
Science Achievement	42	50	62	42	44	58	52	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	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	421
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
53%	47%	55%	51%	56%	42%	

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	46%	No		
English Language Learners	50%	No		
Black/African American Students	50%	No		
Hispanic Students	46%	No		
White Students	59%	No		
Economically Disadvantaged Students	49%	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	47%	53%	53%	50%	58%	63%	55%	42%					
Students With Disabilities	30%		55%		39%	64%	64%	21%					
English Language Learners	50%				50%								
Black/African American Students	39%	36%	48%		55%	71%							
Hispanic Students	39%		53%		43%	47%							
White Students	51%	65%	55%		64%	65%		54%					
Economically Disadvantaged Students	43%	47%	50%	44%	58%	65%	50%	37%					

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	43%	44%	48%	52%	60%	51%	33%	42%					
Students With Disabilities	34%		58%		34%	42%		50%					
Black/African American Students	36%	36%	44%		51%	56%		35%					
Hispanic Students	30%	33%	29%		44%	21%							
White Students	51%	56%	57%	77%	68%	57%	45%	56%					
Economically Disadvantaged Students	43%	41%	50%	48%	58%	52%	33%	31%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	41%	37%	51%	58%	52%	57%	56%	52%					92%
Students With Disabilities	37%	36%	61%		41%	56%	45%						
English Language Learners	33%				58%								92%
Black/African American Students	35%	23%	58%	56%	44%	61%	58%	35%					
Hispanic Students	35%		55%		50%	60%							100%
White Students	46%	43%	46%		57%	54%		62%					
Economically Disadvantaged Students	41%	35%	53%	56%	50%	57%	62%	52%					90%

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	48%	46%	2%	60%	-12%
ELA	4	43%	50%	-7%	60%	-17%
ELA	5	47%	53%	-6%	61%	-14%
Math	3	56%	56%	0%	66%	-10%
Math	4	57%	53%	4%	65%	-8%
Math	5	63%	54%	9%	62%	1%
Science	5	44%	50%	-6%	60%	-16%

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?

Our most significant area of improvement was Grade 3 FAST ELA PM3 achievement. The percentage of Grade 3 students scoring at or above proficiency increased by 12 percentage points, from 45% on the previous year's PM3 assessment to 57% on the current PM3 assessment.

This improvement is attributed to the intentional implementation of evidence-based instructional practices and strategic allocation of instructional resources. The school implemented a data-driven instructional support model that included scheduled ESE facilitation, targeted intervention provided by the Curriculum and Assessment Specialist (CAS), and administrative support for small-group and individualized instruction. Student performance data were routinely analyzed to identify learning gaps, monitor progress, and adjust instructional supports based on student need.

To strengthen Tier 1 instruction and intervention, teachers and instructional paraprofessionals participated in ongoing professional learning focused on standards-based instructional delivery, benchmark data analysis, and fidelity of implementation. Collaborative planning sessions provided opportunities for staff to preview and model benchmark-aligned mini-lessons and instructional strategies designed to address identified skill deficits. These practices increased the effectiveness of differentiated instruction and targeted interventions, resulting in improved student mastery of the Florida B.E.S.T. ELA benchmarks and increased overall proficiency on the FAST PM3 assessment.

The school's continued emphasis on collaborative planning, data-driven decision-making, and targeted instructional support contributed to sustained instructional improvement and increased student achievement in Grade 3 ELA.

Lowest Performance

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

The area of lowest performance was Grade 4 FAST ELA PM3, with 43% of students scoring at or above proficiency, reflecting no improvement compared to the previous year's PM3 results. This data indicates the need to strengthen core instruction, increase instructional consistency, and improve the

implementation of standards-aligned instructional practices.

A root cause analysis identified several factors that contributed to the lack of academic growth. First, Tier I instruction was not consistently aligned to the grade-level Florida B.E.S.T. ELA benchmarks and was not always delivered with the level of explicit, systematic instruction necessary to support student mastery. Additionally, instructional tasks did not consistently reflect the rigor, complexity, and item types students encountered on the FAST assessment, limiting opportunities for students to apply benchmark-aligned skills in authentic assessment contexts.

Instructional continuity was also significantly impacted during the school year due to three classroom teacher transitions and extended periods of substitute instruction. These staffing changes interrupted the consistent implementation of the instructional framework, delayed the establishment of effective classroom routines, and resulted in gaps in standards-based instruction during critical learning periods.

Greatest Decline

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

The area demonstrating the greatest decline in student performance was Grade 3 FAST Mathematics PM3. On the PM3 FAST Mathematics assessment, 56% of Grade 3 students scored at or above proficiency, compared to 64% proficiency on the previous year's Grade 3 PM3 assessment, representing an 8 percentage point decrease. This decline indicates a need to strengthen Tier I mathematics instruction and ensure consistent implementation of standards-based instructional practices.

A root cause analysis identified several factors that contributed to the decline in student achievement. Tier I instruction was not consistently aligned to the Grade 3 Florida B.E.S.T. Mathematics Benchmarks (B1GM), and the level of explicit, systematic instruction varied across classrooms. As a result, students did not consistently receive the focused instruction and guided practice necessary to develop conceptual understanding, procedural fluency, and mathematical reasoning.

In addition, classroom learning tasks did not consistently reflect the rigor, complexity, and item types aligned to the Florida B.E.S.T. Mathematics Benchmarks and the FAST Mathematics assessment. Limited opportunities to engage in standards-aligned problem-solving, mathematical discourse, and application tasks reduced students' readiness to demonstrate proficiency on the state assessment.

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 greatest performance gap compared to the state average was identified in Grade 4 FAST ELA PM3. At Anthony Elementary, 43% of Grade 4 students scored at or above proficiency, compared to the statewide proficiency rate of 60%, resulting in a 17 percentage point gap. This significant difference indicates a need to strengthen core instruction and ensure consistent implementation of high-quality, standards-aligned instructional practices.

A root cause analysis identified several factors that contributed to this performance gap. Tier I instruction was not consistently explicit, systematic, or fully aligned to the Grade 4 Florida B.E.S.T. ELA Benchmarks. Additionally, instructional tasks and resources were not consistently aligned to the rigor, complexity, and item types students encountered on the FAST assessment, limiting opportunities for students to demonstrate mastery of grade-level standards.

Instructional continuity was also impacted throughout the school year due to three classroom teacher transitions and extended periods of substitute instruction. These staffing changes disrupted the consistent delivery of high-quality instruction, delayed the establishment of effective instructional routines, and created gaps in learning during critical instructional periods.

EWS Areas of Concern

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

Based on the Early Warning System (EWS) data, Grade 4 represents the school's greatest area of concern due to the number of students identified with multiple academic and attendance risk indicators. The Grade 4 EWS data indicate that 10% were chronically absent, 45% of the students had course failure in ELA. Additionally, 34% of the students scored a Level 1 on the FAST ELA assessment, and 23% of the students scored a Level 1 on the FAST Mathematics assessment.

A root cause analysis indicates that these outcomes were influenced by inconsistent instructional continuity throughout the school year. Grade 4 experienced three classroom teacher transitions and extended periods of substitute instruction, which disrupted the consistent implementation of Tier I instruction, delayed the establishment of effective classroom routines, and resulted in gaps in standards-based instruction during critical learning periods. These disruptions impacted students' opportunities to receive explicit, benchmark-aligned instruction and timely interventions, contributing to high rates of ELA course failures and Level 1 performance on the FAST assessments.

Highest Priorities

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

1) Instructional Practice: ELA required by Raise
2) Positive Learning Environment: 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 ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

It is critical that our Tier I instruction is explicit and tasks are aligned to the depth of on-grade-level benchmarks to decrease the percentage of students who scored a Level 1 on PM3 for ELA.

Rationale:
Based on Grades K-2 PM3 FAST/STAR Early Literacy/Reading results, the percentage of students in Kindergarten through grade 2 was identified by grade level as having a "crucial need" in ELA (Level 1 - Kindergarten 28%, 1st grade 31%; and 2nd grade 46%).
Based on Grades 3-5 PM3 FAST assessment data results, the percentage of students in grades 3-5 was identified by grade level as having a "crucial need" in ELA (Level 1 - 3rd 27%, 4th 35%, and 5th 12%).

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

Implementation of high-quality, standards-aligned instructional practices, effective use of instructional resources, data analysis, and strategies to support differentiated instruction and targeted remediation interventions. Teachers and support staff will engage in collaborative learning opportunities designed to increase their ability to deliver explicit, rigorous, and benchmark-aligned instruction.

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

Strategies being implemented for the instructional practice related to Reading/ELA are enhanced systematic, explicit, direct instruction for the direct purpose of improved TIER 1 instruction. The identified evidence-based practices and programs both align with Marion County's K-12 comprehensive evidence-based reading plan; it is identified as a strong practice according to the IEC (Institute of Education Sciences) and the WWC (What Works Clearinghouse). Systematic and explicit direct TIER 1 instruction will enhance instructional and learning opportunities and will thus yield

maximum student learning.

Grades K-2: Measurable Outcome(s)

Measurable outcomes will be levels 3-5, will increase in k-2:
Kindergarten from 51 to 55%
1st grade from 51% to 55% and
2nd grade from 42% to 46%

Grades 3-5: Measurable Outcome(s)

Measurable outcomes for proficiency will increase in grades 3-5:
3rd grade from 48% to 52%
4th grade from 43% to 47%
5th grade from 47% to 49%

Monitoring

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

Implementation and impact of this area of focus will be monitored through a comprehensive system of ongoing data analysis, instructional observations, and collaborative planning.
Student progress will be monitored using classroom formative assessments, FAST Progress Monitoring (PM1, PM2, and PM3) for Grades 3–5, District Benchmark Assessments, and standards-based classroom assessments to evaluate student mastery of the Florida B.E.S.T. Standards.
School leaders will monitor the fidelity of instructional implementation through regular classroom walkthroughs, instructional rounds, lesson plan reviews, and analysis of student work to ensure that Tier I instruction is explicit, standards-aligned, and reflective of the rigor and cognitive demand of the FAST assessment. Walkthrough data will be used to identify instructional trends, provide timely feedback to teachers, and inform coaching and professional learning.

Person responsible for monitoring outcome

Gay Street, Principal

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:

Research-based programs and materials will be utilized when delivering explicit, and benchmark aligned instruction. Resources/materials that will be utilized to ensure Benchmark-aligned Tier I

Instruction: Sample Texts recommended in the Florida Department of Education's "Florida's B.E.S.T. Standards and Benchmarks Resource" and state and district adopted myView textbook resources. Tier II and III Instruction: Read 180, Lexia Core 5, UFLI Foundations, and SIPPS.

Rationale:
The evidence-based strategies being implemented for this Area of Focus is enhanced systematic, explicit direct instruction for the direct purpose of improved TIER 1 instruction. The identified evidence-based practices and programs both align with Marion County's K-12 comprehensive evidenced based reading plan it is identified as a strong practice according to IEC (Institute of Education Sciences) and the WWC (What Works Clearinghouse). Systematic and explicit direct TIER 1 instruction will enhance instructional and learning opportunities and will thus yield maximum student learning. According to John Hattie's, Teaching Strategies that Work (2015), reveals that direct instruction has an effect size of .60 indicating a proven record of effectiveness and addresses the identified need of improving student 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
Maximize Instructional Time

Person Monitoring:
Ashley Quintero

By When/Frequency:
Fall and on going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school master schedule will clearly define and protect all instructional blocks to maximize instructional time and ensure the consistent implementation of Tier I instruction. The schedule will specify designated times for core instruction, intervention and support services, including when ESE personnel, instructional coaches, and other support staff provide push-in and small-group instructional support. In addition, the master schedule will identify the required 90-minute Tier I Foundational Reading block for all K–2 classrooms to ensure daily, systematic instruction aligned to the Florida B.E.S.T. Benchmarks.
Implementation of the master schedule will be monitored through ongoing instructional classroom walkthroughs, informal observations, and administrative reviews of classroom schedules. School leaders will monitor transitions between instructional activities, student engagement, and time on task to ensure instructional minutes are protected and utilized effectively. Walkthrough data will be reviewed regularly to verify that instructional blocks are implemented with fidelity, support personnel are providing services as scheduled, and classroom instruction remains focused on grade-level standards. Feedback from monitoring activities will be used to provide timely coaching, address implementation concerns, and make adjustments as needed to improve instructional effectiveness and student outcomes.

Action Step #2
Professional Learning and Student Centered Coaching

Person Monitoring:
Rachel Keene, CAS

By When/Frequency:
Fall and on going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To ensure fidelity and alignment of instructional delivery, the school will implement a comprehensive professional learning plan focused on strengthening instructional practices, increasing consistency of Tier I instruction, and supporting effective intervention delivery. Professional learning will be provided during the August 2026 "Saddle Up for Success" pre-planning week, Early Release Days, and additional scheduled opportunities throughout the school year based on identified instructional needs and the capacity of instructional and non-instructional staff.
Professional learning sessions will focus on the implementation of high-quality, standards-aligned instructional practices, effective use of instructional resources, data analysis, and strategies to support differentiated instruction and targeted interventions. Teachers and support staff will engage in collaborative learning opportunities designed to increase their ability to deliver explicit, rigorous, and benchmark-aligned instruction. The school will ensure that professional learning is connected to student performance data and classroom implementation needs to support continuous improvement and improved student outcomes.

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.

Chronic Absenteeism and Overall Student Attendance Focus will be placed on reducing chronic absenteeism (students missing 10% or more of instructional days) and increasing the average daily attendance rate to ensure students have consistent access to quality instruction and school services in grades PREK - 5th grade.

Rationale: 2025–2026 attendance data indicates that chronic absenteeism affected 28% of the student population, a signifant increase from the year before. The impact of chronic absenteeism was also reflected in FAST PM3 data, where students with more than 15 absences performed below their grade-level peers in ELA.

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 student attendance rates increase through targeted mentoring, proactive attendance monitoring, and strengthened student support systems, then the percentage of students identified as chronically

absent will decrease from 28% to 18%. Improved attendance will increase students' access to consistent, standards-aligned instruction, targeted interventions, and opportunities for academic practice and feedback, resulting in improved student engagement and academic growth.
As a result of increased instructional access and student engagement, the school expects to increase the percentage of students demonstrating proficiency on the FAST ELA PM3 assessment. Additionally, the school's daily average attendance rate will increase from 91% to at least 94%, indicating improved student connectedness, engagement, and commitment to regular school attendance.

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.

The implementation and impact of attendance initiatives will be monitored through ongoing review of attendance data, Early Warning System (EWS) indicators, student engagement data, and academic progress-monitoring results. School leaders and the student support team will regularly analyze attendance trends to identify students at risk for chronic absenteeism, monitor the effectiveness of mentoring supports, and implement additional interventions as needed.

Person responsible for monitoring outcome

Ashley Quintero, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Students identified as at-risk for chronic absenteeism are paired with a trained mentor who regularly check in with them to build relationships, set goals, and problem-solve barriers to attendance.

Rationale:

Research shows that students with strong connections to at least one adult in the school are more likely to attend regularly and engage academically. Mentoring improves school connectedness, reduces truancy, and fosters accountability.

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
Saddle Up (Mentoring Program-Identification/Need)

Person Monitoring:
Saundra Lewis-Bradshaw

By When/Frequency:
Fall and on-going (daily, weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement the Saddle Up mentoring program as an attendance intervention designed to increase student connectedness, improve daily attendance, and provide identified students with consistent adult support to promote academic success. Students will be identified using prior-year and current attendance data, Early Warning System (EWS) indicators, and academic performance data to determine students who are at risk due to chronic absenteeism or other barriers impacting school success. Identified students will be matched with a caring adult mentor, including teachers, instructional paraprofessionals, counselors, administrators, and other designated school personnel.

The impact of student identification and mentor assignment will be monitored through weekly attendance reviews, EWS data monitoring, and student engagement indicators. School leaders and the student support team will track changes in attendance patterns, chronic absenteeism rates, and student participation in the mentoring program. Progress toward reducing the percentage of students identified as chronically absent will be reviewed regularly, and adjustments to supports will be made based on student needs and data trends. Academic progress will also be monitored through classroom assessments, district benchmark assessments, and FAST Progress Monitoring data to determine whether improved attendance is contributing to increased access to instruction and improved student achievement.

Action Step #2
Saddle Up (Mentoring Program-Training)

Person Monitoring:
Saundra Lewis-Bradshaw, School Counselor

By When/Frequency:
Fall and on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide training for all Saddle Up mentors to ensure consistent and effective implementation of the mentoring program. Training will focus on building positive relationships with students, establishing trust and accountability, setting student-centered goals, monitoring attendance and academic progress, documenting student interactions, and identifying barriers that may impact student success.
Following training, mentors will establish regular weekly check-ins with assigned students to provide encouragement, review attendance and academic goals, celebrate progress, and identify needed supports. Mentors will maintain documentation of student meetings, feedback, attendance goals, and action steps. Mentors will collaborate with teachers, counselors, and administration to ensure students receive coordinated support and timely interventions.
The effectiveness of mentor training and program implementation will be monitored through mentor participation records, documentation of student check-ins, and periodic reviews of mentoring logs. School leaders will monitor the fidelity of implementation by ensuring mentors are completing scheduled check-ins, maintaining communication with students, and utilizing effective relationship-building strategies.
The impact of the mentoring program will be evaluated through attendance data, student engagement indicators, EWS data, and academic progress-monitoring results. Data will be reviewed during student support meetings to determine whether mentoring is improving attendance, increasing student connectedness, and contributing to improved academic outcomes. Feedback from mentors

and students will also be used to refine the program and strengthen implementation throughout the school year.

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.

Anthony Elementary School will disseminate the School Improvement Plan (SIP), Schoolwide Program (SWP), and other vital information through multiple communication methods to ensure all stakeholders are informed of the school's goals, initiatives, and progress. The School Improvement Plan is available on the Anthony Elementary School website https://www.marionschools.net/aye and is shared through the school's social media platforms to provide families and community members with easy access to school improvement information.

School Improvement Plan goals and priorities are shared with families during Open House, School Advisory Council (SAC) meetings, quarterly parent and family engagement events, and other schoolwide meetings. Progress toward SIP goals is communicated throughout the school year through the school's monthly newsletter, Skylert messages, parent communication platforms, and presentations during stakeholder meetings. Updates are also shared with community and business partners, including Golden Ocala Golf & Equestrian Club, Saint Bernard Foundation, LLC, and other local organizations, to encourage collaboration and support for school improvement initiatives.

School staff review the SIP during faculty meetings, Professional Learning Community (PLC) meetings, and collaborative planning sessions to ensure that instructional practices and school improvement efforts remain aligned with the identified goals. Student progress and schoolwide performance data are reviewed regularly to monitor implementation and inform instructional decisions.

To ensure accessibility for all families, school communications and key school improvement

documents are provided in a language parents can understand, to the extent practicable, through district translation services and bilingual communication supports. This ongoing, multi-faceted communication plan ensures that students, families, staff, community partners, and other stakeholders remain informed and engaged in the continuous improvement process.

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)).

Anthony Elementary School is committed to building positive, collaborative relationships with parents, families, and community stakeholders to support the academic, social, and emotional success of every student. The school fosters a welcoming environment through an open-door policy that encourages ongoing, two-way communication between families, school staff, and administration. The Parental Family Engagement Plan (PFEP) is made publicly available https://www.marionshcools.net/aye.

Parents and community members are encouraged to participate in monthly Coffee and Conversations with the Principal and Assistant Principal, where stakeholders receive school updates, review student achievement and school improvement initiatives, provide feedback, and collaborate on strategies to enhance student success. The school also hosts quarterly family engagement events that provide families with resources, strategies, and learning opportunities designed to strengthen the home-school connection and support student learning.

Parents are kept informed of their child's academic progress through regular communication, including parent-teacher conferences, progress reports, report cards, classroom communication platforms, phone calls, emails, and meetings as needed. Teachers regularly share student performance data, discuss academic and behavioral progress, and collaborate with families to develop strategies that support student achievement.

Anthony Elementary values partnerships with local businesses and community organizations, whose support enhances educational opportunities for students through mentoring, career awareness activities, literacy initiatives, volunteer opportunities, and family engagement events. The school also encourages stakeholder participation through the School Advisory Council (SAC), Title I meetings, volunteer opportunities, and schoolwide events, ensuring families and community partners have meaningful opportunities to contribute to school improvement efforts.

Through consistent communication, meaningful family engagement, and strong community partnerships, Anthony Elementary School strengthens relationships with all stakeholders, promotes shared responsibility for student success, and advances the school's mission of continuous improvement and high levels of achievement for every student.

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)).

Anthony Elementary School will strengthen its academic program by implementing and continuously monitoring the evidence-based strategies identified in the School Improvement Plan (SIP). The school's primary areas of focus include strengthening Tier I instruction, increasing student achievement in English Language Arts and Mathematics, improving student attendance and engagement, and using data-driven decision-making to ensure all students receive high-quality, standards-aligned instruction.

The quality of learning and instructional effectiveness will be enhanced through ongoing progress monitoring of SIP action steps and student achievement data. The school leadership team will meet monthly to review implementation of the School Improvement Plan, analyze formative assessments, District Benchmark Assessments, FAST Progress Monitoring (PM1, PM2, and PM3) data, attendance, and Early Warning System (EWS) indicators to evaluate progress toward school goals. Based on these reviews, instructional supports, interventions, and professional learning opportunities will be adjusted to meet identified student and staff needs.

To increase the amount and quality of learning time, the school will protect instructional time through a structured master schedule, provide targeted intervention and enrichment opportunities during the school day, and ensure instructional support personnel are strategically scheduled to maximize student learning. Teachers will collaborate weekly during Professional Learning Communities (PLCs) and collaborative planning sessions to analyze student data, refine instructional practices, and develop benchmark-aligned lessons that reflect the rigor of the Florida B.E.S.T. Benchmarks.

Stakeholders, including the School Advisory Council (SAC), grade-level leaders, department chairs, teachers, and school leadership, will actively participate in monitoring the implementation of SIP action steps and reviewing student achievement data. Progress toward school improvement goals will be shared regularly with stakeholders, and action steps will be refined based on data analysis to ensure continuous improvement. Through collaborative leadership, ongoing monitoring, and a

commitment to high-quality instruction, Anthony Elementary School will provide an enriched, rigorous, and accelerated academic program that supports the success of every student.

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)).

The Anthony Elementary School Improvement Plan (SIP) is developed through a collaborative process that aligns federal, state, and local resources, services, and programs to support the academic, social-emotional, and developmental needs of all students. The development of the plan is guided by a comprehensive review of student achievement data, attendance data, behavior data, Early Warning System (EWS) indicators, stakeholder feedback, and identified areas of need.

The school leadership team, teachers, instructional support personnel, School Advisory Council (SAC), families, and community stakeholders collaborate to identify priority areas, develop action steps, and determine appropriate resources and supports to improve student outcomes. The SIP is aligned with Title I requirements and integrates available federal, state, and district resources to strengthen instructional programs, increase family engagement, and provide targeted support for students requiring additional assistance.

The school coordinates services and resources through the Multi-Tiered System of Supports (MTSS) framework to address academic, behavioral, and social-emotional needs. Data from progress monitoring assessments, FAST assessments, district benchmarks, classroom assessments, attendance records, and behavior data are used to identify students requiring Tier I, Tier II, and Tier III supports. Intervention plans are adjusted based on student response data to ensure resources are effectively allocated.

The school collaborates with district departments and community partners to provide additional supports, including family engagement opportunities, mentoring, student services, counseling supports, nutrition resources, and community-based partnerships that remove barriers to student success. Transition supports are coordinated for incoming kindergarten students through partnerships with early childhood programs and families to promote school readiness.

Through this coordinated planning process, Anthony Elementary ensures that federal, state, local, and community resources are strategically aligned to support SIP goals, improve instructional quality, increase student achievement, and promote the overall success and well-being of every student.

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 Improvement Plan (SIP) is shared with stakeholders through multiple communication platforms, including the Anthony Elementary School webpage, social media, Open House, quarterly parent engagement events, Skylert notifications, and the monthly school newsletter. School improvement goals and student achievement updates are also shared with business partners, including Golden Ocala Equestrian Club and the Saint Bernard Foundation, Inc., to encourage community involvement and support for school initiatives.

The school maintains an open-door policy and provides multiple opportunities for meaningful family engagement. Parents are encouraged to participate in monthly "Coffee and Conversations with the Principal" meetings, parent-teacher conferences, School Advisory Council (SAC) meetings, Title I events, literacy nights, family engagement activities, and volunteer opportunities. These events provide families with information about student progress, instructional expectations, available resources, and strategies to support learning at home while fostering collaborative decision-making and two-way communication.

To keep families informed of their child's academic progress, teachers communicate regularly through conferences, phone calls, email, classroom communication platforms, progress reports, report cards, and ongoing updates regarding student performance and intervention supports. School leaders and instructional staff use assessment data to guide discussions with families and collaborate on strategies to improve student outcomes. Through these intentional partnerships with families and community stakeholders, the school strengthens student engagement, increases family involvement, and promotes continuous academic and social-emotional success.

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)).

The school provides students with opportunities to develop career awareness and explore a variety of professions through school-wide career exploration activities and community partnerships. Students participate in Career Day, where professionals representing a wide range of career fields visit the school to share information about their occupations, educational pathways, workplace responsibilities, and the skills needed for success. Through interactive presentations and rotating learning stations, students gain exposure to diverse career opportunities and begin making connections between their academic learning and future career possibilities.

The school also partners with community organizations to provide authentic, career-connected learning experiences. For example, students participate in a literacy event with the school's community partner, Walstib Stables, where they engage in literacy activities while learning about careers related to the equine industry, agriculture, animal science, and business. These experiences help students build background knowledge, strengthen real-world connections to classroom learning, and foster an awareness of future college and career opportunities.

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)).

The school fosters a positive, safe, and supportive learning environment by implementing school-wide expectations that are consistently taught, modeled, and reinforced across all grade levels. School-wide expectations are prominently displayed throughout the campus, and students recite the Student Pledge daily to reinforce positive character traits, responsibility, and academic success. Resiliency skills and positive behavioral expectations are also reinforced during daily morning announcements to promote a culture of respect, perseverance, and accountability.

The school utilizes a comprehensive Multi-Tiered System of Supports (MTSS) to address the academic, behavioral, and social-emotional needs of all students. Problem-Solving Team meetings are conducted throughout the school year to review student progress-monitoring data, evaluate the effectiveness of academic and behavioral interventions, and make data-based decisions regarding instructional and intervention supports. For students receiving Tier III interventions, the team regularly reviews progress-monitoring data and adjusts the type, intensity, or frequency of interventions to ensure students receive the support needed to achieve success.

Additionally, the school's Multidisciplinary Team (MDT) meets monthly to analyze attendance, behavior, discipline, and social-emotional data. When students are identified as being at risk, the MDT collaborates to develop individualized support plans and connects students and families with

appropriate school- and community-based resources. This systematic approach ensures timely identification of student needs, coordinated intervention efforts, and ongoing monitoring of student progress to promote academic achievement, positive behavior, and overall well-being.

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 school will provide ongoing, job-embedded professional learning for teachers, instructional paraprofessionals, and other instructional personnel to strengthen instructional practices, improve the use of assessment data, and increase student achievement. Instruction and assessment of the Florida B.E.S.T. Standards are collaboratively mapped and paced to ensure that instructional planning, progress monitoring, and data analysis are aligned, comprehensive, and responsive to student needs. Grade-level teams will engage in weekly Professional Learning Community (PLC) meetings to analyze formative, district benchmark, and FAST Progress Monitoring data, identify instructional trends, and adjust instruction and interventions to improve student outcomes.

Instructional paraprofessionals will participate in professional learning alongside teachers to ensure consistency in instructional delivery and intervention practices. Prior to instruction, teachers and paraprofessionals will collaboratively preview benchmark-aligned lessons, model instructional strategies, review learning targets, and discuss differentiation to maximize instructional time and ensure fidelity of implementation during whole-group, small-group, and intervention instruction.

To recruit, support, and retain effective educators, the school will maintain a collaborative professional culture that emphasizes coaching, mentoring, and continuous improvement. Newly hired and novice teachers will be paired with experienced mentor teachers who will provide ongoing guidance in instructional planning, classroom management, assessment practices, and effective instructional delivery. In addition, instructional coaches and school administrators will provide regular classroom support, feedback, modeling, and coaching based on classroom walkthroughs and student performance data. These embedded professional learning opportunities build instructional capacity, strengthen Tier I instruction, support teacher effectiveness, and promote the retention of high-quality educators, particularly in high-need grade levels and content areas.

Strategies to Assist Preschool Children

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

The school implements a comprehensive transition process to support preschool children and their

families as they enter kindergarten. Prior to the start of the school year, the school hosts transition meetings and orientation opportunities for incoming kindergarten students and their families. These events provide parents with information about kindergarten expectations, school routines, available support services, and strategies for promoting school readiness. Families are also provided with resources and activities that reinforce foundational literacy, language, mathematics, and social-emotional skills to help children develop the prerequisite concepts and skills needed for success in kindergarten.

To further support a successful transition, the school implements a staggered start during the first week of school. This process allows smaller groups of kindergarten students to attend on designated days, providing teachers with the opportunity to establish classroom routines, assess individual student needs, build positive relationships, and help students become comfortable with the school environment. The staggered entry process promotes a smooth transition to elementary school by reducing student anxiety, fostering independence, and supporting the development of positive learning behaviors and classroom expectations.

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

Anthony 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 require 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:	Gay Street
School Website:	https://aye.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

The Parent and Family Engagement Plan goal for the 2026-2027 school year is to build strong, positive partnerships with families for the purpose of increased parent and family empowerment and engagement. By May 2027, 60% of our families will attend one or more family workshops/opportunities that is linked to learning. The school will effectively monitor sign in sheets, feedback forms, and ensure families receive personal invitations to attend the events.

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.

There is a process in place in which parents and guardians are invited and welcome to request conferences, meetings, volunteering, etc. We value two-way communication so that we can effectively meet the needs of our students, staff, and parents. Each of these requests is handled by school staff and relevant participants are communicated with. The parent and family engagement plan will be available on the school website, available to all families in print, and post information about our parent and family engagement plan in local business establishments, churches, civic organizations, sports and clubs.
As survey data is collected, input regarding the parent and family engagement events will be taken into consideration and adjustments will be made to the annual parent and family engagement plan as needed. Comments and reflections from families and community members regarding the Parent and Family Engagement Plan and the Schoolwide Improvement Plan (TITLE I school-wide plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and Schoolwide Improvement Plan, the Annual District Parent Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meetings minutes are made available to the district Title I office for review throughout the year. Finally, we will address opportunities for parental engagement, with informing parents about meetings, parent-teacher conferences, volunteering, and how to set up meetings with teachers as part of our "Welcome to Anthony Elementary" information that is given to all parents, monthly school newsletters with important dates, flyers for parent and engagement opportunities, school website, school marque, bulletin board, and teacher canvas sites are all the ways that we will address opportunities for our parents and families.

3. Annual Title I Meeting

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

The annual Title I meeting will be highly publicized and parent participation highly encouraged, as it will be a stand-alone meeting to discuss Title I requirements, the parent's rights under Title I, and to disseminate information concerning the school data and goals.

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 school will work with parents and families to develop the written plan that is understandable and in an uniform format; thus being understandable to the public. The plan will be made available in English and Spanish using a free online translator. In addition, the location of meetings will be shared by sending home information with the students and posted on the school website. The school will offer various meeting times that meet the needs of the parents and families, and based on the needs, both mornings, during school, and evening times will be made available. In addition to AM and PM meetings, the parent engagement meetings (SAC) will be accessible in person. Parent teacher meetings and staffings can be held using virtual, by phone and in person platforms. We also will over home visits to assist parents. Utilizing two-way communication (parent/teacher conferences, committee opportunities for parents to serve, weekly folders of student work sent home for parent review and comment, phone calls, apptegy, and emails) in person, technology, or written (in a language that the family can understand) will ensure and foster meaningful two-way communication. In addition, we will use our Parent Teacher Organization and School Advisory Council as a way of two-way communication with the parents.

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.

Click or tap here to enter text.

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 families will help to develop the school-parent compact. The school-parent compact will be introduced at the Title I meeting and will be jointly developed. In addition, at each School Advisory meeting the school-parent compact will be on the agenda to be improved upon based on feedback from parents and staff. When teachers meet with parents to discuss the school-parent compact, parent suggestions will be noted and shared to improve the school-parent compact. The school with the assistance of staff and parents, the parent and family engagement plan will be written focusing on improved student achievement. The expectations and culture of the school is one that we all share responsibility of student improved success in achievement.

School

- Set high instructional expectations for all students
- Communicate successes and concerns with parents throughout the year via conferences, phone calls, or other 2-way communication methods
- Provide meaningful, reasonable, and appropriate classwork and take home activities
- Respect the student, the parents, and the diverse cultures of the community
- Goal Setting

Families

- See that my child attends school regularly, on time, prepared for learning
- Communicate and work with my child's teacher, including checking folder/planner/apptegy
- Ensure that my child will read at least 20 minutes per night
- Support the school in developing positive behaviors
- Goal Setting

Students

- Obey the school and bus rules
- Believe that I can learn and do my personal best everyday
- Show respect for my school, all staff members, myself, other students, and have consideration for differences
- Take pride in my school and my work
- Goal Setting - Read at least 20 minutes a day

Encouraging and ensuring that parents and families participate in parent and family engagement opportunities, Parent Teacher Organization, School Advisory Council, volunteering, participating in professional engagement activities focusing on the challenging state academic standards are ways that we will build and develop partnerships with parents.

The school will create and maintain systems for open and clear communication for parents and families. This will encourage participation in school functions and will thus yield increase parent/family engagement.

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.

The school will focus on ensuring the coordination and integration of parent and family engagement program activities by providing high-yield strategies and professional development that emphasize age appropriate strategies that align with early childhood programs. In addition, the school will use the Title I van and coordinate with the Early Learning Department/HIPPY for our VPK students as a resource for parents.

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

The school will provide parents with a description and explanation of the curriculum and resources used at the school, in a number of platforms including: school website, newsletters, teacher newsletters, parent engagement activities, school orientation, school Open House, apptegy, and parent conferences.
In addition, to progress reports and report cards, individual student academic assessment results such as FAST and STAR results and interpretation of those results will be provided to parents in written form. The school will use these results and plans of action to assist the student will be printed and sent home to parents quarterly.
Information will be shared with parents in written form (newsletters) and in their native language, school website, teacher/parent conferences, individual student achievement letters, apptegy messaging system, parent and family engagement meetings, Parent Teacher Organization meetings, and School Advisory Council meetings.

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 Open House	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 Compact. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** September 15th @ 4:30 Title I Open House @ 5:00 – 6:00 pm
Academic Conference Teams Round 1	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 1** October 13, 2026 8:30 am 12:00 pm TEAMS 5:30 pm
Winter Extravaganza	Provide an opportunity for families to understand the BEST benchmarks (ELA/Math) and how to make Science fun at home! Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations. Families will understand how to access Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.	**Quarter 2** December 3, 2026 @ 5:30 pm December 8, 2026 5:30 pm
Academic Conference Teams Round 2	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. In addition, students will lead parents in sharing their data and comparing it to the fall. In addition, they will set goals for the upcoming state assessment.	**Quarter 3** January 12, 2027 8:30 am 12:00 pm TEAMS 5:30 pm
April is the new August!	Parents and students will learn what they need to know for the upcoming school year. This will be a student lead event and parents will learn about the upcoming benchmarks and how to expand upon what the students are currently learning.	**Quarter 4** April 20, 2027 8:30 am 12:00 pm TEAMS 5:30 pm
Parent Teacher and Student Conferences	Schedule updates on your child's progress at the request of the parent and/or teacher	August 2026-May 2027

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

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

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

During professional learning opportunities, including pre-school week, the expectation of valuing and using the contributions of parents will be established. High-yield strategies will be highlighted during professional learning training to effectively communicate and value our school parents and families in order to help bridge the important relationship of school and families.
Using the professional learning opportunities to ensure that parents are treated and valued as equal partners in their child's education is how we will train our staff. In addition, parents will be personally encouraged to actively engage in school committees and school functions to give their opinions, feedback and become an equal partner.
Our professional learning opportunities will focus on building ties between home and school focusing on the latest research. Parents are a vital component and will actively participate in assisting to implement and coordinate the parent programs.
All information given to parents will be in a format that is understandable and every effort will be given that the communication is in a language parents can understand. We will utilize our ESOL para to help translate and we will train the staff on how to use the free online translators.
The school welcomes parent requests and suggestions for parent and family engagement activities. Survey information will be taken after each parent and family engagement activity so that we may build upon and meet the needs of the parents and families. In addition, parents are invited to participate in the school committees where their input and requests can be given. In addition, we will train the staff on what our procedures are for parent suggestions and how to address them.

School Advisory Council (SAC) Interest Form

[School Name]

2026-27

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

Role Interest

Please select all that apply:

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

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

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

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____