Marion County Public Schools

COLLEGE PARK 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

Our mission at College Park Elementary School is to inspire students to become successful citizens in their community.

Provide the school's vision statement

Our vision at College Park Elementary School is to positively impact the future by creating lifelong learners with the community in mind.

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

Dr. Stacey Varner

stacey.varner@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal coordinates administrative oversight and plans all phases of instructional leadership, including educational programs, staff evaluation, office administration, budgetary planning, discipline, professional development, and counseling services. The principal ensures a productive learning environment through continual collaboration with teachers, students, parents, and community partners.

Leadership Team Member #2

Employee's Name
Charnee Bryant

charnee.bryant@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the school site principal, assumes responsibilities in the administration of school curriculum, instructional programs, staff development, guidance and evaluation of staff, state and district testing procedures, and general administrative functions. The assistant principal facilitates grade-level collaboration and team meetings, parent conferences, and campus event planning.

Leadership Team Member #3

Employee's Name
Brandy Hamilton

brandy.hamilton@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal, under the direction of the school site principal, assumes responsibilities in the administration of school curriculum, instructional programs, staff development, guidance and evaluation of staff, state and district testing procedures, and general administrative functions. The assistant principal facilitates grade-level collaboration and team meetings, parent conferences, and campus event planning.

Leadership Team Member #4

Employee's Name
Ashley Durrance

ashley.durrance@marion.k12.fl.us

Position Title
Reading Content Area Specialist

Job Duties and Responsibilities

The Reading Content Area Specialist will work as a colleague with classroom teachers to support student learning in all content areas. The CAS will focus on individual and group professional development that will expand and refine the understanding of research-based effective literacy instruction. In order to fulfill these expectations, the CAS will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan.

Leadership Team Member #5

Employee's Name
Austin Yates

austin.yates@marion.k12.fl.us

Position Title
Math/Science Content Area Specialist

Job Duties and Responsibilities

The Math and Science Content Area Specialist will work as a colleague with classroom teachers to support student learning in all content areas. The CAS will focus on individual and group professional development that will expand and refine the understanding of research-based effective mathematics and science instruction. In order to fulfill these expectations, the CAS will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan.

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.

To involve stakeholders such as school staff, families, and students, surveys were provided pertaining to school climate, the learning environment, and instructional practices. Input from the above-mentioned surveys, business partner face-to-face meetings, the Community Partnership School, and the School Advisory Committee was used to identify goals for which to develop strategic plans that directly connect to the feedback of all stakeholders to enhance student academic success and family and community engagement as identified in the SIP.

3. SIP Monitoring

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

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards through various modes of assessment. Both reading and math goals will be monitored after each testing cycle of Benchmark Assessments (BA), District Progress Monitoring Assessments (DPMA), and the state progress monitoring system assessments. There will also be progress monitoring through administrative observation of targeted tasks as identified during collaboration reading intervention progress monitoring with assigned programs and small group instruction using Envision Math resources that will include classroom progress monitoring. All progress monitoring will culminate with performance on AP3 Fast and Star testing.

C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	108	127	140	152	141	108				776
Absent 10% or more school days	8	16	15	14	13	9				75
One or more suspensions	14	17	13	19	23	4				90
Course failure in English Language Arts (ELA)	9	12	20	46	25	45				157
Course failure in Math	7	16	23	48	31	41				166
Level 1 on statewide ELA assessment	27	39	51	49	68	29				263
Level 1 on statewide Math assessment	25	26	40	43	58	30				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)	0	8	16	58						82
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	8	8	20	43	56					135

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	35	60	66	91	78	75				405

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	0	1	0	27	0	0				28
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	133	140	136	176	105	119				809
Absent 10% or more school days	10	15	14	14	5	9				67
One or more suspensions	25	27	76	67	43	21				259
Course failure in English Language Arts (ELA)	9	21	39	41	17	33				160
Course failure in Math	10	19	29	50	21	19				148
Level 1 on statewide ELA assessment	38	55	64	87	59	37				340
Level 1 on statewide Math assessment	39	52	62	61	43	31				288
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	22	24	27						94
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	21	23	61	43					153

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	16	19	23	10	17				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				42						42
Students retained two or more times				1						1

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*	37	50	62	36	47	59	36	46	57
Grade 3 ELA Achievement	34	47	61	35	46	59	32	44	58
ELA Learning Gains	51	58	63	52	53	60	59	56	60
ELA Lowest 25th Percentile	47	58	58	70	57	56	72	58	57
Math Achievement*	44	55	66	43	51	64	50	51	62
Math Learning Gains	47	58	64	52	53	63	60	56	62
Math Lowest 25th Percentile	42	48	50	60	47	51	56	50	52
Science Achievement	31	50	62	41	44	58	45	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	42%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	333
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***
42%	51%	53%	45%	46%	52%	

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	25%	Yes	7	2
English Language Learners	41%	No		
Black/African American Students	35%	Yes	1	
Hispanic Students	43%	No		
Multiracial Students	33%	Yes	2	
White Students	45%	No		
Economically Disadvantaged Students	41%	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	37%	34%	51%	47%	44%	47%	42%	31%					
Students With Disabilities	9%	8%	37%	45%	14%	40%	38%	7%					
English Language Learners	29%	27%	51%	52%	48%	48%	40%	35%					
Black/African American Students	32%	30%	55%	31%	30%	38%	42%	24%					
Hispanic Students	37%	31%	49%	55%	51%	50%	35%	33%					
Multiracial Students	33%				33%								
White Students	42%	45%	54%	36%	45%	46%	50%	39%					
Economically Disadvantaged Students	36%	33%	54%	49%	40%	42%	44%	30%					

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	36%	35%	52%	70%	43%	52%	60%	41%					70%
Students With Disabilities	15%	15%	39%		20%	25%	33%	14%					82%
English Language Learners	29%	31%	54%	65%	44%	58%	47%	18%					70%
Black/African American Students	22%	20%	51%	73%	30%	55%	75%	20%					
Hispanic Students	41%	45%	54%	66%	50%	51%	43%	41%					69%
Multiracial Students	29%	18%			29%								
White Students	44%	35%	44%		45%	50%		60%					
Economically Disadvantaged Students	34%	31%	53%	71%	39%	52%	64%	38%					69%

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	36%	32%	59%	72%	50%	60%	56%	45%					66%
Students With Disabilities	16%	33%	42%	70%	38%	52%	50%	16%					43%
English Language Learners	27%	29%	52%	68%	56%	65%	68%	41%					66%
Black/African American Students	30%	21%	62%	67%	38%	58%	41%	43%					
Hispanic Students	37%	37%	57%	67%	57%	61%	62%	48%					66%
Multiracial Students	57%				57%								
White Students	36%	33%	69%	92%	42%	63%	67%	33%					
Economically Disadvantaged Students	34%	30%	57%	69%	47%	58%	54%	42%					61%

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	32%	46%	-14%	60%	-28%
ELA	4	31%	50%	-19%	60%	-29%
ELA	5	46%	53%	-7%	61%	-15%
Math	3	46%	56%	-10%	66%	-20%
Math	4	35%	53%	-18%	65%	-30%
Math	5	50%	54%	-4%	62%	-12%
Science	5	37%	50%	-13%	60%	-23%

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 demonstrating the greatest improvement was our cohort of students who increased proficiency in 4th grade ELA from 25% to 31%, reflecting a gain of 9 percentage points over the school year. This growth can be attributed to our focused implementation of data-driven instruction, particularly through targeted small-group teaching.

Teachers consistently utilized checks for understanding to monitor mastery of standards and inform daily instructional decisions. Based on this ongoing assessment, students were strategically grouped and regrouped to address specific skill deficits. Additionally, student data was shared and discussed after each assessment, fostering student ownership and awareness of their progress.

As a school, we prioritized using student data to guide instruction, ensuring that small-group interventions were purposeful and aligned to individual learning needs, ultimately supporting improved outcomes in ELA proficiency.

Lowest Performance

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

According to Spring FAST data, 4th grade ELA remains the lowest-performing area at the school. While this grade level demonstrated the greatest growth—improving from 25% proficiency last year to 31% this year it continues to lag behind other grade levels overall.

Several factors have contributed to this performance. The 4th grade team includes teachers who are new to the profession, the school, and/or the grade level, which has impacted instructional consistency. Additionally, a concerning trend is the number of students promoted for cause, many of whom entered 4th grade without mastering critical 3rd grade standards. As a result, these students have struggled to keep pace with the increased rigor of 4th grade ELA expectations.

To address these challenges, we are strengthening early intervention efforts by allocating additional resources to 3rd grade reading instruction. We are also increasing dedicated instructional time to build students' reading capacity and foundational skills, ensuring they are better prepared for success as they transition into 4th grade.

Greatest Decline

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

The data component that showed the greatest decline from the previous year was the cohort of students from last year's 3rd grade math group. By the end of their 4th grade year, proficiency decreased to 35%, compared to 39% at the end of their 3rd grade year, reflecting a decline of 4 percentage points.
Several factors contributed to this decrease. These include teacher inexperience, as well as inconsistencies in delivering rigorous instruction. Students were not consistently provided with sufficient opportunities to deeply unpack standards, engage in meaningful independent practice, or participate in targeted, skill-based small group instruction driven by data.
Moving forward, there is a need to strengthen instructional practices by ensuring that lessons incorporate deeper standards alignment, increased student engagement through independent application, and consistent use of data to inform small group interventions. These actions will better support student mastery and help reverse the decline in math proficiency.

Greatest Gap

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

The data component with the greatest gap compared to the state average was 4th grade Math, which fell 30 percentage points below the state and 18 percentage points below the district. This significant discrepancy highlights a critical area of need for our school.
Several contributing factors include teacher inexperience, particularly among those new to the profession or grade level, as well as inconsistencies in the implementation of rigorous, standards-aligned instruction. These challenges have impacted students' opportunities to engage in deep mathematical thinking and fully master grade-level expectations.
Moving forward, targeted support for teachers and a stronger emphasis on high-quality, rigorous instruction will be essential to closing this gap and improving student outcomes in 4th grade Math.

EWS Areas of Concern

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

1. Attendance
2. ESSA groups (Black, Multicultural and students with disabilities)

Highest Priorities

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

1. Building Teacher Capacity
2. Improve delivery of Tier 1 Instruction
3. Improve use of formative assessments and progress monitoring for data-driven decisions with

small group instruction

4. Writing
5. Continued Implementation of UFLI for grades K-2

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Multiracial Students (MUL)

Area of Focus Description and Rationale

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

Our Black, Multiracial, and students with disabilities subgroups will be identified to our school staff, who will work collaboratively to ensure that inclusive classroom practices are embedded throughout daily instruction to address the needs of our identified subgroups. Through intentional collaborative planning and data-driven discussions, teachers will utilize specialized resources designed for ESE students alongside differentiated materials to meet the diverse needs of all learners.

Inclusion teachers will be actively involved in scheduling, lesson planning, and ongoing collaboration to ensure that effective inclusive practices are consistently implemented across classrooms. This intentional alignment will support access to grade-level standards for all students.

Additionally, school counselors will partner with teachers, paraprofessionals, the ESE specialist, and school psychologists to monitor student outcomes and track progress toward IEP goals throughout the year. This team-based approach will ensure continuous support, timely adjustments to instruction, and improved outcomes for all students. Teachers will monitor and adjust instruction for our Multiracial and Black subgroups.

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.

During the Spring 2026 PM3 FAST assessments, 8% of Students with Disabilities (SWD) were proficient in grades 3–5 ELA, and 14% were proficient in grades 3–5 Math, resulting in an overall proficiency rate of 22% for the SWD subgroup. For the Multicultural (MUL) subgroup, 44% of students were proficient in ELA and 35% in Math, resulting in an overall proficiency rate of 79% for the MUL subgroup. For the Black students' subgroup, 32% of students were proficient in both ELA and Math,

resulting in an overall proficiency rate of 64%.

Through the implementation of the strategies outlined above, we expect to achieve measurable improvements in student outcomes. Specifically, we aim for at least 80% of the identified subgroups to demonstrate learning gains and to increase overall proficiency in grades 3–5 ELA and Math to 41% or higher. These targeted goals reflect our commitment to closing achievement gaps and ensuring equitable outcomes for all student groups.

Monitoring

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

The results will be measured by the state PM3 FAST ELA and Math assessments.

Person responsible for monitoring outcome

Stacey Varner

Evidence-based Intervention:

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

Description of Intervention #1:

The school will offer data-focused events designed to provide families with resources and strategies to support their child’s academic success. These events will create meaningful opportunities for parents to engage in data-driven conversations, helping them better understand student progress, school goals, and how to effectively support learning at home. By fostering open communication and shared understanding, these events will strengthen the partnership between home and school. To ensure continuous improvement, feedback will be collected through surveys following each event, as well as a comprehensive end-of-year survey to evaluate overall impact and inform future planning.

Rationale:

With there being such deficit in the performance of our lowest performing ESSA groups, SWD and MUL, arming parents with resources and strategies to support their students within the home is key to closing the performance gap. If parents can support their child's learning at home it heightens the possibility, as well as the extent to which the gap can be closed within one school year. This includes the impact that the Community Partnership School will have on instructional support.

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
1. The school will offer data-focused events designed to provide families with resources and strategies to support their child's academic success. 2. Feedback will be collected through surveys following each event, as well as a comprehensive end-of-year survey to evaluate overall impact and inform future planning. 3. In addition, the principal will develop and maintain a comprehensive data dashboard that integrates academic achievement, attendance, and discipline data to monitor the progress and outcomes of our identified subgroups. The leadership team will review disaggregated data to identify trends, address achievement gaps, and implement targeted interventions for students requiring additional support. Implementation Activities: Collect and update academic, attendance, and discipline data. Disaggregate data by identified subgroups. Analyze subgroup performance during Leadership Team, Collaboration, and PMP meetings. Identify students and subgroups demonstrating risk factors or performance gaps. Develop and monitor intervention plans based on identified needs.

Person Monitoring:
Stacey Varner

By When/Frequency:
survey after each event & yearly parent survey

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will offer data-focused events designed to provide families with resources and strategies to support their child's academic success. These events will create meaningful opportunities for parents to engage in data-driven conversations, helping them better understand student progress, school goals, and how to effectively support learning at home.
By fostering open communication and shared understanding, these events will strengthen the partnership between home and school. To ensure continuous improvement, feedback will be collected through surveys following each event, as well as a comprehensive end-of-year survey to evaluate overall impact and inform future planning.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA required by RAISE (specific questions), Intervention, Small-group Instruction

Area of Focus Description and Rationale

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

Our primary area of focus is strengthening ELA instruction across grades K–5. We will continue to support teachers through collaborative planning, providing targeted strategies to enhance Tier 1, standards-aligned instruction.
In addition, we are continuing a schoolwide emphasis on data-driven small group instruction. Teachers will use formative assessment data to identify student needs, guide instructional decisions, and provide targeted support to address skill deficits.
Through these efforts, we aim to improve overall student achievement in ELA by ensuring instruction

is intentional, responsive, and aligned to individual learning needs.

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

K–2 teachers will engage in targeted professional learning focused on effective instruction of foundational reading skills. Instruction will emphasize explicit and systematic phonics, providing students with multiple opportunities to respond, practice, and receive immediate corrective feedback. This structured approach is designed to strengthen decoding, accuracy, and fluency, ultimately improving reading automaticity and ensuring students are better prepared for success as they transition into 3rd grade.

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

ELA proficiency in grades 3–5 has remained at or below 40% since 2015, indicating a need for improvement. Performance among ESSA subgroups continues to be an area of concern. Based on the 2025 FAST administration, the Black and Multicultural subgroup achieved 25% proficiency, while Students with Disabilities reached 30%, both significantly below the 41% benchmark.

Early literacy data also reflects foundational gaps. At the end of the previous school year, K–2 proficiency rates were below district and state averages, with kindergarten at 56% (STAR Early Literacy), 1st grade at 46% (STAR Reading), and 2nd grade at 39% (STAR Reading).

These trends continue into the intermediate grades. FAST ELA results show proficiency rates of 32% in 3rd grade, 31% in 4th grade, and 46% in 5th grade.

Overall, this data highlights the need for a stronger, more cohesive instructional approach that builds from foundational literacy in the primary grades through rigorous, standards-aligned instruction in grades 3–5 to improve student outcomes and close achievement gaps.

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

Instructional Practice relating to Reading/ELA will involve K–2 teachers engaging in targeted professional learning focused on effective instruction of foundational reading skills. Instruction will emphasize explicit and systematic phonics, providing students with multiple opportunities to respond, practice, and receive immediate corrective feedback. This structured approach is designed to strengthen decoding, accuracy, and fluency, ultimately improving reading automaticity and ensuring students are better prepared for success as they transition into 3rd grade.

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

Instructional practice related to Reading/ELA proficiency in grades 3–5 has remained at or below 40% since 2015, indicating a need for improvement. Performance among ESSA subgroups continues to be an area of concern. Based on the 2025 FAST administration, the Black and Multicultural subgroup achieved 25% proficiency, while Students with Disabilities reached 30%, both significantly below the 41% benchmark. Early literacy data also reflects foundational gaps. At the end of the previous school year, K–2 proficiency rates were below district and state averages, with kindergarten at 56% (STAR Early Literacy), 1st grade at 46% (STAR Reading), and 2nd grade at 39% (STAR Reading). These

trends continue into the intermediate grades. FAST ELA results show proficiency rates of 32% in 3rd grade, 31% in 4th grade, and 46% in 5th grade.

Grades K-2: Measurable Outcome(s)

Measurable outcomes for STAR Early Literacy and STAR Reading will be as follows:
KG from 56% (STAR Early Literacy) to 60%
1st grade from 46% (STAR Reading) to 50%
2nd grade from 39% (STAR Reading) to 43%

Grades 3-5: Measurable Outcome(s)

Measurable outcomes for FAST ELA grades 3-5 will be as follows:
3rd grade from 32% to 41%
4th grade from 31% to 40%
5th grade from 46% to 50%

Monitoring

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

Teachers will participate in data meetings with the leadership team after each testing cycle to determine progress and develop action steps in response to the assessment results. *K-5: State Progress Monitoring System assessments August, January, and May. *3-5: 2027 FSA Reading PM3 FAST assessment of proficiency. *K-5 students will participate in appropriate reading interventions that will include progress monitoring within their assigned program. *Administrators will monitor the use of questioning in collaborative planning and classroom instruction.

Person responsible for monitoring outcome

Charnee Bryant (charnee.bryant@marion.k12.fl.us)

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:

Teachers will engage in targeted professional development focused on the implementation of the BEST Standards and high-impact instructional strategies. This will include the consistent use of effective questioning techniques within each ELA lesson to promote meaningful student dialogue, extend thinking, provide multiple opportunities for student response, and deliver timely, actionable formative feedback to increase learning. In addition, teachers will utilize data-driven small group instruction to ensure differentiated support, providing students with opportunities for deeper intellectual engagement with the specific standards in which they demonstrate deficits. K–2 teachers will receive specialized professional learning in the delivery of foundational reading skills, with an

emphasis on explicit and systematic phonics instruction. Students will engage in structured learning experiences that incorporate multiple opportunities to respond and receive immediate corrective feedback. This approach is designed to strengthen decoding, fluency, and reading automaticity, effectively preparing students for success as they transition into 3rd grade.

Rationale:
When used effectively, questioning serves as a powerful instructional strategy that provides immediate feedback on student understanding, supports both informal and formative assessment, and offers insight into the effectiveness of teaching practices. Research by John Hattie identifies questioning as having an effect size of 0.46, placing it above average and within the zone of desired effects on student learning. Questioning is a highly flexible and impactful tool that allows teachers to gauge comprehension in real time, adjust instruction as needed, and promote deeper student thinking. It can be used to provide meaningful feedback, check for understanding, and quickly assess student progress, ultimately enhancing overall learning outcomes.

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
1. UFLI & Small Group Instruction 2. Focused Collaborative Planning 3. Huskey Den Family Resources & Support

Person Monitoring:
Brandy Hamilton

By When/Frequency:
PM3 Spring FAST and Star State Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in collaborative planning to design and identify resources that support effective, data-driven small group instruction. This approach will ensure differentiated learning opportunities aligned to student needs, utilizing UFLI data to target foundational skill deficits and provide multiple opportunities for practice and mastery.
K–2 students will participate in daily foundational reading instruction through the district-adopted UFLI program, with a focus on building decoding skills, fluency, and reading automaticity in preparation for 3rd grade. Instruction will be structured to include frequent opportunities for active student engagement and practice.
Classroom implementation will be monitored regularly to ensure fidelity of foundational skills instruction and to confirm that students are receiving consistent, high-quality opportunities to practice and apply learning.
Additionally, the Community Partnership Schools model will strengthen the school-to-home connection by equipping families with resources to support literacy development. These supports will include access to an on-campus resource center and expanded learning opportunities, family language acquisition classes, and take-home literacy materials designed to increase intellectual engagement and reinforce learning beyond the classroom.

Action Step #2
1. Small Group Instruction 2. Focused Collaborative Planning 3. Data Meeting

Person Monitoring:
Charnee Bryant

By When/Frequency:
PM3 Spring FAST Assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
*K-5 students will participate in small group interventions using Envision math resources that will include classroom progress monitoring.
*Administrators will monitor student learning tasks and exemplars used in collaborative planning and classroom instruction.
*Teachers will participate in data meetings with the leadership team after each testing cycle below to determine progress and develop action steps in response to the assessment results.
*K-5: State Progress Monitoring System assessments August, January, and May.
*3rd – 5th students will take District Progress Monitoring Assessments (DPMAs) in math.
*3-5: 2024 FAST Math PM3 FAST assessment of proficiency.

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.

Research shows that student achievement has a direct correlation on 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.

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.

Last school year, the Monthly average attendance rate was between(put in this year's data) 88.6% and 93.9%. The following are the number of students who were considered chronically absent during the last school year (missing 10% or more days of school) Kinder-10, First-15, Second-14, Third-14, Fourth-05, Fifth-09(need this year's data). The school counseling department will work with our family engagement liaison and our Husky Den to contact chronically absent students and provide them with the support that they need to increase 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.

Attendance will be monitored daily by our counselors, and they will meet biweekly with our school counseling team and Husky Den to monitor trends. By encouraging attendance amongst students and providing families with support, our attendance rates will increase to 95% or more monthly. This will be measured by daily attendance data.

Person responsible for monitoring outcome
Tonya Jones

Evidence-based Intervention:

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

Description of Intervention #1:
Our school counseling department, Husky Den, and family engagement liaison will work together to strengthen our community's view on attendance and its importance to success in school. By focusing on school-wide incentives and family engagement strategies, attendance will improve to 95% monthly.

Rationale:
With their being a deficiency in daily attendance school wide, our team will employ strategies to improve student attendance. This in turn will ensure that students are in attendance to be provided with rigorous standards based instruction. By focusing on getting students to class the learning gap will be closed significantly within one school year.

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
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.

Person Monitoring:
Tonya Jones

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Family Engagement liaison, Husky Den, and School Counselors will communicate out the importance of attendance. The Family Engagement Liaison will contact chronically absent families weekly. The Family Engagement Liaison will provide weekly and/or daily attendance incentives to students. Families needing support will be referred to the Husky Den for services and problem solving. School Counseling will monitor attendance rates and keep record of progress.

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 for the SIP will be disseminated via the school website at https://cpe.marionschools.net/about_us/title_i in SAC and Title I meetings. Stakeholders will be provided with school data results on the 2025 FAST and STAR performance via a presentation and a hard copy of the presentation. They will be provided with the school website information for them to go deeper into the specifics of the plan if they so choose. Throughout the year, there will be ongoing progress monitoring and dissemination of the plan in the monthly SAC meetings. All resources shared are always in both Spanish and English to ensure that all parents and other stakeholders have an opportunity to clearly understand the information being shared.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The school will build a positive relationship with parents, families, and other stakeholders to fulfill the school's mission, support the needs of students through consistent reminders of the mission and goals in SAC meetings, the Annual Title I meeting, Open House, Linking Literacy and Math Night, and Academic Conference Nights. All of these events will be opportunities to ensure that everyone is working toward the same goal through data-driven decisions on the direction in which the school is progressing with the implementation of the strategies in place. Parents will also be kept informed of

the vision of the school through access to the school's Family Engagement Plan at https://cpe.marionschools.net/about_us/title_i. Parents will be able to keep up to date with their child's progress at our Academic Nights and additional conferences as requested by the teacher or parent. The work of the Community Partnership School will also be a link between the amazing things that are occurring at school in concordance with the school's mission and goals and ways that they can support the community in meeting those goals for their child's success at home.

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)).

Student tasks and practice activities will be created and delivered to the depth of the standard. Classrooms will be monitored to ensure the fidelity of the student work remains at the level of the standard complexity. Students will be provided exemplars to increase their understanding of particular skills and to establish standard and benchmark expectations. Community Partnership Schools will strengthen the school-to-home connection by providing families with additional resources to increase intellectual stimulation in the home, which research has demonstrated has an effect size of 0.52. Resources will include support through an on-campus resource center and expanded learning classroom, family language acquisition classes, and additional hands-on mathematics resources for family use at home. This support will directly correlate with providing intentional support to the students in the ESSA groups with targeted and intentional small group instruction.

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 FANS (Fitness and Nutrition in Schools) initiative is designed to promote student wellness through physical activity and healthy eating. Having the FANs program provides our students with an additional layer of education in and outside the classroom. Voluntary Prekindergarten (VPK) is a free, high-quality education program designed to prepare Florida’s 4- year-olds for kindergarten and build a foundation for their educational success. High-quality VPK providers deliver age-appropriate curricula, including early literacy and math standards, in manageable class sizes led by qualified instructors. State data shows that children who participate in VPK are better prepared to enter kindergarten ready to learn.

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)).

Through the implementation of the BESS screener 2 times each year, we are able to identify students who could possibly benefit from mental health services. As an MDT team, meeting Bi-monthly, we identify students who are at risk and discuss resources with our team. Teachers are trained to utilize Caring and School Community curriculum 15 minutes each day to ensure that Social and Emotional learning is infused for all students. Resiliency traits are highlighted each month and tied into our student of the month recognition on the Morning Show. Our guidance counselors schedule Child Safety Matters for students to learn strategies in keeping themselves safe and speaking up if they are not being treated appropriately. The Community Partnership School at College Park provides resources for mentors on campus. We also utilize SKIP and counseling on IEPs through our Social Worker.

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)).

Each year we hold a career fair for our students. We also discuss College and Career options through our business partnership with the College of Central Florida. Soft Skills are addressed in our Positive Behavior Referrals and discussed with students through our PBIS program. Soft Skills include (Dependability and Reliability, work ethic, communication, positive attitude, and teamwork). By discussing how soft skills prepare you for being a contributing member of society as early as Kindergarten, we model our mission of inspiring students to become successful citizens in their community and our vision of positively impacting the future by creating lifelong learners with community in mind.

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)).

PBIS is used for Tier 1, and teachers attend a classroom management/procedures training during pre-week. Our Student Services Manager works with teachers on a coaching cycle if identified as needing support. Students needing Behavior Intervention Plans are identified during Progress Monitor Meetings and through the use of PST meetings. Our behavior management team includes the Classroom Teacher, Student Services Manager, School Psychologist, School Counselor, Assistant Principal, and Behavior Analyst.

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)).

A Professional Learning Plan is established at the beginning of the school year and has areas of focus each quarter. All strategies are incorporated into the Collaborative Planning for each grade level. Professional Development is scaffolded and differentiated for new teachers monthly, during early release days, for our Professional Learning Communities. Quarter 1 focuses on strong Tier 1 implementation of standards. Quarter 2 focuses on Data Analysis. Quarter 3 focuses on small group differentiation. Quarter 4 focuses on targeted students and small group skill acquisition. We recruit and retain teachers through the use of mentor teachers and our ITD program or School Based Induction Team.

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)).

Observations and PST meetings are utilized to ensure that students in Pre-K are transitioned to Kindergarten successfully with or without services on an IEP. Our school based team works closely with the District Pre-K coaches to ensure that students who have academic and/or behavioral needs are identified and supported appropriately.

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.

School improvement funds are used to supplement resources in our areas of focus. Recommendations from classroom teachers as well as our leadership team, are brought before the School Advisory Council to determine how the funds will be best utilized for the year.

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).

State Progress Monitoring Assessments and District Benchmark Assessments will be used to monitor progress toward the desired outcome. Teachers will participate in data meetings with the leadership team after each testing cycle to determine progress and develop action steps in response to the assessment results. Resources are vetted by Content Area Specialists in Math, Science, and ELA. Plans to address student needs are specific and conducted as Instructional Reviews 3 times a year.

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

College Park 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:	Dr. Stacey Varner
School Website:	https://www.marionschools.net/cpe
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

To provide capacity-building strategies for parents and families that address and promote family engagement in ELA, Math, and Science. By May 2027, 45% of families will attend one or more family data night or after school event that provide opportunities to learn strategies that are linked to supporting student learning. The school will monitor sign-in sheets and ensure the Family Engagement Liaison will reach out to families to insure participation.

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.

Families and community members will be provided surveys after each family engagement event so that they have the opportunity to share immediate feedback. In addition to feedback from family engagement surveys, there will be the annual survey for the school-based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey, and quarterly School Advisory Council (SAC) meetings. SAC is part of the plan's creation, review, and approval. All feedback is used to create the Family Engagement Plan. The plan will be available through different platforms; (1)prepared messages related to progress reports and upcoming school-family events will be created using clear, easy-to-understand language (removing academic or industry terms/acronyms whenever possible). (2) Sent via Apptegy to our families' registered phone numbers and email addresses, additional communications will be relayed through media such as our site based website, teachers' DOJOs, school newsletters, flyers, and the school marquee. For students whose home language is not English, documents will be translated using a free online translation service to the family's home language. This information will be updated annually based on feedback from all stakeholders. Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (Title 1 school-wide plan) are gained through the annual survey for the school-based Parents and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title 1 office for review throughout the year. Finally, teachers are encouraged to make a positive phone call home within the first week of school. In our staff handbook, we encourage teachers to initiate

conferences early and often. Teachers will document conferences on the Parent Conference Form, and they will be kept on file for documentation. It is communicated to teachers that best practice is to respond to parents within 24 hours via email, phone call, or Apptegy. Our parent/student handbook encourages parents to reach out and request a conference early in the school year or when parents feel that their child is falling behind. Families who require communication in a language other than English will receive, upon request a translator from our staff or teachers may request the use of technology.

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 1 meeting will be held prior to Open House at 5:00 PM on September 10, 2026.

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.

All communication will be used with clear, easy to understand language (removing academic or industry terms/acronyms whenever possible). 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. 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. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow-up. Additional strategies will be applied as the need arises on a case-by-case need. Our Home School Liaison will provide home visits as needed. Our Community Partnership school is also available after school hours for families as needed. Teachers are encouraged to make a positive phone call home within the first week of school. In our staff handbook, we encourage teachers to initiate conferences early and often. Teachers will document conferences on the Parent Conference Form, and they will be kept on file for documentation. It is communicated to teachers that best practice is to respond to parents within 24 hours

via email, phone call, or Apptegy. Our parent/student handbook encourages parents to reach out and request a conference early in the school year or when parents feel that their child is falling behind. Families who require communication in a language other than English will receive, upon request a translator from our staff or teachers may request the use of technology.

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) No.
(2) Yes. The school will provide volunteer staff for childcare during evens if requested or 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 will have the opportunity to develop a School-Parent Compact at SAC meetings. Parents will be given the opportunity to suggest changes and discuss barriers. The school will outline in the School-Parents Compact how parents, the entire school staff, and students will share the responsibility for improved student academic achievement by ensuring that communication is done quickly and effectively at the beginning of the school year. The parent/student handbook will outline and provide a sample of the compact. The handbook will also outline the steps to take if a parent has a question or concern within the classroom or school setting. The school will build and develop a partnership to help students achieve the challenging State academic benchmarks by ensuring classroom goals are being communicated throughout the school year. By holding parent/teacher conferences, academic/data nights, and various meeting held in the Community Partnership School Building (Husky Hub), we will be able to give parents the tools to help their students succeed.

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.

During the school year and summer, the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs, the District Title I Parent Resource Van/Room, and the Community Partnership School Building (Husky Hub) by providing family support material to families and offering family engagement activities such as take-home resources, family workshops, and/or access to online resources.

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 in use at the school during Orientation, Open House, and family engagement events. Teachers are also encouraged to inform parents and families of upcoming lessons and curriculum via Apptegy or class newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which is also posted on the school website. Families may also contact the school front office for further information. Families will be notified about the forms of assessments through Apptegy, teacher communications, ongoing school meetings), Annual Title I Meeting, and parent-teacher conferences. Teachers are strongly urged to request conferences as soon as it is evident that a child has a problem of any kind. Parent-teacher conferences are the best way to provide parents with individual student assessment results and interpretation of those results. The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting and ongoing academic-based family engagement events occurring throughout the year. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which is also posted on the school website. Families may also contact the school for further information.

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 Compact. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** September 10, 2026 5:00 pm
Open House	Meet your child's teacher and our friendly and helpful school staff for the year. Instructional staff will provide an opportunity for families to meet the teacher and 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 1** September 10, 2026 5:30 pm
Hispanic Heritage Recognition	Provide families with a focus on strengthening reading skills at home through Hispanic literature. Students will demonstrate their learning through musical performances and by displaying artwork and projects that highlight and celebrate their Hispanic heritage.	**Quarter 1** October 15, 2026 5:30 pm
Academic Conference Teams **#** 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 29, 2026 5:00 pm
Winter Story Night	A family engagement event focused on fostering a love of reading and writing through meaningful and engaging activities for students and their families.	**Quarter 1** December 10, 2026 5:30 pm
Academic Conference Teams **#** 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. Families and teachers will set goals for upcoming assessments.	**Quarter 2** January 21, 2027 5:00 pm
Black History Recognition	Provide families with strategies to support reading skills at home through African American history literacy materials. Students will showcase their learning through musical performances and by displaying artwork and	**Quarter 2** February 11, 2027 5:30pm

	projects that reflect and celebrate African American history.	
Math and Science Night	A family engagement event aimed at developing students' computational and problem-solving skills in mathematics, while fostering scientific exploration through hands-on, inquiry-based activities.	**Quarter 2** March 11, 2027 5:30pm

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 pre-planning we will have a training that orients teachers and other school staff to where they can access parent resources from our Community Partnership School and Home School Liaison, in regards to the value and utility of contributions of parents and how to build a better partnership. We will also share with teachers' resources in which they have access to for supporting them in engaging and building the capacity of their parents to support their students. We will have a training that orients teachers and other school staff to where they can access parent resources from our Community Partnership School and Home School Liaison, in regards to reaching out to, communicating, and working with parents as equal partners. Parents will be empowered with strategies and tools through participation in the family engagement opportunities, parent-teacher conferences and regular communication from the teacher to feel confident to be as equal of an asset to their child's learning as the teachers and staff. We will have a training that ensures that teachers and other school personnel build their capacity for building ties between home and school. This will include providing teachers with resource ideas to send home with students. It will also include providing tips and tricks for parent involvement, as well as access to The Title I Resource Van and how to connect with the Resource Center to assist with supporting the home school connection. This will also be obtained through the participation of both, school employees and families, in the family engagement events. We will have a training that ensures that teachers and other school personnel understand the importance of communicating in a language that parents can understand. This includes multiple languages as well as defining

acronyms and uncommon speech. At CPE it is best practice that everything we send home is in English/Spanish.

School Advisory Council (SAC) Interest Form

[College Park Elementary

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

College Park Elementary

Parent and Family Engagement Plan Feedback Form

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

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

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