Marion County Public Schools

DUNNELLON 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

The Dunnellon Elementary School community is committed to providing a safe, stimulating, and challenging learning environment that meets the needs of all students.

Provide the school's vision statement

Dunnellon Elementary School strives to create an environment where all children, regardless of differences, will be able to succeed academically, physically, and emotionally to their maximum potential.

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

Victoria Thompson

Victoria.thompson@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services that optimize available resources and provide successful, high-quality experiences for students in a safe and orderly environment. To supervise all administrative, instructional, and non-instructional personnel assigned to the school. The principal will develop a continuum of intervention supports for both behavior and academics, which are readily accessible as soon as a student is indicated at risk or off track. Develop effective intervention plans

and provide prevention supports, which act to prevent students from becoming disengaged or developing skills deficits. Data will be analyzed to make changes that will help increase student achievement.

Leadership Team Member #2

Employee's Name
Matthew Tarantino

matthew.tarantino@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Assists the principal in providing a common vision for the use of data-based decision-making and assists in the development of a strong infrastructure of resources for the implementation of high-yield instructional strategies. Work with the principal and content area specialists to develop a continuum of intervention supports for both behavior and academics, which are readily accessible as soon as a student is indicated as at risk or off track. Develop effective intervention plans and provide prevention supports that act to prevent students from becoming disengaged or developing skills deficits. Data will be analyzed to make changes that will help increase student achievement. He will assist with the delivery of professional development for effective instructional delivery.

Leadership Team Member #3

Employee's Name
Ashley Deneau

Ashley.deneau@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor is in charge of implementing the Social Emotional Learning program at the school and facilitating the MTSS process for behavior and academics schoolwide. The school counselor further participates in the collection, interpretation, and analysis of data to facilitate the development of social-emotional intervention plans for students and families. The counselor communicates with parents about attendance and runs meetings to discuss absences and tardies with the support of the school social worker and Assistant Principal. The school counselor provides students with educational, personal, and vocational counseling and identifies and coordinates all available resources to empower students to reach their full potential.

Leadership Team Member #4

Employee's Name
Kaitlyn Miller

Kaitlyn.miller@marion.k12.fl.us

Position Title
Math & Science Instructional Coach

Job Duties and Responsibilities

The Math/Science Coach is the lead for professional development in the area of math and science, as well as assisting with other curriculum-based professional development throughout the school year. She is also involved in the SAC committee and assists with planning Parent and Family Engagement Activities. She will help facilitate the MTSS process for behavior and academics schoolwide. The Content Area Specialist also serves as an academic coach for teachers and paraprofessionals, utilizing effective coaching practices to build capacity and support teacher pedagogy in the area of Mathematics and Science.

Leadership Team Member #5

Employee's Name
Brenda Boshela

brenda.boshela@marion.k12.fl.us

Position Title
Literacy Content Area Specialist/Coach

Job Duties and Responsibilities

The Content Area Specialist serves as an academic coach for teachers and para-professionals, utilizing effective coaching practices to build capacity and support teacher pedagogy in the area of Reading Language Arts. The Content Area Specialist serves as an intervention specialist for targeted students and teachers based on reading needs. The coach teaches and remediates targeted students based on data. The Content Area Specialist is the lead for professional learning in the areas of reading and writing throughout the year.

Leadership Team Member #6

Employee's Name
Gloria Martinez

Gloria.martinez@marion.k12.fl.us

Position Title

Student Service Manager/Dean

Job Duties and Responsibilities

The student services manager/dean is in charge of discipline and assisting with the implementation of the Social Emotional Learning Program at the school. She is the coordinator of the schoolwide Positive Behavioral Interventions and Supports (PBIS) program, ensuring that the program is implemented with fidelity. The dean also builds relationships with stakeholders by actively participating in family engagement events. Part of the discipline role is proactively working with teachers and students to assist them in decreasing behavioral problems in the classroom and reducing the loss of instructional time due to misbehaviors.

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.

Development of the SIP is made through the collection of information and valuable input from the Principal, Assistant Principal, Content Area Specialists, instructional and non-instructional staff members, as well as parents and the local community. Careful consideration of information collected was used as a driving force towards the SIP development process. Stakeholders are encouraged to actively participate in developing and implementing the plan through surveys, focus groups, individual and/or school SAC meetings.

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)).

Regular monitoring of the SIP will be conducted during leadership and staff meetings. Monitoring of the SIP will include an intentional focus on those students and subject areas with the greatest achievement gap. Additionally, a review of data for students in the focused area will be regularly conducted, resulting in additional instructional support where needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**98.6%**
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)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: C** **2023-24: 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	85	110	109	100	118	101				623
Absent 10% or more school days	25	26	31	15	21	15				133
One or more suspensions	1	0	1	7	2	7				18
Course failure in English Language Arts (ELA)	1	0	4	18	8	9				40
Course failure in Math	1	0	3	16	10	21				51
Level 1 on statewide ELA assessment	16	43	42	29	28	18				176
Level 1 on statewide Math assessment	11	25	36	20	16	15				123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	3	11	27						46
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	2	13	8	7					31

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	3	7	11	12	3	3				39

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	19	0	0				20
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	85	105	99	112	102	116				619
Absent 10% or more school days	4	5	6	2	4	8				29
One or more suspensions	3	6	7	2	1	5				24
Course failure in English Language Arts (ELA)	4	14	16	17	3	26				80
Course failure in Math	2	6	16	4	2	17				47
Level 1 on statewide ELA assessment	20	41	33	30	32	26				182
Level 1 on statewide Math assessment	16	34	37	24	21	29				161
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	20	41	33	30						124
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	16	34	37	24	21					132

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	3	9	10	5	2	15				44

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			2	10						12
Students retained two or more times										0

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*	51	50	62	48	47	59	43	46	57
Grade 3 ELA Achievement	51	47	61	46	46	59	37	44	58
ELA Learning Gains	60	58	63	57	53	60	57	56	60
ELA Lowest 25th Percentile	66	58	58	60	57	56	66	58	57
Math Achievement*	58	55	66	54	51	64	47	51	62
Math Learning Gains	69	58	64	63	53	63	56	56	62
Math Lowest 25th Percentile	57	48	50	51	47	51	48	50	52
Science Achievement	57	50	62	45	44	58	51	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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	469
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***
59%	55%	51%	48%	53%	46%	

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	49%	No		
English Language Learners	48%	No		
Black/African American Students	47%	No		
Hispanic Students	64%	No		
Multiracial Students	57%	No		
White Students	56%	No		
Economically Disadvantaged Students	54%	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	51%	51%	60%	66%	58%	69%	57%	57%					
Students With Disabilities	27%	23%	55%	58%	41%	74%	69%	47%					
English Language Learners	31%	7%	68%		60%	76%							
Black/African American Students	37%		52%		52%	62%		33%					
Hispanic Students	61%	50%	68%	60%	61%	76%	60%	74%					
Multiracial Students	47%		67%		47%	67%							
White Students	46%	55%	54%	61%	58%	66%	54%	55%					
Economically Disadvantaged Students	45%	44%	54%	61%	54%	67%	50%	57%					

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	48%	46%	57%	60%	54%	63%	51%	45%					74%
Students With Disabilities	22%	20%	51%	55%	37%	51%	38%	24%					
English Language Learners	35%	40%	59%	67%	49%	59%	40%	27%					74%
Black/African American Students	40%		57%		40%	48%							
Hispanic Students	55%	55%	57%	68%	59%	65%	59%	38%					72%
Multiracial Students	36%				27%								
White Students	45%	42%	56%	52%	54%	65%	50%	47%					
Economically Disadvantaged Students	45%	47%	59%	60%	50%	56%	45%	44%					81%

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	43%	37%	57%	66%	47%	56%	48%	51%					52%
Students With Disabilities	23%	25%	41%		39%	62%	64%	18%					
English Language Learners	34%	50%	48%	46%	44%	48%							52%
Black/African American Students	15%	8%	60%	73%	27%	47%							
Hispanic Students	46%	69%	51%	54%	51%	53%	50%	47%					52%
Multiracial Students	70%				30%								
White Students	44%	28%	59%	67%	52%	62%	38%	59%					
Economically Disadvantaged Students	41%	37%	59%	71%	44%	53%	41%	46%					48%

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	50%	46%	4%	60%	-10%
ELA	4	49%	50%	-1%	60%	-11%
ELA	5	52%	53%	-1%	61%	-9%
Math	3	51%	56%	-5%	66%	-15%
Math	4	65%	53%	12%	65%	0%
Math	5	52%	54%	-2%	62%	-10%
Science	5	59%	50%	9%	60%	-1%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Based on data analysis, the component that showed the most improvement was in the Multicultural ESSA subgroup. The subgroup increased from 32% in 24-25 to 57% in 25-26, up 25 percentage points. Actions that contributed to growth were:

- Frequent review of subgroup-specific data during collaborative planning.
- Individual student action plans developed and monitored throughout the year.
- Targeted small-group instruction aligned to identified skill deficits.
- Increased instructional support from strategically assigned ESOL and ESE paraprofessionals during ELA and Mathematics.
- Ongoing progress monitoring with instructional adjustments based on student performance.
- Greater teacher accountability for subgroup performance through regular data discussions.
- Consistent implementation of district-adopted instructional resources alongside targeted interventions.
- Strong focus on explicit vocabulary development, academic language, and differentiated instruction to meet diverse learner needs.

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 components with the lowest performance were:

3-5 ELA Proficiency

Although 3rd grade and overall grades 3–5 ELA proficiency showed improvement compared to the 2024–2025 school year, they remained the lowest-performing FAST component for Dunnellon Elementary in 2025–2026, with proficiency rates of 51% in both areas.

- Inconsistent Tier 1 instruction
- Lack of opportunity for students to read, write, and speak daily.
- The number of students coming from second grade below grade level.

- Consistent instruction and tasks aligned to the benchmark.
- Students required additional opportunities for explicit phonics, vocabulary, reading comprehension, and writing instruction aligned to grade-level standards

.

Greatest Decline

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

2nd Grade ELA Proficiency was the school's performance component with the greatest decline from 42% in 2024-2025 to 38% in 2025-2026.
Contributing factors were:

- Inconsistent teacher ownership and analysis of student performance data.
- Limited fidelity to district-adopted curriculum resources, with supplemental materials frequently replacing core instructional materials rather than enhancing them.
- Collaboration among grade-level teachers lacked consistency and focused planning around student data.
- Variability in Tier 1 instructional practices reduced consistency across classrooms.
- Students required additional opportunities for explicit phonics, vocabulary, reading comprehension, and writing instruction aligned to grade-level standards.

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.

Third-grade mathematics proficiency represented the school's greatest area of need when compared to state performance. At 51%, third-grade math proficiency was 15 percentage points below the state average of 66%. Factors that contributed to this gap were:

- Significant instructional disruptions due to extended teacher absences.
- Limited continuity of instruction throughout the school year.
- Inconsistent implementation of high-quality Tier 1 mathematics instruction.
- Insufficient use of formative assessment data to adjust instruction in real time.
- Small-group interventions were not consistently targeted toward students demonstrating the largest skill deficits.
- Greater emphasis is needed on mathematical discourse, problem-solving, use of manipulatives and visual models, and daily opportunities for students to explain and justify mathematical reasoning.

- Continued strengthening of collaborative planning, lesson internalization, and standards-based instruction will be essential to closing the achievement gap with the state.

EWS Areas of Concern

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

According to the most recent data analysis, chronic absenteeism is an area of concern. Dunnellon Elementary's chronic absenteeism is currently at 24%.

Highest Priorities

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

For the 26-27 school year, our top priorities include:

- maintaining the 41% Federal Index threshold for the SWD and Multicultural subgroups that just performed above the 41% this school year, while maintaining or increasing proficiency across all other ESSA subgroups.
- The school will decrease the number of third grade retentions by providing early intervention, targeted support, and consistent progress monitoring to ensure students meet grade level.
- Increase overall proficiency by strengthening Standards-based core instruction. This will be done by ensuring all instruction is tightly aligned to the Florida benchmarks and increasing the use of grade-level complex text, tasks, and mathematical problem-solving opportunities.
- Decrease chronic absenteeism from 24% to 19% or below.

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 Math

Area of Focus Description and Rationale

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

Benchmark aligned instruction was identified as an area of focus, as proficiency numbers show that less than half, 49% of the students in grades K-5 are non-proficient and are unable to access grade-level benchmarks in math. If Tier- 1 benchmark aligned instruction is implemented in all classrooms, students will be able to practice and interact with grade-level benchmarks that will increase proficiency. Mathematics instruction is an area of focus as data continues to show that we are below the state average.

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.

Although math proficiencies increased in almost all grade levels, data still shows that proficiencies continue to lag behind the state average.

In K-2 grades, 52% of our students remain non-proficient.
Kindergarten proficiency was 48%, up eight percentage points from the 24-25 school year, but 19% below the state
1st Grade proficiency was 47%, up seven percentage points from the 24-25 school year, but 19% below the state
2nd Grade proficiency was 47%, up two percentage points from the 24-25 school year, but 17% below the state

In 3-5 grade, 46% of our students remain non-proficient.
3rd Grade proficiency was 51%, down seven percentage points from the 24-25 school year, but 15% below the state.

4th Grade proficiency was 65%, up eight percentage points and equal to the state.
5th Grade proficiency was 52%, up five percentage points from the 24-25 school year, but 10% below the state.

Implementing Tier-1 Benchmark Aligned instruction with fidelity will increase math proficiency from 51% to 60% across all grade levels.

Monitoring

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

Members of the leadership team will be assigned in grade level planning. Each administrator will actively participate in monitoring planning through modeling and coaching. Each team member will perform weekly walkthroughs for their assigned grade levels and provide specific feedback related to the implementation of benchmark-aligned instruction. District and state data will also be used to monitor classroom and student needs.

Person responsible for monitoring outcome

Matthew Tarantino and Kaitlynn Miller

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:

All instructional staff will participate in weekly collaboration where benchmark-aligned planning and best instructional practices will be discussed for implementation during each lesson in the classroom.

Rationale:

According to Hattie's Index of Teaching and Learning Strategies, "Teachers that participate in effective and intentional planning and prediction have the potential to accelerate student achievement with an effect size of .76."

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaboration and Walkthrough Schedule

Person Monitoring:
Victoria Thompson

By When/Frequency:
August 17, 2026 - Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaboration will be scheduled for all instructional staff members. A member of the leadership team will be assigned grade levels and will actively participate in collaborative sessions. Members of leadership will do walkthrough to follow up on delivery of instruction based on collaborative planning to provide specific and timely feedback to teachers.

Area of Focus #2

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.

The Instructional Focus for kindergarten will be to provide intensive instruction for mastery in phonics, using Benchmark Advance, UFLI for Tier 1, and UFLI and SIPPS or Haggerty for Tiers 2-3. Instructional focus for grades 1 and 2 will be to provide intensive instruction in phonics using Savvas, UFLI for Tier 1, and UFLI, SIPPS, and Haggerty for Tiers 2 and 3. Language Power and Imagine Learning will be used for English Language Learners as needed.

Mastery in phonics for k-2 students was determined to be an area of focus due to low proficiency levels within the 2025-2026 school year STAR Early Literacy for kindergarten and STAR Reading PM-3 results for 1st and 2nd grade. Targeted and explicit instruction in phonic skills will be taught within a systematic approach. This will include teaching students how to recognize and produce individual sounds, blend sounds together to form words, and decode unfamiliar words. An ample amount of opportunities will be provided to practice and apply phonic skills in authentic reading and writing tasks.

2025-2026 FAST results showed 50% of 3rd-5th grade students were non-proficient. The Instructional Focus for grades 3-5 will be providing intensive instruction for mastery in fluency, vocabulary, comprehension, and phonics, as needed. Savvas will be used for Tier 1, Read 180 for vocabulary and comprehension, and SIPPS for intensive phonics instruction. Language Power and Imagine Learning will be used for all ESOL students, as needed.

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

Instructional practices specifically relating to Reading/ELA for K-2 will be targeted, and explicit

instruction in phonic skills will be taught within a systematic approach. This will include teaching students how to recognize and produce individual sounds, blend sounds together to form words, and decode unfamiliar words. An ample number of opportunities will be provided to practice and apply phonic skills in authentic reading and writing tasks.

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

The instructional practices specifically related to Reading/ELA for grades 3-5 will provide intensive instruction for mastery in fluency, vocabulary, comprehension, and phonics, as needed. Savvas will be used for Tier 1, Read 180 for vocabulary and comprehension, and SIPPS for intensive phonics instruction. Language Power and Imagine Learning will be used for all ESOL students, as needed.

Grades K-2: Measurable Outcome(s)

The measurable outcomes for grades K-2 will be measured by the combined Star Early Literacy and Star Reading:
KG=52% to 56%
1st=43% to 47%
2nd=36% to 41%

Grades 3-5: Measurable Outcome(s)

The measurable outcomes for grades 3-5 will be:
Grade 3 will go from 50% to 54%
Grade 4 will go from 49% to 53%
Grade 5 will go from 52% to 56%

Monitoring

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

Area of Focus will be monitored through the collection of formative assessment data, the data review from State testing results (F.A.S.T. and STAR), and District Benchmark Assessments (BA).

Person responsible for monitoring outcome

Matthew Tarantino, 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 who are in need of intervention in reading will be placed into an intensive instructional

program that will address their specific area of need. Programs used during the MTSS block are: S.I.P.P. (Systematic Instruction in Phonological Awareness, Phonics and Sight Words; Heggerty for Phonological Awareness; Language Power (Oral Language); Read Naturally; Lexia Core 5; or Read 180. Typically, the four steps include: I do, We do, You do together, and then You do alone. This scaffolds the learning process and supports students through guided practice.

Rationale:
In addition, we will utilize one of Hattie's Index of Teaching and Learning Strategies (scaffolding, which has a 0.82 effect size). This will meet the needs of our subgroups and help strengthen their abilities to succeed in all the components of reading.

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
Raising ELA Proficiency Levels

Person Monitoring:
Victoria Thompson, Principal

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The CAS for both Literacy and Math will observe instruction to provide modeling and side-by-side coaching for classrooms not making adequate progress. Data will be used to drive instructional decisions with ongoing student data from formative assessments and in-program assessments for our intervention groups. Classrooms not making adequate progress will be monitored to provide all needed supports, i.e., classroom management, instructional practices, effective planning and executing those plans, etc.

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.

For the 2026–2027 school year, our area of focus will continue to be improving student attendance across all grade levels, as 24% of the student population experienced chronic absenteeism. Therefore, it is identified as a critical barrier to academic success based on prior-year data. Frequent

absences in primary grades (K–2) disrupt the development of foundational literacy and numeracy skills, while in intermediate grades (3–5), poor attendance negatively impacts mastery of grade-level standards, performance on F.A.S.T. assessments, and increases the risk of third-grade retention. Data showed a clear correlation between high absenteeism and lower academic achievement, particularly in reading and science. This focus was identified as a crucial need due to the number of students across multiple subgroups flagged for chronic absenteeism and the academic consequences tied to lost instructional time. By targeting attendance through proactive engagement strategies, student incentives, and family outreach, the school aims to improve overall academic performance, increase subgroup proficiency, and reduce the number of third-grade retainees.

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.

For the 2026–2027 school year, our area of focus is improving student attendance across all grade levels, as absenteeism was identified as a barrier to academic achievement based on prior year data. In 2025-26, 24% of students across the school were identified as chronically absent (missing 10 or more instructional days). Specifically, 27% of K–2 students and 20% of 3–5 students met the criteria for chronic absenteeism. In the primary grades (K–2), this disrupted the development of foundational literacy and numeracy skills, contributing to early academic gaps. Absenteeism negatively affected proficiency on the F.A.S.T./STAR assessments, particularly in reading, which increases the risk of students moving into third grade well below grade level, making it difficult to access grade-level benchmarks.

To address this need, the school will implement targeted attendance initiatives and set the following measurable outcomes: reduce school-wide chronic absenteeism by 6% and reduce the number of third-grade retentions by 20% compared to the previous year.

By improving student attendance, the school aims to increase instructional access, support academic growth, and positively impact overall student achievement. An attendance committee will be created, including stakeholders.

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.

This Area of Focus will be monitored through ongoing review of attendance data to ensure progress toward the desired outcomes. Attendance data will be reviewed weekly during leadership team meetings and formally addressed in scheduled attendance team meetings. The district’s Data Dashboard will serve as the primary tool for tracking individual and subgroup attendance patterns, in

collaboration with the school's attendance clerk and teacher input. Monitoring will include identifying students who are approaching or exceeding the chronic absenteeism threshold, allowing for timely interventions such as parent contact, attendance contracts, and wraparound supports. Consistent monitoring will ensure that students remain engaged in daily instruction, increasing their access to grade-level content, improving academic performance, and reducing the likelihood of falling behind or being retained—particularly in critical grades like third grade.

Person responsible for monitoring outcome
Attendance Team led by 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:
To address absenteeism and improve student attendance across all grade levels, we will implement the following interventions: Students will be recognized through weekly and monthly attendance incentives. The District's Data Dashboard will be utilized to monitor interventions. A tiered response system will be implemented, including intervention plans for students with persistent attendance issues. Check and Connect mentor support will be provided to students, along with goal setting to improve attendance and engagement.

Rationale:
The rationale for implementing these interventions is based on the school's 2026 data, which showed that 24% of students were identified as chronically absent, including 27% of K–2 students and 20% of students in grades 3–5. Chronic absenteeism was closely linked to poor academic outcomes, especially in reading, math, and science, and contributed to an increased number of third-grade retentions. These strategies provide timely, proactive, and individualized support to ensure that students are present and prepared to learn, improving access to instruction and overall academic performance.

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
Implementation of the Multi-Tiered Attendance Support System

Person Monitoring:
Principal and Attendance Team

By When/Frequency:
Weekly

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

Attendance incentive programs, early warning systems using the District Data Dashboard, tiered interventions, and targeted mentoring support through the Check & Connect model. These strategies will be applied across all grade levels (K–5) and tailored to meet the needs of students with varying attendance challenges. Incentives will be used to motivate students with strong or improving attendance. The attendance team, in collaboration with teachers and support staff, will monitor attendance trends and intervene early through parent contact, personalized plans, and referrals to services. Identified students in grades 3–5 will be paired with mentors for weekly check-ins and goal tracking. The impact of this action step will be monitored through weekly leadership and attendance team meetings, where attendance data will be reviewed. The number and percentage of students flagged for chronic absenteeism will be tracked and progress toward grade-level goals will be evaluated. Intervention documentation logs, mentor check-in notes, and attendance incentive participation records will also be reviewed to assess the fidelity of implementation and effectiveness. Adjustments to strategies will be made based on ongoing data analysis to ensure continuous improvement and increased student attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

website:https://www.marionschools.net/dne

During key parent and family engagement events—such as the Title I Annual Meeting, Open House, Curriculum Nights, and SAC meetings—staff will present highlights from each plan, and bilingual support will be available to ensure understanding. The School Advisory Council (SAC) will review these plans and monitor progress quarterly, with meeting summaries and updates shared publicly via the school website and available in the front office.

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)).

District Home Page- Dunnellon Elementary School (marionschools.net)

Involving stakeholders in the development and implementation of the school improvement plan promotes collaboration, transparency, and shared ownership of the goals and strategies included within the plan. By seeking input from diverse perspectives, listening to feedback, and involving stakeholders in decision-making processes during our well-publicized SAC meetings and having multiple family engagement events preplanned for the entire 2025-2026 school year increases buy-in

and a united school community. By publicly acknowledging the contributions of students, teachers, parents, and community members, DES will build a positive culture where successes are shared and celebrated. Providing regular updates, sharing data and evidence of progress, and soliciting feedback will increase transparency and accountability. A weekly Principal's Corner section will be included within the local Riverland Newspaper as a communication tool and an opportunity to recognize and increase existing and potential volunteers and donors. Additionally, information will be shared through the district's and school's communication platform, Apptegy. The school's Facebook and X social media pages will also be used to keep families and the community abreast of pertinent information.

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)).

Providing professional learning opportunities, training, collaboration, and resources to stakeholders to strengthen their skills, knowledge, and understanding of the school improvement process and increase students' academic growth. Collaboration and assistance from the content area specialists will strengthen teachers' content knowledge, improve instruction, and increase student proficiency levels. Mentoring and after-school tutoring will play a valuable role in improving academic achievement by providing individualized support, building confidence and motivation, developing academic skills, and encouraging a growth mindset in students.

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)).

Our school improvement plan is developed in coordination with our social-emotional plans, creating a holistic approach addressing the academic, social-emotional, and mental health needs of students. This integrated approach supports overall student success. The plan is also developed in coordination with our FANS program to address students', staff, and families' physical and health needs through nutrition and physical fitness education.

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)).

Caring School Community curriculum is used as a comprehensive social and emotional learning program. Time has been allotted within our ELA instruction for teachers to teach SEL competencies and social skills. Embedded social-emotional learning within the curriculum, along with school culture, will support students' social-emotional development. Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are key components of the program. In addition, our school counselor will focus on the key components during small groups created based on student needs. Family Engagement Liaison will work with our guidance department to provide outside resources for families.

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)).

In March, we will host a career day for all students as a fun and educational event that exposes students to a variety of career paths and inspires them to think about their future possibilities. Presenters will be identified and invited by our Career Day Committee. A schedule and program for the event, including times and activities, will be developed and presented to our SAC committee. Guest speakers from diverse professions will visit classrooms and foster a partnership with Dunnellon High School's Teacher Assistant Program. High school students enrolled in this program will gain hands-on experience by supporting elementary classrooms, while also serving as role models and introducing younger students to potential career paths in education. These efforts aim to broaden students' understanding of future opportunities, strengthen community connections, and build foundational skills and aspirations aligned to long-term academic and career success.

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)).

Multi-Tiered System of Supports (MTSS) framework provides a comprehensive, systematic approach to addressing the academic, social-emotional, and behavioral needs of all students. MTSS is implemented to ensure that students receive the appropriate level of support and intervention based on their individual needs. Key components of the MTSS program are: Universal screening, Tiered interventions, Data-Based Decision Making, Collaboration, Professional Learning, Family engagement, and Continuous improvement.

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)).

During the pre-week professional learning for faculty and staff members, facilitated by the principal, assistant principal, school counselor, and student service manager. Areas of focus include: Marion County Instructional Evaluation System (MCIES), Assessment Training, Health Procedures, Teacher Handbook, PBIS, Family Engagement Resource Den Procedures, Data Chats/Goal-Setting, and Safety Procedures. Professional learning (PL) throughout the school year within our monthly Talk About It Tuesday Faculty meetings/Data Updates and Early Release PLs on instructional strategies to enhance learning. Dunnellon Elementary School (DES) administrative team is actively involved in the Dunnellon community organizations as an opportunity to network and recruit community members.

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)).

A variety of strategies are utilized to assist in the transition from voluntary pre-kindergarten (VPK) to the K-5 elementary program. The year begins with orientation sessions for incoming preschool children and their families; the VPK students transitioning to kindergarten are also included. Transition meetings assist preschool educators, parents, and other relevant stakeholders in discussing the individual needs and strengths of each child. Collaboration with preschool programs assists in sharing information about curriculum, teaching practices, and expectations. Meet the Teacher, Workshops, and Campus visits are also used as transition activities.

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

Dunnellon 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:	**Victoria Thompson**
School Website:	**https://www.marionschools.net/dne**
School Year:	**2026-2027**

1. Parent and Family Engagement Plan Goal

If we engage families using a variety of meeting times, provide differentiated trainings, and provide personal invitations, by May 2027, 50% of families will attend one or more family engagement opportunities linked to learning and academic achievement as measured by the parent sign-in sheets and parent surveys.

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.

1. Family feedback will be collected quarterly during SAC meetings, collected monthly, after each Parent and Family Engagement, as well as though School Improvement surveys. There will also be a Suggestion Box placed in the lobby to gather family input.
2. The plan will be posted on the school's website. Hard copies may be obtained through request at the school site in English and Spanish at any time.
3. A committee will meet to determine the need to update Parent and Family Engagement events based on input from all stakeholders: the SAC, the suggestion box, and parent surveys of previously held events.
4. Communication from parents not satisfied with the Title I Schoolwide plan will be sent via courier or email to the district Title 1 office.
5. Opportunities for regular meetings, parent-teacher conferences, volunteering and access to school staff will be addressed in the Parent-Student Handbook, quarterly school newsletters, marquee signage, Apptegy messages, and fliers. Parents may contact the school or their child's teacher for additional information as needed.

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 twice: The first face-to-face meeting will convene during after-school hours on September 10th. An additional face-to-face meeting is

scheduled for September 11th during the school day. A PowerPoint voice-over recording of the annual Title 1 meeting will be scheduled to be uploaded to the school's website for family convenience after the two face-to-face meetings are held, as a last effort. Spanish translators will be available for our Spanish speaking families when possible.

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.

1 The plan will use clear and precise language that is understandable to families. The use of acronyms will be limited or explained. The plan will be translated into languages to accommodate families whenever possible.
2 Family events will be offered at different times and days. When necessary, meetings will be duplicated at different times and days allowing for maximum family and community participation. Information from meetings will also be available upon request to families unable to participate during the scheduled meeting. Additional strategies will be applied as the need arises. Spanish translators will be available for our Spanish speaking families when possible.
3 Most meetings are encouraged for face-to-face communication, however, to accommodate family's schedules, meetings may be requested virtually or by phone.
4. Prepared messages will be created using clear, easy to understand language, removing or explaining academic terms/acronyms whenever possible. Messages will be sent via Apptegy to registered phone numbers and email addresses of our families. Additionally, communications will be relayed through medias such as: the school website, teachers' and school Dojo, school newsletters, and the school marquee.
5. The CAS responsible for the Family Engagement event will be responsible for contacting families to inquire of their responses, requests, etc. stated on the parent survey of any given Family Engagement activities or events. After discussion with administration of the inquires, adjustments will be considered if is deem profitable for all stakeholders. Additionally, the receptionist will monitor the recommendations from the suggestion box on a monthly basis and share with administration.

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.

The school will offer childcare services by staff volunteers to eliminate the barrier of preventing families from participating whenever possible. Staff volunteers will engage students in activities while parents participate in learning and engagement activities.

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.

During the first SAC meeting, the members will review, edit, and finalize the School-Parent Compact to ensure that the information included on the compact was purposeful, profitable and easy to understand for students, parents/families, and staff.
The School-Parent Compact outlines specific responsibilities of students, families, and staff. The compact allows stakeholder's partnership to ensure each party is committed to the listed responsibilities by requiring signatures where appropriate. Signatures are captured during conferences at least twice a year.
School staff will meet with students to develop individual academic and behavioral goals to help them achieve the challenging state academic standards. Students will use data folders to track their progress as they pursue these goals. Student goals will be shared with parent via parent and/or student-led conferences. During which time, families are invited to support and/or edit their student's goals with collaboration from the student and teacher. This will ensure the development of partnership with families.

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 provide family engagement opportunities to include VPK. Additionally, the school will coordinate with the middle school to prepare students and families for the middle school transition.

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

Parents will be provided with the description and explanation of the curriculum used at the school during the annual Title One meetings. This information will also be shared during Open House, listed on the school's website, as well as disseminated during parent and family engagement activities.

Administration will provide grade specific interpretations of assessment results at grade-level parent meetings. Individualized student results will be shared and explained with families during face-to-face, phone, and via TEAMS or ZOOM conferences by staff.

Families will be provided descriptions and explanations of the state and district assessments that measure student progress. These assessments will be shared with students during the Title One meeting, Open House, and during parent conferences.

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 September 11, 2026 @ 10 am
Open House	Families meet their child(ren)'s teachers to learn about routines and expectations of the classroom	**Quarter 1** September 10, 2026 5:30 pm
Pastries with Parents	Equip K-2 parents with the necessary tools needed to understand the importance of the UFLI curriculum and provide the opportunity for parents to engage and learn how UFLI activities are implemented in school and how to use the Home Connection weekly activity to promote reading.	**Quarter 1** September 18, 2026 8:30 AM

Great Tiger Fall Festival	Families enjoy an evening of fun and games on campus while celebrating the fall season	**Quarter 2** October 29, 2026 @ 5:00 PM
Celebrations Around the World Through Literacy	Families will engage in grade-level hands-on literacy activities that can be done at home to promote literacy and academic achievement while learning about other cultures' celebrations.	**Quarter2** December 10, 2026 @ 5:30 PM
Student-Led Conferences	Promote family-teacher collaboration to support student academic achievement. Students will share goals and data with families. Students will provide updates on their progress and provide families with skill building activities that can be used at home to support their learning. Families and students will set additional academic goals if needed.	**Quarter 3** January 27, 2027 @ 1:00 – 4:00 PM
On Aisle 5 – at Winn-Dixie	Families will engage in real-world math activities and experiences that will teach them how to make better decisions that lead to saving money when shopping.	**Quarter 3** February 11, 2027 @ 5:00 PM
Science Spark Event	Families will engage in a variety of hands-on science activities/experiments to solidify science benchmarks understanding. Student science boards will be on display for families to observe.	**Quarter 4** April 27, 2017

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

- Professional learning opportunities will be provided to increase staff capacity of staff in seeking and using family contributions to assist students in achieving academic, behavioral, and social emotional goals.

- Provide in-dept professional learning opportunists for staff members which is included in the school's professional learning plan. Teachers will increase their capacity to effectively use proper communication tools, such as Apptegy, class newsletters, conferences, etc. Additionally, staff will be provided methods to effectively communicate school related information such as grades, IEP and 504 information, and available district and school family resources. Staff will inquire of family's preference

of communication and use these preferred methods. SAC input will be used to assist with additional training as the year progresses.

- School staff will be trained during a professional development session. Information will be translated, to the extent possible, in the language that parents can understand. This includes, newsletters, announcements, agendas, minutes, Apptegy, etc.

- During teacher pre-week, staff will be trained through a PowerPoint presentation, as well as in the staff handbook, on the procedures for having Information translated, to the extent possible, in the language that parents can understand. This includes, class newsletters, announcements, agendas, minutes, etc. Staff will be trained to use the ML paras for all translation and not rely solely on translation on-line assistance tools.

- During teacher pre-week, staff will be trained through a PowerPoint presentation, as well as in the staff handbook, on the procedures for responding to parent requests for family engagement opportunities. Teachers will consistently be reminded to share information and ideas from parents/families regarding parent/family engagement requests and opportunities through emails to the leadership team. This information will be discussed during SAC and other applicable team meetings.

School Advisory Council (SAC) Interest Form

Dunnellon Elementary School

2026-27

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

Role Interest

Please select all that apply:

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

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

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

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

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