Marion County Public Schools

# EMERALD SHORES ELEMENTARY SCHL

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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**

As a team, we will build a respectful, supportive community focused on clear communication, consistent expectations, and engaging learning opportunities.

**Provide the school's vision statement**

To inspire and motivate students to become compassionate, productive, and honest citizens within our society.

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

## 1. School Leadership Membership

**School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

## Leadership Team Member #1

**Employee's Name**

Michelle Colbert

michelle.colbert@marion.k12.fl.us

**Position Title**

Principal

**Job Duties and Responsibilities**

MCIES Observations; Summative Evaluations for Instructional & Non-instructional employees; Crisis Management; CIMS/SIP; Budgets; PFEP; Staff Discipline; Staff Handbook; Parent Handbook; SAC/

PTO; Community Liaison.

## Leadership Team Member #2

**Employee's Name**
Kimberly Fennewald

kimberly.fennewald@marion.k12.fl.us

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

MCIES Observations; MTSS - Behavior plans & PSTs for specified students; PMP meetings; Assist in preparing staff for ALICE & Fire drills; MDT Team; Materials management - textbook inventory & distribution, chrome book carts, destiny; Threat assessment referrals; Enter PD courses in TNL; Safety Chair; Volunteer approval; Testing Coordinator.

## Leadership Team Member #3

**Employee's Name**
Meredith Adair

meredith.adair@marion.k12.fl.us

**Position Title**
School Counselor

**Job Duties and Responsibilities**

Guidance Services; IEP Staffings as needed; MTSS; Campus Life Changer / SEL; School Liaison for outside agencies; DCF calls; MDT Meeting Coordinator; Suicide Risk; Coordinate & Organize Donations; Counseling Groups; Holiday Assistance; Food Backpacks; 504 Contact; Filebound Folder Reviews; Monitor Attendance/Tardies; ESE Students - Tier 3; Gifted, Academic, Mental, & Behavioral Referrals.

## Leadership Team Member #4

**Employee's Name**
Scott Spangler

scott.spangler@marion.k12.fl.us

**Position Title**
Student Services Manager

**Job Duties and Responsibilities**

Discipline; Cafeteria Supervisor - train paras; Assist in preparing staff for ALICE & Fire drills; Distribute Crisis Management plans; PST Meetings for Discipline; Transportation/Bus safety issues; Model & support teachers with Classroom Management; ISS Facilitator; Threat Risk Referrals; Alternative Placements/Expulsions; Patrols.

## Leadership Team Member #5

**Employee's Name**
Randi Fitzpatrick

randall.fitzpatrick@marion.k12.fl.us

**Position Title**
Content Area Specialist-Reading

**Job Duties and Responsibilities**

Model and provide classroom support/coaching for teachers; MTSS-attend PMP meetings for academics; i-Ready Monitoring for ELA; Attend & facilitate weekly collaborative planning for ELA; MTSS Interventions coordinator; Enter ELA data into MTSS spreadsheets; Train, monitor, & support teachers with various ELA programs - core, supplemental, & intervention; Conduct trainings for Paraprofessionals; Facilitate Accelerated Reader, Implement & monitor data folders for ELA. academics; i-Ready Monitoring for ELA; Attend & facilitate weekly collaborative planning for ELA; MTSS Interventions coordinator; Enter ELA data into MTSS spreadsheets; Train, monitor, & support teachers with various ELA programs - core, supplemental, & intervention; Conduct trainings for Paraprofessionals; Implement & monitor data folders for ELA.

## Leadership Team Member #6

**Employee's Name**
Shanna Lanctot

shanna.lanctot@marion.k12.fl.us

**Position Title**
Content Area Specialist-Reading

**Job Duties and Responsibilities**

Model & provide classroom support/coaching for teachers; MTSS - attend PMP Meetings for academics; i-Ready Monitoring for ELA; Attend & facilitate weekly collaborative planning for ELA; MTSS Interventions coordinator; Enter ELA data into MTSS spreadsheets; Train, monitor, & support teachers with various ELA programs - core, supplemental, & intervention; Conduct trainings

for Paraprofessionals; Implement & monitor data folders for ELA.  Assists with testing.

## Leadership Team Member #7

**Employee's Name**
Estela Melendez

estela.melendez@marion.k12.fl.us

**Position Title**
Content Area Specialist-Math

**Job Duties and Responsibilities**

Model & provide classroom support/coaching for teachers; MTSS - attend PMP Meetings for academics; i-Ready Monitoring for Math; Attend & facilitate weekly collaborative planning for Math; MTSS Interventions coordinator; Enter Math data into MTSS spreadsheets; Train, monitor, & support teachers with various Math programs - core, supplemental, & intervention; Conduct trainings for Paraprofessionals; Implement & monitor data folders for Math

## 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.*

At the end of the school year School Level Leadership & Literacy meeting, the data was shared from the School Improvement Plan as well as the Comprehensive Needs Assessment for the 2025-2026 school year. All members present were asked to review both documents and bring ideas, questions, and suggestions to the next scheduled meetings in order to make changes and/or additions to the 2026-2027 School Improvement Plan.

## 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 and chronic absences. Additionally, 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**<br>(PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED**<br>(PER MSID FILE) | **ELEMENTARY**<br>**KG-5** |
| **PRIMARY SERVICE TYPE**<br>(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**<br>*UPDATED AS OF 07/09/2026 | **ATSI** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2025-26 ESSA SUBGROUPS REPRESENTED**<br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)***<br>**ENGLISH LANGUAGE LEARNERS (ELL)**<br>**BLACK/AFRICAN AMERICAN STUDENTS (BLK)**<br>**HISPANIC STUDENTS (HSP)**<br>**MULTIRACIAL STUDENTS (MUL)**<br>**WHITE STUDENTS (WHT)**<br>**ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY**<br>**2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2025-26: C**<br>**2024-25: C**<br>**2023-24: C**<br>**2022-23: C**<br>**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 | 61 | 100 | 98 | 127 | 80 | 102 | | | | 568 |
| Absent 10% or more school days | 44 | 49 | 36 | 40 | 37 | 34 | | | | 240 |
| One or more suspensions | 2 | 7 | 14 | 13 | 10 | 10 | | | | 56 |
| Course failure in English Language Arts (ELA) | 7 | 2 | 6 | 9 | 1 | 4 | | | | 29 |
| Course failure in Math | 2 | 0 | 5 | 11 | 6 | 5 | | | | 29 |
| Level 1 on statewide ELA assessment | 13 | 44 | 38 | 48 | 28 | 24 | | | | 195 |
| Level 1 on statewide Math assessment | 16 | 31 | 44 | 34 | 28 | 31 | | | | 184 |
| 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 | 60 | 73 | 67 | 58 | 52 | | | | 331 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 41 | 55 | 55 | 61 | 52 | 63 | | | | 327 |

**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 | 4 | 9 | 6 | 12 | 10 | 11 | | | | 52 |

**Current Year 2026-27**

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | 3 | 1 | 0 | 29 | 0 | 0 | | | | 33 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 0 | 0 | | | | 2 |

**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 | 98 | 107 | 95 | 124 | 110 | 107 | | | | 641 |
| Absent 10% or more school days | 53 | 49 | 38 | 45 | 54 | 35 | | | | 274 |
| One or more suspensions | 9 | 21 | 9 | 21 | 23 | 17 | | | | 100 |
| Course failure in English Language Arts (ELA) | 14 | 14 | 27 | 9 | 1 | 5 | | | | 70 |
| Course failure in Math | 18 | 21 | 21 | 16 | 1 | 15 | | | | 92 |
| Level 1 on statewide ELA assessment | 22 | 48 | 30 | 45 | 35 | 26 | | | | 206 |
| Level 1 on statewide Math assessment | 19 | 33 | 38 | 37 | 45 | 37 | | | | 209 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 13 | 7 | 19 | 29 | | | | | | 68 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 3 | 11 | 15 | 22 | 26 | | | | | 77 |

**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 | 14 | 25 | 28 | 26 | 26 | 16 | | | | 135 |

**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 | | | 16 | | | | | | 18 |
| 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* | 43 | 50 | 62 | 40 | 47 | 59 | 35 | 46 | 57 |
| Grade 3 ELA Achievement | 36 | 47 | 61 | 42 | 46 | 59 | 28 | 44 | 58 |
| ELA Learning Gains | 56 | 58 | 63 | 53 | 53 | 60 | 46 | 56 | 60 |
| ELA Lowest 25th Percentile | 58 | 58 | 58 | 63 | 57 | 56 | 49 | 58 | 57 |
| Math Achievement* | 44 | 55 | 66 | 42 | 51 | 64 | 32 | 51 | 62 |
| Math Learning Gains | 54 | 58 | 64 | 51 | 53 | 63 | 44 | 56 | 62 |
| Math Lowest 25th Percentile | 58 | 48 | 50 | 60 | 47 | 51 | 53 | 50 | 52 |
| Science Achievement | 44 | 50 | 62 | 44 | 44 | 58 | 37 | 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) | ATSI |
| OVERALL FPPI – All Students | 49% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the FPPI | 393 |
| Total Components for the FPPI | 8 |
| Percent Tested | 100% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| **2025-26** | **2024-25** | **2023-24** | **2022-23** | **2021-22** | **2020-21**** | **2019-20*** |
| 49% | 51% | 42% | 40% | 53% | 37% | |

# 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 | 32% | Yes | 5 | |
| English Language Learners | 46% | No | | |
| Black/African American Students | 43% | No | | |
| Hispanic Students | 50% | No | | |
| Multiracial Students | 49% | No | | |
| White Students | 53% | No | | |
| Economically Disadvantaged Students | 44% | 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 | 43% | 36% | 56% | 58% | 44% | 54% | 58% | 44% | | | | | |
| Students With Disabilities | 17% | 11% | 44% | 47% | 15% | 50% | 50% | 19% | | | | | |
| English Language Learners | 43% | 27% | 61% | | 52% | 47% | | | | | | | |
| Black/African American Students | 32% | 28% | 48% | 44% | 33% | 51% | 62% | 45% | | | | | |
| Hispanic Students | 49% | 42% | 63% | 64% | 49% | 58% | 38% | 38% | | | | | |
| Multiracial Students | 56% | | 57% | | 33% | 50% | | | | | | | |
| White Students | 43% | 34% | 57% | 69% | 47% | 52% | 69% | 54% | | | | | |
| Economically Disadvantaged Students | 36% | 26% | 52% | 54% | 39% | 52% | 53% | 40% | | | | | |

## 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 | 40% | 42% | 53% | 63% | 42% | 51% | 60% | 44% | | | | | 62% |
| Students With Disabilities | 20% | 14% | 37% | 50% | 26% | 43% | 54% | 27% | | | | | |
| English Language Learners | 28% | 27% | 48% | | 52% | 52% | | | | | | | 62% |
| Black/African American Students | 40% | 38% | 48% | 69% | 35% | 43% | 53% | 42% | | | | | |
| Hispanic Students | 35% | 35% | 55% | 67% | 43% | 59% | 85% | 33% | | | | | 59% |
| Multiracial Students | 41% | 60% | 42% | | 50% | 50% | | | | | | | |
| White Students | 43% | 44% | 56% | 52% | 44% | 51% | 56% | 49% | | | | | |
| Economically Disadvantaged Students | 37% | 43% | 52% | 62% | 40% | 51% | 66% | 42% | | | | | |

## 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 | 35% | 28% | 46% | 49% | 32% | 44% | 53% | 37% | | | | | 50% |
| Students With Disabilities | 14% | 8% | 52% | 58% | 14% | 52% | 67% | 0% | | | | | |
| English Language Learners | 30% | | 56% | | 43% | 56% | | | | | | | 50% |
| Black/African American Students | 36% | 33% | 51% | 58% | 29% | 48% | 57% | 26% | | | | | |
| Hispanic Students | 37% | 26% | 46% | | 37% | 48% | | 46% | | | | | 50% |
| Multiracial Students | 18% | | 50% | | 18% | 33% | | | | | | | |
| White Students | 36% | 29% | 40% | 44% | 33% | 40% | 60% | 43% | | | | | |
| Economically Disadvantaged Students | 32% | 27% | 44% | 44% | 29% | 44% | 50% | 35% | | | | | 44% |

# 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 | 33% | 46% | -13% | 60% | -27% |
| ELA | 4 | 42% | 50% | -8% | 60% | -18% |
| ELA | 5 | 47% | 53% | -6% | 61% | -14% |
| Math | 3 | 39% | 56% | -17% | 66% | -27% |
| Math | 4 | 48% | 53% | -5% | 65% | -17% |
| Math | 5 | 37% | 54% | -17% | 62% | -25% |
| Science | 5 | 39% | 50% | -11% | 60% | -21% |

# 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?

Grade 4 ELA demonstrated the greatest improvement during the 2025–2026 school year, increasing proficiency by 10 percentage points. This growth was the result of intentional instructional practices, including targeted teacher data meetings, collaborative planning focused on standards, implementation of evidence-based test-taking strategies, frequent progress monitoring, and timely intervention based on student data. Teachers consistently analyzed formative assessment results to adjust instruction and provide targeted small-group support, leading to increased student achievement.

**Lowest Performance**

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

Grade 3 ELA demonstrated the lowest level of performance, with 33% of students achieving proficiency. Contributing factors included gaps in foundational reading skills, inconsistent mastery of grade-level standards, and the increased rigor associated with the transition to state assessments in third grade. Data trends also indicate that students requiring intensive intervention, particularly Students with Disabilities and students performing below grade level, struggled to demonstrate proficiency. Strengthening Tier 1 instruction, increasing student engagement, and implementing more targeted small-group instruction will be key priorities moving forward.

**Greatest Decline**

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

Grade 3 ELA experienced the greatest decline, decreasing 7 percentage points in proficiency from the previous school year. Factors contributing to this decline included instructional inconsistencies, unfinished foundational literacy skills, and a need for more rigorous standards-based instruction during Tier 1. The data also revealed a need for stronger progress monitoring, more frequent data-

driven instructional adjustments, and increased opportunities for differentiated instruction and intervention throughout the school year.

**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.

Grade 3 ELA demonstrated the largest gap when compared to the state average, with 33% proficiency compared to the state average of 60%. This performance gap reflects the need to strengthen core literacy instruction, increase instructional rigor, and ensure consistent implementation of evidence-based instructional practices across all classrooms. Trends indicate that students who entered third grade below benchmark continued to struggle without accelerated support. The school will prioritize high-quality Tier 1 instruction, targeted intervention, collaborative planning, and ongoing progress monitoring to close this achievement gap.

**EWS Areas of Concern**

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

Students with Disabilities (SWD) remain our greatest area of concern. The subgroup's proficiency decreased from 34% to 32%, indicating the need for more intentional instructional planning, differentiated supports, and increased collaboration between general education and ESE teachers. Another significant area of concern is strengthening Tier 1 instruction schoolwide to ensure every student has consistent access to high-quality, standards-aligned instruction. Increasing student engagement, maximizing instructional time, and using data to drive small-group instruction will be critical to improving outcomes for all students.

**Highest Priorities**

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

The highest priorities for the 2026–2027 school year are:

1. Strengthen Tier 1 instruction in every classroom through standards-aligned, rigorous, and engaging instruction.
2. Increase proficiency for Students with Disabilities to meet or exceed the state's 41% Federal Index target while maintaining or improving performance for all ESSA subgroups.
3. Improve Grade 3 reading proficiency and reduce third-grade retention through early intervention, high-quality core instruction, and targeted literacy supports.
4. Implement consistent data analysis and progress monitoring to inform instructional decisions and provide timely interventions.
5. Build teacher capacity through collaborative planning, instructional coaching, and professional learning focused on evidence-based instructional practices, student engagement, and effective small-group instruction.

# B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

## Area of Focus #1

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

### Instructional Practice specifically relating to ELA required by RAISE (specific questions)

**Area of Focus Description and Rationale**

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

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 Benchmark Advance, 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. Ample amount of opportunities will be provided to practice and apply phonic skills in authentic reading and writing tasks. FAST PM-3 results for 3-5 grade levels: an average of 58% of 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. Benchmark Advance 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**

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. Ample amount of opportunities will be provided to practice and apply phonic skills in authentic reading and writing tasks. The UFLI program will be followed with fidelity.

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

The Instructional Focus for grades 3-5 will be providing intensive instruction for mastery in fluency, vocabulary and comprehension, and phonics, as needed. Benchmark Advance 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. Small group instruction will be used, focusing on benchmark breakdowns for standards students are not proficient in. Title 1 funded paraprofessionals and special needs paraprofessionals will be utilized for small group instruction within ELA classes, focusing on support for our non-proficient students and students with disabilities.

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

Instructional practice specifically relating to Reading/ELA 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. Ample amount of opportunities will be provided to practice and apply phonic skills in authentic reading and writing tasks. The UFLI program will be followed with fidelity.

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

The Instructional Focus for grades 3-5 will be providing intensive instruction for mastery in fluency, vocabulary and comprehension, and phonics, as needed. Benchmark Advance 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. Small group instruction will be used, focusing on benchmark breakdowns for standards students are not proficient in. Title 1-funded paraprofessionals and special needs paraprofessionals will be utilized for small group instruction within ELA classes, focusing on support for our non-proficient students and students with disabilities.

**Grades K-2: Measurable Outcome(s)**

Measurable outcomes will be-
KG=37% to 41%
1st=42% to 46%
2nd=32% to 41%

**Grades 3-5: Measurable Outcome(s)**

Measurable outcomes will be-
3rd= 33% to 41%
4th= 42% to 47%
5th= 47% to 51%

**Monitoring**

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

Teachers will engage students in data chats to set learning goals and monitor progress toward these goals. Completion of Individual student data trackers and class data trackers will be monitored during classroom visits/walkthroughs.

**Person responsible for monitoring outcome**
Shanna Lanctot and Randi Fitzpatrick

**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:**
Michelle Colbert, Principal

**By When/Frequency:**
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The Content Area Specialists for both Literacy and Math will provide coaching and modeling for classrooms not making adequate progress. On-going student data from formative assessments and in program assessments for our intervention groups will be monitored to determine those classrooms in need of support.

## Area of Focus #2

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

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

**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 area of focus for the 2026–2027 school year is improving academic achievement for the Students with Disabilities (SWD) subgroup across all grade levels. This subgroup has consistently performed below 41% for five consecutive years, with the most recent data showing a decline to 32%. This persistent underperformance highlights a critical need for individualized, data-driven instructional support within inclusion settings. In primary grades (K–2), the focus will be on building foundational literacy and numeracy skills through explicit instruction and scaffolded interventions aligned to students' IEP goals. In intermediate grades (3–5), the emphasis will shift to accessing grade-level content with fidelity through targeted small-group instruction and aligned accommodations. This area was identified as a crucial need based on a multi-year trend of low proficiency rates, indicating that current supports are not sufficient to close achievement gaps. Strengthening instructional practices, providing strong Tier 1 instruction, collaboration between general education and ESE staff, and consistent progress monitoring are essential to improving outcomes for students with disabilities and ensuring equitable access to grade level instruction. Reading endorsed teachers can identify areas of weakness and provide targeted instruction to help students improve their understanding and mastery of academic content. Mentorship and support will be provided throughout the school year.

**Measurable Outcome**

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

Our percentage of 32% from the Federal Percent of Points Index shows that we are falling below the required 41%. Our target goal is to increase our Students with Disabilities (SWD) percentage by 9% to meet the 41% expectation.

**Monitoring**

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

The Area of Focus will be monitored through the ongoing collection and analysis of formative assessment data, as well as results from the Florida Assessment of Student Thinking (F.A.S.T.) and District Benchmark Assessments. In addition, the implementation of small group instruction and scaffolding strategies will be monitored through documented observations by administration and

support logs maintained by support facilitators. This multi-source data review will ensure that instructional practices are aligned with student needs and that interventions are being implemented with fidelity to support the academic progress of Students with Disabilities.

**Person responsible for monitoring outcome**
Michelle Colbert-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); Lexia Core 5; or Read 180. In addition, we will utilize one of Hattie's Index of Teaching and Learning Strategies (scaffolding which has a 0.82 effect size). 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:**
Students scoring in the lowest 10 percentile based FAST PM-3 (progress monitoring) results. Scaffolding is needed to increase basic knowledge in the reading and writing content area.

**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 #1 K-5 Teacher Collaboration

**Person Monitoring:**
Kimberly Fennewald-Assistant Principal

**By When/Frequency:**
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Data meetings, Collaborative Planning Meetings

# 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 is improving student attendance across all grade levels, as chronic absenteeism was identified as a critical barrier to academic success based on prior year data (35%). 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 2025-2026 35% of students across the school were identified as chronically absent (missing 10% or more of instructional days).  In the primary grades (K–2), this disrupted the development of foundational literacy and numeracy skills, contributing to early academic gaps. In intermediate grades (3–5), absenteeism negatively affected proficiency on the F.A.S.T. assessments, particularly in reading and science, and increased the risk of third-grade retention. To address this need, the school will implement targeted attendance initiatives and set the following measurable outcomes: reduce chronic absenteeism and reduce the number of third-grade retentions by 25% 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 Michelle Colbert, 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, and goal setting to improve attendance and engagement.

**Rationale:**
The rationale for implementing these interventions is based on the school's 2025-2026 data, which showed that 35% of students were identified as chronically absent. 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 Multi-Tiered Attendance Support System

**Person Monitoring:**
Attendance Team led by Michelle Colbert, Principal

**By When/Frequency:**
Bi-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/ems

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)).

Home- Emerald Shores 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 pre-planned for the entire 2026-2027 school year increases buy-in and a united school community. By publicly acknowledging the contributions of students, teachers, parents, and community members,

EMS 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 monthly Panther Press Newsletter will be sent home with all students as a communication tool and an opportunity to recognize and increase existing and potential volunteers and donors.

**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 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 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 and well-being.

# 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 by our School Counselor.  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.

We are also bringing in an outside program called All-Pro Dads to connect our families with our students further and build strong relationships.

**Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

**Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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, MDT, 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 pre-week, professional learning for faculty and staff members is 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, Faculty & Staff Handbook, PBIS, Family Engagement Resource Procedures, Data Chats/Goal-Setting, and Safety Procedures. Professional learning (PL) throughout the school year within our monthly Panther Pulse Faculty meetings/Data Updates and Early Release PLs on instructional strategies to enhance learning. Emerald Shores Elementary School's (EMS) administrative team is actively involved in the Shores 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.

Needs were identified based on a rigorous vetting process for our new textbook adoption for ELA, Benchmark Advance.  Needs were also based on state and district assessments during weekly collaboration with grade-level teachers and the content area specialists (CAS). Modeling based on B.E.S.T. Standards was provided as needed. Ongoing student data from formative assessments and in-program assessments for our intervention groups will be monitored to determine those classrooms in need of support as well. Professional learning led by content area specialists included the gradual release model and writing strategies connected to reading comprehension.

**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).

**1. Collaborative Planning Time**

• **Resource:** Weekly co-planning sessions between general education teachers, special education case managers, and instructional coaches.
• **Rationale:** Data showed inconsistencies in lesson differentiation and accommodations being implemented with fidelity. By providing protected time for collaborative planning, we can ensure instruction is more intentionally aligned to IEP goals and student needs.
• **Timeline:** Weekly sessions (starting August 2026), built into the master schedule during common planning blocks.

**2. Instructional Coaches**

• **Resource:** Dedicated instructional coaches (literacy and math) will work directly with both special education and general education teachers to model strategies, support co-teaching, and assist with lesson design that targets IEP goals and access to grade-level content.
• **Rationale**: Coaching support was shown to improve lesson rigor and increase student engagement in inclusive settings. Internal walk-through data highlighted a need for more consistent use of evidence-based practices.
• **Timeline**: Ongoing support from August 2026 to May 2027, with coaching cycles reviewed every 6 weeks.

**3. Small Group Instruction (Tier 2 & 3 Interventions)**

• **Resource:** Targeted small group instruction led by intervention specialists and/or special

# 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 |

# Emerald Shores 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: | Michelle Colbert |
| School Website: | https://ems.marionschools.net/ |
| School Year: | 2026-2027 |

## 1. Parent and Family Engagement Plan Goal

During the 2026-2027 school year, Emerald Shores Elementary School will strengthen partnerships between families and the school to support student achievement and increase academic proficiency in English Language Arts and Mathematics. As a school currently earning a grade of "C," our focus will be on improving Tier 1 core instruction, increasing student engagement, and providing families with the tools and resources needed to support learning at home. The school will increase family participation in academic events, conferences, and workshops by at least 10% as measured through sign-in sheets, surveys, and participation records.

## 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.

Emerald Shores Elementary values family input and will actively involve parents and family members in the development, review, and revision of the Parent and Family Engagement Plan (PFEP). Families will have opportunities to provide feedback through School Advisory Council (SAC) meetings, parent surveys, Title I events, and informal communication throughout the school year. The PFEP will be shared with families through the school website, Panther Press newsletters, SAC meetings, student surveys, and copies available in the front office. Feedback collected from families, student achievement data, school climate surveys, and participation records will be reviewed annually to determine needed revisions and improvements. Should parents express concerns regarding the Title I Schoolwide Plan, comments will be documented and submitted to the district Title I office as required. Emerald Shores promotes an open-door communication philosophy. Parents are encouraged to participate in conferences, volunteer opportunities, SAC meetings, PTO activities, and family engagement events. Teachers and administrators will remain accessible through phone calls, emails, Apptegy, conferences, and scheduled meetings.

## 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.

Emerald Shores Elementary will conduct its Annual Title I Meeting prior to November 1, 2026. The meeting will be held in conjunction with open house during the first quarter of the school year. During the meeting, families will receive information regarding: Title I requirements and services. Parent rights under Title I School Improvement Plan goals. Parent and Family Engagement Plan School-Parent Compact School performance data and school grade information Opportunities for parent involvement through SAC, PTO, and volunteer programs. Meeting materials will be available for families unable to attend.

## 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.

Emerald Shores Elementary will ensure all communication is clear, understandable, and family-friendly. Documents will be written in plain language and translated when possible to meet family needs to maximize participation, meetings will be offered at varying times, including morning, afternoon, evening, and virtual options when appropriate. The school will maintain ongoing two-way communication through: Apptegy, Skyward, email, phone calls, school website, Panther Press newsletters, Parent-teacher conferences, and social media platforms. Teachers will make regular contact with families regarding student progress and academic performance. School leaders will monitor communication expectations and respond to parent concerns in a timely manner.

## 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.

Transportation: Transportation services will not be provided at this time. Childcare: Childcare may be provided during selected family engagement events when staffing is available. This support will help reduce barriers and increase participation for families

with younger children. Additionally, Emerald Shores will reduce barriers by providing virtual participation opportunities, flexible scheduling, translated materials when available, and multiple communication methods for families.

## 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.

The School-Parent Compact will be jointly developed with input from parents, staff members, and SAC representatives. The compact will outline the shared responsibility of families, students, and school staff in supporting student achievement through: High-quality Tier 1 instruction, regular attendance, meaningful communication, homework support, goal setting, and progress monitoring positive behavior expectations. Teachers, parents, and students will collaborate to establish academic goals and monitor progress throughout the school year.

## 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.

Emerald Shores Elementary will coordinate family engagement efforts with district and community resources including: Voluntary Pre-Kindergarten (VPK)Exceptional Student Education (ESE), Title I Programs, School Counseling Services, Student Services, Marion County Public Schools Family Engagement Initiatives, Community partners, and local organizations. These partnerships will provide families with resources and support that strengthen student achievement and school readiness.

## 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

Emerald Shores Elementary will provide parents with opportunities to increase their understanding of curriculum, assessments, and instructional practices. Families will receive information regarding: Florida B.E.S.T. Standards, FAST Assessments, and progress monitoring Tier 1 instructional practices, reading and mathematics strategies that can be used at home, student assessment reports and interpretation of results, schoolwide academic goals and proficiency expectations. Family workshops will focus on helping parents support literacy, mathematics, attendance, and positive study habits to improve student proficiency.

## 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.<br><br>Present families with 2025-2026 EMS school data, while building an understanding of the various components included in school data and school grades. | **Quarter 1**<br><br>September 10, 2026<br>4:45 PM- 6 PM |
| **Academic Connection Event (ACE) #1**<br><br>EMS Fall Festival | Emerald Shores Elementary School will host a Fall Festival designed to strengthen family engagement and build partnerships between home and school. Families will participate in academic learning stations, meet school staff, and receive information school improvement goals, and resources available through Title I. Families will also have opportunities to provide feedback, share concerns, and offer suggestions to support school improvement efforts and student achievement. | **Quarter 2**<br>October 27, 2026<br>5 PM – 6:30 PM |
| **Academic Connection Event (ACE) #2** | Additional promotions of family-teacher collaboration to support student achievement. Families will learn | **Quarter 2**<br>December 8, 2026<br>5 PM – 6:30 PM |

| | | |
|---|---|---|
| Math Night (K-5) and Holiday Show | strategies to support math skills at home. Families will engage in practice math activities that can be implemented at home. Families will also have opportunities to provide feedback, share concerns, and offer suggestions to support school improvement efforts and student achievement. | |
| **Academic Conference Team (ACT) #1**<br><br>Parent-Teacher Progress Monitoring Parent Conference | Emerald Shores Elementary will utilize Academic Conference Team (ACT) Progress Monitoring Conferences as a Title I family engagement activity. During these conferences, parents will receive information regarding student academic progress, STAR/FAST assessment results, grade-level expectations, intervention supports, and strategies to support learning at home. Title I resources and materials will be shared with families, and parents will have opportunities to provide input regarding their child's educational program and school improvement efforts. | **Quarter 3**<br>January 27, 2027<br>1 PM -3 PM |
| **Academic Connection Event (ACE) #3**<br><br>TEST Strategies Night | Families will participate in an interactive workshop designed to increase understanding of state assessments, FAST progress monitoring, and grade-level academic expectations. Teachers and school leaders will share effective test-taking strategies, review assessment data, and provide parents with resources and activities to support reading and mathematics achievement at home. | **Quarter 4**<br>March 23, 2027<br>4:30 PM -6 PM |

*Note: The activities listed may be updated after publishing.*

## 10. Building Capacity of School Staff

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

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

Emerald Shores Elementary School will build staff capacity by providing professional learning focused on: Effective family engagement practices, building positive relationships with families, two-way communication strategies, cultural

responsiveness, inclusivity, supporting parents as equal partners in education, communicating student progress clearly and effectively. Staff will receive ongoing support from the leadership team, instructional coaches, school counselor, and district personnel. Parent feedback collected through surveys and events will be used to improve family engagement practices and strengthen partnerships that support student success. This year's plan intentionally aligns family engagement efforts with our School Improvement Plan focus of increasing student proficiency through strong Tier 1 instruction, data-driven decision making, and meaningful collaboration between school and home.

# School Advisory Council (SAC) Interest Form

## Emerald Shores Elementary School

## 2026-2027

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:

_____

_____

_____

_____

_____

_____