Marion County Public Schools

FESSENDEN ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 31

V. Title I Requirements (optional) 34

VI. ATSI, TSI and CSI Resource Review 38

VII. Budget to Support Areas of Focus 40

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

Through diverse experiences of purposeful instruction, learning, and family engagement, students will have opportunities for successful outcomes in their educational careers and discover their potential to achieve and prepare for their future.

Provide the school's vision statement

Educating and preparing students to successfully engage in society as productive citizens.

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

Stacie Newmones

stacie.newmones@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. Supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school and reports to the assigned administrator.

Leadership Team Member #2

Employee's Name
Rebecca Boland

rebecca.boland@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

To aid the Principal in providing the leadership and vision necessary to create an atmosphere conducive to students' learning at the highest possible level, and to assist in the operation of all aspects of the school. As a leadership partner, help the principal build a strong infrastructure of resources to support high-yield instructional strategies, assess school staff, and monitor the implementation of core, supplemental, and intervention resources used for instructional delivery and/or assessment.

Leadership Team Member #3

Employee's Name
Andrea Nelson

andrea.nelson@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

The Student Service Manager works collaboratively with administration and staff for the implementation of disciplinary policies and procedures to ensure a safe and orderly environment; works with students and parents, as needed, in creating educational plans for students that ensure improved discipline and promote academic success.

Leadership Team Member #4

Employee's Name
Kimberly Martin-Donald

Kimberly.Martin-Donald@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

To coordinate a Comprehensive School Counseling Program for all students leading to academic success, career awareness, social/personal development, community involvement, and multicultural/ global citizenship development.

Leadership Team Member #5

Employee's Name
Sandy Craig

sandy.craig@marion.k12.fl.us

Position Title
ELA Content Area Specialist

Job Duties and Responsibilities

The Instructional Coach serves as a full-time professional developer in the area of literacy, utilizing effective professional development practices to build the capacity of classroom teachers and paraprofessionals to support student learning

Leadership Team Member #6

Employee's Name
Melissia Huffman

melissa.huffman@marion.k12.fl.us

Position Title
Math/Science Content Area Specialist

Job Duties and Responsibilities

The Instructional Coach serves as a full-time professional developer in the areas of math and science, utilizing effective professional development practices to build the capacity of classroom teachers and paraprofessionals to support student learning.

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.

Through the sharing of school-wide data the school leadership team, teachers, support staff, parents (families), and community are allowed to engage in collaborative conversations during School Advisory Council meetings, Family Engagement, and/or monthly data meetings based on stakeholder roles in Fessenden's school community.

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)).

Ongoing progress monitoring will take place throughout the school year during monthly data analysis meetings facilitated by our leadership team. Based on the collaborative discussions decisions will be made to continue moving forward with the current plan or revise based on identified needs of all students; monitoring the subgroups of Blacks and Students with Disabilities.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: D** **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	57	71	59	68	69	75				399
Absent 10% or more school days	5	25	31	18	20	25				124
One or more suspensions	31	33	47	15	73	102				301
Course failure in English Language Arts (ELA)	6	6	2	12	2	0				28
Course failure in Math	4	8	2	2	12	27				55
Level 1 on statewide ELA assessment	8	30	27	21	19	14				119
Level 1 on statewide Math assessment	8	27	33	11	26	17				122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	30	27	21						86
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	8	27	33	11	19					98

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	20	34	27	35	34	43				193

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			12						13
Students retained two or more times										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	74	63	63	77	77	62				416
Absent 10% or more school days	12	8	1	8	3	4				36
One or more suspensions	8	4	6	9	20	13				60
Course failure in English Language Arts (ELA)	1	7	10	13	6	2				39
Course failure in Math	1	6	3	11	7	2				30
Level 1 on statewide ELA assessment	17	8	24	26	27	21				123
Level 1 on statewide Math assessment	19	15	27	26	33	23				143
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	17	8	24	26						75
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	19	15	27	26	33					120

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	28	30	19	33	31	31				172

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				11						11
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*	41	50	62	29	47	59	31	46	57
Grade 3 ELA Achievement	39	47	61	44	46	59	27	44	58
ELA Learning Gains	65	58	63	39	53	60	56	56	60
ELA Lowest 25th Percentile	73	58	58	56	57	56	61	58	57
Math Achievement*	51	55	66	33	51	64	34	51	62
Math Learning Gains	60	58	64	38	53	63	47	56	62
Math Lowest 25th Percentile	43	48	50	47	47	51	52	50	52
Science Achievement	26	50	62	30	44	58	31	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	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	398
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***
50%	40%	44%	32%	43%	42%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	43%	No		
Black/African American Students	49%	No		
Hispanic Students	46%	No		
Multiracial Students	55%	No		
White Students	59%	No		
Economically Disadvantaged Students	48%	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	41%	39%	65%	73%	51%	60%	43%	26%					
Students With Disabilities	22%		74%	80%	34%	55%		0%					
English Language Learners	27%	18%	58%	58%	53%	71%	60%	0%					
Black/African American Students	39%	39%	66%	83%	42%	58%	38%	25%					
Hispanic Students	36%	39%	65%	57%	55%	60%	43%	10%					
Multiracial Students	60%				50%								
White Students	48%		71%		54%	67%		55%					
Economically Disadvantaged Students	38%	39%	66%	79%	44%	54%	44%	23%					

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	29%	44%	39%	56%	33%	38%	47%	30%					44%
Students With Disabilities	6%		10%		16%	19%	30%						
English Language Learners	24%		36%		32%	29%		15%					44%
Black/African American Students	26%	47%	29%	38%	22%	42%	58%	13%					
Hispanic Students	29%	43%	43%	67%	37%	36%	43%	32%					36%
Multiracial Students	27%				50%								
White Students	31%	35%	48%		36%	28%		40%					
Economically Disadvantaged Students	29%	45%	39%	57%	32%	40%	52%	31%					38%

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	31%	27%	56%	61%	34%	47%	52%	31%					55%
Students With Disabilities	11%	10%	50%		11%	40%							
English Language Learners	21%	14%	63%		33%	67%							55%
Black/African American Students	24%	23%	42%	42%	24%	29%	27%	25%					
Hispanic Students	25%	11%	59%	62%	38%	61%	64%	35%					55%
Multiracial Students	33%		60%		33%	50%							
White Students	49%	53%	68%		44%	44%		38%					
Economically Disadvantaged Students	26%	24%	52%	61%	29%	45%	52%	20%					55%

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	39%	46%	-7%	60%	-21%
ELA	4	48%	50%	-2%	60%	-12%
ELA	5	30%	53%	-23%	61%	-31%
Math	3	61%	56%	5%	66%	-5%
Math	4	44%	53%	-9%	65%	-21%
Math	5	40%	54%	-14%	62%	-22%
Science	5	27%	50%	-23%	60%	-33%

III. Planning for Improvement

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

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

Most Improvement

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

The data component showing the greatest improvement was Kindergarten Early Literacy, increasing from 28% proficiency in 2025 to 64% proficiency in 2026 (+36 percentage points). Kindergarten Math also demonstrated significant growth, increasing from 19% to 53% (+34 percentage points).

Contributing factors included intentional use of data-driven instruction, structured intervention blocks, increased progress monitoring, and collaborative planning focused on foundational literacy and numeracy skills. Teachers received ongoing support in analyzing student data and implementing targeted small-group instruction.

Lowest Performance

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

The lowest-performing area during the 2025–2026 school year was **Second Grade Reading**, with 27% proficiency, followed closely by **Fifth Grade Science** at 28%.

Data analysis indicates that several factors contributed to these results:

- Gaps in foundational reading skills and vocabulary development.
- Inconsistent attendance among students requiring intervention support.
- Limited opportunities for students to engage in rigorous text-based discussions and complex tasks.
- Need for stronger vertical alignment between grade levels and intervention programs.

Trend data suggest that students entering upper grades continue to demonstrate foundational skill deficits, impacting performance across content areas.

Greatest Decline

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

The greatest decline occurred in **First Grade Reading**, decreasing from 61% proficiency in 2025 to 30% proficiency in 2026 (-31 percentage points). Second Grade Math also declined from 43% to 28% (-15 percentage points).

Contributing factors included:

- Inconsistent implementation of core instructional resources.
- Gaps in foundational literacy and numeracy instruction.
- Student attendance challenges affecting instructional continuity.
- Lack of follow-through from teachers receiving coaching support.
- Inconsistent use of data to adjust instruction in real time.

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.

Based on school performance trends, **elementary reading proficiency and science achievement continue to reflect the largest gaps when compared to state expectations**, particularly among students performing below grade level.

Contributing factors include:

- High percentages of students entering grades below proficiency.
- Inconsistent attendance impacting learning gains.
- Need for increased rigor and standards-based instruction.
- Insufficient opportunities for students to engage in higher-order thinking tasks.
- Challenges in closing achievement gaps among students receiving Tier II and Tier III supports.

EWS Areas of Concern

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

Chronic absenteeism remains a significant concern, with approximately 33% of students identified as chronically absent during the 2025–2026 school year. Although improved from previous years, attendance continues to impact academic growth and intervention effectiveness.

Student engagement and behavior continue to impact academic outcomes. Discipline referrals, classroom disruptions, and inconsistent engagement reduce instructional time and contribute to lower achievement levels.

Highest Priorities

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

Improve Core Instruction Through Coaching and PLCs

Strengthen Data-Driven Decision Making Across Grade Levels

Improve Student Engagement and Positive Behavior

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

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

Area of Focus #1

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

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

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.

State and local assessments of ELA and Math are trending downward. The percentage of students scoring a level 3 or above in each of the aforementioned subject areas for grades 3-5 has historically remained below 41%. The most recent data on overall proficiency for grades 3-5 from the F.A.S.T. 2025 reported ELA at 40% and Math at 49%.

Student achievement for two ESSA subgroups, Blacks/African Americans and Students with Disabilities, has trended below proficiency for the last 3 years in ELA. Data reports shared that 37% of Blacks and approximately 15% of Students with Disabilities scored a level 3 or above. Overall, 199 students were tested in 2026, with 121 scoring below level 3 in ELA. Of the 121 students scoring below level 3, the data show that 36 are Black/African American.

The data collected for Math reports a percentage of 40% of Blacks and approximately 26% of Students with Disabilities scoring at a proficient level on the 2025 F.A.S.T. for Math. 103 students scored below level 3. Of the 103 non-proficient students, data reports that 34 of those students are African American.

A review of data shared for Students with Disabilities reports that 4 out of 27 students were proficient on the F.A.S.T. for ELA, and 7 out of 27 were proficient in Math.

With a focus on increasing proficiency in the identified subgroups, collaborative planning, inclusive of professional learning, will be used to enhance proficiency in ELA and Math. Building the planning and instructional capacity of teachers, inclusive of support facilitators for the use of high-yield instructional strategies for Tier 1 student engagement, discussing strategies for making learning accessible to all students with disabilities and African Americans, and data-driven small groups will be beneficial for greater achievement in these subgroups.

Measurable Outcome

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

Throughout the 2025–2026 school year, teachers will deliver instruction aligned to the depth of grade-level benchmarks using high-yield instructional strategies that promote cognitive engagement and small group instruction. As a result, student proficiency will increase in both ELA and Math as follows:

• ELA Proficiency: African American students will increase from 37% to 42%, and Students with Disabilities will increase from 15% to 20%.
• Math Proficiency: African American students will increase from 40% to 45%, and Students with Disabilities will increase from 26% to 31%.

Monitoring

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

Progress monitoring and assessment data from school, district, and state levels will be used. Monthly data analysis meetings will be held to monitor Tier 1 and MTSS progress related to ELA and Math. The ELA and Math Content Area Specialists will routinely monitor the implementation of instruction as discussed weekly in collaboration and walkthroughs with administration, focusing on lesson delivery of instruction and student engagement using best practices. Walkthroughs will result in timely feedback and follow-up support based on needs. Data meetings will include a deeper focus on the proficiency of African Americans and Students with Disabilities.

Person responsible for monitoring outcome

Stacie Newmones

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:

Collaborative planning, inclusive of professional learning opportunities, will be provided to support instructional planning and delivery, inclusive of student engagement structures and planning for effective Tier 1 instruction and small group instruction.

Rationale:

Based on Hattie's Index of Teaching, professional learning, or development (.51 Effect size), allows teachers to better understand and teach to greater depth of standards using formative assessments or evaluative measures (.90 Effect size) to support the next step for instruction

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

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
Collaborative Planning

Person Monitoring:
Stacie Newmones, Rebecca Boland

By When/Frequency:
The action steps will take place weekly throughout the school year using the PLAN DO ACT CHECK model for continuous improvement

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborative planning will be facilitated by the Content Area Specialists (CAS) with administrative support. The continuous improvement model will be used to continually assess the impact of collaborative planning on student outcomes. Professional learning will be included in collaborative planning based on walkthroughs from the Admin/CAS team and periodic surveys of need. Early Release days will be utilized for professional learning specific to student engagement and data-driven instructional practices. Monitoring will take place through classroom walkthroughs with immediate feedback, collaborative planning, including mini sessions of professional learning, and early release differentiated professional learning.

Action Step #2
Data-Driven Small-Group Instruction

Person Monitoring:
Stacie Newmones and Rebecca Boland

By When/Frequency:
The action steps will take place weekly throughout the school year using the PLAN DO ACT CHECK model for continuous improvement

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use formative assessment data to group students by need and provide targeted small group instruction at least 3 times per week. Interventionists and support staff will assist with small group rotations for Black students and Students with Disabilities, inclusive of all students for greater achievement.

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.

Analysis of the 2025–2026 reading data indicates a critical need to strengthen foundational literacy instruction in grades K–2. While Kindergarten demonstrated significant growth in Early Literacy proficiency, increasing from 28% to 64%, First Grade Reading declined from 61% to 30%, and Second Grade Reading declined from 31% to 27%. These results suggest that many students are entering intermediate grades without mastery of the foundational reading skills necessary for comprehension and grade-level success.

Additionally, classroom and assessment data indicate that a significant percentage of students continue to perform below benchmark in phonemic awareness, phonics, fluency, and vocabulary development. These skill deficits directly impact students' ability to comprehend increasingly complex texts and contribute to lower ELA proficiency in grades 3–5.

This area of focus was identified through:

- STAR Early Literacy and STAR Reading PM3 data
- FAST ELA trend data
- UFLI progress monitoring assessments
- Classroom walkthrough observations
- PLC data discussions
- MTSS and intervention review meetings

The number of students unable to read fluently and comprehend grade-appropriate text has been significantly high due to the aforementioned data. If teachers plan strategically during collaborative planning using UFLI formative assessments for small group instruction during Tier 1, a significant decrease would occur in the number of non-proficient readers transitioning from 2nd to 3rd using 2025-2026 STAR PM3 Reading Data. If the number of non-proficient students is reduced in 2nd Grade, the number of proficient students in 3rd Grade would increase in the following school year. The rationale for this focus is to ensure every student develops strong foundational literacy skills by the end of second grade, reducing the number of students requiring intensive intervention in upper elementary grades and increasing long-term reading proficiency.

As it relates to grades 3-5, ELA Proficiency has trended 42% and below over the last 6 years. Only 41% of 3rd- to 5th-grade students scored 3 or higher on the FAST Reading in 2026:

- 3rd Grade - 39%
- 4th Grade - 49%
- 5th Grade - 30%

PM3 results showed a decline in 3rd-grade proficiency by 4%, whereas 4th-grade proficiency increased by 27% and 5th-grade proficiency by 5%. Improvement was shown, but a need for consistency still exists. Teachers will receive continuous professional learning for effective learning structures and student engagement. With a focus on Tier 1 instructions, teachers will engage in weekly collaborative planning to ensure instructional tasks are aligned, conceptual analysis of benchmarks are clear, create whole and small group instructional plans, and share best practices for instructional delivery, student engagement, and successful outcomes.

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

Analysis of the 2025–2026 reading data indicates a critical need to strengthen foundational literacy instruction in grades K–2. While Kindergarten demonstrated significant growth in Early Literacy proficiency, increasing from 28% to 64%, First Grade Reading declined from 61% to 30%, and Second Grade Reading declined from 31% to 27%. These results suggest that many students are entering intermediate grades without mastery of the foundational reading skills necessary for comprehension and grade-level success. When teachers plan strategically during collaborative planning using UFLI formative assessments for small group instruction during Tier 1, a significant decrease would occur in the number of non-proficient readers transitioning from 2nd to 3rd using 2025-2026 STAR PM3 Reading Data. If the number of non-proficient students is reduced in 2nd Grade, the number of proficient students in 3rd Grade will increase.

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

Classroom and assessment data indicate that a significant percentage of students continue to perform below benchmark in phonemic awareness, phonics, fluency, and vocabulary development. These skill deficits directly impact students' ability to comprehend increasingly complex texts and contribute to lower ELA proficiency in grades 3–5. Teachers will receive continuous professional learning for effective learning structures and student engagement. With a focus on Tier 1 instruction, teachers will engage in weekly collaborative planning to ensure instructional tasks are aligned, conceptual analysis of benchmarks is clear, and create whole and small group instructional plans, and share best practices for instructional delivery.

Grades K-2: Measurable Outcome(s)

While Kindergarten demonstrated significant growth in Early Literacy proficiency, increasing from 28% to 64%, the measurable outcome will be to continue to meet the 64% threshold.
First Grade Reading declined from 61% to 30%, and the measurable goal will be to return to 61%.
Second Grade Reading declined from 31% to 27%, and the goal will be to attain 41%.

Grades 3-5: Measurable Outcome(s)

There was a decline in 3rd grade from 39% proficiency by 4%, whereas 4th-grade proficiency increased by 27% to 49%, and 5th-grade proficiency by 5% to get to 30%. The measurable outcome

will be to have 3rd grade at 43%, 4th grade to maintain 49% with a new cohort, and the 5th grade cohort to continue to excel by reaching 50% in 5th grade.

Monitoring

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

Weekly classroom walkthrough data will be used to monitor the effectiveness of Tier 1 instruction. The UFLI Fidelity Walkthrough will be used to support the foundational skills focus for greater proficiency.

Progress monitoring and assessment data from school, district, and state levels will be used.

Monthly data analysis meetings will be held to monitor Tier 1 and MTSS progress related to ELA.

The ELA Content Area Specialists will routinely monitor the implementation of instruction as discussed weekly in collaboration and walkthroughs with administration, focusing on lesson delivery of small group instruction and student engagement using best practices. Walkthroughs will result in timely feedback and follow-up support based on needs.

Person responsible for monitoring outcome

Stacie Newmones

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:

Weekly classroom walkthrough data, as well as district and state assessment data (such as F.A.S.T, STAR Early Literacy, STAR Reading, UFLI, MTSS data, etc.), will be used to monitor the effectiveness of Tier 1 instruction. The implementation of programs such as UFLI, SIPPS, IXL, READ 180, and Benchmark Advance would be used for the improvement of student outcomes. Students will be monitored for instructional needs, and flexible grouping will occur for remedial, on-level, and acceleration support. Teachers will participate in data analysis discussions with the leadership team after each FAST progress monitoring, as well as district assessments, for continuous improvement plans to be developed and instructional planning to support the created goals. The CAS will provide support and guidance on Tier 1 instruction, task alignment, and check for understanding.

Rationale:

According to Hattie's Index of Teaching & Learning Strategies, RTI (Response to Intervention – Effect size = 1.07) is one of the top influences on students' academic success. Included in RTI are components such as universal screening, quality core instruction, progress monitoring, supplemental, and intensive intervention. How we respond to the needs of students based on collected data should be strategic and purposeful for successful outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

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
Collaborative Planning and Data Analysis

Person Monitoring:
Sandy Craig

By When/Frequency:
The weekly action steps will take place throughout the school year using the PLAN DO ACT CHECK model for continuous improvement

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborative planning will be facilitated by the Content Area Specialists (CAS) with administrative support. The continuous improvement model will be used to continually assess the impact of collaborative planning on student outcomes. Professional learning will be included in collaborative planning based on walkthroughs from the Admin/CAS team and periodic surveys of need. Early Release days will be utilized for professional learning specific to student engagement and data-driven instructional practices. Monitoring will take place through classroom walkthroughs with immediate feedback, collaborative planning, including mini sessions of professional learning, and Early Release differentiated professional learning.

Action Step #2
Paraprofessional Professional Learning

Person Monitoring:
Rebecca Boland

By When/Frequency:
The weekly action steps will take place throughout the school year using the PLAN DO ACT CHECK model for continuous improvement

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly walkthroughs will be done to monitor the fidelity of direct instruction and management of computer-based supports in use to determine professional learning needs and provide timely feedback for student success.

Action Step #3
Consistent Walkthrough and Feedback for Instructional and Non-Instructional (Paraprofessionals)

Person Monitoring:
Stacie Newmones

By When/Frequency:
Weekly, based on identified needs through data analysis of walkthroughs.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the year, instructional staff will focus on enhancing high-quality, benchmark-aligned instruction in grades 3-5. Benchmark-aligned instruction ensures that teaching practices are directly tied to grade-level standards and expectations. By improving the alignment and rigor of instruction,

students are better prepared for state assessments and future academic success. This focus addresses gaps in instructional consistency and supports equitable learning outcomes across classrooms and content areas, including 3rd-5th Grade ELA, Math, and 5th Grade Science.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Throughout the year, instructional staff will focus on enhancing high-quality, benchmark-aligned instruction in grades 3-5. Benchmark-aligned instruction ensures that teaching practices are directly tied to grade-level standards and expectations. By improving the alignment and rigor of instruction, students are better prepared for state assessments and future academic success. This focus addresses gaps in instructional consistency and supports equitable learning outcomes across classrooms and content areas, including 3rd-5th Grade ELA, Math, and 5th Grade Science.

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.

Historically, student proficiency and learning gains have shown inconsistent growth patterns. By ensuring that teachers and support staff consistently implement high-quality, benchmark-aligned instructional strategies, we anticipate a minimum 5% increase in proficiency and learning gains across Grades 3–5 ELA, Math, and Grade 5 Science, as measured by F.A.S.T. PM3 assessment data.

ELA - Increases in Proficiency:
3rd Grade will increase FAST ELA from 39% to 43% at or above grade level.
4th Grade will increase FAST ELA from 49% to 54% at or above grade level.
5th Grade will increase FAST ELA from 30% to 35% at or above grade level.

3rd - 5th Grade Learning Gains in ELA will increase from 65% - 70%; Lowest Quartile from 73% to 78%

Math - Increases in Proficiency:
Grade 3 from 61% to 66%,
Grade 4 from 45% to 50%

Grade 5 from 39% to 44%

3rd - 5th Grade Learning Gains in Math will increase from 60% - 65%; Lowest Quartile from 43% to 48%

5th Grade Science – Increase in Proficiency: Grade 5 from 26% to 31% or higher.

Monitoring

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

Monthly Data Meetings: Review benchmark and formative assessment data to identify trends and adjust instruction.

Instructional Walkthroughs: Conduct bi-weekly walkthroughs using a rubric focused on high quality instruction: specifically focus on Evidence of Instructional Framework, Student-Centered Instruction, Standards-Aligned and Data-Driven Planning, and Technology Integration.

Student Work Analysis: Quarterly review of student work samples for alignment to grade level standards.

Person responsible for monitoring outcome

Stacie Newmones

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:

Standards-Based Planning Protocols: Using a backwards design, unpacking standards to guide lesson planning. Small Group Instruction: Targeted support based on benchmark data using research-based strategies, such as guided reading and math intervention groups. Professional Learning Communities (PLCs): Weekly PLCs focused on analyzing data, planning instruction, instructional coaching, and sharing best practices.

Rationale:

The above-mentioned interventions will ensure instruction is purposefully aligned to grade-level expectations, supporting efforts to produce clarity of essential skills. Studies show that standards based planning improves instructional coherence and student mastery of learning targets. Small group instruction has been highlighted by the National Reading Panel as highly effective for improving literacy and math outcomes for low-performing learners. Professional Learning Communities provide opportunities for high-impact instruction to be delivered, resulting in greater student achievement.

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
Weekly Walkthrough with Timely, Responsive Feedback

Person Monitoring:
Stacie Newmones

By When/Frequency:
The weekly action steps will take place throughout the school year using the PLAN DO ACT CHECK model for continuous improvement

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Development - Provide training on benchmark-aligned instruction, data analysis, and differentiation strategies based on walkthrough data.
Instructional Coaching - Instructional coaches will support lesson planning, model instructional strategies, and provide feedback based on the tiered support plan.
Curriculum Mapping - Align curriculum resources and pacing guides to benchmark expectations for high-impact delivery
Create and maintain an Assessment Calendar - Develop and share a calendar for benchmark assessments and progress monitoring.

Action Step #2
Implementation of standards-aligned science instruction using the 5E Model, evidence-based discussions, academic vocabulary, variable practice, and daily data analysis to increase student achievement.

Person Monitoring:
Stacie Newmones

By When/Frequency:
The weekly action steps will take place throughout the school year using the PLAN DO ACT CHECK model for continuous improvement

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use daily formative assessment data to guide instruction, engage students in scientific discourse, explicitly teach academic vocabulary, provide varied practice opportunities, and implement inquiry-based lessons aligned to the Florida B.E.S.T. Science Standards. The best practices below will be discussed during collaborative planning and will be observed with instructional walkthroughs.
Science Best Practices
Daily Data Analysis
Evidence-based discussions
Vocabulary
Variable Practice
5E Model/Science Principles
Instructional Leadership will monitor implementation through collaborative planning, classroom walkthroughs, student work, and benchmark/formative assessment data.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Over the past three academic years, the school has experienced fluctuating attendance rates ranging from 90% to 92%. While this indicates some stability, it also highlights room for improvement to consistently reach or exceed the goal of 95% of students in attendance, daily. Analysis of the 2025–2026 school data identified student attendance, engagement, and school climate as critical factors impacting academic achievement. While the school has demonstrated improvement in reducing chronic absenteeism from 38% in 2024 to approximately 33% in 2026, attendance remains below the district goal of 95%, and nearly one-third of students continue to be chronically absent.

Measurable Outcome

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

By the end of the 2026–2027 school year, we will strengthen our positive school culture by increasing student attendance:

· Increase Average Daily Attendance from approximately 92% to **95%**.
· Reduce chronic absenteeism from approximately 33% to **25% or less**.

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.

Monitoring will be done through monthly data meetings, inclusive of the following:

- Monthly attendance reports are reviewed by the leadership team and family engagement liaison.
- Quarterly updates shared with staff and families. • Annual review of chronic absenteeism data to assess progress toward goals.
- Ongoing conversations included in collaboration meetings and after-school Fessenden Focus Team meetings.

Person responsible for monitoring outcome

Stacie Newmones

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:
During summer collaborations, teachers representing various grade levels, administration, and the family engagement liaison reviewed areas of concern, highlighting inconsistent student attendance. During the first 21 days of school, teachers will engage in professional learning and implementation of the connected resources to support our goal of a continual decline in chronic absenteeism for the 2026-2027 school year.

Rationale:
Based on shared research from Attendance Works, "...chronic absence (typically defined as missing 10 percent or more of school) undercuts school readiness and a child's ability to read on grade level by grade three. Children who don't read proficiently by the end of fourth grade are four times more likely to drop out of high school."(Annie E. Casey Foundation, 2010)

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
Family Engagement Professional Learning for Instructional and Non-Instructional Staff

Person Monitoring:
Stacie Newmones

By When/Frequency:
This action steps will take place monthly and adjustments made based on data reviews. This will be on ongoing process.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Strategies for Improvement include, but are not limited to, the Early Intervention System: Implement real-time attendance monitoring and flag students at risk of chronic absenteeism. Assign attendance mentors to students with 10+ absences. Family and Community Engagement: Include Attendance Awareness Information in weekly Skylert messages, School Advisory Council/Parent Teacher Organization Meetings, Parent Conference Nights, Teacher Communications, Partner with local organizations to address barriers such as transportation and health care.

Action Step #2
Collaboration and Data Analysis of Attendance

Person Monitoring:
Stacie Newmones

By When/Frequency:
This action steps will be monitored biweekly and

adjustments made based on data reviews. This will be on ongoing process.

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

Data-Driven Decision Making: Use attendance data to identify trends by grade level, demographic group, and time of year. Adjust interventions based on ongoing analysis. Monitor the school-wide attendance incentive program. Recognize students and classes with improved attendance monthly.

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.

The School Improvement Plan (SIP), UniSIG Budget, and Schoolwide Plan (SWP) will be shared with all stakeholders through multiple communication methods, including the school website, parent newsletters, School Advisory Council (SAC) meetings, faculty meetings, family engagement events, and district communication platforms. Progress toward SIP goals will be reviewed regularly with staff, families, and community partners throughout the school year. Information will be provided in a parent-friendly format and translated or interpreted as needed to ensure families can access and understand the school's improvement efforts in accordance with federal requirements. The School Improvement Plan is available for viewing using the following link: https://fde.marionschools.net/about_us/school_improvement_plan

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)).

Family engagement activities have been planned throughout the year to build home-school partnerships. The Family Engagement & PBIS teams will work closely with the leadership team to create purposeful events and opportunities for family/community connections and engagement. Each event will be designed to foster and promote ways parents, guardians, and community leaders can support at ⛢home learning opportunities, bring awareness and knowledge of B.E.S.T. and the

assessments connected, and build partnerships for greater student success.

https://fde.marionschools.net/ about_us/title_

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)).

Consistent, collaborative planning with ongoing data analysis will be established and monitored to support a continuous improvement model for greater student achievement, increasing the quality of student engagement for student success. This will include engaging students and parents as well as other stakeholders such as the Fessenden PTO, Fessenden High Alumni Association, community pastors, and leaders.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan is developed in coordination with our ongoing efforts to promote and utilize resources such as FANS, Title One Family Focus Van, Title 1 Resource Staff, ESOL District Support Staff, and Resources, based on schoolwide needs.

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)).

Continuing the implementation of the Caring School Community and utilizing supplemental components of the PBIS Rewards system will take place to ensure supports are in place to improve student skills beyond academics.

Preparing for Postsecondary Opportunities and the Workforce

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

The Family Engagement and PBIS support team will serve as a connection between local businesses and workforce agencies to bring awareness to students and families of opportunities beyond elementary and secondary school years.

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)).

Tier 1 school-wide behavior expectations have been created as a shared vision and implemented. Ongoing support of professional learning, follow-up support for teachers, including support staff, and ongoing practice with students are planned throughout the school year.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Weekly Collaborative planning and differentiated professional learning have been planned and

scheduled to support staff in the improvement of instruction. Data collection and analysis will be used for continuous improvement. The leadership team will provide opportunities and support for instructional and non-instructional (paraprofessionals) to share best practices and lead professional learning for specific areas. Opportunities are shared for teachers and paraprofessionals to work in the capacity of lead teacher/para, impact teachers, and Fessenden Focus Team leaders.

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)).

Our VPK units support incoming 4-year-old students and parents in preparing and transitioning into the elementary program. MCPS Early Learning leads support school-based efforts by providing continuous professional learning and follow-up.

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.

Throughout the school year, collaborative sessions of data analysis were held with leadership and staff members (instructional and non-instructional). During these sessions, areas of concern were highlighted as it relates to low proficiency and identifying the root cause. Action plans were created to support the instructional needs of specific groups of students; inclusive of creating student achievement and behavioral goals. Resources were reviewed and identified to support specific groups, such as our ESSA subgroups, with a high focus on Black students and Students with Disabilities who exemplified a flat line of growth during progress monitoring periods.

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).

To address identified school improvement needs, Fessenden Elementary will implement evidence-based instructional resources, targeted professional learning, instructional coaching, intervention programs, and collaborative planning throughout the 2026–2027 school year. Student achievement data, progress-monitoring results, attendance, behavior, and classroom observation data will be reviewed on an ongoing basis to inform instructional decisions and ensure timely support for students.

- Timeline for Data Review and Monitoring
- August–September: Establish baseline data using beginning-of-year diagnostics and classroom assessments; identify student needs and intervention groups.
- October–November (Following PM1): Conduct data reviews during collaborative planning and leadership meetings to evaluate student progress, adjust instructional strategies, and intervention plans.
- January–February (Following PM2): Review midyear assessment and progress-monitoring data to determine the effectiveness of instructional practices, identify areas requiring acceleration, and revise action plans as needed.
- May–June (Following PM3): Analyze end-of-year achievement data to evaluate progress toward School Improvement Plan goals, determine the effectiveness of implemented strategies, celebrate successes, identify remaining gaps, and use findings to inform planning for the 2027–2028 school year.

Data review meetings will occur regularly throughout the year during Professional Learning

Communities (PLCs), collaborative planning sessions, MTSS meetings, leadership team meetings, and School Advisory Council (SAC) meetings to ensure continuous monitoring and improvement.

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
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/230	UNISIG	0.0	18, 795.00
Health Insurance (District 5100 2300): $19,000					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/230	UNISIG	0.0	43.00
Life Insurance (District 5100 2310): 0.19% = $43					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/240	UNISIG	0.0	129.00
Workers' Compensation (Disrict 5100 2320): 0.58% = $129					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/220	UNISIG	0.0	322.00
Medicare (District 5100 2330): 1.45% = $322					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/120	UNISIG	0.0	26, 000.00
Retention bonus for qualified teachers meeting one or more eligibility criteria that support ESSA subgroup success (ESE Certified, ESOL Endorsed, Highly Effective or Effective VAM rating), or who demonstrates impact on student achievement, including: positive learning gains of 50% or more from PM1 to PM3 in at least one content area, or contribution to overall school grade improvement during the school year. (District 5100 1200) 26 teachers x $1000					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/150	UNISIG	0.0	9, 500.00
Retention bonus for qualified paraprofessionals serving students in grades PreK-5 who provide direct instructional, intervention, and student support services aligned with the School Improvement Plan. Paraprofessionals support academic achievement and success for identified ESSA subgroups, including ESE, ESOL, and Black/African American students. The retention incentive is intended to reduce staff turnover, maintain continuity of services, and strengthen the implementation of school improvement strategies designed to improve student outcomes. (District 5100 1500) 19 paras x $500					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/220	UNISIG	0.0	2, 201.00
FICA (District 5100 2200)					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget *Workers' Compensation (District 5100 2320)*	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/240	UNISIG	0.0	206.00
Uploaded Budget *Medicare (District 5100 2330)*	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/220	UNISIG	0.0	515.00
Uploaded Budget *Afterschool tutoring for content area specialist 2 CAS x 4 hours x 6 weeks x $34.57 = $1,660 x 2 (after pm 1 and pm 2) = $3,319 (District 5900 1300)*	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5900/130	UNISIG	0.0	3, 319.00
Uploaded Budget *Afterschool tutoring for paraprofessionals 6 paras x 4 hours x 6 weeks x $18.10 = $2,607 x 2 (after pm 1 and pm 2) = $5,213 (District 5900 1500)*	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5900/150	UNISIG	0.0	5, 213.00
Uploaded Budget *Retirement (District 5900 2100)*	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5900/210	UNISIG	0.0	1, 255.00
Uploaded Budget *FICA (District 5900 2200)*	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5900/220	UNISIG	0.0	529.00
Uploaded Budget *Worker's Compensation (District 5900 2320)*	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5900/240	UNISIG	0.0	50.00
Uploaded Budget *Medicare (District 5900 2330)*	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5900/220	UNISIG	0.0	124.00
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific	6300/120	UNISIG	0.0	12, 375.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	questions)				
Collaborative Planning for teachers 400 hours x $27.50 (District 6300 1200)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6300/130	UNISIG	0.0	1, 100.00
Collaborative Planning for Content Area Specialist 40 hours x $27.50 ((District 6300 1300)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6300/210	UNISIG	0.0	1, 981.00
Retirement (District 6300 2100)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6300/220	UNISIG	0.0	836.00
FICA (District 6300 2200)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6300/240	UNISIG	0.0	79.00
Worker's Compensation (District 6300 2320)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	6300/220	UNISIG	0.0	196.00
Medicare (District 6300 2330)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5200/150	UNISIG	1.0	26, 000.00
(1 FTE) Special Needs Paraprofessional to provide supplemental assistance to students with disabilities, helping to implement individualized educational supports, reinforce academic and behavioral interventions, and increase access to instruction. This position supports the school's efforts to improve outcomes for students with the greatest needs. (District 5100 1500) (This unit was programmatically approved by BSI on 8/13/26)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5200/210	UNISIG	0.0	3, 822.00
Retirement (District 5200 2100):14.7% = $3,822					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5200/220	UNISIG	0.0	1, 612.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
FICA (District 5200 2200): 6.2% = $1,612					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5200/230	UNISIG	0.0	18, 991.45
Health Insurance (District 5200 231): $19,000					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5200/230	UNISIG	0.0	50.00
Life Insurance (District 5200 2310): 0.19% = $50					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5200/240	UNISIG	0.0	151.00
Workers' Compensation (District 5200 2320): 0.58% = $151					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5200/220	UNISIG	0.0	377.00
Medicare (District 5200 2330): 1.45% = $377					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/150	UNISIG	1.0	22, 818.80
(1 FTE) Instructional Paraprofessional to deliver supplemental academic support through small-group and individualized instruction, reinforce classroom learning, and assist with intervention activities aligned to the school's improvement plan. The position will help increase student engagement and accelerate academic growth. (District 5100 1500) (This unit was programmatically approved by BSI on 8/13/26)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/210	UNISIG	0.0	3, 264.00
Retirement (Distict 5100 2100):14.7% = $3,264					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD) - Black/African American Students (BLK)	5100/220	UNISIG	0.0	1, 377.00
FICA (District 5100 2200): 6.2% = $1,377					
Total	Uploaded Budget				163, 231.25
Plan Budget Total					**163, 231.25**

Fessenden 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:	Stacie Newmones
School Website:	https://www.marionschools.net/fde
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

If we continue building the academic capacity of families by offering a variety of opportunities for parents to learn and develop an understanding of student data and at-home practices in reading and math, then student growth on the F.A.S.T assessment will increase by 5% or more for ELA, Math, and Science.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

Parents are invited to participate as our School Advisory Council members and join our Parent-Teacher Organization. The Parent and Family Engagement Plan will be advertised on our website, AIS, PBIS Rewards, or compatible systems, and in teachers' newsletters, Skylert, email, and more. A printed copy will be available for pickup in the front office upon request. Families and community members will be allowed to share feedback after each family and community engagement event, the annual survey for the school-based Parent and Family Engagement Plan and Schoolwide Improvement Plan, the District Annual Parent Survey, and via quarterly SAC meetings. We will update and revise our Engagement Plan during the year based on feedback. Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and Schoolwide Improvement Plan, the District Annual Parent Survey, and via quarterly SAC meetings. The surveys and SAC meeting minutes are made available to the district's Title I office for review throughout the year. Academic Team Meetings (Parent/Teacher/Student Conferences) will be held at the end of each 9-week period. SAC meetings and PTO meetings will be advertised to families through our website, newsletter, Skylerts, and marquee. Teachers will also use PBIS Rewards to communicate with parents, including inviting them to volunteer, hold parent conferences, and send home assessment data.

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.

1. Planned with the Admin Team 2. Invitations sent to parents through a Skylert, newsletter, and PBIS Reward Messages 3. Prepare a slide show that can be shared virtually/via video form 4. Hold Annual Title 1 Meeting 5. Collect sign-in sheets 6. Collect Survey Results, including a form link for online users to complete 7. Review the information to include in next year's preparation and suggestions for this year. All aspects of Title I are shared using the district Title I PowerPoint template, which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents' Rights, Assessments, Title I Funds, Title I Focus, open discussion and Q&A.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

All communication will be in parent-friendly languages, English and Spanish. Sessions will be offered as needed. A survey of needs will assist in identifying the best times for parent participation. We will use our media specialist and family engagement liaison to create playback videos for viewing important information throughout the year. All communication going home is done in English and Spanish. We will have feedback opportunities after each parent engagement activity and parent conferences. Translators will be available for in-person meetings and engagement activities.

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 will not be provided for the upcoming year. • Childcare - Staff will volunteer for childcare during events • We will use our media specialist and family engagement liaison to create playback videos for viewing important information throughout the year.• Snacks/refreshments will be offered to families attending on-campus 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.

Fessenden Elementary School collaborates with families to jointly develop the School-Parent Compact through an annual review process that includes input from parents, teachers, and community stakeholders. Feedback is gathered through surveys, family engagement events, and School Advisory Council meetings to ensure the compact reflects shared expectations and supports student needs. The compact outlines how teachers provide high-quality, standards-based instruction and ongoing communication, while parents support learning at home and stay actively involved in their child's education. Students are also expected to take responsibility by completing assignments, demonstrating positive behavior, and working toward academic goals. The school builds strong partnerships with families to help students meet challenging state academic standards by offering consistent communication and meaningful engagement opportunities. These include curriculum nights, workshops, parent-teacher conferences, and digital updates that keep families informed and equipped with strategies to support learning at home. Through these collaborative efforts, Fessenden Elementary fosters a unified approach to student success, ensuring that families and staff work together to create a supportive and effective learning environment.

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.

Materials are sent home, and follow-up is done by the Family Engagement support team. The school will utilize the District Title Parent Resource Van and District Parent Resource Room. The school will communicate to the community and families about the upcoming District Title Parent Resource Van scheduled visits via social media campaigns, school newsletter, and website. In addition, we will encourage teachers to refer families to the District Parent Resource Room to utilize and take home the many available resources to assist with their students' learning gains and to reduce learning loss.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results

- Information about the assessments used to measure student progress and state academic standards

The annual Title 1 meeting and Open House will both be opportunities for an explanation of the curriculum and standards to be shared with parents. A video on Title 1 information will be shared for parents unable to attend. Teachers will send home Open House information for parents unable to attend. After each assessment, parents will be sent results as well as a description of the results in English and Spanish. Virtual opportunities or videos will be shared with parents, explaining how they can assist and support students at home. Fessenden Elementary will host multiple opportunities for families to gather and connect with school-based stakeholders. This will include, but not limited to: Annual Title 1 meeting held at Open House, providing multiple time slots for parents for gain knowledge of the state's benchmarks and standards to support learning at home, Academic Conference Teams promoting student led conferencing of student learning with teacher supports, Family Game Night to better understand our school-wide positive behavior plan, and "Let's Do it Together!" Family Nights to promote learning together for greater academic achievement.

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
Family Info – Welcome Back Orientation	Families will have an opportunity to meet teachers and receive beginning-of-the-year information, such as teacher name and supply list, and to complete a "Quick Connect" Information Card for information needed before receiving emergency forms.	August 7, 2026 9 am - 10 am
Annual Title I Parent Information Session	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compacts. The school will recruit families to engage in various volunteer opportunities.	September 8, 2026 5:00 pm 2 sessions will be available to support all families. English - Cafeteria Spanish – Media Center
Open House – Family Night - Back to School Bash	Parents/Guardians will engage in a STUDENT-LED experience as students lead them into their classrooms to explore and engage in their daily classroom adventures. Parents will attend the Title 1 Information Session and receive their Passports. Students will go directly to their classrooms to prepare for their arrival and presentations.	September 8, 2025 5:30 pm – 6:45 pm

Quarterly Academic Conference Team Meetings – Student-Led Conferences	Promote parent-teacher collaboration to support student academic achievement. Teachers will facilitate conferences to review student progress and equip families with skill-building activities that can be used at home to support student learning, and engage in exploration stations for fun learning opportunities. Families and teachers will set goals for upcoming assessments.	End of Nine Weeks Grade Period for Quarters 1-3. Dates and Times are to be determined based on feedback surveys at the end of each quarter.
Tigers Know B.E.S.T. Parent Workshops	Parents engage in activities promoting reading, writing, math, and science; literacy in the arts, and more. Participants will have an opportunity to attend make-and-take sessions for at-home learning. Opportunities will also be available for parents to learn how to connect PE, Art, and Music to academics for greater academic achievement.	End of Nine Weeks Grade Period for Quarters 1-3. Dates and Times are to be determined based on feedback surveys at the end of each quarter. Workshops will be held in morning and evening sessions.
Fessenden Fiesta – Spanish Heritage Month Celebration	Families will gather for Fessenden Fiesta – an evening of entertainment and engaging activities, promoting Spanish Heritage, food, and fun. This event is hosted by the school's Administration, Alumni, and PTO.	October 9, 2027 5:30 pm – 7:00 pm
Legacy Day - Black History Month Celebration	Families and communities from the surrounding areas of Fessenden Elementary engage in activities sharing the school history and engaging students, parents, and community members in fun-filled activities. The day's events will focus on the theme: Remembering Our Past, Celebrating Our Present, and Preparing for Our Future. This event is hosted by the school's Administration, the Alumni Association, and PTO.	FEBRUARY 18, 2027 5:30 pm – 7 pm
STEM Discovery Night	Families will engage in various exploration stations set up by the Discovery Science Center of Ocala, Florida, and FNE Staff. Stations will include opportunities for families to engage in SCIENCE, TECHNOLOGY, ENGINEERING, and MATH, which are components of STEM. Families will also have an opportunity to view student Science Fair projects before sending them to the district's showcase.	March 11, 2027 5:30 pm – 7:00 pm
Hotdog, It's Summer! Spring Fest and Student Transition Event	Share information with students and parents as they prepare to transition to the next grade level. Families will engage in activities specific to the upcoming grade level and receive information from community resources for summer activities and support systems, ESOL Summer Learning resources, a host of district-offered resources for summer learning and fun, and community resources for the whole family's needs.	April 15, 2027 5:30 pm – 7 pm Date TBA

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

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

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

During pre-week, staff will learn about and engage in understanding Title 1, the outlook for our reimagined family engagement, collaborate on ideas to support home-school connections and more to support the goals of academic achievement across grade levels. Training on communication platforms such as Navigate Solutions 360 – PBIS Rewards, class newsletters, and parent communication throughout the year. Teachers will understand the use of these tools to increase and maintain communication with parents as partners in supporting their children's education. The Leadership Team and Family Engagement support team will coordinate the training of staff before all family engagement events. The pre-planning meeting will discuss the resources available to translate all information going home into English and Spanish. A Pre-planning faculty meeting will include training for teachers on parent communication, family engagement activities, and how to support student learning at home.

School Advisory Council (SAC) Interest Form

Fessenden Elementary

2026-27

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

Role Interest

Please select all that apply:

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

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

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:

_____

_____

_____

_____

_____

_____