Marion County Public Schools

MAPLEWOOD ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Maplewood is a school where all children can learn and develop to their fullest potential. Each student's success is based upon the school, home, and community working side by side to ensure that each child will become a lifelong learner and develop a sense of self-worth.

Provide the school's vision statement

Side By Side For Success

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

Chrissy Carter

christine.carter@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Mrs. Carter provides the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services that optimizes available resources and to provide successful, high-quality experiences for students in a safe and orderly environment. The principal supervises all administrative, instructional, and non-instructional personnel assigned to the school.

Leadership Team Member #2

Employee's Name
Carmen Smiley

carmen.smiley@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Dr. Smiley is responsible for curriculum and distributing resources to teachers. She also assists with professional development for teachers and paraprofessionals. She serves as the testing coordinator for
all state assessments.

Leadership Team Member #3

Employee's Name
Jessica Wilson

jessica.wilson@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Mrs. Wilson is responsible for curriculum and distributing resources to teachers. She also assists with professional development for teachers and paraprofessionals. She assists the testing coordinator with all state assessments.

Leadership Team Member #4

Employee's Name
Phyllis Hodges

phyllis.hodges@marion.12.fl.us

Position Title
Content Area Specialist for Math and Science

Job Duties and Responsibilities

Mrs. Hodges serves as the Math CAS at Maplewood. She provides professional learning for all teachers in the area of math. She also attends collaborative planning to help support teachers with Tier I instruction in math, specifically helping them align instruction to grade-level benchmarks.

Leadership Team Member #5

Employee's Name
Rebecca Gravel

rebecca.gravel@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Ms. Gravel supports our school by building a positive school counseling program for all students. She supports teachers in implementing our socio-emotional curriculum, "Caring School Community," by providing training and modeling. She supports students who need assistance with social skills, problem-solving skills, or conflict-resolution skills. She supports teachers by providing positive restorative practices ideas for students needing additional behavior or emotional support in school.

Leadership Team Member #6

Employee's Name
Siera Mason

siera.mason@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Mrs. Mason supports our school by building a positive school counseling program for all students. She supports teachers in implementing our socio-emotional curriculum, "Caring School Community," by providing training and modeling. She supports students who need assistance with social skills, problem-solving skills, or conflict-resolution skills. She supports teachers by providing positive restorative practices ideas for students needing additional behavioral or emotional support in school.

Leadership Team Member #7

Employee's Name
Lindsey Copeland

lindsey.copeland@marion.k12.fl.us

Position Title
Content Area Specialist for ELA

Job Duties and Responsibilities

Mrs. Copeland will support teachers with analyzing state benchmarks to prepare for rigorous instruction in the classroom. She will model lessons and co-teach with teachers needing support. Additionally, she will train staff in appropriate MTSS interventions and track data for all students throughout the year.

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.

The SIP is a live document that is examined throughout the year with all stakeholders. Teachers, parents, business partners, and community members review the plan during back to school meetings, SAC meetings, our annual Title I night, and after testing throughout the year. Stakeholder input is welcomed, and additions are made to the plan throughout the year as needed.

3. SIP Monitoring

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

The SIP is monitored throughout the year, especially after data is available to measure academic standards. After progress monitoring assessments, the SIP will be reviewed to measure growth toward goals. If adjustments need to be made, these will be discussed with stakeholders during SAC meetings and collaborative planning meetings and added or changed accordingly. The process used will consist of reviewing SIP goals and using district and state assessment data (DPMAs, BA, F.A.S.T) to determine a starting point in August. Each month, during data meetings, the leadership team will meet with teachers to measure proficiency levels in each grade level to determine the progress being made toward each goal. Additionally, subgroups will be identified and monitored separately from school-wide data to ensure goals for those groups are being monitored.

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	**97.0%**
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: A** **2024-25: B** **2023-24: B** **2022-23: B** **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	90	93	105	130	127	127				672
Absent 10% or more school days	12	10	11	16	10	7				66
One or more suspensions	10	6	8	21	18	18				81
Course failure in English Language Arts (ELA)	23	38	30	46	40	25				202
Course failure in Math	23	41	29	45	40	26				204
Level 1 on statewide ELA assessment	30	26	19	38	12	11				136
Level 1 on statewide Math assessment	19	24	24	28	17	9				121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	18	15	38						85
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	15	13	17	7					61

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		37	53	50	74	56				270

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	1		13						15
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	108	109	116	148	125	140				746
Absent 10% or more school days	18	9	7	10	8	7				59
One or more suspensions	8	11	5	17	13	18				72
Course failure in English Language Arts (ELA)	28	52	47	39	23	15				204
Course failure in Math	28	52	47	34	11	28				200
Level 1 on statewide ELA assessment	29	25	37	32	17	22				162
Level 1 on statewide Math assessment	20	27	45	25	16	22				155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	25	55	54	33	41				215
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	23	22	38	11	35				135

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	13	18	12	13	5	19				80

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	1		12						15
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*	60	50	62	58	47	59	51	46	57
Grade 3 ELA Achievement	48	47	61	49	46	59	48	44	58
ELA Learning Gains	70	58	63	69	53	60	55	56	60
ELA Lowest 25th Percentile	74	58	58	71	57	56	55	58	57
Math Achievement*	64	55	66	66	51	64	65	51	62
Math Learning Gains	68	58	64	65	53	63	61	56	62
Math Lowest 25th Percentile	54	48	50	60	47	51	52	50	52
Science Achievement	63	50	62	46	44	58	58	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	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	501
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***
63%	61%	53%	55%	47%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners	65%	No		
Black/African American Students	45%	No		
Hispanic Students	66%	No		
Multiracial Students	49%	No		
White Students	69%	No		
Economically Disadvantaged Students	58%	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	60%	48%	70%	74%	64%	68%	54%	63%					
Students With Disabilities	42%	15%	63%	65%	42%	54%	44%	34%					
English Language Learners	33%		87%		48%	93%							
Black/African American Students	42%	31%	51%	53%	42%	52%	53%	38%					
Hispanic Students	64%	40%	79%	79%	61%	77%	65%	60%					
Multiracial Students	31%		47%		56%	60%							
White Students	69%	62%	75%	82%	75%	70%	47%	73%					
Economically Disadvantaged Students	53%	41%	67%	74%	56%	65%	52%	59%					

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	58%	49%	69%	71%	66%	65%	60%	46%					
Students With Disabilities	43%	30%	65%	59%	50%	63%	69%	24%					
English Language Learners	37%		50%		41%	39%							
Black/African American Students	40%	28%	71%	64%	42%	48%	44%	35%					
Hispanic Students	60%	53%	72%	67%	61%	63%	50%	30%					
Multiracial Students	43%				64%								
White Students	64%	59%	67%	74%	77%	69%	72%	55%					
Economically Disadvantaged Students	51%	39%	69%	78%	60%	64%	60%	39%					

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	51%	48%	55%	55%	65%	61%	52%	58%					36%
Students With Disabilities	20%	12%	51%	44%	42%	47%	47%	21%					
English Language Learners	38%		46%		43%	54%							36%
Black/African American Students	30%	7%	55%	58%	43%	68%	71%	38%					
Hispanic Students	44%	50%	50%	59%	56%	56%	63%	39%					
Multiracial Students	50%												
White Students	59%	60%	56%	45%	73%	59%	25%	68%					
Economically Disadvantaged Students	45%	40%	55%	57%	61%	59%	52%	48%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	47%	46%	1%	60%	-13%
ELA	4	60%	50%	10%	60%	0%
ELA	5	71%	53%	18%	61%	10%
Math	3	51%	56%	-5%	66%	-15%
Math	4	66%	53%	13%	65%	1%
Math	5	74%	54%	20%	62%	12%
Science	5	69%	50%	19%	60%	9%

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?

Science proficiency increased from 46% to 63% in fifth grade. This year, we focused on incorporating science into the ELA block using science passages and questions for reading. In writing, teachers made most of their writing prompts using the science benchmarks. Additionally, our math/science CAS set up a science lab for all fifth-grade students to visit weekly so they could participate in hands-on learning.

Lowest Performance

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

F.A.S.T. data for PM 3 shows that proficiency is lowest in third-grade ELA at 48%. Contributing factors include a deficit in phonics skills for readers, a lack of professional learning for new teachers, new benchmarks, and student fluency. Data indicates that our third-grade students are entering third grade unprepared to read on grade level.

Greatest Decline

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

Fourth and fifth grade math scores dropped by 5% each in fourth and fifth grade this year. I believe that is because we lack a resource-based intervention for math. Teachers are required to remediate benchmarks at their small group tables, and it is difficult to check that this is done effectively and with fidelity in every classroom, every day.

Greatest Gap

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

Third-grade ELA scores have the greatest gap when compared to the state average. Factors contributing to this gap could be lower proficiency in previous grade levels that are compounded by the time the child reaches third grade. Trends at the school indicate that ELA proficiency in reading is below the state in third grade only. Related factors could include teachers not fully understanding the

rigor of the benchmarks or how to implement supplemental resources and interventions to close

EWS Areas of Concern

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

EWS data supports the concern for third grade students. When reviewing data, these students had the highest number of course failures and the highest number of level 1 test scores on the state assessment.

Highest Priorities

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

Third grade reading proficiency
Math learning gains for students in third and fourth grade

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.

If effective small group instruction is implemented school-wide, teachers will have the opportunity to analyze students' mastery of benchmarks on an individual level. Teachers will understand what prerequisite skills students are missing and plan individualized instruction to fill gaps in learning. Small group instruction allows the opportunity for ongoing formative assessment and lesson adjustments.

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

Instructional Practice specifically relating to Reading/ELA for K-2 will be to utilize small group instruction to ensure direct instruction and remediation of foundational reading skills. Reading programs will be implemented with fidelity to ensure student mastery.

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

Instructional Practice specifically relating to Reading/ELA will facilitate effective small group instruction, as well as ensure effective Tier 1 instruction of ELA benchmarks. Collaborative planning will focus on ELA direct instruction and planning for instructional tasks aligned with standards.

Grades K-2: Measurable Outcome(s)

Outcomes by grade level as measured by STAR Early Literacy and STAR Reading:
KG will increase from 47% to 53%
1st will increase from 56% to 58%
2nd will increase from 66% to 68%

Grades 3-5: Measurable Outcome(s)

Outcomes by grade level:
3rd will increase from 47% to 53%

4th will increase from 60% to 63%
5th will increase from 71% to 72%

Monitoring

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

Small group instruction in ELA will be monitored throughout the year by classroom walkthroughs to determine the rigor of instruction and guide professional learning. Student data will be analyzed weekly to determine interventions and next steps. Student progress monitoring meetings will be scheduled regularly to address individual student needs. The following assessments will be used to monitor student progress:

PreK-5th F.A.S.T, classroom assessments
3rd-5th DPMA (District Progress Monitoring Assessments)
3rd- 5th BA (Benchmark Assessments)

Person responsible for monitoring outcome

Chrissy Carter

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:

Small group instruction focused on grade-level benchmarks will result in student achievement. This year, Maplewood will continue to focus on student task alignment to the benchmark.

Rationale:

Hattie's Index of teaching of direct instruction with an effect size of .59 will ensure that the teacher specifies learning outcomes, the teacher knows and communicates success criteria, builds commitment and engagement in learning, designs lessons with a check of understanding, guided practice, closure and independent practice in small group instruction.

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

Professional Learning, Collaborative Planning, and Progress Monitoring

Person Monitoring:
All Administrators and CASs

By When/Frequency:
This will begin in August and continue all year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Learning will be provided on effective small group instruction, as well as effective instruction of ELA benchmarks. Collaborative planning will focus on ELA direct instruction and planning for instructional tasks aligned with standards. Progress will be monitored through classroom walk throughs, and constructive feedback to ensure the reading block is being implemented appropriately with fidelity.

IV. Positive Learning Environment

Area of Focus #1

Other: Parent Engagement Opportunities

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.

Based on input from parent surveys, parents would like more information on assisting their students with academics at home. This is how Maplewood identified providing resources, training, and learning opportunities for parents as a critical need. According to the National Coalition for Parent Involvement, research indicates that regardless of student income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Maplewood wants to create an environment that encourages learning and communicates high yet reasonable expectations for each child's achievement.

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.

Maplewood will involve parents in their child's education and will give parents resources, strategies, and share data to help their students at home, which will increase proficiency in both ELA and Math by
3%. Additionally, Maplewood will encourage families of subgroups who historically have not made adequate progress (Black/African American and Students with Disabilities) to participate by being deliberate in personally inviting these families and removing barriers for not attending if possible. This will be measured by ELA proficiency rising in each ESSA subgroup.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The effectiveness of parent engagement events and trainings will be monitored through parent surveys and conversations with stakeholders. Student data will be monitored to track the academic progress of students and evaluate the effectiveness of the implementation.

Person responsible for monitoring outcome
Chrissy Carter, 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:
Family engagement and involvement events will be planned to teach families ways to assist students with academics at home.

Rationale:
Parent engagement is crucial for student success. Engaging families in academics and building a homeschool relationship is key to student success.

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

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Family engagement activities and resource distribution

Person Monitoring:	**By When/Frequency:**
Chrissy Carter, Valaria Jenkins (Family Engagment Liaison)	Ongoing throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on parent survey feedback, family engagement and involvement activities will be planned based on family needs. These events will be offered both face to face and virtually (when possible) and will be advertised through notes home, the school marquee, and SKYLERT messages and newsletters. Additionally, Maplewood will visit local neighborhoods in the summer to pass out school supplies, and provide information about grade level expectations and strategies families can use at home to support their students.

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 SIP and budget are disseminated to parents, staff, and stakeholders at our Annual Title I meeting as well as at faculty meetings and SAC meetings. The process and rationale for the SIP are explained to all stakeholders. It is explained what data is used to create goals and how subgroups are considered and defined. Throughout the year, the SIP is referred to at SAC meetings. Administrators share progress toward each goal written by sharing outcomes of academic testing, as well as surveys from family engagement events. Additionally, information regarding the budget and any resources/ supplies purchased is shared at these meetings, in addition to how the budget is specifically helping students achieve academically. After tutoring concludes, information regarding the effectiveness of tutoring is shared with staff and stakeholders by comparing pre and post-tests. The SIP is made public on the school website at https://mwe.marionschools.net/.

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)).

Maplewood works hard to build strong, 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. The Family Engagement Liaison meets regularly with staff

members to educate them on the importance of family engagement as well as ways to promote partnerships with families. The Family Engagement Liaison is visible in classrooms, at community events, and even makes home visits. The leadership team meets regularly with the Family Engagement Liaison to elicit input regarding what families want/need to build positive relationships, support the needs of students, and provide families with resources needed for student success. Positive relationships are built by seeking input from parents regarding what their students need and then providing activities, events, and training that support those needs. The Parent Family Engagement Plan is made public on the school website at https://mwe.marionschools.net/.

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)).

Maplewood plans on strengthening the academic program for all students by focusing on small group instruction in ELA school-wide. This focus will include professional learning on targeted benchmark-aligned instruction to small groups and individual students. Providing quality instruction will enhance the learning time in the classroom. Students mastering grade-level benchmarks will be given opportunities for enrichment through purchased resources and materials.

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)).

This plan is developed in accordance with state law, as well as federal, state, and district guidelines. The SIP is supported under ESSA, and the school participates in the free lunch program. Students transitioning from Pre-K to Kindergarten have the opportunity to attend a summer "Kindergarten Kickstart" program where they come to school for four days and learn routines/procedures for their Kindergarten school year. Students in fifth grade who are self-contained have IEP articulation meetings where principals from surrounding schools attend to discuss the best placement for the child. All general education fifth grade students have the opportunity to attend a middle school field trip before the end of their fifth grade year. This field trip allows them to tour the middle school, meet students and staff members, and ask questions. Maplewood also advertises and shares information

regarding the District Parent Resource room available to all families free of charge. Maplewood partners with the FANS (Fitness and Nutrition in Schools) program, which allows students to plant gardens, grow vegetables, and try new healthy foods.

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)).

Maplewood uses "Caring Communities," a curriculum taught to address social and emotional learning (SEL). Every teacher is provided a grade-level kit and training on how to implement the curriculum and lessons throughout each school day. The guidance counselors at Maplewood offer skill-building groups for students with similar needs. For example, students having trouble following directions or students suffering a death in the family will be grouped together to learn strategies and communication skills. Students needing tier 2 or tier 3 behavior services are mentored by an administrator, the student service manager, or another staff member.

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)).

Students at Maplewood participate in a Career Day each year where local community members come on campus to educate students about future careers. Students in fifth grade are able to review elective courses available at their middle school and begin to develop a pathway for postsecondary opportunities if applicable.

Addressing Problem Behavior and Early Intervening Services

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

The school-wide expectations are posted throughout campus in varying places. During pre-planning, the dean reviews the expectations with all staff, and teachers teach them during the first week(s) of school. Students are recognized for following these expectations and receive incentives such as tangible items (bracelets, trinkets) as well as verbal recognition (shout-outs on the morning show). Students will no referrals are rewarded with a no-referral gathering with music and fellowship with

peers and administration. Students who struggle with tier 1 behavior are moved through the MTSS process appropriately. Maplewood has a behavior specialist who is able to work with teachers, students, and parents to implement strategies to support behavior at home and in the school.
If appropriate, a Functional Behavior Analysis is done, and a behavior plan is developed for students needing the highest level of support.

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)).

Professional learning is ongoing throughout the year. The learning changes as needed and based on feedback from teachers and staff. Early release days are used for professional learning for all teachers and paraprofessionals. Professional learning is data-driven and tied into the academic needs of
students. This learning can look different across campus and with different grade levels or staff members. Staff members are supported by administration, content area specialists, and their peers to encourage a positive climate where everyone can grow.

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)).

Family engagement opportunities are available for parents of preschoolers. These events share with parents the expectations for Kindergarten and school-readiness tips. Students transitioning from preschool to Kindergarten can participate in "Kindergarten Kickstart" in the summer to experience what a week is of Kindergarten is like. This is a week-long program from 8am-12pm daily.

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.

NA

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).

NA

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

Maplewood 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:	Chrissy Carter
School Website:	https://mwe.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

- By May 2027, 45% of families will attend one or more family workshops/opportunities that are linked to learning. The school will monitor sign-in sheets and ensure families receive personal invitations via phone calls.

2. Jointly Developed

Please describe how the school will:

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

1. Parent surveys are analyzed to determine parent and family engagement needs to build a plan. During SAC meetings, administration shared the successes from Family nights and comments that were written on surveys. The SAC then gave input on whether nights should be repeated or changed for the next school year.
2. The Parent and Family Engagement Plan will be made available to the local community by being accessible in hard copy at the school, and being available electronically on the school website. If community members would like to request a copy mailed to them, they may do so by contacting the school directly.
3. Each year the school will analyze parent surveys, seek feedback from teachers, families, and community members and determine updates and changes that need to be made. Changes will be communicated and shared with families through emails and SKYLERT messages.
4. Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I Schoolwide Plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and the School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year. .
5. Opportunities for meetings and parent-teacher conferences are advertised on our school website. Dates are set in advance and communicated via our school calendar that goes home with every student during the first week of school. Additionally, opportunities for volunteering are shared on the website as well as through weekly phone messages and our Annual Title I Meeting. Parents requesting to meet with teachers will be invited in for a conference. Teachers will respond to all parent inquiries within 24 hours.

3. Annual Title I Meeting

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

The school's annual meeting will be held on September 17th, at 5:30 p.m. in the Maplewood media center. At this time, information regarding Title I will be shared with all stakeholders.

4. Communications

Please describe how the school will:

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

1. Prepared messages relating to the plan, and any other important information will be scripted, using easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via phone message to registered phone numbers and email addresses of our families. Additional communications will be relayed through medias such as the school and classroom websites, teachers' DOJO accounts, school newsletters, fliers, and the school marquee. For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.
2. Meetings will be held at different times of the day to ensure that all families have access to their child's school. Also, coverage will be provided for teachers who need to meet with parents who are only available to conference during the instructional day. Events will be scheduled in a flexible manner where some occur in the morning hours while others occur in the evening.
3. All SAC meetings are able to be attended both in person in the media center or via TEAMS. Each SAC meeting will have a TEAMS link accessible for families under the Parent Information tab on the Maplewood website. These meetings are advertised through phone messages, flyers home, our Maplewood calendar in the handbook, and the school marquee.
4. Communication is delivered to all families via phone message each Sunday at 6:45 p.m.. During these recorded messages, the principal shares the events coming up each week. Parents are always encouraged to reach out to the school or the teacher for more information, to get clarification, or offer input. Also, Maplewood will seek input and feedback from parents after each family event, SAC meeting, or Title I event. Surveys in multiple languages are available for parents at every event. Additionally, translators are available for families needing language translated for parent/teacher conferences.
5. Maplewood has a family engagement liaison who is willing to pick families up and bring them to school when needed for parent conferences. Also, childcare assistance is provided for families who need it during school events, or parent conferences.

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.

Maplewood has a family engagement liaison who is willing to pick families up and bring them to school when needed for parent conferences. Also, childcare assistance is provided for families who need it during school events, or parent conferences.

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.

1. The School-Parent Compact is shared each year in draft form at the SAC meeting. Parents have the opportunity to review the compact and offer input. Additionally, the draft form is available on the school website. Parents are able to call or email with specific questions or input for changes.

2. The School-Parent Compact lists agreed upon behaviors/goals for parents, teachers, and students. After parents, teachers, and students review the compact, they sign it indicating they are in agreeance with ensuring the academic success of their student. The compact is a living document that is used throughout the year to document conferences.

3. The school builds a partnership with families by ensuring there is ongoing two-way communication between home and school. The school shares the academic expectations for each grade level. Trainings are available throughout the year on ways that families can support their child's academic success at school. On the school website, families can find additional resources to help their students succeed. Maplewood advertises the district Title I resources available for check out. The school has one reading and one math CAS (Content Area Specialist) that are also available to meet with families, review student academic data and build a plan for home support by supplying resources and educating families on the grade level benchmarks that must be mastered.

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.

Any family engagement event offered on campus is open to all students (Pre-K-fifth grade). Maplewood offers summer school for Pre-K students and also offers a week of "Kindergarten Kick Start" where incoming students can learn the routines and expectations of Kindergarten. All students and families Pre-K-fifth are included in family engagement events and programs on campus.

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

1. The school will describe and explain curriculum, forms of assessments, and achievement levels during the Annual Title I Meeting, on the school-based website and through newsletters. Families will be notified about the forms of assessments through teacher DOJO messages, teacher communications, ongoing school meetings, and parent-teacher conferences. The state assessment and achievement levels considered to be proficient will be shared in the school's back to school newsletter as well as during scheduled academic nights. Teachers are encouraged to share a description and explanation of their curriculum throughout the school year as they conference regarding report cards and progress reports. proficient will be shared in the school's back to school newsletter as well as during scheduled academic nights. Teachers are encouraged to share a description and explanation of their curriculum throughout the school year as they conference regarding report cards and progress reports.
2. All families received login information for the state assessment portal describing how to log into the portal, access their student's scores, and interpret those scores. Also, teachers send home F.A.S.T. parent reports three times a year. In these reports, parents can view their student's scores in ELA and math and receive an explanation of how to interpret those scores. Guidance counselors and Content Area Specialists are available to interpret results as well.
3. As the state shares information with schools regarding the new standards being taught and assessments being used, that information will be passed along to parents. This information on assessments and standards will be shared on the school's website, through an academic newsletter, at the Title I annual meeting, and parent conferences. The principal will use SKYLERT messages to remind families where this information can be located.

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
Maplewood Meet the Teacher	Meet your child's teacher and our friendly and helpful school staff for the year. Invitations will be emailed and posted in the school newsletter, social media, and local media.	**Quarter 1** August 6, 2026 9:00-10:30 am
Annual Title I Meeting	We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.	**Quarter 2** September 17, 2026 6:15 pm
Open House	Visit your student's classroom, meet the teacher, and learn about what a school day looks like for your child.	**Quarter 2** September 17, 2026 5:30-7:00 pm
Fall Festival	Families are invited to enjoy a fun night of games at our annual Fall Festival. Academic workshops will be available for parents to visit to gain information about academic requirements for their student's grade level. The book fair as well as the public library will be here to sign students up for library cards.	**Quarter 2** October 22, 2026 5:00-7:00 pm
Annual MWE Reading Night	Learn about the B.E.S.T ELA standards and ways to help your students at home. Invitations will be emailed and posted in the school newsletter, social media, and local media. Parents will have the opportunity to conference with the leadership team (Principal, APs, Reading CAS, Math CAS, home-school liaison and counselors) regarding their student's academics.	**Quarter 3** November 5, 2026 5:30-7:00 pm
Third Grade Check In/Conference Breakfast	Families of third graders will be invited to school for a special breakfast, and to learn about pathways to promotions, the ELA benchmarks and ways to support their third graders at home.	**Quarter 3** January 21, 2027 8:30
Math/Science Night	Families are invited to learn about the arts/science/math benchmarks are students are learning. Families will work with their students and participate in activities aligned with the benchmarks. Resources will be available to take home as well	**Quarter 4** April 22, 2027 5:30

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

1. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents in the value and utility of contributions of parents by sharing parent feedback from surveys at the back to school meeting. Marion County Public Schools offers trainings for Title I liaisons on the importance of family engagement in schools. Designees from the school attend these trainings throughout the year and bring back the acquired knowledge to share with staff.
2. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners at the back to school meeting. During the week prior to students starting, the teachers receive professional development. One of the sessions of professional development focuses on the importance of families as equal partners in their child's education. The school principal will share the importance of communicating with parents and provide examples of appropriate two-way communication. Marion County Public Schools offers trainings for Title I liaisons on the importance of family engagement in schools. Designees from the school attend these trainings throughout the year and bring back the acquired knowledge to share with staff.
3. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents to implement parent programs and build ties between home and school by using parent survey feedback, along with parent input to coordinate parent programs based on family needs. Marion County Public Schools offers trainings for Title I liaisons on the importance of family engagement in schools. Designees from the school attend these trainings throughout the year and bring back the acquired knowledge to share with staff.
4. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents to provide information in a format and language parents can understand by making sharing different translation options available. We have Spanish and American Sign Language translators available on campus and we have free online programs that translate other languages in written or spoken form as needed. These resources are shared with staff and families through our guidance department. .
5. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents to respond to parent requests for parent and family engagement activities by sharing parent surveys, parent feedback, and parent info at SAC meetings. The leadership team will use the information provided by families to plan family engagement activities based on their feedback.

School Advisory Council (SAC) Interest Form

Maplewood

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:

_____

_____

_____

_____

_____

_____