Marion County Public Schools

MARION OAKS ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission at Marion Oaks Elementary School is to create a nurturing and inclusive environment where students discover their unique potential, embrace creativity, and develop essential skills. The school is committed to fostering a love for learning, empowering students to become lifelong learners and preparing them to thrive as responsible, compassionate, and engaged global citizens. Together, we build a strong foundation for success in academics, character, and personal growth, ensuring every child’s journey is filled with joy and excellence.

Provide the school's vision statement

The vision at Marion Oaks Elementary School is to nurture compassionate, confident, and forward-thinking individuals who will make a positive impact on society and lead with integrity and empathy.

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

Lisa Dreher

lisa.dreher@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal is the instructional leader of the school. She works with stakeholders to develop a common vision and mission for the school. She guides and works with the leadership team to analyze student data in order to monitor student progress to drive instruction and provide curriculum

resources aligned to the Florida standards; develops a program that promotes professional development based on evaluations and feedback in order to retain an effective/highly effective staff; and build relationships with parents and the community.

Leadership Team Member #2

Employee's Name
Sue Eatmon

susan.eatmon@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal primarily through her expertise in grades 3-5 curriculum and analyzing student data to drive decision making for instruction. The assistant principal also supports the teachers in grades 3rd through 5th by using evaluations and observations to determine staff needs in professional development and instructional support through mentoring, modeling, and coaching.

Leadership Team Member #3

Employee's Name
Isabel Goenaga

isabel.goenaga@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal primarily through her expertise in grades 3-5 curriculum and analyzing student data to drive decision making for instruction. The assistant principal also supports the teachers in grades 3rd through 5th by using evaluations and observations to determine staff needs in professional development and instructional support through mentoring, modeling, and coaching.

Leadership Team Member #4

Employee's Name
Brittany Maio

brittany.maio@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

The instructional coach for ELA provides expertise and assistance throughout the school by coaching, modeling, and/or mentoring identified staff; uses leading/lagging student data and/or staff surveys to provide professional development opportunities; and/or supports students by modeling ELA and Writing instructional strategies.

Leadership Team Member #5

Employee's Name
Nancy Colon

nancy.colon@marion.k12.fl.us

Position Title
MTSS/Math Coach

Job Duties and Responsibilities

The content area specialist for mathematics and science provides expertise and assistance throughout the school by coaching, modeling, and/or mentoring identified staff; uses leading/lagging student data and/or staff surveys to provide professional development opportunities; and/or supports students by modeling math and science instructional strategies.

Leadership Team Member #6

Employee's Name
Jason McNulty

jason.mcnulty@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

The student service manager works with the principal primarily to develop guidelines for proper student conduct and disciplinary policies as well as procedures that ensure a safe and orderly environment conducive to learning. He maintains visibility and accessibility on the school campus and at school-related activities and events during work day. He also works together with the school counselor to support students with problem solving and coping effectively to be become productive citizens within our community

Leadership Team Member #7

Employee's Name
Emily Brazill

emily.brazill@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

The student service manager works with the principal primarily to develop guidelines for proper student conduct and disciplinary policies as well as procedures that ensure a safe and orderly environment conducive to learning. He maintains visibility and accessibility on the school campus and at school-related activities and events during work day. He also works together with the school counselor to support students with problem solving and coping effectively to be become productive citizens within our community

Leadership Team Member #8

Employee's Name
Samantha Ewart

samantha.ewart@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor provides support for social emotional learning; provides experiences for students to explore career development; helps students to problem solve and cope effectively to be become productive citizens within our community. The school counselor also supports students by monitoring attendance concerns.

Leadership Team Member #9

Employee's Name
Robin Irvin

robin.irvin@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor provides support for social emotional learning; provides experiences for students to explore career development; helps students to problem solve and cope effectively to be become productive citizens within our community. The school counselor also supports students by monitoring attendance concerns.

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.

Involving stakeholders, families, and businesses in the school improvement plan process is essential for fostering collaboration and creating a comprehensive plan that addresses various needs and concerns. The process at Marion Oaks Elementary School for this is as follows. First, all relevant stakeholders are identified, which includes parents, teachers, students, administration, as well as community and business partners. Next, surveys are administered, and meetings are held to gather input from all stakeholders. The data collected from those are then analyzed to identify common needs, concerns, and priorities. Once that has been done, a plan is drafted based on school needs and feedback. The plan is shared with the School Advisory Committee for final approval or revisions if needed. Once approved, the plan is implemented throughout the school year, used to allocate resources, and progress monitored on a regular basis.

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)).

Monitoring the school improvement plan is crucial for ensuring its effective implementation and measuring its impact on increasing student achievement. The plan is monitored on a regular basis for both implementation and continuous improvement through a variety of ways. Regular data collection is essential to monitor the plan’s progress. This includes academic performance data, teacher and staff feedback, faculty and staff surveys, and other relevant data as needed. All stakeholders are engaged in monitoring the process, including parents, students, administration, as well as community

and business partners. Based on data and feedback, adjustments can be made in the plan to ensure all students are on track for success as well as offer relevant professional development to faculty and staff as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**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: B** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	165	155	146	230	172	165				1,033
Absent 10% or more school days	12	35	34	46	33	25				185
One or more suspensions	35	11	18	27	34	21				146
Course failure in English Language Arts (ELA)	7	13	9	29	1	21				80
Course failure in Math	7	8	4	25	15	14				73
Level 1 on statewide ELA assessment	35	46	42	42	52	76				293
Level 1 on statewide Math assessment	25	31	45	57	54	38				250
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	36	46	42	57						181
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	11	10	34	25					89

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	23	26	19	31	22	12				133

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	5		0	0				10
Students retained two or more times				3						3

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	202	172	197	212	171	179				1,133
Absent 10% or more school days	14	19	17	7	14	26				97
One or more suspensions	17	27	43	17	37	40				181
Course failure in English Language Arts (ELA)	25	8	56	13	5	21				128
Course failure in Math	34	11	26	12	7	32				122
Level 1 on statewide ELA assessment	53	63	79	77	41	48				361
Level 1 on statewide Math assessment	51	46	72	65	52	51				337
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	53	63	79	77	41	48				361
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	51	46	72	65	52	51				337

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	29	10	28	17	6	25				115

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	1			30						31
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*	49	50	62	39	47	59	38	46	57
Grade 3 ELA Achievement	50	47	61	34	46	59	35	44	58
ELA Learning Gains	60	58	63	61	53	60	58	56	60
ELA Lowest 25th Percentile	65	58	58	69	57	56	69	58	57
Math Achievement*	51	55	66	45	51	64	46	51	62
Math Learning Gains	56	58	64	58	53	63	55	56	62
Math Lowest 25th Percentile	58	48	50	52	47	51	55	50	52
Science Achievement	44	50	62	35	44	58	40	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	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	433
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***
54%	50%	50%	38%	45%	37%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	54%	No		
Black/African American Students	49%	No		
Hispanic Students	57%	No		
Multiracial Students	47%	No		
White Students	58%	No		
Economically Disadvantaged Students	52%	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	49%	50%	60%	65%	51%	56%	58%	44%					
Students With Disabilities	25%	21%	52%	68%	25%	45%	61%	28%					
English Language Learners	44%	47%	63%	58%	54%	58%	78%	27%					
Black/African American Students	47%	47%	56%	67%	44%	49%	40%	41%					
Hispanic Students	49%	47%	63%	59%	51%	61%	81%	41%					
Multiracial Students	48%		65%		42%	42%		40%					
White Students	53%	56%	58%	69%	62%	54%		54%					
Economically Disadvantaged Students	48%	48%	58%	69%	48%	48%	52%	44%					

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	39%	34%	61%	69%	45%	58%	52%	35%					58%
Students With Disabilities	26%	10%	60%	59%	26%	54%	46%	25%					61%
English Language Learners	36%	35%	62%	67%	38%	60%	64%	23%					58%
Black/African American Students	34%	21%	65%	73%	39%	46%	65%	29%					
Hispanic Students	39%	32%	62%	66%	44%	61%	54%	39%					59%
Multiracial Students	36%	36%	74%		39%	57%							
White Students	42%	42%	54%	62%	49%	61%	40%	35%					
Economically Disadvantaged Students	36%	34%	59%	67%	43%	57%	53%	30%					56%

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	38%	35%	58%	69%	46%	55%	55%	40%					58%
Students With Disabilities	18%	16%	42%	60%	17%	39%	55%	10%					33%
English Language Learners	14%	18%	46%	65%	25%	60%	70%	5%					58%
Black/African American Students	36%	35%	45%	45%	39%	44%	42%	38%					
Hispanic Students	28%	24%	52%	81%	40%	59%	58%	31%					59%
Multiracial Students	39%	27%	64%		43%	50%							
White Students	50%	50%	69%	69%	55%	56%	50%	52%					
Economically Disadvantaged Students	34%	30%	57%	69%	42%	53%	54%	38%					58%

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	48%	46%	2%	60%	-12%
ELA	4	45%	50%	-5%	60%	-15%
ELA	5	48%	53%	-5%	61%	-13%
Math	3	53%	56%	-3%	66%	-13%
Math	4	44%	53%	-9%	65%	-21%
Math	5	48%	54%	-6%	62%	-14%
Science	5	44%	50%	-6%	60%	-16%

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?

Marion Oaks Elementary demonstrated substantial growth in Grade 3 English Language Arts achievement. The percentage of Grade 3 students demonstrating proficiency increased from 32.7% to 49.0%, representing a gain of 16.3 percentage points. The number of proficient students increased by 30 students, from 67 to 97, despite a slightly smaller testing cohort. This Grade 3 performance contributed significantly to the school's overall increase in ELA Achievement from 36% to 48% and helped drive the school's total school grade points from 46.5 to 53.6, placing the school just 0.4 points from the 54-point threshold required for a School Grade of B.

Grade 3 ELA Achievement increased from 32.7% to 49.0%, representing a 16.3 percentage-point gain and 30 additional students scoring proficient. This growth can be attributed to the school's continued use of data-driven small-group instruction beginning within the first two weeks of school, ensuring that students received targeted interventions and enrichment based on identified needs. Additionally, the implementation of UFLI Foundations in the primary grades has had a positive impact on foundational reading skills, resulting in stronger readers entering Grade 3 and contributing to increased ELA achievement. The combination of early literacy support, ongoing progress monitoring, and targeted small-group instruction has been instrumental in driving Grade 3 ELA success.

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 school grade component in 2025-26 was Science Achievement at 43%, despite improving from 37% in 2024-25. Because Science Achievement is based entirely on Grade 5 science proficiency, performance is dependent upon the success of one cohort of students. While the school demonstrated substantial gains in ELA and mathematics, science remains an area for continued focus. The positive trend of a 6-percentage-point increase indicates that efforts to strengthen instruction are having an impact; however, Science Achievement continues to lag behind other accountability components and represents the school's greatest opportunity for additional school grade growth.

Greatest Decline

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

No schoolwide accountability component declined between 2024-25 and 2025-26. The largest decline occurred within the Grade 4 Mathematics Learning Gains of the Lowest 25% subgroup, which decreased from 34.5% to 29.2%, a decline of 5.3 percentage points. This decrease occurred within a small cohort of students and did not reflect overall mathematics performance, as the school's Mathematics Learning Gains component remained stable and Mathematics Learning Gains of the Lowest 25% increased substantially from 42% to 57%. The data indicate a need for continued targeted interventions and progress monitoring for the lowest-performing Grade 4 mathematics students while maintaining the successful practices that produced gains in other grade levels.

Greatest Gap

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

The greatest gaps between school performance and the state average were in 4th Grade ELA and 4th Grade Mathematics. In 4th Grade ELA, the school achieved 45% proficiency compared to the state average of 60%, resulting in a 15-percentage-point gap. In 4th Grade Mathematics, the school achieved 44% proficiency compared to the state average of 65%, resulting in a 21-percentage-point gap.

Factors that contributed to this gap include:
Inconsistent performance among the lowest quartile and students in subgroups, which lowered overall proficiency rates.

Limited mastery of complex text comprehension, vocabulary, and multi-step problem-solving skills required on state assessments.

Attendance and instructional interruptions for some students reduced opportunities for consistent intervention and acceleration.

Previous trend data showed modest student growth, but growth was not sufficient to close achievement gaps with state performance levels, particularly in 4th grade.

The data indicates a continued need for targeted intervention, differentiated instruction, and increased opportunities for standards-based practice in both ELA and mathematics to accelerate achievement and narrow the gap with the state average.

EWS Areas of Concern

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

1. **High Percentage of Level 1 Students in Reading and Mathematics**

A significant concern is the number of students performing at Level 1 on statewide reading and mathematics assessments. These students demonstrate substantial skill deficiencies and require intensive interventions to meet grade-level expectations. Previous data indicate persistent gaps in foundational literacy and numeracy skills, particularly among struggling learners, which continue to impact overall school proficiency rates.

2. **Continued Chronic Absenteeism**

Chronic absenteeism remains an area of concern because missed instructional time directly affects student achievement and academic growth. Students with frequent absences have fewer opportunities to receive core instruction, interventions, and targeted supports, contributing to lower performance in reading and mathematics. Trends indicate that attendance continues to be a barrier for some students, making consistent engagement and family outreach critical priorities.

Highest Priorities

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

Marion Oaks Elementary's top priorities for 2026-27 are to improve Science Achievement, continue increasing ELA and Mathematics Achievement, strengthen supports for the lowest-performing mathematics students, and raise overall proficiency levels to achieve and sustain a School Grade of B. These priorities are informed by the school's 2025-26 performance data, which showed strong overall growth but identified Science Achievement and overall proficiency rates as the greatest opportunities for continued improvement.

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)

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.

Based on state assessment data, students with Disabilities and ELL students need additional support in order to continue to increase student proficiency. In order to increase proficiency, Marion Oaks Elementary School will focus on strong Tier 1 instruction, increasing student engagement, and goal setting in order to increase student proficiency in these subgroups. Additional supports are offered to all subgroups below 41%, such as before- and after-school tutoring, additional in-class support such as remediation, additional time and support with instructional and non-instructional faculty/staff, and additional goal and data tracking to monitor success.

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.

Marion Oaks Elementary School will increase student engagement in order to increase learning gains; therefore, overall school proficiency will increase by 5%, going from 54% to 59%. Individual subgroups will continue to be above the 41% threshold and will increase by at least 5% in overall proficiency, focusing on students with disabilities.

Monitoring

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

Teachers and students will meet regularly to track and measure goals. This will increase student engagement as students take ownership of their progress. During weekly collaboration, teachers will identify trends in student data. Administration will monitor student goals and objectives through weekly collaborative discussions with teachers. During classroom walkthroughs, administration will engage in student dialogue based on student data folders. Teachers will also set specific goals for their class as well as expected growth for each student. Teachers will track student as well as overall classroom data. Administration will hold regular data conversations in order to monitor progress and

offer resources when needed.

Person responsible for monitoring outcome
Lisa Dreher

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:
In addition to goal setting and student data trackers, teachers will work each week collaboratively to plan activities that will increase student engagement for all students in all core subjects. In addition to providing teachers with opportunities to collaborate and to plan highly engaging activities for students, Marion Oaks Elementary School's Content Area Specialists will also work with parents in order to provide parent trainings and events that will increase student engagement at home and at school. To improve outcomes for students served through Exceptional Student Education (ESE), MOES is implementing evidence-based practices aligned with each student's Individualized Education Plan (IEP). ESE students receive targeted support through structured literacy programs such as: UFLI for all students in K-2 and as needed with students in grades 3-5. Interventions are delivered in small groups or one-on-one by ESE-certified teachers and are tailored to address specific academic and behavioral goals. Additional supports, such as assistive technology Integration of tools such as text-to-speech, core boards, and visual organizers to increase access and engagement for students with learning disabilities. For English Language Learners (ELLs), MOES implements instructional strategies designed to promote both language acquisition and academic achievement. Students receive additional language development support through programs like Imagine Learning and ELLevation, which focus on building vocabulary, oral language, and academic language proficiency. Instruction is enhanced through visual supports, sentence frames, and scaffolded vocabulary instruction to support listening, speaking, reading, and writing skills. Progress is monitored using multiple data points, including formative assessments and WIDA ACCESS results. ELL committees meet regularly to review data, adjust support services, and engage families in the learning process through bilingual communication and culturally responsive practices.

Rationale:
Setting goals is essential for several reasons such as motivation, focus and prioritization, measurable progress and sets both short- and long-term vision for students and teachers. Goal setting empowers students and teachers to take control of their educational progress, develop skills, and realize their full potential.

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

Content Knowledge for all Stakeholders

Person Monitoring:
Sue Eatmon and Isabel Goenaga

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In addition to providing teachers with opportunities to collaborate and to plan highly engaging activities for students for all students with targeted activities and lesson for students with disabilities and English Language Learners, Marion Oaks Elementary school's Content Area Specialists will also work with parents in order to provide parent trainings and events that will increase student engagement at home and at school.

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.

Reading is an ongoing area of focus at Marion Oaks Elementary School. Historical trends in data reflect that student reading proficiency continues to lag slightly behind both the district and the state. Reading is the primary focus because it is the foundation for acquiring knowledge across various subjects and disciplines.

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

Instructional Practice specifically relating to Reading/ELA in K-2 is the research-based UFLI Foundation Reading Curriculum, which incorporates direct instruction, multiple exposures, and daily feedback in the instructional routine.

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

Instructional Practice specifically related to Reading/ELA for grades 3-5 will be to facilitate small group strategies, intense Tier 1 instruction, and data analysis to support the individual student needs and to ensure programs are implemented with fidelity.

Grades K-2: Measurable Outcome(s)

Gains for Measurable Outcomes using the STAR Early Literacy and STAR Reading combined data

are:
KG from 54% to 59%
1st from 40% to 50%
2nd from 45% to 51%

Grades 3-5: Measurable Outcome(s)

Gains for Measurable Outcomes are:
3rd from 48% to 55%
4th from 45% to 51%
5th from 48% to 55%

Monitoring

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

State Progress Monitoring Assessments and District Benchmark Assessments will be used to monitor progress toward the desired outcome. Teachers will participate in data meetings with the leadership team after each testing cycle to determine progress and develop action steps in response to the assessment results. In addition, administrators will monitor the fidelity of implementation of the Foundational Skills instruction in grades K-2.

Person responsible for monitoring outcome

Brittany Maio

Evidence-based Intervention:

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

Description of Intervention #1:

Students in grades K-2 will use the UFLI Foundation Curriculum to support foundational reading instruction at the Tier I level. This program is aligned with the science of reading and is supported by Just Read Florida. The instructional materials are aligned with the B.E.S.T. ELA Standards. Students in grades 3-5 will use district-created curriculum maps to align the adopted instructional resources to the new B.E.S.T. ELA Standards. In collaborative planning, teachers will embed high-impact teaching strategies into the ELA lesson plans. Both the curriculum and teaching strategies align with the MCPS Strategic Plan 2026-2031.

Rationale:

Rationale: K-2: The research based UFLI Foundation Reading Curriculum incorporates direct instruction, multiple exposures and daily feedback in the instructional routine. Direct instruction has an effect size of 0.59, Multiple Exposures has an effect size of 0.71, and Feedback has an effect size of 0.73 (Hattie 2009). 3-5: High Impact Teaching Strategies engaging students in dialogue to extend their thinking, to provide multiple ways of responding, and to provide formative feedback work together to increase learning. Questioning has an effect size of 0.46 and Feedback has an effect size

of 0.73 (Hattie 2009).

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
Teachers will be provided targeted professional development on small group strategies, intense Tier 1 instruction and data analysis. Teachers will set classroom goals that will be monitored by the teacher and administration. Teachers will facilitate goal setting for students; this is a crucial process for academic growth. Teachers will train students on creating academic SMART (specific, measurable, achievable, relevant, and time-bound) goals. Data meetings will be held after each progress monitoring window to determine if students are on track to meet the goal; if not, then adjustments will be made to students' goals as well as the school-wide action plan.

Person Monitoring:
Susan Eatmon and Isabel Goenaga

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be provided targeted professional development on small group strategies, intense Tier 1 instruction and data analysis. Teacher will set classroom goals that will be monitored by teacher and administration. Teachers will facilitate goal setting for students; this is a crucial process for academic growth. Teachers will train students on creating academic SMART (specific, measurable, achievable, relevant, and time bound) goals. Data meetings will be held after each progress monitoring window to determine if students are on track to meet the get goal; if not then adjustments will be made to students'
goals as well as school-wide action plan.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Being proactive with positive behavior interventions can have a significant impact on student learning, attendance, and achievement by creating a supportive and conducive learning environment. By implementing strategies that focus on reinforcing positive behaviors and addressing challenging behaviors early on, Marion Oaks Elementary can help students develop essential social-emotional

skills, self-regulation, and a positive attitude towards learning. This, in turn, can lead to improved classroom engagement, reduced disruptions, and increased academic performance. Positive behavior interventions also promote a sense of safety and belonging within the school community, fostering positive relationships between students and teachers. When students feel supported and valued, they are more likely to be motivated to learn, participate actively in class, and strive for academic success. These interventions also contribute to improved attendance, as students are more inclined to come to school consistently when they feel welcomed, respected, and emotionally secure. Additionally, by teaching students appropriate behavior expectations and providing consistent feedback and reinforcement, Marion Oaks Elementary can help students develop self-discipline and responsibility, which are essential skills for academic achievement and long-term success

Measurable Outcome

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

During the 2025-2026 school year, 146 students received at least one office disciplinary referral. In order to decrease discipline referrals, Marion Oaks Elementary will implement a proactive and multi-faceted approach using the following strategies.

1. Implement Positive Behavior Interventions and Supports (PBIS) program: Establish a school-wide system that promotes positive behavior and provides consistent expectations for all students. This can help create a positive school climate and reduce the likelihood of disciplinary issues.
2. Provide social-emotional learning (SEL) programs: Offer programs that focus on developing students' social and emotional skills, such as self-regulation, empathy, and conflict resolution. These skills can help students manage their behavior and make positive choices.
3. Offer counseling and support services: Ensure that students have access to counseling services and support resources to address underlying issues that may contribute to behavioral problems. Providing individualized support can help students address challenges and develop coping strategies.

During the 2025–2026 school year, our average monthly attendance was 92%, falling below the targeted threshold of 95%. Additionally, 30% (down from 38% in 24-25) of our students were identified as chronically absent. Using the following strategies, we will work to increase our monthly attendance average and decrease the number of students who are chronically absent: implementing a school-wide attendance awareness campaign, recognizing and rewarding improved and perfect attendance (monthly and quarterly), conducting regular parent communication and outreach, providing early interventions for at-risk students, and having biweekly attendance discussions during leadership student success team meetings. By proactively engaging families and creating a positive school culture that emphasizes the importance of daily attendance, our goal to improve student

outcomes and overall academic achievement.

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.

Based on quarterly attendance/behavioral data and biweekly attendance/discipline data review, goals with action steps will be set, monitored, and adjusted as necessary to ensure student attendance and discipline are trending in a positive direction. Data Collection: Attendance/Behavioral Data: Track biweekly absences and tardies as well as office discipline referrals, in-school suspensions, and other behavioral incidents to identify trends and areas needing attention. Academic Data: Monitor academic performance to assess the impact of behavior interventions on learning outcomes. Attendance Data: Keep records of student attendance to identify any correlations between behavior interventions and attendance rates. Frequency: Weekly Check-Ins: Weekly team meetings to review behavioral data and discuss intervention adjustments. Monthly Reports: Monthly summaries of behavioral and academic data shared with staff and stakeholders. Quarterly Reviews: Quarterly reviews of the overall effectiveness of PBIS and SEL programs, including feedback from teachers, students, and parents. Marion Oaks Elementary School will utilize Appetgy as the primary source of parent communication.

Person responsible for monitoring outcome

Emily Brazill, Samantha Ewart, Robin Irvin, Jason McNulty

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:

Practices/Programs: 1. PBIS Framework: Tier 1: Universal interventions for all students, including school-wide behavior expectations, positive reinforcement, and proactive classroom management strategies. Tier 2: Targeted interventions for students who need additional support, such as small group social skills training and behavior contracts. Tier 3: Intensive, individualized interventions for students with significant behavioral challenges, including one-on-one counseling and individualized behavior plans. 2. Resiliency (SEL) Programs: o Implementing evidence-based SEL programs such as Caring School Community Habitudes to teach students skills such as empathy, emotion management, and problem-solving. o Integrating SEL lessons into the daily curriculum to foster a positive classroom climate. 3. Professional Development for Staff: o Regular training sessions for teachers and staff on PBIS and SEL/Resiliency strategies. o Workshops on effective classroom management, de-escalation techniques, and culturally responsive practices.

Rationale:

•PBIS is utilized for the following reasons: • Research-Backed: PBIS is supported by extensive research showing its effectiveness in improving student behavior and academic outcomes. •Comprehensive Approach: PBIS addresses behavior at multiple levels, ensuring that all students

receive appropriate support. • Focus on Positivity: Emphasizes positive reinforcement, which can improve school climate and student motivation . • Proactive and Preventive: Helps identify and address behavioral issues early, preventing escalation and reducing the need for punitive measures.

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
Continued focus on PBIS and school wide positive support systems.

Person Monitoring:
Emily Brazill and Jason McNulty

By When/Frequency:
Weekly, Monthly and Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement and strengthen the school-wide Positive Behavioral Interventions and Supports (PBIS) framework by explicitly teaching, modeling, and reinforcing expected behaviors across all school settings. Staff will consistently acknowledge positive student behaviors through the school's recognition system, provide targeted behavioral supports for students needing additional intervention, and utilize restorative practices to promote a safe, respectful, and inclusive learning environment. PBIS expectations will be reviewed regularly with students and communicated to families to ensure consistency between home and school.

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.

Involving stakeholders, families, and businesses in the school improvement plan process is essential for fostering collaboration and creating a comprehensive plan that addresses various needs and concerns. The process at Marion Oaks Elementary School for this is as follows. First, all relevant stakeholders are identified, which includes parents, teachers, students, administration, as well as community and business partners. Next, surveys are administered, and meetings are held to gather input from all stakeholders. The data collected from those are then analyzed to identify common needs, concerns, and priorities. Once that has been done, a plan is drafted based on school needs and feedback. The plan is shared with the School Advisory Committee for final approval or revisions if needed. Once approved, the plan is implemented throughout the school year, used to allocate resources, and progress monitored on a regular basis. The plan is then shared with all stakeholders and implemented and updated as needed. The SIP is also posted on the school website at https://www.marionschools.net/ moe as well as available on request for print.

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)).

Building positive relationships with parents is crucial for fulfilling a school's mission and keeping them informed. Some strategies that Marion Oaks Elementary School will use are regular communication

through newsletters, Skylerts, emails, parent-teacher conferences, as well as hosting parent engagement activities throughout the school year. Marion Oaks Elementary School will create a welcoming and open atmosphere where parents feel comfortable sharing their feedback and concerns. Finally, the school will utilize technology and social media (Twitter) to keep families informed about school events, updates, and their child's progress. The Parent and Family Engagement Plan is also posted on the school website at https://www.marionschools.net/moe as well as available on request for print.

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)).

To strengthen the academic program, increase quality learning time, and provide an enriched curriculum, Marion Oaks Elementary School will continuously review and update the curriculum to ensure it aligns with current state benchmark/expectations, Tier instruction to meet the needs of individual learners, and offer professional development for faculty and staff to improve instructional strategies and keep up with the latest educational research. By implementing these strategies, Marion Oaks Elementary can create a more robust academic program, increase quality learning, and provide an enriched curriculum, leading to improved student outcomes and a more fulfilling educational experience.

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)).

To strengthen the academic program, increase quality learning time, and provide an enriched curriculum at Marion Oaks Elementary School, the plan is developed in coordination with various stakeholders, including Families and Nutrition in Schools (FANS) and the Early Childhood Coalition, as well as community business partners.

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)).

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 through a comprehensive approach to student well-being. This includes providing access to trained counselors and mental health professionals who offer individual and group counseling sessions, as well as workshops and resources to support students' mental health needs. Additionally, the school offers specialized support services for students with diverse learning needs, such as learning disabilities or behavioral challenges, to ensure they receive the necessary accommodations and interventions to succeed academically and socially. Mentoring services are also available to provide students with guidance, support, and encouragement from trusted adults or peers. Overall, the school prioritizes the holistic development of students by offering a range of services and strategies to support their well-being and skill development beyond academic subjects.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

Marion Oaks Elementary has implemented a schoolwide tiered model to prevent and address problem behavior effectively. This model involves a multi-tiered system of support that provides interventions at different levels based on the intensity of students' needs. Tier 1 interventions are universal strategies implemented schoolwide to promote positive behavior and prevent issues before

they escalate. Tier 2 interventions target students who require additional support and may involve small group interventions or individualized behavior plans. Tier 3 interventions are intensive, individualized supports for students with the most significant behavior challenges. In addition, Marion Oaks Elementary School offers early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA). These services are designed to identify and support students who may be at risk for developing behavioral or academic challenges. By providing early interventions and supports, the school aims to address issues proactively and prevent the need for more intensive interventions later on. Overall, Marion Oaks Elementary's tiered model and early intervening services in Social Emotional Learning are part of a comprehensive approach to promoting positive behavior, supporting students' social-emotional well-being, and ensuring all students have access to the resources they need to succeed academically and behaviorally.

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)).

Marion Oaks Elementary prioritizes professional learning and other activities for teachers, paraprofessionals, and other school personnel to enhance instruction and utilize data from academic assessments effectively. This includes providing ongoing professional development opportunities that focus on best practices in teaching, assessment, and data analysis in both reading and math. Teachers participate in professional development and collaborative learning communities to deepen their understanding of effective instructional strategies and how to interpret and utilize data from academic assessments to inform their teaching practices.

Furthermore, Marion Oaks Elementary implements targeted recruitment and retention strategies to attract and retain effective teachers, particularly in high-need subjects such as reading and math. At Marion Oaks Elementary School, this involves mentoring, professional development, and one-on-one coaching. By investing in the professional development and support of educators, the school aims to improve instruction quality, enhance student learning outcomes, and create a positive and supportive learning environment for all students.

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)).

Marion Oaks Elementary implements various strategies to support preschool children in transitioning from early childhood education programs to local elementary school programs. These strategies

include creating a structured and supportive environment that helps children adjust to the new school setting. Marion Oaks Elementary also focuses on building strong relationships between teachers, students, and families to ensure a smooth transition and provide ongoing support. Additionally, Marion Oaks Elementary offers orientation programs, school tours, and opportunities for children to meet their future teachers and classmates to familiarize them with the new school environment. By employing these strategies, the school aims to ease the transition process for preschool children and help them successfully navigate the move to local elementary school programs.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Marion Oaks Elementary School

Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A, provides local school districts and schools with resources that help children gain a high-quality education and the skills to master the Florida Standards. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a great predictor of academic success than whether or not that family is affluent or poor. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

What is Parent and Family Engagement?

Title I, Part A defines parent involvement as the *...participation of parents in* ***regular, two-way and meaningful communications*** *with school staff that involves the student, addresses learning and engages the family in school activities.* The Title I, Part A classification of parent involvement derives from the definition of Parent and Family Engagement, as outlined in the Every Student Succeeds Act, circa 2017-2018.

About the Parent and Family Engagement Plan

The Parent and Family Engagement Plan describes how the school will provide opportunities to improve family engagement to support student learning. In addition, the plan represents the different ways we will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. We value the contributions and engagement of parents and family members. The goal is establishing an equal partnership between home and school to support student and school improvement. Click here to access the District's Title I Parent and Family Engagement Plan or request a copy at the front office.

We value our families and believe that ALL children can learn!

Principal Name: Lisa Dreher

School Website: https://www.marionschools.net/moe

School Year: 2026-2027

1. PARENT AND FAMILY ENGAGEMENT PLAN GOAL

By then end of the academic year, Marion Oaks Elementary School will increase parent involvement in school activities by 10% through a targeted outreach plan that involves all stakeholders. Marion Oaks Elementary will provide families with effective tools and strategies that can be used to extend learning into the home in order to increase student achievement.

2. JOINTLY DEVELOPED

How will the school:

1) involve parents in developing the school parent and family engagement plan?
2) make the parent and family engagement plan available to the local community?
3) update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?
4) Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?
5) address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

Parents will be invited to participate in School Advisory Council (SAC) meetings, where all stakeholders collaborate to develop, review, and approve the Parent and Family Engagement Plan. A comprehensive survey will also be provided to gather parent input and identify areas for improvement. Once the plan is approved by the board, it will be posted on the school website and may be sent home with students. Electronic copies will be available, and printed copies can be provided upon request.

The plan will be reviewed and updated at least annually during SAC meetings to ensure it continues to meet the changing needs of families and the school. Updated versions will remain accessible on the website. Feedback from parents and community members is collected through the annual school and district surveys as well as quarterly SAC meetings, and all survey results and meeting minutes are submitted to the district Title I office for review.

Marion Oaks Elementary values parent involvement and will offer a variety of activities, trainings, and volunteer opportunities. Parent-teacher conferences are scheduled by teachers or upon parent request to maintain open communication and encourage active participation. Every effort will be made to honor parent suggestions and support engagement in their child’s education.

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.

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.
School Advisory Council meetings will be held one time per quarter in September, December, March, and May. The annual Title I meeting will be held in September prior to Open House.

4. COMMUNICATIONS

How will the school:

1) ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
2) offer meetings at various times (such as in the morning and evening)?
3) offer meetings in different formats (such as online and in-person group meetings, home visits or other types of individual meetings)?
4) ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand?
5) monitor two-way communication to ensure timely responses.

Parents will be invited to participate in School Advisory Council (SAC) meetings to help develop, review, and approve the Parent and Family Engagement Plan. A comprehensive survey will also be used to gather input and identify areas for improvement. Once approved by the council, the plan will be posted on the school website, sent home with students as needed, and available electronically or in print upon request. The plan will be reviewed and updated at least annually during SAC meetings to reflect the evolving needs of families and the school, with updated versions remaining accessible online. Parent feedback will be collected through annual school and district surveys and quarterly SAC meetings, and all comments and meeting minutes will be submitted to the district Title I office for review. Marion Oaks Elementary values parent involvement and offers a range of activities, trainings, volunteer opportunities, and parent-teacher conferences, which may be scheduled by teachers or requested by parents at any time to promote communication and engagement.

5. BARRIERS

1. Will the school offer transportation as such services relate to preventing parent and family engagement barriers?
    a. If yes, please describe.
2. Will the school offer childcare, as such services relate to preventing parent and family engagement barriers?
    a. If yes, please describe.

Transportation will not be offered; however light refreshments and childcare may be offered to encourage participation for family engagement activities and trainings.

6. SCHOOL-PARENT COMPACT

Describe how the school:

1) and families will jointly develop a School-Parent Compact.
2) will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement in the School-Parent Compact.
3) will build and develop a partnership with families to help children achieve challenging State academic standards.

Families, students, and staff work collaboratively to develop the School-Parent Compact each year. Teachers meet in teams to design practical strategies parents can use at home, while parents provide feedback on their needs and priorities, and students share how they will take ownership of their learning. The compact is reviewed and approved annually by the School Advisory Council.

The School-Parent Compact outlines shared responsibility for student success. Families commit to supporting regular attendance, establishing productive study habits, monitoring screen time, promoting personal responsibility, staying informed and engaged, and ensuring their children are well-rested and properly nourished. The school provides high-quality curriculum and instruction, holds parent-teacher conferences to discuss the compact and student progress, maintains high expectations for all learners, and offers volunteer opportunities. Students agree to complete assignments, put forth their best effort, read daily, follow school rules, communicate important information home, and actively seek help when needed.

Marion Oaks Elementary School fosters strong partnerships with families by offering ongoing training, support, and information about academic standards and assessments. Students receive high-quality instruction along with additional interventions when necessary, and the school maintains a culture of high expectations and a shared belief that all students can achieve success.

7. COORDINATION OF FUNDS

Describe how the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (*applicable to elementary schools*), college and career-ready resources or organizations (*applicable to middle and high schools*), parent resource centers, or other programs.

Marion Oaks Elementary School will integrate parent and family engagement programs as well as provide learning strategies and family engagement activities to all learners from Pre-K through 5th grade. All activities will be meaningful and engaging to the targeted age group.

8. BUILDING CAPACITY OF PARENTS

Describe how the school will provide parents with the following:

1) A description and explanation of the curriculum and resources.
2) Individual student academic assessment results and interpretation of those results.
3) A description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

Marion Oaks Elementary School provides parents with clear descriptions and explanations of the curriculum, instructional resources, and assessments used to measure student progress and achievement of state academic standards. This information is shared through teacher communications, class newsletters, quarterly school newsletters posted on the website, parent-teacher conferences, and events such as the Annual Title I Meeting, FSA Night, and School Advisory Council meetings. Parents are encouraged to attend problem-solving meetings and can access state assessment results through the Skyward Parent Portal or by contacting the school directly.

To help families support their children's learning at home, the school offers activities, materials, and training, including literacy support and guidance on using technology. Throughout the year, MOES offers a variety of parent and family workshops and events such as: Open House,Learning on the Lawn an event that focuses on both reading and math, an evening devoted to training kindergarten parents on the use of UFLI, a third grade academic parent night, Academic Conferences Team event focused on state assessments, and a Summer Learning Resources Workshop to prepare families for the next school year. These opportunities foster engagement and equip parents with strategies to enhance student achievement.

9. Please include 4 Parent/Family Workshops/Opportunities (1 per quarter), 2 of which could be Academic Conference Team events.

Title	Purpose	Quarter Date(s)/Time(s)
Annual Title I Meeting and Open House	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 with the school through various volunteer opportunities.	**Quarter 1** September 15, 2026 4:30 PM
Open House	Provide an opportunity for families to meet their child's teacher(s), learn about grade level expectations, ways to become involved in the school and become familiarized with the school campus.	**Quarter 1** September 15, 2026 5:00 PM
Academic Conference/ Parent Night: Kindergarten & 3rd Grade	To provide an opportunity for parents to receive information on grade-level benchmarks in order to support their child's learning. Parents will leave with activities they can do at home to support their child's acquisition of the benchmarks. Kindgarten will focus on academic vocabulary, ways to support at home, and UFLI information. Third grade parents will learn more about the promotion requirements.	**Quarter 2** October 20, 2026 5:30 PM
Fall Family Academic	To provide literacy and math support, tools, and strategies to parents. Families will work through a series of academic challenges that students see on a daily basis. They will learn how to solve problems as well as receive strategies that will help their students become proficient in reading and math.	**Quarter 2** January 4:30 PM

Academic Conference/ Parent Night: Love of Literacy Events	February is Love of Literacy Month, and the Kick-Off event will be hosted by New World Reading. Parents will receive tips and strategies to help boost their child's literacy skills at home. The month will conclude with Literacy on the Lawn, an engaging evening where families come together to celebrate and support all things literacy.	**Quarter 3** Kick-Off February 5:30 PM Culminating Event: Learning on the Lawn March 4:30 PM
Science Exploration Night	To engage KG-5th grade students and their families in science exploration activities and share their STEAM Showcase projects.	**Quarter 4** April 4:30

The activities listed may be updated after publishing.

10. BUILDING CAPACITY OF SCHOOL STAFF

Describe how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents in the following:

1) The value and utility of contributions of parents.
2) How to reach out to, communicate with, and work with parents as equal partners.
3) To implement and coordinate parent programs and build ties between home and school.
4) To provide information in a format, to the extent practicable, in a language the parents can understand.
5) To respond to parent requests for parent and family engagement activities.

To strengthen the partnership between home and school, Marion Oaks Elementary will provide ongoing training for teachers, instructional support personnel, school leaders, and staff, with input and assistance from parents. The leadership team will analyze data from parent surveys, including the Annual Title I survey and event feedback, to inform training priorities. Professional development will be offered during preplanning week and throughout the year on early release days, focusing on the value and utility of parent contributions and strategies to engage families as equal partners in their children's education.

The leadership team will work alongside administration to support staff in effective communication practices that are clear, concise, and free of educational jargon, ensuring information is accessible and, when needed, translated into parents' preferred languages with assistance from ESOL paraprofessionals and bilingual staff. Staff will also receive training on encouraging and promoting parent involvement in a variety of forms, including volunteering, participating in school events, supporting learning at home, and engaging in decision-making processes such as SAC.

To build ties between school and families and respond to parent requests for engagement activities, the school will offer professional development on designing and coordinating parent programs and addressing family interests. Training will emphasize listening to parent feedback and providing relevant, practical resources and strategies that empower families to support student success.

This plan aligns with Goals 2.B, 5.A, and 5.B of Achieve 2026 - Strategic Plan.

Enter the date *(month/day/year)* this plan was finalized:	
Enter the date *(month/day/year)* this plan was revised:	

School Advisory Council

The School Advisory Council (SAC) is a team of people representing various segments of the community parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

- ☐ Yes, I am interested and wish to join the School Advisory Council.
- ☐ Please contact me so I can learn more about joining the School Advisory Council.
- ☐ Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of the Parent and Family Engagement Plan that you feel is not satisfactory, please use the space below to provide us with your comments in the space provided and leave this form in the school's main office.

Name: _____

Phone Number: _____

Email address: _____

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