Marion County Public Schools

OAKCREST ELEMENTARY SCHOOL

Your opinion matters!

Click here to let us know your thoughts about our Schoolwide Improvement Plan and Parent and Family Engagement Plan.

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 8

D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 32

V. Title I Requirements (optional) 35

VI. ATSI, TSI and CSI Resource Review 40

VII. Budget to Support Areas of Focus 42

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

Oakcrest Elementary School inspires students to develop into global citizens, striving to make the world a better place.

Provide the school's vision statement

Developing Global Citizens of Tomorrow

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

Sarah Dobbs

sarah.dobbs@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- Oversee instructional and Non-Instructional personnel
- Budgets
- Evaluations
- Crisis Management; violence risk assessment
- Staff Development: Hiring, recruitment and retention
- SAC/PTO
- Fidelity Checks
- SIP

- Crisis Team/Suicide/threat assess
- Title One
- Unify/Performance Matters
- Teacher Coaching

Leadership Team Member #2

Employee's Name
Kelly Ostanik

kelly.ostanik@marion.k12..fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

- Collaborative planning
- Evaluations
- Coaching and modeling
- PK POC/Testing
- Clinic/MERT
- Lesson Plans
- SAC Co-Chair
- Fidelity Checks- PMP/MTSS
- Oversee Paras
- RISE/MTSS Time K-2
- ESOL Designee
- Title 1 POC
- Fidelity Checks- MTSS

Leadership Team Member #3

Employee's Name
Cynthia Levandowski

Cynthia.Levandowski@marion.k12.fl.us

Position Title
Content Area Specialist

Job Duties and Responsibilities

- Instructional delivery of the BEST Benchmarks
- Provides instructional support, including the preparation of lesson plans, content alignment,

content
delivery methods, and instructional modeling
· Assists in the design and implementation of progress monitoring, data collection, and data analysis
· Participates in the design and delivery of professional development
Participates in weekly collaboration activities

Leadership Team Member #4

Employee's Name
Christa Miller

Christa.Miller@marion.k12.fl.us

Position Title
Instructional Coach- Resiliency and Counseling

Job Duties and Responsibilities

· 504 Designee to facilitate student needs and intervention
· ESOL Designee and WIDA Support
· Small Group Counseling
· Social Worker Referrals
· Classroom walkthrough and support
· ESE/PMP/MTSS/PST Meetings; all paperwork
· CST and Attendance Conferences
· Resiliency small groups
· BESS Screener support
· Mental Health Coaching
· Social Worker Referrals
· CST and Attendance Conferences
· Oversees outside counseling: OCP
· Caring School communities lead

Leadership Team Member #5

Employee's Name
Shannon Sigmon

Shannon.Sigmon@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

Discipline/Social skills curriculum
Collaborate w/ Dean
MDT Small groups
Behavior PMP/MTSS
MDT/SBTMT
TEACH/Crisis Team
School wide beh. plan
Bottom Quartile- “Next Level” data monitoring

Leadership Team Member #6

Employee's Name
Oscar Redden

Oscar.Redden@marion.k12.fl.us

Position Title
Dean- Student Services Manager

Job Duties and Responsibilities

Discipline/Social skills curriculum
BIP Support and ESE Behavior intervention
Crisis Management
Discipline Committee; Safety Committee POC
MDT/SBTMT

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 was developed, and continues to be improved, in partnership with the PTO, SAC committee, and feedback from stakeholders which was gathered at the and end of previous school year. Feedback was gathered through a survey and aligned with necessary data supporting areas of need. Additionally, input has been gathered throughout the year via committee meetings and parent input

(PTO) to better support learners. The team involved in the SIP creation included teachers, the leadership team, volunteers, and parents.

· The Leadership Team continues to monitor Progress Monitoring data which drives ELA intervention/enrichment placement. Appropriate intervention placement is critical to closing the achievement gap and consequently increasing proficiency while providing enrichment, supports those already reaching grade level expectations.
· The district has provided access to a Data Dashboard (data warehouse software program) providing a more finite access Early Warning System of numerous data points.
· The faculty continues weekly collaboration addressing the need to provide highly effective Tier I instruction.
· The Counseling Department and Attendance Specialist has been tasked with daily attendance data points to address absenteeism and improving data points.

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 school leadership team will disseminate information regarding the SIP with all school-based stakeholders and at meetings such as SAC, PTO, or Attendance Response committees, and CAT team. The school's professional learning plan has been created with the needs of the student population in mind and will revisit these goals at least 3x yearly during data reviews, which occur through district support 3x annually. The plan will be monitored through administrative walkthrough, family input, student surveys, and meetings with stakeholders during conferences and family engagement nights.

o The Leadership Team will continue weekly collaborations with teachers to determine the highly effective instructional strategies to meet the depth and breadth of the BEST Benchmarks.
o Progress Monitoring # 1 and #2 will be analyzed by teachers, Leadership and faculty to determine student need and specific interventions/enrichment.
o At the conclusion of Progress Monitoring (PM) 1 and then again after PM2, ELA results will be analyzed and curriculum decisions for improvement will be considered.
o At the conclusion of PM 1 and 2, an analysis of student results will identify those as proficient, those on the verge and those performing below grade level. Through the PMP process, students will be analyzed and the most effective strategies will be assigned.

o Student attendance trends will determine specific interventions and following an analysis of the data; Those interventions will be scaled to meet the need

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	**CSI**
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: D** **2023-24: D** **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	78	74	60	95	88	69				464
Absent 10% or more school days	30	15	14	24	21	14				118
One or more suspensions	8	4	11	11	13	10				57
Course failure in English Language Arts (ELA)	3	3	6	22	11	5				50
Course failure in Math	4	5	7	18	14	7				55
Level 1 on statewide ELA assessment	24	17	21	41	21	12				136
Level 1 on statewide Math assessment	25	14	23	21	22	25				130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	5	5	12	7	11				53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	4	5	9	6	9				42

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										0

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			26						27
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	110	85	101	103	85	82				566
Absent 10% or more school days	63	42	49	64	33	35				286
One or more suspensions	24	10	26	45	28	22				155
Course failure in English Language Arts (ELA)	16	35	41	30	3	7				132
Course failure in Math	19	9	9	36	5	10				88
Level 1 on statewide ELA assessment	31	51	42	47	33	36				240
Level 1 on statewide Math assessment	37	32	46	28	39	39				221
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	5	9	12	2	1				37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	3	4	5	3	1				23

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	23	15	26	40	14	32				150

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			24						26
Students retained two or more times						1				1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	43	50	62	31	47	59	29	46	57
Grade 3 ELA Achievement	31	47	61	33	46	59	28	44	58
ELA Learning Gains	72	58	63	49	53	60	46	56	60
ELA Lowest 25th Percentile	74	58	58	53	57	56	67	58	57
Math Achievement*	51	55	66	34	51	64	35	51	62
Math Learning Gains	63	58	64	35	53	63	43	56	62
Math Lowest 25th Percentile	56	48	50	51	47	51	40	50	52
Science Achievement	50	50	62	20	44	58	28	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)	CSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	440
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
55%	38%	40%	39%	48%	42%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	7	
English Language Learners	58%	No		
Black/African American Students	46%	No		
Hispanic Students	59%	No		
Multiracial Students	50%	No		
White Students	66%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	43%	31%	72%	74%	51%	63%	56%	50%					
Students With Disabilities	18%	29%	52%	70%	21%	38%	42%	8%					
English Language Learners	50%		91%		36%	55%							
Black/African American Students	30%	22%	63%	70%	44%	52%	52%	33%					
Hispanic Students	52%	32%	81%		50%	66%		73%					
Multiracial Students	45%				55%								
White Students	61%	50%	85%		69%	76%		53%					
Economically Disadvantaged Students	40%	32%	70%	79%	51%	61%	50%	47%					

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	31%	33%	49%	53%	34%	35%	51%	20%					
Students With Disabilities	14%	7%	41%	50%	17%	36%	50%	7%					
English Language Learners	23%		40%		31%	40%							
Black/African American Students	23%	27%	40%	59%	25%	36%	54%	15%					
Hispanic Students	30%	31%	53%		36%	28%		0%					
Multiracial Students	59%		67%		31%	18%							
White Students	40%	33%	59%		52%	46%		31%					
Economically Disadvantaged Students	27%	30%	46%	54%	29%	32%	51%	20%					

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	29%	28%	46%	67%	35%	43%	40%	28%					
Students With Disabilities	8%	17%	34%	58%	14%	30%	47%	17%					
English Language Learners	21%		45%		43%	36%							
Black/African American Students	19%	17%	47%	72%	20%	35%	39%	13%					
Hispanic Students	31%	35%	48%		51%	52%		20%					
Multiracial Students	42%				58%								
White Students	45%	40%	42%		52%	53%		62%					
Economically Disadvantaged Students	28%	25%	45%	67%	35%	45%	39%	29%					

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	32%	46%	-14%	60%	-28%
ELA	4	53%	50%	3%	60%	-7%
ELA	5	48%	53%	-5%	61%	-13%
Math	3	57%	56%	1%	66%	-9%
Math	4	56%	53%	3%	65%	-9%
Math	5	39%	54%	-15%	62%	-23%
Science	5	52%	50%	2%	60%	-8%

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?

Greatest Improvement: ELA Learning Gains and ELA Lowest Quartile (LQ) Gains

- ELA Learning Gains: 72.9%
- ELA LQ Gains: 77.1%

These were identified as the strongest areas of growth schoolwide, reflecting a significant increase in student progress, particularly among struggling students.

New Actions That Drove This Improvement:
Full implementation of MTSS/RISE intervention blocks

- High-fidelity small group instruction across all classrooms
- Data-driven grouping and instruction using FAST, benchmarks, and CFAs
- Strategic focus on bottom quartile and “on-the-verge” students
- Weekly data meetings, walkthroughs, and coaching cycles
- Leadership push-in support and targeted instructional coaching
- Student data chats and goal setting

Summary:
The combination of structured intervention time and precise data use created targeted small group instruction directly led to accelerated growth, especially in the lowest-performing students.

Lowest Performance

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

Lowest Performing Component: ELA Achievement (43%)

- ELA Achievement: 43% proficiency
- Science Achievement: 49.2%

- While math is higher (51.3%), ELA remains the lowest.

Contributing Factors:
Lag between growth and proficiency: Students are making gains but have not yet reached grade-level mastery.

- Late implementation of targeted supports (small group and mentorship) reduced full impact on achievement.
- Initial inconsistencies in small group instruction fidelity early in the year
- Need for stronger standards mastery and rigorous benchmark alignment

Trends:
Strong growth trends (gains high) but achievement remains moderate

- Indicates a pipeline issue—students are improving but still below proficiency
- Suggests continued upward trajectory if systems are sustained earlier and with stronger rigor

Summary:
The data reflects a growth-first year, with achievement expected to rise as systems mature and begin earlier in the coming year.

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

No explicit decline in components were observed in the 2025-2026 School year; math and ELA growth metrics show increases, not declines

If any relative decline/weakness is identified, it would be Math Lowest Quartile Gains (55.6%)

Contributing Factors:
Less developed MTSS systems in math (identified as needing refinement)

- Inconsistent progress monitoring and intervention fidelity in math
- Need for stronger alignment of small group instruction to math standards

Summary:
There is not a true decline, but math LQ performance lags behind other gains, signaling an area that did not improve at the same rate.

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.

Largest Gap: Overall Achievement (ELA and Science)

- ELA Achievement: 43%
- Science Achievement: 49.2%

Contributing Factors:

- Focus this year prioritized growth over proficiency
- Delayed intervention rollout (Fab 5= Mentorship program)
- Need for stronger:
    - Standards-aligned instruction
    - Reteaching cycles
    - Vertical alignment across grade levels

Trends:

- Gains are high, student achievement expected higher averages.
- Science shows moderate but inconsistent performance
- Indicates need for content-specific planning and alignment

Summary:
The gap is primarily due to students still progressing toward proficiency, not lack of growth.

EWS Areas of Concern

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

One area of continued concern based on the EWS data is chronic absenteeism, particularly in grades K–2. The most significant concern lies in the primary grades, where students in K–2 showed the greatest increase in absences, particularly in Kindergarten.

A strong correlation remains between attendance and academic performance. Data shows that students who are chronically absent are significantly more likely to be non-proficient in both ELA and Math. This trend underscores the importance of early attendance interventions as a foundational academic support strategy. Without regular and consistent attendance, students—especially in the early grades—miss essential instruction that builds the skills needed for long-term academic success.

Additionally, discipline referrals have emerged as a critical area of concern. The high volume of referrals (1,192 in total) likely reflects inconsistent implementation of proactive behavior supports and may be contributing to lost instructional time, particularly among students who are repeatedly

referred. In many cases, students who receive frequent discipline referrals also show patterns of chronic absenteeism and low academic performance, indicating an overlap between behavioral, attendance, and academic risk factors.

These patterns reinforce the importance of a multi-tiered system of supports (MTSS) that includes not only academic interventions but also strategic efforts to improve attendance, increase student engagement, and build a more positive school climate. Strengthening Tier 1 behavior expectations, implementing consistent routines, and using data to drive attendance and discipline interventions will be essential next steps.

Moving forward, targeted strategies to reduce K–2 absenteeism, increase parent engagement, increase positive behavior and strengthen intervention for at-risk students will be critical in addressing this ongoing concern.

Highest Priorities

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

· 1. Increase Overall Proficiency (ELA, Math, Science)
- Shift from growth to mastery
- Strengthen benchmark alignment and rigor

2. Strengthen Math MTSS & Lowest Quartile Performance
- Improve intervention fidelity
- Increase math LQ gains

3. Ensure Consistent, High-Fidelity Small Group Instruction
- Tighten implementation across all classrooms
- Build teacher capacity through coaching and PLCs

4. Begin Targeted Interventions Earlier (small group and mentorship)
- Launch in Quarter 2 with strong monitoring
- Focus on “on-the-verge” students early

5. Improve Attendance & Reduce Chronic Absenteeism and chronic tardies
- Refine Tier 2/3 supports
- Strengthen early identification and intervention systems that provide data based increases.

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 Benchmark-aligned instruction

Area of Focus Description and Rationale

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

The school will focus on strengthening benchmarks-aligned Tier I instruction and small group differentiation in Grades 3–5 (ELA, Math, Science) to increase overall proficiency.

2025–2026 PM3 data shows:

- ELA Achievement: 42.66% overall (3rd: 30.6%, 4th: 56.5%, 5th: 43.8%)
- Math Achievement: 51.38% overall (3rd: 58.8%, 4th: 56.5%, 5th: 35.9%)
- Science Achievement: 49.23% (5th grade)
- ELA Learning Gains: 72.9%
- Math Learning Gains: 63.2%

This data indicates:

- Strong student growth (gains) but inconsistent proficiency across grade levels
- 5th grade math remains the weakest area
- 3rd grade ELA continues to be a foundational concern

This focus is critical to ensure growth translates into proficiency, especially through:

- Increased rigor
- Consistent benchmark alignment
- Targeted small group instruction

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.

If teachers teach to the depth of the standard and use formative assessment to drive daily instructional decisions, then based on the 2027 data, the following increases in proficiencies will occur:

ELA increase proficiency and Learning Gains:

- 3rd grade from 31% to 41%; LG sustained at 81%; BQ- 100%
- 4th grade from 57% to 41% or higher; LG from 68% to 70%, BQ- 60%
- 5th grade from 44% to 60%; LG sustained at 70% or higher, BQ- 70%

Math increase proficiency and Learning Gains:

- 3rd grade from 59% to a sustained 41%; LG will reach 65%, BQ- 100%
- 4th grade from 57% to 60%; LG from 62% to 70%, BQ- 80%
- 5th grade from 26% to 60%; LG from 57% to 60%, BQ- 50%

5th-grade science increase from 51%% in 2025 to 55%% in 2027

Monitoring

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

Assessment and Progress Monitoring Data, as well as district assessments. Data will be analyzed during grade level planning each week to assess needs for intervention or acceleration and ensure that instruction is aligned to the depth of the standard. Academic Coaches will routinely monitor/assist with the implementation of instructional best practices. The administration will routinely conduct instructional walkthroughs and frequently monitor data for timely feedback and response**.**

Person responsible for monitoring outcome

Sarah Dobbs (sarah.dobbs@marion.k12.fl.us)

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:

Professional development to increase student engagement and deliberate use of formative assessment. Professional learning topics will include a focus on small group instruction, data analysis, technology best practices, and Resiliency. Twice Weekly collaborative planning will include data-based practices, which will increase the use of research-based strategies in planning and allow for monitoring through observation by the administration after planning.

Rationale:

Research indicates that Collective Teacher Efficacy is among the strongest influences on student achievement. Hattie's Visible Learning research identifies Collective Teacher Efficacy as having an effect size of approximately 1.57, making it one of the highest-impact school-based influences on student outcomes. PLCs, collaborative inquiry, data analysis, and shared instructional decision-making are key structures that foster collective teacher efficacy and improve instructional

effectiveness. Through structured PLCs, teachers engage in continuous cycles of analyzing student data, implementing evidence-based instructional strategies, monitoring student progress, and adjusting practices based on results. This collaborative process strengthens teacher expertise, promotes consistent implementation of standards-based instruction, and increases the deliberate use of formative assessment to guide teaching and learning. As teachers work collectively to examine evidence of student learning and respond to identified needs, instructional decisions may include modifications to small-group instruction, intervention plans, scheduling, and allocation of support personnel. These practices align with research-supported models of collaborative professional learning and are designed to improve student engagement, achievement, and academic growth through a culture of shared responsibility and continuous improvement.

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

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

Action Steps to Implement:

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

Action Step #1
Grade level collaborative planning and instructional alignment

Person Monitoring:
Cynthia Levandowski (CAS)

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches will facilitate grade-level collaborative planning/PLCSs twice weekly, guide data analysis, and provide coaching, co-teaching, and modeling. Teachers will be accountable for their student's data. The teacher must understand the benchmark and drill down to what are they doing, how are they teaching it, does instruction end with standard mastery. This process will be guided by establishing priorities to include instructional practices specifically related to standards-aligned instruction. The previous year proved successful in regards to this structure; in the 25-26 SY we will focus on guiding teachers to plan “how” they are going to teach the benchmarks, not just “what” they are going to teach. PLC must include a more intentional discussion around data and using data to guide instruction.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Based on 2025-2026 data, Students with Disabilities (SWD) were the only subgroup performing below 41% proficiency across content areas, indicating a critical need for targeted instructional

supports. Data trends show that SWD students are not consistently accessing grade-level standards at the required level of rigor, particularly in ELA and Math.

To address this gap, Tier I core instruction must be strengthened through intentional differentiation, scaffolding, and alignment to grade-level benchmarks while ensuring appropriate accommodations are consistently implemented. Additionally, SWD students require systematic, data-driven small group instruction and targeted interventions to close skill gaps and accelerate progress.

This area of focus was identified through disaggregated data analysis, which revealed that SWD performance significantly lags behind non-SWD peers in both proficiency and learning gains. Addressing this need is essential to improving overall school performance and ensuring equitable access to rigorous instruction.

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.

Through the consistent implementation of standards-aligned, differentiated Tier I instruction, along with targeted small group intervention and ongoing formative assessment, SWD students will demonstrate measurable gains.

By the 2026-2027 FAST state assessment:

- **ELA (SWD):**
    - Grades 3–5 proficiency will increase to at least 41% from 18%
    - Learning Gains will increase by 5 percentage points at each grade level, up from 50% and 70% BQ

- **Math (SWD):**
    - Grades 3–5 proficiency will increase to at least 41% from 18%
    - Learning Gains will increase by 5 percentage points, up from 39% and 46% BQ
- **Science (SWD):**
    - 5th grade proficiency will increase from 8% to at least 41%

Monitoring

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

Implementation and impact will be monitored through:

- **Weekly Data-Driven Collaboration:** Focused specifically on SWD performance, including progress monitoring data, formative assessments, and student work analysis to adjust instruction and interventions. Support Facilitator (ESE Inclusion teachers will attend with the

grade level they support)

- **IEP and Intervention Fidelity Checks:** Ensuring accommodations, modifications, and intervention plans are implemented with fidelity.
- **Instructional Walkthroughs:** Administration and coaches will observe classrooms for evidence of differentiation, scaffolded instruction, student engagement, and alignment to grade-level standards. This walkthrough/feedback form will be targeted to support specific feedback for the SWD subgroup.
- **Progress Monitoring Tools:** Regular tracking of SWD growth using district and school-based assessments.
- **Coaching Cycles:** Academic coaches will provide targeted support to teachers serving SWD students, including modeling, co-teaching, and feedback aligned to best practices.

Person responsible for monitoring outcome
Sarah Dobbs (sarah.dobbs@marion.k12.fl.us)

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:
Targeted Professional Development focused on: Differentiation for SWD, Effective small group instruction, Data-driven instructional planning Structured Collaborative Planning (PLCs) twice weekly, with a specific focus on: SWD data analysis, Planning differentiated lessons aligned to benchmarks, Designing targeted intervention groups Coaching and Support Models: Co-teaching strategies (where applicable) Modeling and feedback cycles for teachers Progress Monitoring Systems: Frequent formative assessments to guide instruction and intervention decisions

Rationale:
Research supports the use of Professional Learning Communities (PLCs), data-driven instruction, and targeted differentiation as effective strategies for improving outcomes for SWD students. When teachers use formative assessment data to guide instruction and implement scaffolded, standards-based lessons, SWD students demonstrate increased engagement and achievement. Additionally, structured small group instruction and intentional intervention, combined with fidelity to IEP accommodations, provide SWD students access to grade-level content while addressing individual learning needs. These practices align with evidence from the What Works Clearinghouse indicating that collaborative teacher planning and data analysis improve instructional effectiveness and student outcomes.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
Collaborative Planning- focusing on small group and SWD Supports

Person Monitoring:
Cynthia Levandowski

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches will facilitate twice-weekly PLCs with an explicit focus on SWD data. Teachers will analyze SWD performance, plan differentiated instruction, and identify targeted interventions to ensure access to grade-level content. Emphasis will be placed on how instruction is delivered, including scaffolds and supports for SWD learners.

Action Step #2
Deliberate walkthrough with coaching cycles

Person Monitoring:
Sarah Dobbs

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and coaches will monitor fidelity of IEP accommodations and instructional practices through walkthroughs and feedback cycles, ensuring SWD students receive appropriate supports daily.

Area of Focus #3

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.

2025–2026 PM3 data shows:

- ELA Achievement: 42.66% overall (3rd: 30.6%, 4th: 56.5%, 5th: 43.8%)
- ELA Learning Gains: 72.9%

The data from all students who tested at the school mirrors the school grade data

3rd-32%

4th-53%

5th-48%

This data indicates:

- 3rd grade ELA continues to be a foundational concern

This focus is critical to ensure growth translates into proficiency, especially through:

- Increased rigor
- Consistent benchmark alignment
- Targeted small group instruction

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

Instructional practices will include modifications to small-group instruction, intervention plans, scheduling, and allocation of support personnel. These practices align with research-supported models of collaborative professional learning and are designed to improve student engagement, achievement, and academic growth through a culture of shared responsibility and continuous improvement.

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

In Grades 3- 5, we will focus on strengthening benchmarks-aligned Tier I instruction and small group differentiation to increase overall proficiency. There will be grade-level planning each week to assess needs for intervention or acceleration and ensure that instruction is aligned to the depth of the standard.

Grades K-2: Measurable Outcome(s)

The combined data from STAR Early Literacy and STAR Reading for k-2 reflects the measurable outcome goals as follows:
KG growing from 42% to 46%
1st growing from 55% to 58%
2nd growing from 42% to 46%

Grades 3-5: Measurable Outcome(s)

The data from all students who tested at the school mirrors the school grade data.
The outcomes will be measured in the following way:
3rd-growing from 32% to 41%
4th-maintaining 53%
5th- growing from 48% to 53%

Monitoring

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

ELA Assessment and Progress Monitoring Data, as well as district assessments. Data will be analyzed during grade level planning each week to assess needs for intervention or acceleration and ensure that instruction is aligned to the depth of the standard. Academic Coaches will routinely monitor/assist with the implementation of instructional best practices. The administration will routinely conduct instructional walkthroughs and frequently monitor data for timely feedback and response.

Person responsible for monitoring outcome
Sarah Dobbs (sarah.dobbs@marion.k12.fl.us)

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:
Professional development to increase student engagement and deliberate use of formative assessment. Professional learning topics will include a focus on small group instruction, data analysis, technology best practices, and Resiliency. Twice Weekly collaborative planning will include data-based practices, which will increase the use of research-based strategies in planning and allow for monitoring through observation by the administration after planning.

Rationale:
Research indicates that Collective Teacher Efficacy is among the strongest influences on student achievement. Hattie's Visible Learning research identifies Collective Teacher Efficacy as having an effect size of approximately 1.57, making it one of the highest-impact school-based influences on student outcomes. PLCs, collaborative inquiry, data analysis, and shared instructional decision-making are key structures that foster collective teacher efficacy and improve instructional effectiveness. Through structured PLCs, teachers engage in continuous cycles of analyzing student data, implementing evidence-based instructional strategies, monitoring student progress, and adjusting practices based on results. This collaborative process strengthens teacher expertise, promotes consistent implementation of standards-based instruction, and increases the deliberate use of formative assessment to guide teaching and learning. As teachers work collectively to examine evidence of student learning and respond to identified needs, instructional decisions may include modifications to small-group instruction, intervention plans, scheduling, and allocation of support personnel. These practices align with research-supported models of collaborative professional learning and are designed to improve student engagement, achievement, and academic growth through a culture of shared responsibility and continuous improvement.

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

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

Action Steps to Implement:

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

Action Step #1

Grade level collaborative planning and instructional alignment

Person Monitoring: **By When/Frequency:**
Cynthia Levandowski (CAS)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches will facilitate grade-level collaborative planning/PLCSs twice weekly, guide data analysis, and provide coaching, co-teaching, and modeling. Teachers will be accountable for their student's data. The teacher must understand the benchmark and drill down to what are they doing, how are they teaching it, does instruction end with standard mastery. This process will be guided by establishing priorities to include instructional practices specifically related to standards-aligned instruction. The previous year proved successful in regards to this structure; in the 25-26 SY we will focus on guiding teachers to plan “how” they are going to teach the benchmarks, not just “what” they are going to teach. PLC must include a more intentional discussion around data and using data to guide instruction.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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

Based on the attendance data, OCE has been experiencing a trend of K-5 students with less than 90% daily attendance for a number of years. The school has increased overall daily attendance to 92%, but chronic tardies still present a barrier for student success. Therefore, there must be a concerted effort to monitor and intervene with those students to ensure that they are receiving the maximum number of instructional minutes that support students' academic success. Additionally, office discipline referrals are not decreasing over the past 3 years, justifying the need for attention to PBIS and EWS.

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.

If school stakeholders implement a cohesive attendance response initiative and receive ongoing support to implement resiliency standards learning and restorative discipline practices, the daily attendance will increase from 92% to 93%.

The leadership team will develop and implement a school-wide attendance plan with tiered support. This attendance plan will be supported by schoolwide expectations with incentives and community

support. If school stakeholders implement PBIS and Caring School Community with fidelity and support student attendance, a positive school climate with consistent expectations will be established. Students will increase positive responses to school, and teachers will be better prepared to guide students through a restorative approach and build resiliency in learners. These strategies will decrease the number of office discipline referrals from 1,100 in 2026 to less than 900 in the 2026-27 SY.

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.

Daily student attendance reports (tardies, absences, early check-outs), Individualized attendance intervention plan, and Child Study Team Meetings (collaboration with Social Worker and Attendance Specialist with the Guidance team). Intentional support at various Tiers is presented by the attendance specialist and guidance counselors. The leadership team will develop and implement a school-wide attendance plan with tiered support. The team will use data to monitor and improve student attendance and provide incentives or support to families.

Person responsible for monitoring outcome

Christa Miller

Evidence-based Intervention:

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

Description of Intervention #1:

All classroom teachers will implement Caring School Community curriculum in the classroom with support and monitoring of an Instructional Coach. High expectations for students in reference to students' expectations for and belief in themselves. Targeted students will be assigned a mentor and staff member for check-in and communication with the family. Additionally, a cohesive attendance plan will be established as listed. At Tier 2: -Daily phone calls for families/students on “watch list” - Weekly Perfect attendance- for every week of perfect attendance students earn Eagle Dollars At Tier 3: - 10 days punch card- (Counselor, Attendance Specialist Instructional Coach)- students will be determined by CST - Students who have moved to CST will be provided incentives through the Attendance Specialist, along with weekly check in. - A running CST list be kept - Students will be rewarded at 10 days through the Guidance treasure box

Rationale:

Development of high expectations for each student (1.44 effect size on Hattie's Index of Teaching) involving students predicting and self-reporting. Students will be involved in setting goals for themselves and their class to meet academic, attendance, and behavior targets. Teachers will provide opportunities for students to be involved in predicting their performance, such as student-led conferencing and goal setting.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
Provide professional development for instructional/non-instructional staff focused on improving student attendance utilizing resources from Attendance Works and restorative practices and including strategies from Caring School Community. Emphasize school-wide attendance expectations (student and staff) and provide recognition opportunities weekly, monthly, and quarterly. The FEL and the AS will work closely with the counselor to implement a cohesive attendance incentive plan to support all learners and their families' needs. The attendance initiative, in tandem with Resiliency efforts, will be implemented by the school counselor and the Instructional Coach supporting resiliency.

Person Monitoring:
Shannon Sigmon and Oscar Redden

By When/Frequency:
ongoing- weekly attendance meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Attendance Response Committee will meet bi-monthly and target strategies for increased engagement and attendance. The committee is composed of stakeholders, which includes: area faith-based organizations, community outreach such as the Housing Authority, Cox Communications/ Business Partner, school based teams, as well as district representation.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The School Improvement Plan (SIP) and progress toward identified goals will be shared with stakeholders through the following avenues of communication:

- School webpage (https://www.marionschools.net/oce)
- Information in the monthly newsletter
- SAC Meetings
- PTO Meetings
- Referenced in weekly home call-out
- Inclusion in grade-level newsletters

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)).

Teachers will hold at least 2 parent conferences throughout the school year (virtually, by phone, or in person) and will share student progression data with families. Additionally, parents will complete Academic Data chats with their student in April, where students will share their current goals and progress toward these.

Avenues of common communication include:

- School webpage (https://www.marionschools.net/oce)

- All family engagement events will be advertised using the webpage, school newsletter, weekly Skylerts and teacher Dojo communication. These events include:

- Sept 11- Open House
- Oct 29- Trunk or Treat
- Mad Math and Muffins
- Jan 21- Family Game Night; 3rd grade and 5th promotion/Transition night
- Feb 13 - Donuts with Grownups Academic Data Chats
- April 1- Pizza and Pages Family Fun Night

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)).

Students will be Scheduled by predicted proficient students with experienced teachers or those who had data to support proficiency. The master schedule has been created with proficiency in mind to maximize time in the classroom and decrease transitions. A common intervention and remediation block will be built into the schedule for all grades.

We have a CAS for grades K-2 and 3-5. Each of these will facilitate planning with the support of the administration. Characteristics include data disaggregation, rigorous discussion on the benchmarks, and teachers leading one another in “looks like”/”sounds like.”

In the coming year, we plan to do learning walks as a team and include teacher modeling in planning.

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)).

Oakcrest Elementary will coordinate and integrate parent & family engagement programs and activities throughout the school year. These activities will utilize “best practices” to equip parents with the tools necessary to assist their child(ren) at home.

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)).

- Weekly leadership meetings with a standing agenda to review discipline and mental health data (MDT)
- Caring School Community built into the daily schedule for all students
- Instructional coach to focus on Resiliency alongside the School Counselor and Student Service Manager
- Outside counseling services provided
- Tier 1- PBIS Implementation with support in classrooms by ESE Paraprofessional and Student Service Manager
- Monthly MDT meetings with the school psychologist, Social Worker, Counselors, and leadership team.
- Progress Monitoring Meetings 3x yearly

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)).

- In alignment with PBIS strategies, the school's dean and instructional coach will lead a Positive Behavior Intervention committee to implement best practices and incentivize student behavior.
- Tier 1- PBIS Implementation with support in classrooms
- Twice-Monthly MDT meetings with the school psychologist, Social Worker, Counselors, and

leadership team.

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)).

Topics for Professional Learning include:
-Technology Best Practices for Integration in the Learning Environment
-PBIS and integrating the Tier 1 Behavior plan into the classroom
-Collaborative Planning and Preparing for Quarter
-Technology Best Practices for Integration in the Learning Environment
-Caring School Community integration in the classroom- Building Resiliency in all Learners
-Small Group Instruction- Increasing engagement and student proficiency through systematic instruction
-Data-Driven Instruction- Using Semester 1 data to adjust planning for Semester 2
-Increasing foundational skills and effective phonics instruction
-Data chats- guiding students to ownership of their data
-30 Day Countdown- Using Data to Plan for Closing the Gap

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)).

Kindergarten Transition Day for Pre-K Students: In the spring, our on-campus Pre-K students participate in a special "Kindergarten Day" where they visit kindergarten classrooms, meet kindergarten teachers, participate in sample lessons or centers, and tour important areas of the school (cafeteria, media center, playground). This helps familiarize them with the kindergarten environment in a safe and supportive way.

Kindergarten Round-Up and Meet the Teacher: Families are invited to attend events that introduce them to the school setting, curriculum expectations, and daily routines. These include a spring registration/orientation and a summer “Meet the Teacher” event.

Collaboration with Early Learning Providers: We maintain communication with local early childhood programs (including VPK and Head Start) to share relevant information and promote aligned instruction.

Social-Emotional and Academic Support: During the first few weeks of school, our kindergarten team

focuses on relationship-building, routines, and foundational skills. Our school counselor and support staff are available to assist students with any transition-related needs

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.

Oakcrest Elementary actively collaborates with district leadership to review and allocate resources that meet the diverse needs of our student subgroups, including Students with Disabilities (SWD), English Language Learners (ELLs), and our Black and Hispanic populations.

Data-Driven Collaboration: We participate in regular data reviews with district personnel to analyze subgroup performance across academic, attendance, and behavior indicators. This includes disaggregated data to identify achievement gaps and prioritize areas for support.

Targeted Resource Allocation: Based on data and needs assessments, we advocate for and receive targeted resources—such as intervention materials, bilingual support, instructional software, and specialized staffing—to provide equitable access to rigorous instruction for all learners.

District-Supported Professional Development: We work with the district to ensure that teachers and staff receive training that directly addresses subgroup needs, including culturally responsive teaching, inclusive practices, MTSS implementation, and strategies for differentiating instruction for SWD and ELL students.

ESE and ESOL Program Support: Our ESE and ESOL specialists and paraprofessionals collaborate with district coordinators to monitor compliance, instructional quality, and student progress. These partnerships help ensure that services and supports are appropriately aligned with student IEPs and language acquisition goals.

Ongoing Monitoring and Adjustments: We participate in district-led Title I and ESSA monitoring processes, using feedback to evaluate how resources are being used and to make adjustments that better serve underperforming subgroups.

Through this collaborative process, we strive to ensure all students—regardless of background—receive the support, access, and opportunity needed to succeed.

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).

Daily MTSS Intervention Block: A dedicated school-wide intervention/enrichment block will occur daily to provide targeted, data-driven instruction to students in need of academic or behavioral support. Groups will be adjusted based on ongoing progress monitoring. This ensures real-time intervention for students, particularly in our SWD, Black, and Hispanic subgroups who have shown performance gaps in ELA and Math.

• After-School Tutoring: Targeted after-school tutoring will begin in September and run through April. Priority students will be identified based on progress monitoring and subgroup performance trends. Tutoring will focus on foundational skills in reading and math and be delivered in small groups to allow for personalized instruction.
• Mentoring Supports:
• External Mentoring: We are partnering with an outside agency to provide mentoring for students who demonstrate high needs in the areas of behavior, attendance, or social-emotional development.
• Internal Mentoring: Staff will also participate in a school-based mentorship program to support students who need additional adult connection, accountability, and encouragement.
• Weekly Collaborative Planning and PLCs: Grade-level teams will meet weekly with instructional coaches to analyze student data, plan differentiated instruction, and identify subgroup performance trends. Collaboration will focus on high-impact instructional strategies that support equity and access for all learners.
• Data Review and Adjustment Cycle: Formal school-wide data reviews will take place three times per year (fall, winter, spring). During each review, subgroup data will be disaggregated, and intervention plans will be updated accordingly. Adjustments may include movement between MTSS tiers, changes in instructional strategy, or additional support services.
Rationale:

This multi-tiered approach is based on current school data, which shows disproportionate achievement gaps for students with disabilities, Black students, and English Language Learners in both ELA and Math. Attendance and behavior data also highlight the need for increased mentoring and wraparound supports. These strategies are designed to close achievement gaps, increase engagement, and support the whole child through data-informed, targeted action.

VII. Budget to Support Areas of Focus

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

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/150	UNISIG	1.0	23, 281.38
(1.0 FTE) Instructional Paraprofessional to provide targeted academic assistance and supplemental instructional support for students in need of additional intervention. The position will assist teachers in implementing evidence-based instructional strategies, small-group instruction, and progress monitoring to improve student achievement and support school improvement goals. (District 5100 1500) (This unit was programmatically approved by BSI on 8/13/26)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/210	UNISIG	0.0	3, 146.00
Retirement (District 5100 2100): = $3,146					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/220	UNISIG	0.0	1, 327.00
FICA (District 5100 2200): = $1,327					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/230	UNISIG	0.0	15, 421.00
Health Insurance (District 5100 2300): $11,000					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/230	UNISIG	0.0	41.00
Life Insurance (Dstrict 5100 2310): 0.19% = $41					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/240	UNISIG	0.0	125.00
Workers' Compensation (District 5100 2320): 0.58% = $125					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/220	UNISIG	0.0	311.00
Medicare (District 5100 2330): 1.45% = $311					
Uploaded Budget	Instructional Practice - Benchmark-aligned instruction	5100/369	UNISIG	0.0	5, 036.00
Digital subscription Frax/Reflex to support math instriction (District 5100 369)					
Uploaded Budget	Instructional Practice - Benchmark-aligned instruction	5100/510	UNISIG	0.0	15, 750.00
Measuring Up student workbooks Reading, math and science (13,250) Consumables: paper, pencils, markers ($2,500) (District 5100 5100)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/310	UNISIG	0.0	29, 997.00
Tutors Who Care Services $1,200 per session 24 sessions × $1,200 Instructional Focus: Mathematics and English Language Arts (ELA) Target Population: General education students, Exceptional Student Education (ESE), Students with Disabilities (SWD), and					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
English Language Learners (ELL) (District 5100 3100)					
Uploaded Budget	Instructional Practice - Benchmark-aligned instruction	6300/120	UNISIG	0.0	22, 275.00
Planning for teachers: 45 teachers $27.50 18 hours (District 6300 120)					
Uploaded Budget	Instructional Practice - Benchmark-aligned instruction	6300/130	UNISIG	0.0	990.00
Planning for CAS: 2 CAS $27.50 18 hours (District 6300 130)					
Uploaded Budget	Instructional Practice - Benchmark-aligned instruction	6300/210	UNISIG	0.0	3, 420.00
Retirement (District 6300 2100)					
Uploaded Budget	Instructional Practice - Benchmark-aligned instruction	6300/220	UNISIG	0.0	1, 443.00
FICA (District 6300 2200)					
Uploaded Budget	Instructional Practice - Benchmark-aligned instruction	6300/240	UNISIG	0.0	135.00
Workers' Compensation (District 6300 2320)					
Uploaded Budget	Instructional Practice - Benchmark-aligned instruction	6300/220	UNISIG	0.0	338.00
Medicare (District 6300 2330):					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/120	UNISIG	0.0	60, 000.00
Retention bonus for qualified teachers meeting one or more eligibility criteria that support ESSA subgroup success (ESE Certified, ESOL Endorsed, Highly Effective or Effective VAM rating), or who demonstrates impact on student achievement, including: positive learning gains of 50% or more from PM1 to PM3 in at least one content area, or contribution to overall school grade improvement during the school year. 30 teachers x $2000 (District 5100 120)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/220	UNISIG	0.0	3, 720.00
FICA (District 5100 2200)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/240	UNISIG	0.0	348.00
Workers' Compensation (District 5100 2320)					
Uploaded Budget	ESSA Subgroups - Students With Disabilities (SWD)	5100/220	UNISIG	0.0	870.00
Medicare (District 5100 2330)					
Uploaded Budget	Student Attendance	7300/160	UNISIG	0.0	1, 925.00
School Confidential Secretary/Bookkeeper Additional Hours - 70 hours total to complete					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
necessary work related to increasing student attendance, including contacting families, creating & distributing family resources, and supporting school's admin/instructional team during planning periods. 70 hours x $27.50 (District 7300 160)					
Uploaded Budget *Retirement (District 7300 2100)*	Student Attendance	7300/210	UNISIG	0.0	283.00
Uploaded Budget *FICA (District 7300 2200):*	Student Attendance	7300/220	UNISIG	0.0	120.00
Uploaded Budget *Workers' Compensation (District 7300 2320)*	Student Attendance	7300/240	UNISIG	0.0	12.00
Uploaded Budget *Medicare (District 7300 2330)*	Student Attendance	7300/220	UNISIG	0.0	28.00
Uploaded Budget *Age of Learning Reading and Math Site License (5100 3690)*	ESSA Subgroups - Students With Disabilities (SWD)	5100/369	UNISIG	0.0	15, 000.00
Total	Uploaded Budget				205, 342.38
Plan Budget Total					**205, 342.38**

Oakcrest 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:	Sarah Dobbs
School Website:	Marionschools.net/oce
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

Oakcrest Elementary's (OCE) goal for the upcoming school year will be to develop a comprehensive Parent & Family Engagement Plan that will build a stronger connection with families and our community partners. The purpose of this plan is to provide learning opportunities for families that will directly impact students' academic success measured by district/state assessments and daily attendance as one of the early warning indicators. Parent and community input will be at the center of the plan's development throughout the school year. The number of families in attendance for Family Engagement events will increase by 7% since previous years.

2. Jointly Developed

Please describe how the school will:

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

Parents and community partners will be given the opportunity to assist in the plan's development through their responses to parent surveys, input on the school's needs assessment, and participation as members of the School Advisory Committee (SAC)/PTO. Through this platform, families will have an opportunity to participate as part of a problem-solving team that addresses academics, attendance, and social-emotional learning. In addition, the Family Engagement Liaison will be interacting directly with parents as they provide feedback on the plan. The Parent & Family Engagement Plan will be available to families/community via our school website and Title I Parent newsletters developed by our Family Engagement Liaison and leadership team. Hard copies will be made available at our Parent Information kiosk located in the Reception area of the school. School-Parent Compact, Title I Information Brochure and Family Engagement Plan are part of OCE's enrollment packet given to new families at the time of enrollment. The Parent and Family Engagement Plan will be reviewed quarterly during our scheduled SAC meetings. Parent comments on various event/training surveys will be discussed as well as a way to identify specific ways that trainings, meetings, activities, and communication can be improved upon. Feedback from the annual survey will guide changes to the plan and aide in planning for the coming year. Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. East Marion administration will maintain all parent communication on file and will share parent concerns about the effectiveness of the plan with the assigned program specialist and/or Title I personnel who are directly responsible for collecting this information for guidance. During our

Orientation, parents will be provided with information pertaining to opportunities for volunteering, SAC/PTO, accessing the Parent Portal, and teacher websites. SAC meetings will be held quarterly, with monthly PTO meetings scheduled in relation to planned events. Our monthly event calendars are posted on the school website, schoolwide messaging, and the OCE marquee will be utilized to announce upcoming meetings/events. Parents can also schedule conferences before and after school to offer more opportunities for families to meet with their child's teacher. The Guidance Department schedules meetings relating to our students with disabilities, attendance, and Problem-Solving Team (PST) meetings that are convenient for parents when discussing progress towards goals to allow more flexibility for our families. The administration maintains "office hours" that allow parents to meet with them to discuss any concerns they might have about their child's progress.

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.

OCE's leadership team develops an agenda covering the date, time, and location for the Annual Title I Meeting (September). Invitations/fliers are prepared (translated when necessary) and distributed to families. Information is sent home to the parent via email, text, communication folder, social media, and school website. Presentation materials are prepared along with handouts. OCE Administration will conduct the meeting and collect parent feedback via the Family Event Survey/Sign-in sheets. Presentations and handouts are added to the school website and are available to parents upon request. The information shared will cover the purpose behind Title I funding for OCE, how federal funding is provided based on the number of students on free and reduced lunch, and the government policies such as ESSA (Every Student Succeeds Act 2015) related to funding. Parents' Right to Know and their role in the decision-making process, as well as parent engagement activities, will also be covered.

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.

Prepared messages related to progress reports and upcoming school-family events will be created using clear, easy-to-understand language (removing academic or industry terms/acronyms whenever possible) and sent via phone and text to registered phone numbers and email addresses of our

families. The text and email messages sent via schoolwide communication will be sent in both English and Spanish. Additional communications will be relayed through social media such as twitter, site-based website, school newsletters, fliers, and school marquee. Information will be coordinated with feeder schools in order to prevent scheduling events at the same time. For those students whose home language is not English, school-wide communications will be translated using a free online translation service to the home language of the family. Based on parent input on the parent survey, OCE will strive to provide AM/PM sessions presenting the same content as a way to meet the individual needs of our families. The Family Engagement Liaison will be the point of contact who organizes small group informational meetings for parents. OCE will provide families with a variety of opportunities to participate in school activities by ensuring access to face-to-face meetings/conferences, virtual meetings (hybrid blend), home visits when requested, and flexible scheduling. The focus will be on communicating and working with parents as equal partners in the decision-making process based on their responses to specific survey questions related to their preferences on how they would prefer to receive information from the school. This information will be shared with staff, and resources such as Google translate, ClassDojo, or Remind offer apps that assist with translation.

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.

1) No 2) Yes, Childcare for events will be developed as one of our volunteer opportunities. OCE will reach out to our "feeder" schools (Vanguard High School) as a way to recruit secondary students looking for community service hours.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

The families, students, and staff worked together to share ideas to develop the school-parent compact. Teachers met with grade-level teams to design practical strategies for parents to implement at home and the types of support the students would receive from them based on their individual needs. Parents provided valuable feedback on their specific needs during SAC meetings, and students were asked about how they could take ownership of their learning. Based on the input from all stakeholders, specific responsibilities were identified to ensure the improvement of student academic achievement. School staff will provide students with high-quality instruction, provide

differentiated instruction, communicate with families, and foster parent/family engagement that focuses on effective strategies. Parents will promote consistent attendance, actively support OCE procedures and routines, and actively participate in their student's education by attending family engagement opportunities. Students will consistently follow school-wide expectations, take ownership of their learning, and ask for assistance when needed. The school's goal is to integrate strategies to build strong partnerships with parents and families. This will be accomplished by soliciting input from parents and families on how OCE can better serve their needs and the needs of their students. OCE staff will share specific information provided by the district and state that explains achievement/proficiency levels. Some of these resources can be found on the Florida Department of Education website (i.e. Florida Assessment of Student Thinking (FAST) VPK using Star Early Literacy (Provide parents with the Family Guide to Star Assessments FAQ, which describes the assessments via video in English/Spanish).

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.

Oakcrest will coordinate and integrate parent & family engagement programs and activities throughout the school year. These activities will utilize "best practices" as they relate to equipping parents with the tools necessary to assist their child(ren) at home.

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

We will describe and explain the curriculum, forms of assessments, and achievement levels during our Annual Title I meetings, school-based website, and newsletters. Parent information will be provided to families which explain the new B.E.S.T standards and how they will impact student learning. •BEST Standards for ELA and Math (Parent Resources located on the MCPS Homepage), FLDOE Parent Resources, Benchmark Advanced (ELA Curriculum), Savvas myView (Math curriculum), UFLI Foundations K-2, MTSS Intervention Resources. School staff will provide parents with individual student academic assessment results along with the interpretation of those results during Assessment Information Meetings, and quarterly information meetings facilitated by the Family Engagement Liaison, teachers, and Content Area Specialist (CAS). Data will be shared at Title 1 events; Parent resources will be provided that contain specific assessment criteria for proficiency Pre-k – 5, such as UFLI Foundations K-2, Achievement Level Descriptions BEST Standards, and the new progress monitoring assessment for proficiency.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
Annual Title I Meeting	We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the school-wide 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 1** September 11, 2026 at 5:30pm
Open House - EME	Meet your child's teacher and learn how they will prepare your child to be successful in the upcoming school year. School routines, procedures, and expectations will be shared as they relate to attendance, behavior, and academics.	**Quarter 1** September 2026
Trunk or Tales Literacy Night	Join us as we collaborate with the local library to foster a love of Reading through a Fall Theme. Families will complete a UFLI task (K-2) in order to gain the King Size Candy Bar. Literacy resources will be provided to promote the importance of reading as a life-long skill.	**Quarter 1** October 29, 2026 6:00pm
Mad Math and Muffins	Families will engage in interactive math activities alongside their child. Families collaborate through problem-solving and meaningful conversations while learning strategies to support math achievement at home. During the event, families also receive important information about Title I servicesand academic expectations to support student success.	**Quarter 2** December 11, 2026 7:00am
3rd grade and 5th promotion/Transition night (Family Game Night)	We welcome families to participate in Student Led Data Chats/Acadmeic conferences with their 3rd and 5th grade student. Students will review their personal data and set goals with their families.	**Quarter 3** January 21, 2027 5:30 pm
Donuts with Grownups and Academic Data Chats	We welcome families on campus for a chance to read a vetted book and take an AR test with their child while also connecting through conversation, collaboration and learning more about Title 1 and the HB1467 and literacy information.	**Quarter 3** February13, 2027 7:00 am

Pizza, Pages and Games Night	Families will learn how to reinforce the school's BIG Three through game-based activities for the whole family.	**Quarter 4** April 1, 2027 5:30pm

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

Staff (teachers and non-instructional staff) will attend Resiliency training during "Ignite Week" in July as well as additional PL focusing on our SIP; MCIES Training will be ongoing through data chats and discussion with the leadership team. The Family Engagement Liaison will facilitate with teachers, guidance, and school staff to support learning and increase attendance. Family and community involvement events (Fall and Spring Events) will facilitate a setting to meet and build relationships with parents. Communication has been enhanced to build a 2-way form of communication which includes Skylert calls (data is produced for active numbers and followed up on); the school newsletter will be interactive and provide for parent follow up to communicate with the school and the Family Engagement Liaison. Communication expectations will be outlined during Pre-planning week and monitored on an ongoing basis. Implementation and coordination of parent and family engagement programs will be coordinated based on information and resources provided during the Family Engagement in Education training. All staff will be provided guidance and discussion through collaborative planning and training to support communication between home and school. During pre-planning week, the student services manager will define the roles of communication and effective practice. Data will then guide conversation and next steps provided to parents for best practices. This year, all students will have contact from an OCE staff member within the first 10 days. Focus will be on communicating and working with parents as equal partners in the decision-making process based on their responses to specific survey questions related to their preferences on how they would prefer to receive information from the school. This information will be shared with staff and resources such as Google translate, Skylert, or Remind offer apps that assist with translation. The leadership team, ITD teachers, and mentors will support the communication process. During pre-week staff will receive professional learning in how to communicate with families clearly, without education jargon and to utilize free online translation resources to communicate with families in their home language. The leadership will establish an open-door policy to encourage organic communication in various forms. Utilizing family engagement strategies garnered from the Family Engagement Showcase will serve as a platform to enhance communication between the school and home when responding to parent requests and family engagement activities. During pre-week, staff will receive professional learning for communicating with parents and sharing best practices for classroom support. Additionally, communication will be enhanced through a grade level newsletter, and a Family Engagement Committee. The Family Engagement Liaison will support communication as it is delivered from the front office and to staff, etc.

School Advisory Council (SAC) Interest Form

Oakcrest Elementary School

2026-27

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

Role Interest

Please select all that apply:

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

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

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

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____