Marion County Public Schools

SHADY HILL ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission at Shady Hill is to create an environment where ALL children, regardless of differences, will be able to succeed academically, physically, and emotionally to their maximum ability.

Provide the school's vision statement

Our vision is to provide a positive, family-oriented and engaging environment where children will recognize and achieve their fullest potential.

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

Anna Streater-McAllister

Anna.Streater-McAllister@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Lead the school in all areas of academics and instruction, manage the team of employees while cultivating relationships with all stakeholders, ensuring the learning of all students, and building a foundation of lifelong learning.

Leadership Team Member #2

Employee's Name

Noriliz Santiago

Noriliz.Santiago@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Noriliz Santiago is the assistant principal at Shady Hill Elementary. The assistant principal co-leads the school in all areas of academics and instruction, assists in the management of the team of employees, cultivates relationships with all stakeholders, ensures the learning of all students, and builds a foundation of lifelong learning.

Leadership Team Member #3

Employee's Name
Megan Heron

Megan.Heron@marion.k12.fl.us

Position Title
Instructional Coach of English Language Arts

Job Duties and Responsibilities

Megan Heron is the content specialist for ELA for Shady Hill Elementary. The responsibilities of the content area specialist in ELA is to provide instructional support for our teachers and assist in the facilitation of planning and implementation of the B.E.S.T. Standards in ELA for the state of Florida.

Leadership Team Member #4

Employee's Name
Lori McBride

Lori.McBride@marion.k12.fl.us

Position Title
Instructional Coach of Mathemetics

Job Duties and Responsibilities

Lori McBride is the content area specialist for Math. The responsibilities of the content area specialist in Math are to provide instructional support for our teachers and assist in the facilitation of planning and implementation of the B.E.S.T. Standards in Math for the state of Florida.

Leadership Team Member #5

Employee's Name
Amanda Aubin

Amanda.Aubin@marion.k12.fl.us

Position Title
Guidance Counselor

Job Duties and Responsibilities

Amanda Aubin is responsible for the implementation of mental health and wellness for all students at our school. She provides counseling services to students and supports our social-emotional learning goals in our school. She assists students with issues that may arise as support outside of the classroom. She is the lead for our Caring School curriculum, attendance cheerleader, and student monthly recognition. Mrs. Aubin also assists our students in transitioning at each grade level and to middle school.

Leadership Team Member #6

Employee's Name
Susan Catalonatto

Susan.Catalonatto@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

Susan Catalanotto is our student services manager. The student services manager is responsible for the implementation of the code of student conduct in management of student behavior. Student services managers work with our students, teachers, and parents to keep the campus a safe learning environment so that classroom instruction is consistent and an optimal learning experience for all students.

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 leadership team meets weekly to discuss areas of need for the weeks and months ahead. The plan of action in each area of the leadership team is developed and executed in day-to-day activities.

Data is monitored to make decisions for instruction, attendance, guidance, and family engagement, to name a few areas. The team implements our strategic goals, and we matriculate as a team to attain them. Our School Advisory Council, or SAC, meets four times a year or more to monitor the progress of the school and provide input to the school environment, school culture, and operations. This committee consists of parents, business partners, teachers, staff members, and volunteers. We are also in the final stages of the process of creating a PTO for our school.

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 Improvement Plan, or SIP, is a working document that will be used throughout the academic year and monitored by the administrative team as we progress toward our achievement goals. The implementation of this SIP will impact all students, especially those students with disabilities and ELL students. Also, we will continue to monitor our students who have regressed from one achievement year to the next. We will continue to adjust as the need arises, ensuring that we reflect at mid-year to report our status. We will share with our SAC (School Advisory Council) and monitor the attainment of goals for accountability to our students and school community.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**89.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: B** **2021-22: B**

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	72	79	95	115	114	99				574
Absent 10% or more school days	9	10	10	19	12	5				65
One or more suspensions	3	1	3	1	2	0				10
Course failure in English Language Arts (ELA)	2	11	17	17	21	16				84
Course failure in Math	2	1	2	5	15	12				37
Level 1 on statewide ELA assessment	11	21	17	30	19	16				114
Level 1 on statewide Math assessment	8	7	16	16	15	17				79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	21	17	30						79
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	8	7	16	16	15					62

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		2	8	21	19	13				63

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	2	4	14						21
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	81	94	110	125	103	87				600
Absent 10% or more school days	10	14	11	11	6	8				60
One or more suspensions	12	10	19	13	24	10				88
Course failure in English Language Arts (ELA)	12	21	29	9	13	6				90
Course failure in Math	6	13	21	19	11	4				74
Level 1 on statewide ELA assessment	1	14	33	29	30	19				126
Level 1 on statewide Math assessment	7	15	25	24	19	22				112
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	14	33	29						77
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	15	25	24						71

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	5	11	13	9	10	8				56

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			8						10
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	50	62	53	47	59	50	46	57
Grade 3 ELA Achievement	55	47	61	50	46	59	42	44	58
ELA Learning Gains	57	58	63	58	53	60	50	56	60
ELA Lowest 25th Percentile	65	58	58	69	57	56	41	58	57
Math Achievement*	65	55	66	60	51	64	55	51	62
Math Learning Gains	65	58	64	66	53	63	49	56	62
Math Lowest 25th Percentile	49	48	50	47	47	51	40	50	52
Science Achievement	50	50	62	50	44	58	47	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	461
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***
58%	54%	50%	56%	51%	65%	

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	43%	No		
English Language Learners	50%	No		
Black/African American Students	47%	No		
Hispanic Students	56%	No		
Multiracial Students	60%	No		
White Students	60%	No		
Economically Disadvantaged Students	50%	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	55%	55%	57%	65%	65%	65%	49%	50%					
Students With Disabilities	30%	27%	48%	71%	39%	50%	47%	35%					
English Language Learners	32%	25%	52%	53%	59%	76%							
Black/African American Students	42%	36%	58%	50%	39%	58%	55%	36%					
Hispanic Students	45%	45%	62%	67%	66%	68%	65%	32%					
Multiracial Students	57%		44%		65%	75%							
White Students	64%	66%	55%	69%	71%	62%	27%	62%					
Economically Disadvantaged Students	42%	39%	52%	62%	52%	61%	53%	38%					

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	53%	50%	58%	69%	60%	66%	47%	50%					29%
Students With Disabilities	26%	17%	47%	47%	33%	52%	29%	0%					
English Language Learners	24%	33%	38%		52%	43%							29%
Black/African American Students	38%	50%	54%		36%	42%							
Hispanic Students	44%	44%	47%	79%	60%	60%	44%	48%					25%
Multiracial Students	57%	46%	75%		65%	83%							
White Students	60%	55%	64%	54%	65%	70%	54%	49%					
Economically Disadvantaged Students	41%	37%	52%	76%	48%	59%	49%	39%					27%

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	50%	42%	50%	41%	55%	49%	40%	47%					72%
Students With Disabilities	23%	43%	31%	28%	31%	35%	40%	0%					
English Language Learners	25%				33%								72%
Black/African American Students	22%		38%	38%	22%	21%	19%	6%					
Hispanic Students	49%	34%	59%	53%	51%	54%	71%	42%					71%
Multiracial Students	36%	17%	55%		43%	27%							
White Students	58%	51%	48%	27%	65%	55%	36%	65%					
Economically Disadvantaged Students	40%	29%	45%	35%	44%	49%	40%	31%					67%

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	54%	46%	8%	60%	-6%
ELA	4	51%	50%	1%	60%	-9%
ELA	5	57%	53%	4%	61%	-4%
Math	3	62%	56%	6%	66%	-4%
Math	4	65%	53%	12%	65%	0%
Math	5	62%	54%	8%	62%	0%
Science	5	50%	50%	0%	60%	-10%

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?

Our most improved area was third-grade ELA. The grade level moved from 50% proficiency last year to 55%. They performed with 80% learning gains and 80% bottom quartile gains. The third grade team buckled down and decided that they were going to move students, and they did once again. They did the same with math; third grade learning gains were 80% and 87%, respectively. Our fourth-grade math team is very strong and has the ability to teach students by using the data to drive their instruction. Some of our third-grade team observed them during the school year and were able to move students. Students are constantly and consistently instructed in small groups, leading to student differentiation and success.

Lowest Performance

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

The lowest-performing component was 5th-grade learning gains in Math LQ at 41%, followed by 4th grade at 43%. Students did not show significant learning gains in 5th grade ELA or Math. Science proficiency increased from 44% to 50%; however, overall learning gains were lower in 4th and 5th grade Math for our LQ students.

Greatest Decline

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

The greatest decline was in math learning gains from bottom-quartile students, which was 41%. Although it is 19 percentage points higher than last school year(22%), it is still the area where our gains have been lacking.

Greatest Gap

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

The greatest gap for the state average was Math in 5th grade at 41% with our lower quartile students. We have also seen students in this grade level decline in their achievement levels; for

example, scoring at level 3 achievement when they have been previously at levels 4 and 5. We must intentionally strategize to ensure these students' skill deficits are addressed during small group instruction and by implementing immediate remediation for students during Tier 1 instruction. Also, cognitive engagement is necessary to motivate intrinsic skills for students, so that independent learning and thinking skills unite to create strategic mindsets.

EWS Areas of Concern

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

An area of concern with the Early Warning Systems data is the high number of chronic absences and the correlation of FASA Math and ELA results. Students who collect high absences are often those who lack the skills of reading and math. Although our absence rate increased, we still need students to be present and in their seats. Our overall attendance rates increased to an average of 95%; however, we still have students who need to attend school to show academic growth, ultimately increasing student achievement overall.

Highest Priorities

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

1 . Continue overall ELA increase in ALL students, especially those in second grade, third grade, and fewer retentions for the upcoming school year, although there will be a significant decrease from last year.
2. Address the needs of student deficiencies; strategically targeting students in 4th and 5th grade math through small group instruction. Cognitively engaging students and accelerating those students scoring 4s and 5s on FAST in ELA, math, and Science.
3. Continue to provide targeted tutoring programs twice yearly, in October and January. Implement Early Release Science days to increase science and reading proficiency in all grade levels.
4. Retention and support(instructional and professional development) of teachers new to the career through the ITD program.
5. Continue to expand family engagement following the dual capacity framework of Dr. Karen Mapp, and celebrate students and families more frequently.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA, Math

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.

In the 2025-26 SIP plan, the Area of Focus was collaborative planning for strategically targeted Tier 1 small group instruction while cognitively engaging. From the data reviewed and gathered from the FAST administration from 2025-2026 and STAR assessments, it is apparent that structured collaborative planning is a must to implement formative assessment for Tier 1 instruction. Students must have ample opportunity to show mastery of the skills taught in classrooms during whole-group instruction, transitioning to small group instruction, both employing cognitive engagement. Data from various types of formative assessment will be gathered to determine differentiated groups and remediation that should take place during Tier 1 instruction.

The planning and collaboration will allow for data analysis of the formative assessment results. Teachers will be able to plan intentional differentiated or remediation activities for students. More opportunity for professional learning during collaboration will need to be addressed. Small group instruction with cognitive engagement will also be the focus of our professional learning days; hands-on science will occur on the early release days, ensuring teachers are supported in the learning process.

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.

In ELA, our 3rd grade students will meet the 60 % goal by increasing by 5 percentage points; our 4th grade students will increase by 5% to meet the 57% proficiency goal, and our 5th grade students will increase by 5% from their percentage of 62% for the 2026-2027 school year. In Math, our students in 3rd grade will increase by 5 percentage points, aiming for the goal of 70%, in 4th grade by 5% for a goal of 69%, and in 5th grade by 67%. Our learning gains in 4th and 5th Math will be increased by small group instruction based on needs for students from small group instruction, Fall Tutoring Bootcamp, and Spring Tutoring.

Monitoring

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

Through ongoing data digs, collaboration, and early release day professional development opportunities, the administrative team and teachers will be able to share their data to examine the students with the highest need for strategic small group planning, ensuring that tasks are aligned and include the level of rigor needed for students to show mastery. Teachers will purposely plan to use cognitive engagement strategies to increase student engagement in learning. Every week, teachers will collaborate and plan lessons based on the B.E.S.T. benchmarks. Planning and collaboration are vital to ensure that quality instruction takes place in the classroom. The CAS will facilitate the planning and collaboration with administration. Tasks and activities will meet the depth of the benchmark, ensuring formative assessment provides a true depiction of understanding. The data gathered from the formative assessment will drive intentional instruction for differentiation and immediate remediation.

Person responsible for monitoring outcome

Anna Streater-McAllister, Noriliz Santiago, Megan Heron

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:

The evidence-based intervention is strategic planning for small groups utilizing the data from formative assessment to target specific students. Those students also consist of our ESSA subgroups, targeting those groups of students that fall under 41%, which are ELL students at 37% and students with disabilities at 28%.

Rationale:

This strategy has been chosen as it fosters intentionality in our everyday practice of instruction. The reality is that unless we strategically target students for instruction, we will not see the change and increase needed and necessary in their learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Planning/ Data Disaggregation / Coaching Cycles and Professional Learning

Person Monitoring:
Anna Streater-McAllister and Administrative Team

By When/Frequency:
weekly meeting and daily classroom visits, coaching cycles by need with ELA , Math, and Science.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attend weekly collaborative planning meetings and introduce/coach teachers through the strategic small group planning process, incorporating cognitive engagement strategies. Alternate planning with data digs to ensure teachers are seeing the progress of student in real time, and strategically planning according to student need. Teachers that need support would be placed on coaching cycles and benchmarks will be used to measure the success and immediate need for our 2nd and 3rd grade teachers and students. However, because of 49% in 4th and 5th grades with students scoring below the 40th percentile, we will incorporate these strategies within these grade levels with the same intensity and urgency.

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), English Language Learners (ELL)

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 data from the FL Department of Education shows that the ESSER subgroups of English language learners and students with disabilities have historically had a gap in achievement at Shady Hill Elementary. These students are often both of the subgroups, and the sense of urgency is apparent. English language learners are currently scoring at 38% proficiency and students with disabilities at 28%. As an administrative team, we will develop academic Instructional plans for the students that are lacking and track their progress. Teachers will disaggregate the data weekly and come prepared in planning to speak to the needs of the students that are not performing in these subgroups. We will ensure that the individual student is receiving the support needed, instructionally, by also utilizing a paraprofessional in the classroom for their use of the teacher to assist with 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 all resources are implemented to fidelity, are aligned with instructional benchmarks, and Maslow's Needs are met, then the ESSER subgroups will increase to 41%, with ELL students increasing by 3 percentage points(41%) and students with disabilities with a 12 percentage point increase (41%).

Monitoring

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

We will have students also be pulled for small group in class and in other areas (Admin Team) and specific prescribed groups for coaches working with teachers of these students. Those teachers who will need coaching cycles and professional learning targeting differentiation and targeted small group instruction will receive these tools through our early release professional development and coaching support. Students will also be targeted for extra resources such as small group instruction with the paraprofessional assigned to those classrooms.

Person responsible for monitoring outcome

Anna Streater-McAllister, Noriliz Santiago, Megan Heron

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:

Teachers will disaggregate the data weekly and come prepared to plan to speak to the needs of the student that are not performing in these subgroups. We will ensure that the individual student is receiving the support needed, instructionally, by also employing a paraprofessional in the classroom for their use of the teacher to assist with instruction.

Rationale:

This strategy has been chosen as it fosters intentionality in our everyday practice of instruction. The reality is that unless we strategically target students for instruction, we will not see the change and increase needed and necessary in their learning

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Meet with each grade-level team to examine subgroup data and review benchmark assessments to plan for purposeful, immediate, and intentional instruction to meet the needs of these students.

Person Monitoring:	**By When/Frequency:**
Administrators and CAS for ELA and Math	Weekly

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

We will extend out 3rd Grade Reading Bootcamp that will be held in October to these students, and also any student needing assistance in reading. There will also be a tutoring opportunity for students in January through March of 2025. We will have students also be pulled for small group in class, and in other areas(Lunch Bunch) and specific prescribed groups for coaches working with teachers of these students. Those teachers that will need coaching cycles and professional learning targeting differentiation and targeted small group instruction which will promote cognitive engagement. These instructors will receive these tools through our early release professional development and coaching support

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.

Daily attendance at Shady Hill averaged 95% in 2024-25, increasing by 3% and meeting our goal. Our new goal is 98% attendance. We understand the importance of attendance as it relates to academic achievement. We are planning to implement more attendance incentives for students to attend school by engaging our families through events to achieve our goal.

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.

Shady Hill Elementary will increase attendance by 3%, from 95% to 98 % by the end of the 2026-27 school year.

Monitoring

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

The attendance clerk and guidance counselor will run daily reports. The student services manager and counselor will create opportunities for students to participate in attendance celebrations (ice cream parties, attendance dances, lunch with the principal, etc.) and family engagement activities, like Science Night and Winter Wonderland Reading Night.

Person responsible for monitoring outcome

Amanda, Aubin, Susan Catalonotto, and Noriliz Santiago

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:
Research conducted by a Harvard University study reports that if students are engaged in school activities, then academic achievement will increase (Mapp, 2017). Students must be in school to learn and illustrate academic growth. Families must be engaged to assist in the academic and overall growth of their child.

Rationale:
The rationale is to increase student attendance, which in turn increases student academic performance.

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

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

Action Steps to Implement:

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

Action Step #1
Family Engagement Committee, Multi-Disciplinary Team, and Steering Committee

Person Monitoring:
Anna Streater-McAllister, Noriliz Santiago, and Amanda Aubin, Susan Catalanotto

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Family Academic Engagement Committee will create opportunities for students and families to increase the attendance of students by offering engaging activities. Meetings will be conducted monthly for planning activities and implementing family engagement strategies for families of all students.

Action Step #2
Chronic Absenteeism

Person Monitoring:
Anna Streater-McAllister, Noriliz Santiago, Amanda Aubin, Susan Catalanotto

By When/Frequency:
Weekly, monthly, and quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our team will incorporate attendance incentives targeting students with chronic absenteeism. Currently our rate of chronic absenteeism is at 29% Our goal is to decrease the percentage to 20% by the end of the 2026-2027 school year. We will incorporate and use all systems available in the Apptegy communication program used by our district. Our attendance committee will work diligently to ensure that we have a Perfect Attendance Awards for students monthly, Attendance Dances in the Courtyard, and Book Club with the Principal to name a few of the incentives we will incorporate into

the practices we currently use.

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.

Shady Hill Elementary uses the School Advisory Council meetings, or SAC, to review the School improvement plan and data. These meetings are held quarterly, and we invite all of our stakeholders to our meetings, including parents, teachers, business partners, and school volunteers, to take part in the committee. We let parents know by utilizing our Apptegy communication tool, school marquee, Class Dojo, and flyers sent home to parents. We also have it available on our school website at www.marionschools.net/she.

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)).

We host a plethora of family engagement events this year and are offering parent conference nights for our families. The first will be held in November and the second in February. Along with flexible meetings for parents, such as in parent conferences, we encourage families to come be a part of our family. Our school is part of the Acceleration and Innovation schools, which participate in Family Academic Engagement, based on the research of Dr. Karen Mapp. The intention is to create positive environments for families so that academic achievement soars. We will advertise all of our events publicly and on our website at www.marionschools.net/she. We also advertise on our marquee and Apptegy communication. We send flyers home and have parent volunteers who are willing to help in

all ways possible to ensure that families feel in partnership with our school. We invite our business partners and all stakeholders to come and partner with us for the academic success of our students. https://www.marionschools.net/Page/50551

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)).

The goal is that the programs we put in place from our Family Engagement nights will increase family engagement, along with the goal of strategic small group planning for targeted instruction and cognitive engagement.

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)).

We develop this plan with all students and stakeholders in mind. Our business partners, families, and district resources are all a part of the development of this plan. One example is that we have our food backpack program for students identified as homeless, and lunch programs that provide dinner for families.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The MDT, or Multi-Disciplinary Team, meets to discuss students and their needs from our screeners. We utilize the BESS screener to identify students who may need resources for behavior, mental health, or socioeconomic needs.

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)).

We host events like Career Day, Veterans Day, and many other events that expose students to the workforce. During several events, our high school students will come to volunteer and speak about their high school or middle school during the 5th-grade transition meeting. We hosted Belleview High School for carline this year and various community volunteers.

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)).

We also use the Multi-Tiered Support System, or MTSS, behavior processes for students who are identified during our MDT meetings. The student services manager maintains the data needed for these students and assists our behavior specialist and technicians in collecting needed data for interventions for all of our students, including students with disabilities.

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)).

Our early release days will be used as professional development days to disaggregate our data and use it for intentional Tier 1 instruction. Paraprofessionals support the instruction in the classroom, and it is imperative that they take part in the professional development that is offered on campus.

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)).

We host VPK and ESE Pre-K events at our school. We also host stagger start to ensure students have an experience prior to the first day of school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

N/A

Specifics to Address the Need

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

N/A

VII. Budget to Support Areas of Focus

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

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

Shady Hill Elementary
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:	Dr. Anna Streater-McAllister
School Website:	https://she.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

At Shady Hill Elementary, we value the partnership with our families. We realize that together we can achieve our vision, mission, and academic goals. Our specific goal for family engagement at Shady Hill Elementary is to increase family engagement participation by an attainable 10% than our current participation percentage. This measurable goal is relevant to our overall academic goal, as there is a direct correlation of family engagement and increase in academic achievement. Our goal is to increase proficiency in ELA/Reading by 5%(55 to 60), increase Math proficiency by 5%(64 to 69) and Science proficiency by 5% (50 to 55) by the end of the school year of 2027. Family Engagement activities at Shady Hill Elementary will encompass the following Elements of Engagement: 1. Linkages to learning that will provide opportunities aligned with the school and district achievement goals as declared in the district strategic plan. 2.Family Engagement through parent representation and voice weaved within the systems of our school. This includes engaging parents in every aspect of our daily operations and school mission. 3. Family engagement events providing interactive resources (learning and application of skill) will engage families in the direct learning, instruction, and academic goals of their children. Evaluations and data collected will be reviewed and improvement/ suggestions will be analyzed and incorporated into future events with the Family Academic Engagement, or FAE Committee (consists of parents, teachers, and school personnel) leading the way. Family Resource Nights will equip families with the knowledge of their child's academic success, and gauge where they will need to utilize the interactive resources provided. Our hope is to engage our families in every aspect of their students' learning, which leads to academic success in a cohesive engaging environment.

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.

Shady Hill's Parent and Family Engagement Plan will be posted on our website https://she.marionschools.net/. It will also be provided in a hard copy format which will be available at the front desk. Families will be notified of the availability through Apptegy and newsletters, flyer announcements will make it available on our school website, and distribute to parents that desire a written copy. The parent and family engagement plan will be available at the school, in the school calendar, and on the school's website under the Parent's Corner tab. For the August newsletter Hoofbeats, information will be shared with families about accessing the Parent and Family Engagement Plan. Shady Hill will periodically review the Parent and Family Engagement plan during School Advisory Committee meetings. Using feedback from recent Family engagement events, the

plan will be reviewed for ongoing improvement to better meet the needs of parents and the school. Comments from families and community members regarding the Parent and Family Engagement Plan and the Schoolwide Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and Schoolwide Improvement Plan, the Annual District Parent Survey and via quarterly SAC meetings. If there are parent comments that the plan is not satisfactory, the Title I office will be contacted for guidance. Also, the FACE Committee will analyze data from events and academic conference nights to ensure alignment and re-evaluation of the plan. Information about parent meetings, family engagement times, parent-teacher conferences, and other events will be shared through Apptegy messages, Family Engagement liaison, newsletters, posted on the website, and placed on the school marquee. Parent-teacher conferences are held at the request of either the teacher or the parent. These conferences can be held face-to-face, virtually, or over the phone. Volunteer information can also be accessed through the website. For additional information on ways to volunteer, families can contact our front office at 352-291-4085 to speak to the volunteer coordinator.

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.

We, at Shady Hill Elementary will conduct out Annual Title I meeting on Thursday, September 10, 2026. We will advertise the dates, times, and location via our website and Apptegy messages. We will inform parents of curriculum information, parents' rights under Title I, Parent and Family Engagement (including district policy) along with the Home/School Compact.1. Step 1 - Notice will be sent to parents in July phone message and will also be placed in the school's front office. 2. Step 2 - Parents will receive information regarding the meeting at our Meet the Teacher event in August 6, 2026. Step 3 - A presentation will be created to share with parents the first week of August 10th. Step 4 – Parents will choose one of two sessions.

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.

Parents are invited to attend our School Advisory Committee (SAC) meetings during which our family engagement plan and activities are reviewed and updated as needed. We utilize parent survey and input from our Home School Liaison to incorporate feedback from multiple stakeholders. By including

families in the development of the ongoing plan we will increase participation. At the SAC meetings, parents and committee members will work together to create, review, and approve the plan. The FAE Team will also have input from the data collected to plan engagement activities on campus at Shady Hill will periodically review the Parent and Family Engagement plan during School Advisory Committee meetings. Using feedback from recent Family engagement events, the plan will be reviewed for ongoing improvement to better meet the needs of parents and the school.

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.

We will offer meetings at flexible times to remove time barriers for families. We will offer childcare for events in the case where parents are receiving educational training to use with students at home.

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.

By having parents review information prior to the finalization, we will promote understanding. Communications will be sent home in the school's monthly newsletter, weekly classroom newsletters, Apptegy calls, the school marquee, and flyers/handouts. All forms of communication may be sent to families whose native language is not English using an online translation tool. Individual calls can be made by the teacher, ESOL paraprofessional, or school administration to parents who either do not speak English or who have difficulty reading.

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.

Shady Hill will provide training to school staff during the week of pre-school planning and throughout the year on conducting effective family academic conferences, effective strategies for two-way

communication, communicating with parents on regular basis, and to maintain accurate records, and the Family Engagement Liaison will share insights that he/she has received from parents that have helped the school know how to better support students. Teachers who have built strong relationships with families will share how that has helped them reach their students. Shady Hill will provide a description and explanation of the curriculum used at the school during our Annual Title I meeting. Additional information will be available upon request. During parent conferences, curriculum and assessments are discussed along with expectations for student success.

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

Shady Hill will provide a description and explanation of the curriculum used at the school during our Annual Title I meeting. Additional information will be available upon request. During parent conferences, curriculum and assessments are discussed along with expectations for student success.

9. Parent and Family Engagement Events

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

Title	Purpose	Quarter Date/Time
Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compact. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** September10, 2026 5:30-7 PM
Academic Conference Night	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill-building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	**Quarter 1** October 15, 2026 3:30-7:30 PM

Winter Wonderland Reading Night	To increase foundational literacy skills with home strategies for parents to use at home with students. A winter story is read to students as well by the principal.	**Quarter 1** December 10, 2026 5-6:30 PM
Publix Math Night	To increase math foundational skills of all students in grades Pre-K to 5th Grade.	**Quarter 2** January 21, 2026 5-6:30 PM
Science Night	At home science experiment application to reinforce science standards at every grade level.	**Quarter 4** April 1, 2027 5:00 pm
4th Quarter and Beyond Middle School Transition Night	Middle School expectations with feeder middle school representatives from feeder patterns and magnet programs.	**Quarter 3** February 2027 5:30 PM

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

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

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

Shady Hill will train all staff on the process to obtain translated communication for families. Information will be written for all stakeholders outside the school will be able to understand (acronyms will be spelled out in their entirety and educational jargon will be limited). In addition, we will have our parents provide input and feedback on our training to build and strengthen ties between home and school. During the pre-school week, Shady Hill will train all staff on best practices for parent two-way communication using DOJO, Canvas, Newsletters, emails, etc. The focus will be on clear communication with the removal of jargon. By including parents prior to the delivery of the training, we will have their assistance and feedback on ways to ensure parents as equal partners During our pre-school week of planning, we will train our staff on the process of providing information on parent requests for parent and family engagement activities. These requests will be given consideration when planning and then taken to our SAC and our FAE Team for consideration or funded through Title I or other means. During our pre-school training, all staff will be provided resources to assist with translation resources to reduce any language barrier. Online translators, staff resources, and other measures will be utilized throughout the year. Parents will be given an opportunity to make suggestions for improvement throughout the year and this input will be utilized in the ongoing training During the pre-school week, Shady Hill will train all staff on best practices for

parent two-way communication using Apptegy, Canvas, Newsletters, emails, etc. The focus will be on clear communication with the removal of jargon. By including parents prior to the delivery of the training, we will have their assistance and feedback on ways to ensure parents as equal partners.

School Advisory Council (SAC) Interest Form

Shady Hill Elementary

2026-27

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

Role Interest

Please select all that apply:

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

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

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

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____