Marion County Public Schools

SOUTH OCALA ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The South Ocala Elementary family is committed to educating all students to the highest levels of academic achievement, enabling students to reach and expand their potential, and preparing students to become productive, responsible, ethical, creative and compassionate members of society. Together, we will create a nurturing school culture that fosters rigorous instruction that is individualized to meet the needs of a diverse student population.

Provide the school's vision statement

South Ocala focuses on all aspects of a child’s education, including academic growth, extracurricular pursuits, emotional intelligence and resilience to build well-rounded global leaders.

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

Ryan Bennett

ryan.bennett@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal of South Ocala Elementary is responsible for providing visionary leadership and ensuring the effective operation of the school. Key duties and responsibilities include:

a) Serving as the Instructional leader by implementing and monitoring instructional practices through

the collection and analysis of data, and developing action plans to address areas of need and improve student achievement;
b) Overseeing the daily operations of the school to ensure a safe, secure, and supportive environment for all stakeholders;
c) Conducting observations of instructional and non-instructional staff, and providing timely, constructive feedback to support professional growth and instructional improvement;
d) Providing instructional leadership by fostering a culture of collaboration with teachers, and recruiting, developing, and retaining a highly effective and diverse faculty and staff;
e) Maintaining open and transparent communication with stakeholders, promoting organizational support, and managing systems for stakeholder recognition and school-wide visibility;
f) Modeling professionalism and ethical conduct in all interactions and decision-making processes.

Leadership Team Member #2

Employee's Name
Rebecca Miller

rebecca.miller@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal at South Ocala Elementary supports the principal in the overall administration and leadership of the school. Key responsibilities include:

a) Assisting the principal with the daily operations of the school to ensure a safe and secure environment for all stakeholders;
b) Supporting efforts to improve student achievement by promoting academic excellence and prioritizing student learning outcomes;
c) Overseeing the administration of district and state assessments, ensuring compliance with testing protocols and timelines;
d) Assisting in collaborative planning and communication with faculty and staff to support instructional effectiveness and operational efficiency;
e) Managing and maintaining the school’s textbook inventory in alignment with district guidelines;
f) Facilitating Progress Monitoring Meetings to review student performance data and inform instructional planning;
g) Conducting observations of instructional and non-instructional staff, and providing constructive feedback to promote professional growth and improve performance;
h) Demonstrating professionalism and ethical leadership in all responsibilities, interactions, and decision-making processes.

Leadership Team Member #3

Employee's Name
Tracy Robinson

tracy.robinson@marion.k12.fl.us

Position Title
ELA Contect Area Specialist

Job Duties and Responsibilities

The ELA CAS at South Ocala Elementary plays a critical role in advancing literacy instruction and supporting the implementation of the school's academic goals. Key responsibilities include:

a) Demonstrating and communicating ongoing updates related to the district adopted reading curriculum and instructional expectations;
b) Collaborating with school staff to implement a comprehensive and effective reading program that enhances student achievement and strengthens reading comprehension;
c) Designing and delivering professional learning opportunities specifically focused on evidence-based reading instruction and literacy development;
d) Promoting a culture of continuous instructional improvement through coaching, collaboration, and reflection;
e) Leading family and community literacy events to foster home-school connections and promote a love of reading;
f) Facilitating monthly Literacy Leadership Team meetings to review data, share strategies, and support schoolwide literacy goals;
g) Training and supporting teachers in the analysis and interpretation of student data to inform instructional decisions and support differentiated learning;
h) Providing job-embedded professional support, including lesson modeling and side-by-side coaching to build teacher capacity and improve instructional practice;
i) Communicating effectively with all stakeholders, including staff, students, families, and community partners;
j) Performing other duties as assigned in support of the school's instructional mission; and
k) Modeling professionalism and ethical standards in all responsibilities and interactions.

Leadership Team Member #4

Employee's Name
Laurie McConnell

laurie.mcconnell@marion.k12.fl.us

Position Title

Math Content Area Specialist

Job Duties and Responsibilities

The Math CAS at South Ocala Elementary plays a critical role in advancing mathematics and science instruction through professional collaboration, data-driven practices, and supporting the implementation of the school's academic goals. Key responsibilities include:

a) Demonstrating and communicating ongoing updates related to the math curriculum and instructional expectations;
b) Collaborating with school staff to implement a comprehensive and effective math program that enhances student achievement and strengthens math concepts;
c) Designing and delivering professional learning opportunities focused on enhancing the quality and effectiveness of math and science instruction;
d) Analyzing formative assessment data in collaboration with teachers and guiding necessary instructional adjustments to improve student learning outcomes;
e) Supporting fifth-grade students in the application and understanding of science vocabulary, mathematical reasoning, reading skills, and interpretation of scientific diagrams and other informational texts;
f) Co-teaching with instructional staff as needed to provide targeted support and model effective instructional practices;
g) Leading and organizing family and community engagement events focused on mathematics to foster a positive math culture and strengthen home-school connections;
h) Leading, managing, and coordinating the school's afterschool tutoring program to provide additional academic support in mathematics and science;
i) Performing other duties as assigned in alignment with school-wide instructional goals; and
j) Modeling professionalism and ethical standards in all professional responsibilities and interactions.

Leadership Team Member #5

Employee's Name
Samantha Trevino

samantha.trevino@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

- Lead and coordinate Tier 2 and Tier 3 intervention groups for reading and mathematics, including identification of student needs, progress monitoring, and data-based instructional planning.

- Organize, schedule, manage, and monitor the fidelity of intervention groups to ensure targeted support and efficient use of resources.
- Train and support teachers in the implementation of district-approved intervention programs, instructional strategies, and progress-monitoring tools.
- Provide instructional coaching, mentoring, and job-embedded support to improve teacher effectiveness and student outcomes.
- Design and facilitate professional learning opportunities aligned to school improvement goals and instructional priorities.
- Serve as a resource for teachers by modeling best practices, assisting with lesson planning, and supporting differentiated instruction.

Leadership Team Member #6

Employee's Name
Alicia Brown

alicia.brown@marion.k12.fl.us

Position Title
School Counselor for Kindergarten, 2nd, and 4th grade

Job Duties and Responsibilities

The School Counselor at South Ocala Elementary plays a vital role in supporting students' academic, social, emotional, and career development. Key duties and responsibilities include:

a) Supporting the counseling needs of students in Kindergarten, 2nd, and 4th grades, while maintaining tracking systems to monitor student progress and needs;
b) Designing and implementing a data-driven, comprehensive school counseling program that addresses the academic, career, and social/personal development of all students;
c) Reviewing, evaluating, and selecting a variety of resources to ensure a well-balanced and developmentally appropriate counseling program;
d) Evaluating the effectiveness of the counseling program using data and stakeholder feedback to inform continuous improvement;
e) Providing crisis intervention services to support students’ safety, well-being, and mental health during emergent situations;
f) Supporting career awareness programs that help students explore future pathways and develop readiness skills;
g) Participating in Multidisciplinary Team (MDT) meetings to collaborate with staff and families on student support plans;
h) Communicating the goals, structure, and outcomes of the school counseling program with stakeholders, including families, faculty, and community partners; and

i) Modeling professional and ethical standards in alignment with school district policies and national counseling guidelines.

Leadership Team Member #7

Employee's Name
Amanda Brown

amanda.brown@marion.k12.fl.us

Position Title
School Counselor fro Prek, 1st, 3rd, and 5th grade

Job Duties and Responsibilities

The School Counselor at South Ocala Elementary plays a vital role in supporting students' academic, social, emotional, and career development. Key duties and responsibilities include:

a) Supporting the counseling needs of students in PreK, 1st, 3rd, and 5th grades, while maintaining tracking systems to monitor student progress and needs;
b) Designing and implementing a data-driven, comprehensive school counseling program that addresses the academic, career, and social/personal development of all students;
c) Reviewing, evaluating, and selecting a variety of resources to ensure a well-balanced and developmentally appropriate counseling program;
d) Evaluating the effectiveness of the counseling program using data and stakeholder feedback to inform continuous improvement;
e) Providing crisis intervention services to support students’ safety, well-being, and mental health during emergent situations;
f) Supporting career awareness programs that help students explore future pathways and develop readiness skills;
g) Participating in Multidisciplinary Team (MDT) meetings to collaborate with staff and families on student support plans;
h) Communicating the goals, structure, and outcomes of the school counseling program with stakeholders, including families, faculty, and community partners; and
i) Modeling professional and ethical standards in alignment with school district policies and national counseling guidelines.

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 process used to involve the input of stakeholders included the following steps:

Step 1: Create a Collaborative Team

· Invite family members, business partners, teachers, and staff to join the School Advisory Council (SAC).
· Invite teachers to share their interest in playing a lead role as the grade chair.

Step 2: Plan Meetings: Devise a schedule for various meetings, days, and times.

· Leadership meetings: Meet weekly to discuss the needs of the school and share suggestions for continuous improvements.
· Grade Chair Meetings: Meet monthly to communicate recommendations to further support the needs of the school.
· Staff Meetings: Meet weekly for collaborative planning sessions and monthly for faculty meetings to discuss the needs of the school.
· SAC meetings: Meet quarterly to communicate and engage stakeholders by sharing information about the SIP process, goals, and objectives; topics include:

a) review the SIP goal and discuss the progress/improvements,
b) SAC budget and how to spend the funds based on student academic needs,
c) communication efforts with families, and
d) assistance needed at the school.

The committee shares ideas of modifications that should take place to support the school.

In addition, Progress Monitoring Plan Meetings (PMPs) are conducted throughout the school year to include the following: Student data is discussed with the teachers in the presence of the assistant principal, counselors, and the instructional coach. Once the data is discussed, individualized interventions are planned for teachers to implement during instruction. In addition, individual data is shared with students to keep students informed of their PM1 and PM2 data points.

Step 3: Devise Needs Assessment: Involve stakeholders in key discussions throughout the school year during the meetings aforementioned. Seek the input of stakeholders regarding school strengths

and areas for development with academics, social, and school culture.

In addition to the meetings, at the end of the school year, faculty and staff are given the opportunity to share/write positives and deltas from the school year on anchor chart paper for review.

Step 4: Utilize Input for SIP: After analyzing the school data and stakeholder input, identify critical areas. Carefully review suggestions and recommendations to align with SIP goals based on student data.

Step 5: Provide the SIP to stakeholders and monitor the plan throughout the school year. Review the action plan and adjust as needed.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation through the systematic review of relevant data in conjunction with the SIP action plan. At the outset of the academic year, PM1 data will serve as the baseline measure for evaluating progress. Action steps outlined in the plan will be executed to assess the effectiveness of the instructional strategies in achieving the desired outcomes.

Additionally, a formal mid-year reflection will be conducted to evaluate data collected during the first semester. Both ongoing data points and the results of the mid-year reflection will be presented to the

School Advisory Council (SAC) for review, feedback, and collaborative input.

South Ocala will follow the state testing timeline to determine the effective implementation and impact of the SIP on increasing student achievement.

Progress Monitoring 1 (August-September)

· Admin reviews student Progress Monitoring 1 data and previous year data with the leadership team and teachers to discuss the data and plans to support student learning,
· Teacher communicates the data with students,
· Conduct collaborative planning sessions with teachers to include effective instructional practices to provide instruction for the benchmarks
· Conduct classroom observations and provide immediate feedback,
· Leadership team review student data to support instructional plans for students to also include ESSA subgroups.

Progress Monitoring 2 (October-December/January)

· Review PM2 data with leadership, teachers, and students to determine growth and increases,
· Review the action steps in the SIP and adjust as needed,
· Conduct data meeting with 3rd-5th grade teachers to create a verge list to address student needs,
· Complete Mid-Year Reflection and share with SAC, leadership team, faculty and staff,
· Conduct classroom observations and provide immediate feedback, and
· Continue planning lessons with a focus on the benchmarks.

Progress Monitoring 3 (February-May)

· Review PM3 data with leadership team and teachers.

The effective implementation of instructional strategies will be continuously monitored throughout the school year. The development of high-quality, benchmark-driven lessons is essential, as the fidelity of this planning and execution directly influences student learning and academic achievement at South Ocala.

Furthermore, the SIP goals will be prominently displayed on the school's data board, bulletin boards, and included in meeting agendas to ensure all stakeholders remain informed and aligned with the school's objectives. Progress toward SIP goals will be reviewed during leadership team and SAC meetings, where data will be analyzed, and any necessary adjustments to the plan will be discussed, addressed, and implemented.

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	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	100	110	98	110	116	110				644
Absent 10% or more school days	0	67	48	54	58	40				267
One or more suspensions	2	12	17	22	24	28				105
Course failure in English Language Arts (ELA)	1	11	21	26	44	29				132
Course failure in Math	1	11	20	35	62	45				174
Level 1 on statewide ELA assessment	1	16	30	40	40	36				163
Level 1 on statewide Math assessment	1	16	23	44	30	49				163
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	8	6	13	0	0				28
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	9	2	19	17	0				48

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	1	37	43	59	77	66				283

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	4	6	20	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	80	96	114	97	137	106				630
Absent 10% or more school days	8	15	11	13	9	15				71
One or more suspensions	1	8	5	5	4	4				27
Course failure in English Language Arts (ELA)	8	11	18	10	7	2				56
Course failure in Math	5	11	18	10	12	10				66
Level 1 on statewide ELA assessment	25	33	43	42	24	28				195
Level 1 on statewide Math assessment	22	30	42	24	25	37				180
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	10	19	48						85
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	16	18	22	16					77

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	33	56	51	65	46	55				306

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	2	34	1					40
Students retained two or more times			1			18				19

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*	45	50	62	43	47	59	42	46	57
Grade 3 ELA Achievement	31	47	61	36	46	59	39	44	58
ELA Learning Gains	59	58	63	55	53	60	50	56	60
ELA Lowest 25th Percentile	61	58	58	68	57	56	59	58	57
Math Achievement*	46	55	66	46	51	64	50	51	62
Math Learning Gains	53	58	64	48	53	63	56	56	62
Math Lowest 25th Percentile	53	48	50	41	47	51	50	50	52
Science Achievement	40	50	62	34	44	58	33	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)	ATSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	388
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*
49%	47%	49%	48%	50%	46%	

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	39%	Yes	5	
English Language Learners	42%	No		
Black/African American Students	31%	Yes	5	2
Hispanic Students	57%	No		
Multiracial Students	48%	No		
White Students	58%	No		
Economically Disadvantaged Students	39%	Yes	1	

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	45%	31%	59%	61%	46%	53%	53%	40%					
Students With Disabilities	25%	11%	67%	63%	31%	46%	50%	21%					
English Language Learners	33%	20%	67%		38%	53%							
Black/African American Students	25%	19%	53%	56%	15%	28%	42%	10%					
Hispanic Students	49%	43%	65%	75%	58%	61%	63%	38%					
Multiracial Students	40%		50%		33%	70%							
White Students	62%	39%	60%		66%	64%		58%					
Economically Disadvantaged Students	31%	19%	54%	67%	31%	41%	51%	20%					

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	43%	36%	55%	68%	46%	48%	41%	34%					50%
Students With Disabilities	22%	11%	45%	52%	20%	46%	52%	13%					
English Language Learners	22%	23%	42%		43%	58%							50%
Black/African American Students	21%	15%	52%	55%	19%	33%	39%	4%					
Hispanic Students	41%	34%	47%	67%	51%	49%		38%					52%
Multiracial Students	48%		38%		38%	23%							
White Students	61%	63%	64%	88%	61%	60%	53%	52%					
Economically Disadvantaged Students	35%	22%	53%	68%	35%	44%	34%	24%					52%

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	42%	39%	50%	59%	50%	56%	50%	33%					60%
Students With Disabilities	16%	13%	43%	59%	26%	49%	50%	5%					
English Language Learners	14%		42%		43%	58%							60%
Black/African American Students	18%	12%	52%	65%	25%	49%	52%	13%					
Hispanic Students	41%	50%	50%	42%	50%	63%	58%	18%					61%
Multiracial Students	38%		40%		42%	45%		33%					
White Students	57%	51%	49%	62%	65%	60%	39%	47%					
Economically Disadvantaged Students	35%	36%	49%	56%	43%	52%	50%	17%					57%

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	29%	46%	-17%	60%	-31%
ELA	4	45%	50%	-5%	60%	-15%
ELA	5	53%	53%	0%	61%	-8%
Math	3	40%	56%	-16%	66%	-26%
Math	4	35%	53%	-18%	65%	-30%
Math	5	51%	54%	-3%	62%	-11%
Science	5	37%	50%	-13%	60%	-23%

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?

Fifth grade English Language Arts (ELA) proficiency demonstrated the most significant improvement from 48% in 24–25 to 53% in the 25–26 school year, a 5-percentage-point increase in the number of students achieving Level 3 and above.

Lowest Performance

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

Mathematics performance declined from the 24–25 to the 25–26 academic year, with the percentage of students achieving Level 3 and above decreasing from 45% to 42%.

Students encountered challenges in mastering mathematical concepts and demonstrating accuracy in problem-solving. Additionally, effectively integrating mathematical instruction presented difficulties, particularly in establishing meaningful transdisciplinary connections.

Greatest Decline

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

Fourth grade mathematics proficiency experienced the most significant decline compared to the previous school year, with the percentage of students performing at or above grade level decreasing from 53% to 35%.

A possible contributing factor to this decline was that portions of the math content represented new instructional material for several teachers, which impacted the effectiveness of instruction and student mastery of the concepts.

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.

When comparing South Ocala Elementary School's performance data to the state average, the most significant discrepancies were observed in third grade proficiency scores for ELA and fourth grade proficiency scores for mathematics. In ELA, third grade students across the state achieved an average proficiency rate of 60%, whereas South Ocala students averaged 29%. Similarly, in fourth grade mathematics, the state average was 65%, while South Ocala students demonstrated a proficiency rate of 35%.

Several contributing factors have been identified in relation to this performance gap:
a) insufficient fluency skills closely tied to reading comprehension,
b) challenges with sustained focus, and
c) high rates of absenteeism and tardiness.

It is also important to note that many students entered third grade with significant foundational deficits, as reflected by a 13% proficiency rate on the initial progress monitoring assessment in reading.

EWS Areas of Concern

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

Based on the Early Warning Indicators, South Ocala Elementary School's primary areas of concern are the number of students who scored at Level 1 on the ELA and/or mathematics assessments, as well as the number of students who were absent for 10% or more of the school year.

In regard to the absenteeism indicator, a total of 71 students across kindergarten through fifth grade met the threshold for chronic absenteeism. This elevated rate of absenteeism has a detrimental effect on students' academic achievement and overall engagement in school-related activities. Notably, many of the students identified under this indicator also demonstrated Level 1 performance on the state assessments, indicating a strong correlation between poor attendance and low academic outcomes.

Highest Priorities

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

The highest priorities identified by stakeholders at South Ocala Elementary School for the upcoming academic year are as follows:

1. Delivering high-quality, intentional instruction designed to enhance student engagement of the state benchmark enhance lessons.
2. Strengthening student accountability for behavior by implementing clear expectations and providing consistent, supportive interventions.

3. Addressing chronic absenteeism, with a focus on students who have been absent for 10% or more of the school year, recognizing the direct impact on academic progress and school engagement.

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 Student Engagement

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.

South Ocala Elementary School has identified student engagement as a primary area of focus.

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 South Ocala educators intentionally plan benchmark lessons and integrate quality collaborative planning and the Approaches to Learning that promote student engagement, then student learning outcomes, as measured by the Florida Assessment of Student Thinking (F.A.S.T.), are expected to reflect the following improvements:

1) increase student proficiency in ELA from 42% (25-26) to 50% (26-27),
2) increase student proficiency in ELA for 3rd grade students from 29% (25-26) to 50% (26-27),
3) increase ELA learning gains from 59% (25-26) to 62% (26-27),
4) increase in ELA bottom quartile from 61% (25-26) to 65% (26-27),
5) increase student proficiency in mathematics from 42% (24-25) to 50% (26-27),
6) increase in mathematics learning gains from 53% (25-26) to 60% (26-27),
7) increase in mathematics bottom quartile from 53% (25-26) to 60% (26-27), and
8) increase student proficiency in science from 37% (25-26) to 50% (26-27).

Monitoring

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

During collaborative planning sessions, teachers will convene twice per week to design instructional lessons that integrate the expectations of the B.E.S.T. School administrators will participate in these sessions to provide strategic guidance and ensure instructional plans align with both programmatic and academic standards.

Furthermore, the leadership team will collect, review, and analyze student performance data from Progress Monitoring assessments (PM1 through PM3) to identify areas requiring additional instructional support. These data reviews will be conducted in collaboration with teachers to foster reflection and promote informed instructional decisions.

Teachers will also engage in data chats with students to reflect on their performance and collaboratively set goals for future assessments. In addition, the principal will hold individual and/or group conferences with students to further support student agency and ownership of their academic progress.

The leadership team will conduct an in-depth analysis of assessment data to determine necessary instructional adjustments and targeted interventions. The Content Area Specialists and classroom teachers will collaboratively review data to make informed modifications to lesson delivery and instructional practices.

The school's data board will be regularly updated to reflect current student performance, and relevant data will be communicated with all stakeholders through a variety of channels, including School Advisory Council (SAC) meetings, faculty meetings, and email correspondence.

Person responsible for monitoring outcome
Ryan Bennett (Principal)

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Grade level teams will engage in weekly collaborative planning sessions with Mrs. Robinson, ELA CAS, Mrs. McConnell, Mathematics CAS, and Mrs. Trevino, Instructional Coach. These sessions are designed to support the development of thematic, standards aligned lessons. All instructional plans will be documented. Members of the administrative team will also participate in these sessions to provide guidance and ensure instructional alignment.

Rationale:
Collective teacher efficacy is recognized as a critical factor in the planning and implementation of high-quality instruction. These collaborative sessions provide educators with the opportunity to

unpack standards, exchange instructional strategies, identify and curate resources, and engage in meaningful discussions to enhance student learning outcomes. Instruction will be delivered through explicit teaching practices, equipping students with the foundational skills necessary for academic success. Literacy instruction will be grounded in the principles of the Science of Reading, while mathematics instruction will emphasize hands-on, experiential learning, incorporating both concrete representations and abstract problem-solving tasks to deepen conceptual understanding.

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
Develop and implement a structured schedule for collaborative planning sessions designed to create instructional lessons that integrate academic benchmarks.

Person Monitoring:	**By When/Frequency:**
Tracy Robinson (ELA CAS), Laurie McConnel (Math CAS), and Samantha Trevino, Instructional Coach	August 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The actions steps will include the following:
1. Establish a collaborative environment in which teachers engage in focused planning aligned with state standards and the designated six-week instructional theme. All plans will be documented and organized within the Toddle planning platform.
2. Analyze student performance data derived from classroom-based, state, and district assessments to identify individual and group learning needs. Based on this analysis, teachers will develop a targeted small group instructional plan that provides scaffolded support for students requiring additional academic interventions.

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), Black/African American Students (BLK), Economically Disadvantaged Students (FRL)

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.

Students with Disabilities (SWD) continue to be a significant area of focus for South Ocala

Elementary School. Notable progress has been made by increasing access to general education classrooms through the implementation of co-teaching models supported by support facilitators. This inclusive approach has contributed to improved student performance in meeting academic expectations. South Ocala remains committed to ensuring that all SWD are appropriately placed with general education teachers and support facilitators who collaborate to provide the necessary scaffolding for academic progress and mastery.

Based on the Best Practices for Inclusive Education (BPIE) assessment completed in May 2026, two key indicators have been identified for targeted improvement:

- **Indicator 18:** Special area, electives, and Career and Technical Education (CTE) teachers must have regularly scheduled opportunities to collaborate with special education teachers and related service providers to implement strategies that support the academic success of SWD.

- **Indicator 32:** Reports on the progress of inclusive practices must be communicated annually to families, district personnel, and community stakeholders.

To address these indicators, a structured plan will be developed to ensure that special area and elective teachers regularly consult with ESE staff to review student service plans and share best practices related to inclusion. These inclusive practices will be communicated with families to foster transparency and strengthen school-family partnerships in support of student success.

Measurable Outcome

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

Students with disabilities will receive prescriptive, small-group instruction that targets specific benchmarks, facilitated by the support staff. Instructional practices will incorporate Growth Mindset language to encourage student perseverance and resilience. The overall objective is to enhance proficiency and learning gains among our SWD population, as well as among our Black, Multiracial, and English Language Learner (ELL) students.

According to the 2026 Every Student Succeeds Act (ESSA) subgroup data:

- SWD scored 25%,
- Black students scored 25%,
- Multiracial students scored 40%, and
- ELL students scored 49% on the Federal Index.

The measurable goal is to increase the Federal Index for each of these subgroups to 42%.

Monitoring

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

Support Facilitator and General Education teachers will continue collaborative planning to design and implement lessons that address students' individual needs and provide targeted support for unmastered benchmarks. Co-teaching will remain a core instructional model, offering on-grade-level small group instruction in both English Language Arts (ELA) and Mathematics. Ongoing progress monitoring and district-level assessment data will be reviewed in collaboration with instructional staff and overseen by administration.

Person responsible for monitoring outcome

Rebecca Miller (Assistant Principal)

Evidence-based Intervention:

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

Description of Intervention #1:

Instruction for SWD will include scaffolded, explicit, grade-level content, carefully planned during collaborative planning sessions. Student data will inform instruction, enabling educators to identify precise areas for scaffolding. This scaffolded approach promotes confidence and independence in students, while also allowing for differentiated instruction tailored to individual learning needs.

Rationale:

South Ocala is committed to ensuring that all students, particularly those in our most vulnerable subgroups, receive equitable, high-quality instruction that supports their academic growth and long-term success.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Implementation of quality collaborative planning sessions

Person Monitoring:	**By When/Frequency:**
Ryan Bennett (Principal) and Rebecca Miller (Assistant Principal)	Weekly

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

The CAS and Support facilitators will engage in lesson planning with general education teachers. These sessions will focus on developing instructional plans that incorporate co-teaching strategies and targeted small group instruction. The planned instruction will be executed in classrooms with the goal of promoting active student engagement, fostering critical thinking skills, and facilitating gradual release of responsibility. The effectiveness of these sessions will be monitored through classroom observations, teacher feedback, and student performance data.

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.

Students in Kindergarten through Second Grade participated in the STAR Reading assessments as part of Progress Monitoring (PM) at three intervals throughout the school year. The STAR Reading assessment evaluates student performance across five key domains: (a) word knowledge and skills, (b) comprehension strategies and constructing meaning, (c) analyzing literary text, (d) understanding the author's craft, and (e) analyzing arguments and evaluating text.

According to the results from the third administration (AP3) at the end of the 2025–2026 school year, the percentage of students demonstrating proficiency on the STAR Reading assessment was as follows:

- Kindergarten: 62%
- First Grade: 49%
- Second Grade: 37%

The primary grade levels serve as the foundation for developing students' reading proficiency. Data from South Ocala indicates that reading remains a critical area of focus. With only 37% of second-grade students demonstrating proficiency, there is a clear need for targeted, strategic instruction to accelerate progress and address foundational reading gaps prior to entry into third grade.

For grades 3–5, the F.A.S.T. Reading assessment results were as follows:

- Third Grade: 29%
- Fourth Grade: 45%
- Fifth Grade: 53%

Our overall goal in ELA is to increase the percentage of students achieving proficiency to 50% or above by ensuring all students meet or exceed grade-level benchmarks.

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

Instructional Practice specifically related to Reading/ELA for K-2 will continue to focus on reading comprehension during our reading instruction. To ensure that we integrate the components linked with the science of reading, K-2 will continue the specified reading instructional block during the 90-minute block in 30-minute chunks. The reading block will entail the following 30-minute components: 30 minutes of UFL instruction, 30 minutes of curriculum integration, and 30 minutes of differentiated instruction.

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

Instructional Practice relating to Reading/ELA for 3-5 will be for our 3rd-5th grade students, who will utilize grade-level reading material during instruction and receive differentiated instruction for all students in small groups. Thirty minutes will be dedicated to whole-group instruction, 60 minutes to independent activities, and allotted time for small group/collaborative grouping tasks

Grades K-2: Measurable Outcome(s)

Our measurable goals, as indicated by STAR Reading assessment data, are as follows:

Kindergarten will increase from 62% in 25-26 to 65% in 26-27;
First grade will increase from 49% in 25-26 to 54% in 26-27; and
Second grade will increase from 37% in 25-26 to 50% in 26-27.

Grades 3-5: Measurable Outcome(s)

Our measurable goals, as indicated by F.A.S.T. assessment data, are as follows:

Third grade increase from 29% in 25-26 to 50% in 26-27;
Fourth grade increase from 45% in 25-26 to 50% in 26-27; and
Fifth grade increase from 53% in 25-26 to 60% in 26-27.

Monitoring

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

Effective lesson planning remains a cornerstone of quality instruction. Throughout the academic year,

educators, the ELA CAS, and school administrators will collaborate during planning sessions focused on the B.E.S.T. Standards. The ELA CAS will facilitate these sessions, guiding teachers in selecting tasks that align with the depth and rigor of each benchmark.

Administrative classroom walkthroughs will be conducted regularly to monitor the implementation of the instructional plan. Actionable feedback will be provided to support continuous instructional improvement. Student data—including Progress Monitoring scores, benchmark assessments, and student work samples—will drive planning conversations and instructional adjustments to meet students' evolving needs.

Person responsible for monitoring outcome
Ryan Bennett (Principal) and Rebecca Miller (Assistant Principal)

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

Description of Intervention #1:
Reading comprehension continues to remain a core focus during our reading instruction. To ensure that we integrate the components linked with the science of reading, K-2 will continue the specified reading instructional block during the 90-minute block in 30 minute chunks. The reading block will entail the following 30 minute components: 30 minutes of UFL instruction, 30 minutes of curriculum integration, and 30 minutes of differentiated instruction. Similarly, our 3rd-5th grade students will utilize grade level reading material during instruction and provide differentiated instruction for all students in small group. Thirty minutes will be dedicated to whole group instruction, 60 minutes dedicated independent activities and allotted time for small group/collaborative grouping tasks. Each grade level is supported by a dedicated Support Facilitator who participates in collaborative planning sessions and provides guidance on strategies to effectively support students with disabilities. Support staff, including paraprofessionals and middle school student volunteers, will assist in small groups, targeting areas such as fluency and reading comprehension.

Rationale:
Instructional strategies are informed by research, including John Hattie's work on effect sizes: Summarizing (Effect Size: 0.79), Interventions for students with learning needs (Effect Size: 0.77), and Specific student feedback (Effect Size: 0.70). These high-impact strategies will be integrated into reading instruction and embedded into collaborative planning discussions.

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

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

Description of Intervention #2:
As a RAISE School, reading continues to be an area of focus for our school. To ensure every student develops strong literacy skills, we are committed to providing intentional, high quality reading instruction that promotes both fluency and comprehension. Our goal is to create confident, capable

readers who can access and understand complex texts across all subject areas. To achieve this, students will participate in daily structured reading blocks that are specifically designed to maximize learning outcomes.

Rationale:
In order to integrate the school's SIP goals with the District's Strategic plan, South Ocala's 90-minute reading block for grades K-2 is broken into 30-minute segments to include the following: 30 minutes of UFL instruction, 30 minutes of curriculum integration, and 30 minutes of differentiated instruction. Our 3rd-5th grade student reading block will include: 30 minutes of whole group instruction, 30 minutes of independent/collaborative tasks based on whole group instruction, and 30 minutes of differentiated small group and/or one-on-one instruction specific to student needs. The alignment of the district and school's plans will create stakeholder support. Teachers will monitor for student mastery and provide scaffolding instruction, additional feedback and pose higher order thinking questions to help students thinking of the text. Support Facilitators will support the instruction of our students with disabilities and attend collaborative planning. Admin will monitor the effectiveness of support facilitation and instruction being provided to students. In addition, grade level material will be reviewed to improve student understanding and address student mastery.

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

Person Monitoring:
Ryan Bennett (Principal), Rebecca Miller (Assistant Principal), and Tracy Robinson (ELA CAS)

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Progress toward implementation goals and instructional outcomes will be reviewed during monthly leadership meetings. The school’s Literacy Leadership Team will also meet monthly to analyze reading data, discuss instructional strategies, and plan campus-wide initiatives to promote literacy through academic activities and family engagement events.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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 Early Warning System data, student attendance and behavior emerged as key areas of concern for South Ocala. According to the monthly attendance reports, the school's average attendance rate ranged between 88% to 92%. Currently, 267 students are identified as chronically absent, with absences exceeding 10% of the 180-day school year. Behavioral incidents have significantly increased: Level 2 referrals rose from 503 to 984, while Level 3 referrals increased from 45 to 60, but our Level 1 referrals decreased from 560 to 387.

To address these concerns, South Ocala will continue to monitor attendance data closely, routinely reviewing student attendance records. Students demonstrating patterns of chronic absenteeism will be referred for Child Study Team meetings with their families to discuss appropriate interventions and supports. Additionally, the school will implement ongoing revisions to its Positive Behavioral Interventions and Supports (PBIS) framework to enhance the effectiveness of proactive strategies. This includes integrating attendance-focused incentives to encourage daily participation in school. Examples of incentives may include public recognition through Apptegy messages, special privileges such as lunch with front office staff, and weekly announcements on the morning show to celebrate grade-level classes with the highest attendance.

By implementing PBIS, Caring School Community, and Learner Profile strategies with fidelity, and by providing consistent support for student attendance, South Ocala aims to cultivate a positive learning environment that fosters a genuine desire for students to come to school. Such efforts are expected to increase student engagement, promote positive behavior, and equip educators to utilize restorative practices and help build resilience in students as learners.

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.

South Ocala's Strategic Plan for Improving Attendance and Student Behavior
To address identified areas of concern, South Ocala Elementary will implement a comprehensive plan focused on improving student attendance and reducing behavioral referrals.

Attendance Improvement Goal

- Target: Reduce the chronic absenteeism rate from 32% in the 25–26 school year to 28% by the end of the 26-27 school year.

Behavior Improvement Goal

- Target: Reduce total discipline referrals by 10%, from 1,143 referrals in 25–26 to 1,100

referrals in 26-27.

Monitoring

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

Monitoring and Data Collection will include the following action steps:

- The Leadership Team will review the students in the chronically absent group weekly to problem-solve with these students and improve their overall attendance.
- The guidance clerk will run and distribute daily attendance reports to relevant staff.
- The district will continue to provide daily reports indicating the overall percentage of students present on campus.
- A list of students identified as chronically absent, based on Early Warning System data, will be used to initiate early interventions through communication with students and families.

Attendance Intervention Strategies

- Daily attendance will be monitored using reports that track tardies, absences, and early check-outs.
- Students demonstrating patterns of absenteeism will be referred to the CST, which includes school counselors, the guidance department, and the social worker.
- CST meetings will facilitate collaborative conversations with families to develop individualized attendance intervention plans.
- Additional supports include phone calls, home visits, and the sharing of community resources by the Family Engagement Liaison and Social Work Assistant.
- The attendance team will analyze data trends to identify students requiring incentives or additional family support.

Communication and Engagement

- Attendance rates will be included in the school's weekly Apptegy message to families to reinforce the importance of daily attendance, aligned with student developmental needs (ages 3–12).

Students will receive consistent messaging through daily morning show announcements highlighting:

- The importance of school attendance,
- School-wide behavior expectations (Be Safe! Be Outstanding! Be Engaged!), and

Person responsible for monitoring outcome

Amanda Brown and Alicia Brown, School Counselors

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:

Maintain communication and engagement of families to focus on students who have been chronically absent and students who exhibit behaviors that negatively impact the learning environment. The ages of students at South Ocala range from 3-12 years old. Families will receive weekly reminders to reinforce the importance of daily attendance, aligned with student developmental needs. Also, students will receive consistent messaging through daily morning show announcements highlighting: a) the importance of school attendance, b) School-wide behavior expectations (Be Safe! Be Outstanding! Be Engaged!), c) Caring School Community discussions, and d)the school's Learner Profile.

Rationale:

The rationale is to increase student attendance to positively impact student learning and actions on campus. The school will implement a tiered approach to attendance intervention, in alignment with best practices recommended by Attendance Works: 1) Establish a dedicated team, 2) Identify students who are chronically absent, 3) Understand the root causes of absenteeism, and 4) Deliver tiered interventions tailored to student needs.

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

Monitor student attendance and behavior to develop supports for the students

Person Monitoring:	**By When/Frequency:**
Amanda Brown, Alicia Brown (School Counselors), and Adrianna Byrne (Student Service Manager)	Monthly

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

On a monthly basis, Multi-Disciplinary Team (MDT) meetings are held to review academic, behavioral, and attendance concerns and determine necessary supports. Child Study Team (CST) meetings will focus on students with recurring absenteeism patterns and ensure data-driven intervention strategies are implemented.

For students who show improvements, recognition will be announced and students will be rewarded with an incentive or prize.

Student services manager and counselors will create opportunities for students to participate in

attendance and behavior celebrations (attendance dances, special lunches with front office staff, etc.) and shared during family engagement activities and the weekly Skylert messaging. Students will also receive constant reminders on the morning show linked with attendance, SOE behavior expectations, Caring School curriculum, and learner profiles.

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 dissemination of South Ocala Elementary School's SIP will be conducted through multiple formal communication channels and stakeholder engagement opportunities throughout the academic school year. The SIP will be shared with all stakeholders via email communication, faculty meetings, SAC meetings, and family engagement events.

During regularly scheduled faculty meetings, staff members receive an overview of the SIP, including detailed discussion of the corresponding action plans and implementation strategies. Meeting agendas are designed to reinforce SIP priorities by incorporating the SIP goals as standing agenda items, ensuring continuous alignment of instructional efforts and school-wide initiatives.

The SIP is also made publicly available via the school website at https://soe.marionschools.net/, and families are kept informed through the school newsletter, which includes key updates and initiatives aligned with the SIP.

At quarterly SAC meetings, families and community members are provided with SIP updates as a dedicated agenda item. SIP goals are also communicated to families through the Class Dojo platform and during key events such as the Title 1 Academic Parent Night, where an overview of the plan and progress toward goals is discussed.

On campus, a designated bulletin board located near the media center displays a concise and succinct visual summary of the SIP. This display serves as an accessible reference point for all stakeholders- students, staff, families, and visitors to understand the school's strategic goals and

improvement priorities.

Stakeholder feedback is actively solicited through the annual Title 1 surveys, which provide insight into the community's perceptions and suggestions regarding the SIP and school operations.

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)).

South Ocala is committed to fostering positive relationships with families, community members, and local partners through frequent and meaningful engagement. To support transparent communication, the school will utilize a variety of methods, including:

- Weekly Apptegy messages to families,
- Monthly newsletters that include a message from the principal, Title I updates, SAC reminders, and an event calendar.

The school strives to respond to all stakeholder inquiries within 48 hours, to the greatest extent possible. In addition, quarterly family engagement events are held to inform families about the curriculum, instructional practices, and student progress. The school's Parent and Family Engagement Plan is also posted publicly on the school website https://soe.marionschools.net/

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

South Ocala is committed to strengthening the academic program through a focus on student engagement. This involves continuous planning and implementation of effective standards-based instruction. To ensure success, the support and involvement of the entire school community, including families, staff, and local business partners, are essential. Business partners are kept informed of school goals and progress through participation in SAC meetings and other collaborative opportunities.

How Plan is Developed

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

To support our school's improvement, South Ocala participates in the Fitness and Nutrition in Schools (FANS) program to support healthy lifestyle choices for our students. The goals of FANS include: 1) increasing physical fitness opportunities, 2) promoting healthy lifestyle choices, and 3) creating a culture of wellness. Through this initiative, students have the opportunity to plant a variety of fruits and vegetables right on our campus. As students nurture and observe the growth of the plants, they develop a deeper understanding of where food comes from and the importance of nutrition. Once the plants have matured, students are invited to taste and enjoy the fresh produce they've helped grow. This meaningful connection between gardening and healthy eating cultivates lifelong habits.

In addition to FANS, our campus houses students in the voluntary pre-k (VPK) program. Students aged four are able to engage in a structured learning environment, learning all about the importance of school and gaining insight into being prepared for their elementary career. Students are given the opportunity to participate in all of the school's activities, follow their classroom schedule, learn and apply the school's expectations, and prepare for a quality learning environment.

To support behaviors and address trauma, South Ocala has partnered with the Pearl Project for one-on-one counseling for students and trauma training to support student behavior and supports.

South Ocala will continue to maintain ongoing communication with local business partners by sharing school updates, goals, and initiatives during regularly scheduled School Advisory Council (SAC) meetings, information posted on our school website, and on our school's marquee.

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)).

South Ocala is privileged to have two dedicated school counselors who play a vital role in supporting the mental health and well-being of our students. One counselor will provide services to students in Kindergarten, 2nd, and 4th grades, while the other counselor will support students in Pre-Kindergarten, 1st, 3rd, and 5th grades. Each counselor will work closely with their assigned grade levels, providing behavioral support and following students' developmental and emotional needs throughout their elementary school years.

The counselors will also contribute to the Learning Profile by sharing strategies and resources that support students' mental health. They have established systems in place to provide group counseling, individual counseling, and other supports tailored to student needs.

In addition, the counselors will convene monthly to lead Multi-Disciplinary Team (MDT) meetings, during which they will assess student needs and develop actionable plans to ensure academic and social-emotional success.

Preparing for Postsecondary Opportunities and the Workforce

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

The school counselors will also organize a Career Day during the school year to expose students to a range of career options. This event will help students understand the steps required to pursue their career interests and encourage community engagement in the educational process.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior

and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Student Services Manager (SSM) and Behavior Technician will assist in managing and addressing student behaviors. The school's behavioral expectations- Be Safe, Be Outstanding, and Be Engaged- will be consistently emphasized school-wide. The SSM will continue refining and implementing procedures to assist teachers with Tier 1 classroom management strategies, while also providing student training and support.

At the beginning of the school year, students will participate in a Boot Camp to learn school expectations and behavioral norms.

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)).

The 25-26 professional learning schedule for teachers, paraprofessionals, and other school personnel to improve instruction will include the following schedule:

+August 26, 2026: F.A.S.T. Testing Training/Social Emotional Learning and Behavior
+September 23, 2026: Data Review and Progress Monitoring
+October 28, 2026: Data Review and Progress Monitoring
+January 27, 2027: Data Review and Progress Monitoring
+February 24, 2027:Data Review and Progress Monitoring
+March 31, 2027: F.A.S.T. Testing Training

School administrators and instructional coaches will collaborate with classroom teachers to review student performance data and develop individualized small group instruction plans. To support recruitment and retention of highly effective educators, current South Ocala teachers actively share information with prospective colleagues and their instructional practices.

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)).

South Ocala currently houses two Pre-Kindergarten general education units and two Pre-Kindergarten ESE units. Students in these programs participate in a full-day instructional schedule

guided by the Frog Street Curriculum, which provides a structured and engaging learning environment. Instruction focuses on teaching behavioral expectations, foundational academic content for kindergarten readiness, early writing skills, self-awareness, and much more.

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.

The process for engaging with the district to review the allocation and effectiveness of resources in meeting the identified needs of students involves ongoing collaboration with the Area Superintendent. Regular meetings are held with the school principal to analyze student performance data and determine the most appropriate resources and interventions. During the review of the Title I budget, deliberate discussions are conducted regarding the selection of programs and instructional materials that align with the school's academic goals and student needs.

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).

For the 26–27 school year, the following resources have been designated to support instruction and student achievement:

- Benchmark Advance Textbook: District-adopted instructional materials utilized to support core instruction and student practice in both reading and mathematics.
- Science Bootcamp: Resource purchased with Title 1 funds to increase science achievement.
- SuccessMaker Program: District-supported learning system that personalizes learning for students based on student needs.
- TopScore Writing: This resource will be implemented to strengthen students' reading and writing skills through structured, standards-based instruction.

These resources are carefully selected to support the Florida B.E.S.T. benchmarks and to meet the diverse academic needs of students.

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

South Ocala 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:	Ryan Bennett
School Website:	https://soe.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

Family Engagement scheduled activities at South Ocala Elementary (SOE) will include: a) Link to Learning (opportunities aligned with the school and district achievement goals), b) Asset-based (Family input), and c) Interactive (Practice and Apply new skills). The ratings from the survey will be taken into account to modify future family engagement activities to increase family engagement based on family input. It is the goal that the family engagement activities will increase family attendance and participation by 5% and contribute to progress our F.A.S.T. data increasing ELA proficiency to 50%, Mathematics proficiency to 55%, and Science to 50%.

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.

South Ocala Elementary (SOE) School will involve parents in the development of the school parent and family engagement plan through our SAC meetings throughout the school year, family feedback from the surveys, discussions/conversations with our families. The parent and family engagement plan will be available in the front office at the school in the Title 1 folder and on the school's website under the Parent's Corner tab. For the August newsletter, information will be shared with families in both English and Spanish, about accessing the Parent and Family Engagement Plan. After parent review of the Title 1 Schoolwide Plan, if families are not satisfied, if the family is known, a follow-up call to the parents will be completed. SOE will address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents through continuous communication with families and teachers. In addition, school engagement calendars are sent home with students for families to plan their attendance at the planned events. In addition, the following platforms will be used to share the updated changing needs of parents and the school:
Title I Open House meeting in September
Apptegy messages to the families
School website
Discussions with faculty and staff
Parent Surveys in response to school-wide events, and
Quarterly SAC meetings.

3. Annual Title I Meeting

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

The principal leads the annual meeting and scheduled the Title 1 Academic Conference meeting on Thursday, September 17, 2026. The annual meeting will include: a) PPT information inclusive of Title 1 information, b) classroom visits to learn about classroom expectations, student data, and student work, and c) opportunity to visit the school library to visit the Book Fair

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.

SOE will ensure that the plan will be written in simple and concise language to ensure all parents can understand the plan. In addition, the plan will be translated in Spanish for our Spanish speaking population. Parent-teacher-student conferences will be a choice of availability for parents. SOE will offer meetings in different formats to include school events, in-person and Teams meetings for SAC meetings. During parent conversations, the best format for parents regarding individualized parent meetings will be discussed and provided to meet the needs of the parents during the scheduling. SOE will ensure ongoing two-way meaningful communication between family members and school staff through multiple mediums: via phone, in-person conferences, and Apptegy. Weekly Apptegy messages are scheduled every Sunday evening to update families with school information. Monthly newsletters are shared with families regarding parent engagement activities and provide the school's contact information to ensure parents have access to the school. The educators on campus utilize Apptegy as a resource to keep parents informed of student behaviors, academics, and updates.

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.

The school will make every effort to hold family-engagement activities closer to the homes of parents to allow parents the opportunity to attend the event, if needed. In the event parents need childcare, a paraprofessional will be assigned to assist the parent to focus on the parent engagement activity.

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.

SOE jointly develops the School-parent compact during the end of the year SAC meeting, April 14, 2025. The SAC provides input and votes to approve the compact or make suggestions for any changes to the compact. SOE will build and develop a partnership with families to help children achieve the challenging State academic standards through the school's compact and communication via newsletter and Class Dojo. In the school's compact, there is a section for students and how they will accomplish and master the challenging Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. During the first week of school, teachers share the compact with students so that students are aware of the school's expectations. The compact includes a visual for student comprehension of the school's expectations. SOE will outline the School-Parent compact to include the following:
As FAMILIES, we will…
•Expect my child to do his/her personal best in all areas and at all times.
•See that my child attends school regularly and on time.
•Communicate and work with my child's teacher.
•Enforce the Code of Student Conduct
•Encourage my child to read daily and practice math facts.
•Show respect and support for my child, the teacher and the school.
As a SCHOOL, we will….
•Expect each student to do his/her personal best in all areas and at all times. To follow the SOE Expectations
•Have high expectations for ALL students.
•Show respect for each child and his/her family.
•Provide a safe environment conducive to learning, meaningful, and appropriate classwork and at-home activities.
•Maintain open lines of communication and involve parents and students.
•Enforce the Marion County Code of Student Conduct.
As STUDENTS, we will…
•Be Safe!
•Be Outstanding!
•Be Engaged!

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.

SOE will coordinate and integrate parent and family engagement programs with early childhood programs through our school events. All parent engagement events will include all grade levels served, PreK-5th grade. In addition, the school has a parent resource center housed in one of the portables stationed on the campus.

8. Building Capacity of Parents

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

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

SOE will provide parents with a description and explanation of the curriculum and resources used at the school through our Title 1 Academic Conference Open House event, parent engagement events, communication via Apptegy messages, and newsletters. Parents will continue to be exposed to B.E.S.T. Benchmark information throughout the school year. Parents will receive the B.I.G. 3 document highlighting the most important benchmarks students need to know prior to being promoted to the next grade level. Students complete three progress monitoring assessments and teachers will be expected to share the results with families. SOE will provide parents with individual student academic assessment results and interpretation of those results via parent-teacher conferences. SOE will provide parents with a description and explanation of the assessments used to measure student progress and achievement levels through parent-teacher conferences. In addition, the school monthly newsletter will capture a description and explanation of the assessments used to measure student progress. During our weekly Apptegy message, parents will also receive the information in the event the newsletter was misplaced.

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 Academic Conference Meeting (Open House)	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compact. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** September 17, 2026 5:30 – 6:30 pm
Fall Festival	Provide families an opportunity to practice math problems in real world situation. (**Benchmark:** Integration of math benchmarks)	**Quarter 1** October 23, 2026 5:00 – 7:30 pm
Math Night	Families will partake in math activities that can be replicated at home. (**Benchmark:** Integration of ELA benchmarks.)	**Quarter 2** November 17, 2026 6:00 – 7:00
Third grade Promotion requirements information and K-5 Literacy	Parents will learn what students will need to be promoted to 4th grade. Data of individual students will be discussed. Families will receive literacy information. Students will also select a book to take home. In addition, we are working on possibly having a local author come to read and students can create a bookmark. (**Benchmark:** Integration of ELA benchmarks.)	**Quarter 3** January 28, 2026 5:00 – 7:00 pm
Spring Fling Dance	Students will engage in social emotional learning by interacting with their peers. Students will demonstrate listening, observing, and following skills while learning dance movements (**Benchmark:** DA.2.C.1.2).	**Quarter 3** February 19, 2027 5:30 – 7:00 pm
Science Night	Families will engage in hands on science benchmark activities. (**Benchmark:** Integration of Science benchmarks.)	**Quarter 4** March 4, 2027 5:30 – 7:00 pm
Winter and Spring Concert	Share the student's talent of singing with parents and the community. (**Benchmark:** Linked with music standards)	TBD

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

SOE will train faculty and staff members through meetings and information on the importance of maintaining communication and engaging families. We will discuss the school's plans for parent engagement activities and the need for volunteers, ways to speak with parents, how to create a welcoming environment, share information to keep parents informed with their student's learning, and how to share various learning activities with families. SOE will train the faculty and staff members to partner with families through assignments and other tasks that families can complete at home with their students. In addition, Apptegy is the mode of communication used by the school and faculty. Teachers will also use other methods to communicate with families. During faculty meetings, a list of the parent engagement activities will be shared with stakeholders. In addition, parent surveys after each engagement event will be shared with families to complete. There are multiple opportunities for discussions during SAC meetings to discuss family engagement activities. When discussed, suggestions/input are provided for improvements. SOE will train the faculty and staff to assist families with their needs and to communicate that is culturally responsive. Educators on campus will be informed to share resources with parents and to invite parents in the classroom to learn more about strategies to use at home. In addition, information is shared with families in Spanish who speak Spanish and interpreters communicate with our DHH families. During our Welcome Back meeting, a training is inclusive to focus on parent engagement and its importance for all of our families. Faculty and staff are informed of the various modes of communication with families to include but not limited to email communication, face-to-face interaction, phone, and Appetgy messages. For our DHH population of students, an interpreter will be available to interpret the needs of the students. It is an expectation that faculty and staff respond to families and address concerns within 24 to 48 hours.

School Advisory Council (SAC) Interest Form

South Ocala 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:

_____

_____

_____

_____

_____

_____