Marion County Public Schools

WARD-HIGHLANDS ELEMENTARY SCHL

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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

Ward-Highlands Elementary School seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning

Provide the school's vision statement

Ward-Highlands Elementary School is a place where all students can learn; academically, socially, and emotionally in a safe and supportive atmosphere. Teachers and staff work tirelessly to promote a positive school environment and raise student performance. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Our entire school community shares the belief that all children can and will learn.

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

Treasa Buck

treasa.buck@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Treasa Buck is the instructional leader for Ward-Highlands Elementary. She works with all stakeholders to provide a successful learning environment for all students. Mrs. Buck provides resources to all stakeholders in order to improve success for all students.

Leadership Team Member #2

Employee's Name
Amie McCamley

amie.mccamley@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Amie McCamley is responsible for providing teachers with the resources needed to instruct students. Mrs. McCamley works with the guidance department and ESE department to monitor data and create individual learning plans for students not being successful.

Leadership Team Member #3

Employee's Name
James Byard

james.byard@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

James Byard is responsible for providing teachers with the resources needed to instruct students. Mr. Byard works with the guidance department and ESE department to monitor data and create individual learning plans for students who are not being successful.

Leadership Team Member #4

Employee's Name
Steven Roberts

steven.roberts@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

Steven Roberts focuses on developing a positive school culture through modeling expectations across the campus. He works with students who need additional support in the area of behavior within our general education population as well as our self-contained population. Mr. Roberts provides monthly professional development to the staff on classroom engagement and management.

Leadership Team Member #5

Employee's Name
Karly Miller

karly.miller@marion.k12.fl.us

Position Title
Math/Science Academic Coach

Job Duties and Responsibilities

Karly Miller focuses on math and science within all grade levels. She models instruction and provides professional development in the areas of math and science. Based on data, Mrs. Miller will provide additional support to teachers and paras in order for students to be successful.

Leadership Team Member #6

Employee's Name
Jessica Walden

jessica.walden@marion.k12.fl.us

Position Title
Reading Academic Coach

Job Duties and Responsibilities

Jessica Walden focuses on reading and writing within all grade levels. She models instruction and provides professional development in the areas of reading and writing. Based on data, Mrs. Walden will provide additional support to teachers and paras in order for students to be successful.

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.

Data collected at the end of the school year is reviewed with the leadership team, School Advisory Council, and staff members to develop new goals for the upcoming school year. Our School Advisory Council consists of teachers, paraprofessionals, families, business partners, and local churches. Our SIP goals are reviewed at each SAC meeting.

3. SIP Monitoring

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

The SIP will be monitored during each quarterly School Advisory Council meeting. The committee will review data related to our SIP goals and adjust support as needed. The school's leadership team will review the SIP goals at each data meeting. Data meetings occur after each district and state assessment. Adjustments will be made based on the data review.

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	**83.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	105	123	146	154	158	145				831
Absent 10% or more school days	24	32	27	22	30	25				160
One or more suspensions	13	17	30	27	21	31				139
Course failure in English Language Arts (ELA)	5	7	8	13	13	7				53
Course failure in Math	6	1	6	8	6	6				33
Level 1 on statewide ELA assessment				15	23	19				57
Level 1 on statewide Math assessment				13	15	18				46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	9	15	21						54
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	21	3	15	16	19					74

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	21	17	27	22	23	25				135

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	2	1	1	8	0	0				12
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	119	149	156	169	151	154				898
Absent 10% or more school days	29	20	20	18	21	25				133
One or more suspensions	14	21	20	21	26	33				135
Course failure in English Language Arts (ELA)				10	18	7				35
Course failure in Math				9	10	4				23
Level 1 on statewide ELA assessment	9	39	21	25	21	26				141
Level 1 on statewide Math assessment	16	18	27	13	15	24				113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	50	62	65	47	59	59	46	57
Grade 3 ELA Achievement	73	47	61	68	46	59	57	44	58
ELA Learning Gains	64	58	63	60	53	60	66	56	60
ELA Lowest 25th Percentile	50	58	58	62	57	56	64	58	57
Math Achievement*	77	55	66	75	51	64	70	51	62
Math Learning Gains	68	58	64	67	53	63	72	56	62
Math Lowest 25th Percentile	54	48	50	60	47	51	54	50	52
Science Achievement	73	50	62	59	44	58	64	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	530
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***
66%	66%	61%	62%	56%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	52%	No		
Black/African American Students	59%	No		
Hispanic Students	57%	No		
Multiracial Students	75%	No		
White Students	70%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	71%	73%	64%	50%	77%	68%	54%	73%					
Students With Disabilities	36%	46%	50%	39%	48%	65%	60%	39%					
English Language Learners	43%		53%		65%	47%							
Black/African American Students	57%	43%	62%	46%	61%	64%	67%	71%					
Hispanic Students	56%	67%	58%	43%	70%	60%	55%	48%					
Multiracial Students	78%	77%	72%		72%	83%		70%					
White Students	78%	79%	65%	54%	84%	70%	43%	86%					
Economically Disadvantaged Students	60%	63%	62%	47%	66%	64%	57%	56%					

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	65%	68%	60%	62%	75%	67%	60%	59%					80%
Students With Disabilities	32%	29%	57%	62%	54%	60%	62%	30%					
English Language Learners	59%		71%	83%	74%	92%	82%	62%					80%
Black/African American Students	40%	41%	57%	63%	56%	54%	58%	33%					
Hispanic Students	65%	84%	62%	64%	75%	71%	67%	52%					76%
Multiracial Students	58%		63%		71%	44%							
White Students	74%	70%	60%	55%	81%	73%	60%	74%					
Economically Disadvantaged Students	56%	60%	59%	64%	68%	67%	62%	54%					73%

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	59%	57%	66%	64%	70%	72%	54%	64%					43%
Students With Disabilities	39%	49%	53%	58%	51%	69%	54%	36%					
English Language Learners	36%		71%		55%	82%							43%
Black/African American Students	35%	33%	52%	50%	51%	59%	41%	35%					
Hispanic Students	57%	48%	59%	67%	66%	73%	70%	73%					50%
Multiracial Students	44%	42%	69%		59%	67%							
White Students	69%	70%	73%	71%	78%	77%	55%	72%					
Economically Disadvantaged Students	48%	42%	60%	62%	60%	67%	49%	58%					45%

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	72%	46%	26%	60%	12%
ELA	4	70%	50%	20%	60%	10%
ELA	5	64%	53%	11%	61%	3%
Math	3	73%	56%	17%	66%	7%
Math	4	77%	53%	24%	65%	12%
Math	5	71%	54%	17%	62%	9%
Science	5	71%	50%	21%	60%	11%

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?

Comparing our 24/25 data to our 25/26 data, it shows we have improved in ELA proficiency from 65% to 71%, Science proficiency from 59% to 73%, and ELA Learning Gains from 60% to 64%. We had an additional focus on our Level 2 students moving from 2nd grade to 3rd grade in ELA that impacted our proficiency rates. Providing small group focused instruction for students one grade level below provided the support they needed to achieve proficiency in ELA.

Lowest Performance

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

Comparing our 24/25 data to our 25/26 data, it shows we have declined in ELA Learning Gains in our bottom quartile from 62% to 50% and in Math Learning Gains in our bottom quartile from 60% to 54%. This data shows we need to create an action plan to focus on support for all students in the area of reading and math to allow for at least one year's worth of growth. Action steps will include all levels of achievement based on the FAST state assessment.

Greatest Decline

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

Comparing our 24/25 data to our 25/26 data, it shows that ELA learning gains for the bottom quartile had the greatest decline (62% to 50%) and Math learning gains for the bottom quartile (60% to 54%). These two areas are also our lowest-performing areas.

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.

All of Ward-Highlands Elementary School's data components are above the state average in all grades and subjects.

EWS Areas of Concern

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

• Level 1 on statewide 4th grade ELA assessment
• Level 1 on statewide 4th grade Math assessment

Highest Priorities

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

• Learning Gains of the bottom quartile in ELA
• Learning Gains of the bottom quartile in Math

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 Differentiation

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.

Our state assessment data indicates that students in the bottom quartile are not making adequate learning gains at the same rate as their peers. This achievement gap highlights the need for intentional, targeted differentiation to ensure equitable access to grade-level standards. Differentiation allows teachers to adjust content, process, product, and learning environment based on students' readiness levels, interests, and learning profiles.

By implementing systematic differentiation practices—such as small-group instruction, scaffolded supports, flexible grouping, and data-driven instructional planning—we can better meet the academic needs of all learners, particularly those who require additional support. Strengthening differentiation across K–5 will ensure that students in the bottom quartile receive timely interventions, targeted instruction, and opportunities to accelerate their progress, ultimately improving overall student achievement and closing learning gaps.

K–5 teachers will effectively implement differentiated instruction aligned to grade-level standards, resulting in increased learning gains for students in the bottom quartile.

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 scoring in our bottom quartile based on the 2026 PM3 FAST/STAR in ELA and Math will make at least 1 year's growth based on the 2027 PM3 FAST/STAR assessment. Our goal is to have 60% in ELA and 60% in Math make a learning gain (at least one year's worth of growth) on the 2027 PM3 FAST/STAR assessment.

Monitoring

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

Student growth will be tracked through benchmark assessments, state progress monitoring, and

common formative assessments to ensure instructional adjustments are timely and effective.

Person responsible for monitoring outcome
Classroom teachers and administration

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:
Implement targeted small-group instruction at least 3–5 times per week.

Rationale:
Targeted small-group instruction is a high-impact differentiation strategy selected to address the specific needs of students, particularly those in the bottom quartile, because it allows for precise, data-driven teaching aligned to individual learning gaps.

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
Analyze state assessments, district benchmarks, and MTSS data to determine individual student needs.

Person Monitoring:	**By When/Frequency:**
Classroom Teachers, Academic Coaches, Administration	September 4, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student growth will be tracked through District Benchmark Assessments (2nd-5th), State progress monitoring (2-4 times per year), and common formative assessments to ensure instructional adjustments are timely and effective based on ongoing data collection.

Action Step #2
Create flexible groups based on similar academic needs, align lessons to grade-level standards, and design lessons that directly address skill gaps.

Person Monitoring:	**By When/Frequency:**
Classroom Teachers, Academic Coaches	Flexible and ongoing based on current data

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will monitor lesson plans quarterly and Academic Coaches will monitor activities designed during collaborative planning and one on one coaching with all teachers. Student growth will

be tracked through District Benchmark Assessments (2nd-5th), State progress monitoring (2-4 times per year), and common formative assessments to ensure instructional adjustments are timely and effective based on ongoing data collection.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Benchmark-aligned instruction keeps teaching tightly focused on grade-level standards and learning expectations, allowing instruction to build logically from one standard to the next and ensuring that all students are taught what they are expected to know and do.

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 we focus on providing benchmark-aligned instruction to all students, then 70% of our students in grades 2-5 will score proficient or above in ELA, and 75% of our students in Math in grades 2-5 will score proficient or above on grade-level district benchmark and state assessments.

Monitoring

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

Student growth will be tracked through district benchmark assessments and state progress monitoring to ensure instructional adjustments are timely and effective.

Person responsible for monitoring outcome

Classroom Teachers and Administration

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:

Through weekly collaborative planning, monthly professional learning, and classroom observations, teachers will be provided the tools needed to identify priority standards, create benchmark-aligned lessons, and strengthen their Tier 1 Core instruction.

Rationale:
Teacher collaboration and professional learning improves instructional quality through a shared responsibility for student outcomes, consistency across classrooms, and evidence based instructional decisions.

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 expectations, group norms, and professional learning needs by grade level.

Person Monitoring:	**By When/Frequency:**
Classroom Teachers, Academic Coaches	August 21, 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The impact on student growth through collaborative planning and professional learning will be tracked through District Benchmark Assessments (2nd-5th), State progress monitoring in all grades (2-4 times per year), and common formative assessments to ensure instructional adjustments are timely and effective based on ongoing data collection.

Action Step #2
Grade-level teachers and academic coaches will meet weekly for collaborative planning and monthly for professional learning. The focus for each meeting and training will be based on current data and student needs.

Person Monitoring:	**By When/Frequency:**
Classroom Teachers, Academic Coaches	Flexible and ongoing based on current data

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will monitor lesson plans quarterly and Academic Coaches will monitor activities designed during collaborative planning and one on one coaching with all teachers. Student growth will be tracked through District Benchmark Assessments (2nd-5th), State progress monitoring (2-4 times per year), and common formative assessments to ensure instructional adjustments are timely and effective based on ongoing data collection.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The identified area of focus is improving student behavior through the implementation of a school-wide Positive Behavior Intervention and Support (PBIS) system. A positive behavior intervention system is essential because it shifts the focus from reactive discipline to proactive behavior support. In elementary schools, students are still developing social, emotional, and self-regulation skills; therefore, behavior must be explicitly taught, practiced, and reinforced.

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.

Decrease the number of office discipline referrals by **25%** by the end of the school year, as measured by school discipline data.

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.

By May 2027, staff will increase positive behavior acknowledgments (Soft Skill Superhero Awards) by 25%, maintaining a minimum ratio of 4:1 positive to corrective interactions, as tracked through our behavior recognition system.
By May 2027, office discipline referrals will decrease by 25% compared to the 2025–2026 baseline, as measured by school discipline data.
By May 2027, the implementation of our school-wide Soft Skill Superhero program will result in measurable improvements in student behavior, reduced disciplinary incidents, increased attendance, and a more positive school climate, as evidenced by school-wide data and fidelity measures.

Person responsible for monitoring outcome

Dean of Students and Administration

Evidence-based Intervention:

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

Description of Intervention #1:

The school will implement a Soft Skill Superhero positive behavior program using evidence-based interventions, including explicit instruction of expectations, positive reinforcement systems, Check-In/Check-Out, and individualized behavior support plans. These strategies are supported by research demonstrating reductions in problem behavior, improved school climate, and increased instructional time.

Rationale:
The adoption of evidence-based behavioral interventions ensures that the school's positive behavior program is proactive, consistent, equitable, and effective. By implementing strategies proven to improve student behavior and school climate, the school positions itself to increase instructional time, enhance student engagement, and support the success of all learners.

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
Positive Behavior Expectations

Person Monitoring:	**By When/Frequency:**
Dean of Students	August 21, 2026 and prior to each early release day

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Define and establish expectations for students meeting the desired outcome for each behavior tier's positive reward. Defining our expectations and establishing our goals provides clarity and consistency across the school.

Action Step #2
Positive Reward Events

Person Monitoring:	**By When/Frequency:**
Classroom Teachers and Dean of Students	August 21, 2026 and prior to each early release day

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create school-wide positive reward events for all grade levels based on zero discipline referrals and students meeting the desired expectations of our school-wide behavior goals. Creating desired positive reward events based on student interest will encourage student participation through decreasing discipline referrals and classroom interruptions.

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.

whe.marionschools.net

Once the SIP is approved, members of the SAC, business partners, families, and members of PTO will receive an electronic copy by email. At each SAC meeting, we will review our goals and the data to monitor our progress toward meeting those goals. The school will print a copy of our mission, vision, and goals and send home with each student. The entire plan will be uploaded to our website.

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)).

whe.marionschools.net

Ward-Highlands Elementary School adopted the Soft Skills initiative as their schoolwide expectations. The expectations include the following 5 traits: Team Player, Dependable and Reliable, Great Work Ethic, Positive Attitude, and being a Good Communicator. These five Soft Skill expectations are embedded in all areas of the school environment and are expected to be shown through their academics and behavior. There is a staff piece to our Soft Skill initiative that allows staff members to praise other staff members for showing those same traits. The student and staff Soft Skill Superhero

awards are announced in the morning to congratulate the recipients and to encourage others to exhibit those same traits. The dean at Ward-Highlands facilitates and monitors the effectiveness of the program. He collects the data, provides strategies to classroom teachers on how to highlight a specific trait, and speaks about the positive impact on the school when everyone works hard to exhibit the Soft Skill expectations. Members of the leadership team make positive phone calls home to students who receive a Positive Referral that highlights one of the five traits. Involving families and the community in the school's culture is crucial to maintaining a positive learning environment for students. It is important that all members of the school are recognized for their efforts and encouraged to continue their great work. Ward- Highlands has two local churches that provide support through school supply donations for students and teachers, providing monthly snack baskets for the staff, and participating in a yearly school beautification event. The leadership team makes positive phone calls home when a student earns a Soft Skills Superhero award, which creates a positive bond between the school and home. All stakeholders are invited to join the Ward-Highlands School Advisory Committee and the Parent-Teacher Organization.

Plans to Strengthen the Academic Program

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

The master schedule is created to maximize instructional time by limiting transition time and time spent on non-instructional duties. This increases the amount of time students spend engaging in academic instruction. All students will participate in MTSS for 30 minutes daily, receiving intervention or enrichment based on their needs. Teachers meet twice a week to collaboratively plan in ELA and Math. Teachers will meet 1-2 times per month to collaboratively plan for writing and science. In grades 3rd-5th, teachers specialize in core subjects and work in a team to support students.

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)).

FANs and VPK are two additional services provided on the Ward-Highlands school campus. FANs supports our students through science lessons that align with the state science benchmarks in all grade levels. The VPK program provides instruction to our prekindergarten students on foundational skills in reading and math as well as social skills lessons.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The school's Mental Health Disciplinary Team (MDT) meets biweekly to discuss student referrals for counseling services and/or mentoring services needed. The team also discusses current cases and their progression through their mental health plan. Suicide and Threat assessments are brought to the team immediately to be evaluated and determine the level of threat. Resources are provided to students as needed, determined by the MDT.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

Providing a school-wide focus on expectations and career planning will provide students with a structured learning environment across the campus. We will increase desired behaviors and attendance through positive reinforcement and building an intrinsic motivation to be successful as a member of society. The teachers and staff will focus on the same 5 soft skills (teamwork, positive work ethic, communication, positive attitude, dependability, and reliability) when developing expectations and classroom management plans. The leadership team will develop expectations in areas across campus outside of the classrooms. The 5 soft skills were developed based on the basic expectations of employers. The skills can be applied across all areas of school, home, and the community. Our teachers were already teaching students these skills, just not using the same language. Providing our school with a universal language that can be implemented across all

disciplines.

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)).

Staff will focus on understanding and implementing the district's instructional framework. There will be a focus on the District's Achievement Goal #1: Student Success. Our weekly collaborative planning will have teachers working together to strengthen Tier 1 instruction. During the school year, teachers will work together in collaborative planning to plan using progress monitoring assessments, curriculum maps, and subject area core curriculum. Teachers will identify individual student needs and use resources that will meet individual student needs. Students will be provided with small group/ individual instruction based on their area of need identified by the FAST assessments and Benchmark assessments.

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)).

The school currently has a full-year program for Voluntary Prekindergarten and Prekindergarten ESE on the campus. Throughout the school year, our instructional teachers in both programs work with the kindergarten teachers and leadership to acclimate the students to our campus. In May of each school year, a transition night is created for Prekindergarten students and their families to meet with the kindergarten teachers. Families are provided with information that will help the transition between Prekindergarten and Kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

N/A

Specifics to Address the Need

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

N/A

VII. Budget to Support Areas of Focus

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

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

Ward-Highlands Elementary School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Treasa Buck
School Website:	www.marionschools.net/whe
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

Ward-Highlands Elementary recognizes the importance of parent involvement and its impact on student performance. Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. This collaboration with families will aid in preparing students academically as reflected by mastery of the state standards. By May 2027, 60% of families will attend one or more family learning opportunities. By May 2027, 60% of families will attend one or more family/teacher conference. This will be monitored by sign-in sheets, survey results, and conference forms.

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.

Family and community feedback for the PFEP (Parent and Family Engagement Plan) is collected during quarterly SAC meetings, bimonthly PTO meetings, annual Parent and Family Engagement Plan meeting and School Improvement Plan surveys. The feedback collected will be used to develop and monitor our school plan. Once Board approved, this plan will be published on the school website. This plan (paper-based) will also be made available upon request through the school front office throughout the year. Families will also be notified as to where they can access the plan digitally. When the PFEP is being revised or updated to meet the changing needs of our families there are several ways we will collect feedback from families. Families and community members will have the opportunity to share feedback after each family and community engagement event, the annual survey for the school-based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. Communication of upcoming opportunities will include social media, school website, newsletters, teacher communication apps, school marquee, fliers and Apptegy messaging.
Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school-based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. The aforementioned surveys and

SAC meeting minutes are made available to the district Title I office for review throughout the year.
Ward-Highlands has a large population of working families. With the wide range of working hours for our families, it is important we provide multiple opportunities at different times of the day to accommodate all work schedules.
Family input is key in making decisions that affect our students. In order to solicit feedback from families, simple and effective opportunities will be provided across various platforms. During Orientation and Open House, families will be provided with information on how to volunteer and request conferences with school staff. Our goal is to have one or more homeroom volunteers that will take on the additional responsibility of notifying families in that homeroom on upcoming volunteer opportunities.

3. Annual Title I Meeting

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

All aspects of Title I are shared using the district Title I PowerPoint template which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents Rights, Assessments, Title I Funds, Title I Focus, open discussion and Q&A. Families will be provided with information on what it means to be a Title 1 School and the purpose for providing the support and additional funds to a school identified as Title 1. We will discuss purchases made with the additional funds and the evidence to support why Ward-Highlands choose to make those specific purchases. Membership into SAC will be offered to guardians, staff, and community members to become involved in helping all students be successful. Families and the community will be provided with written and oral communication of their rights while attending a Title 1 school and how they can assist in making decisions for Ward-Highlands. Information will be provided throughout the school year through newsletters, Apptegy messages, and SAC meetings.

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.

Messages related to school progress reports and upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Apptegy to registered phone numbers, and email addresses of our families. Additional communications will be relayed through medias such as site-based website, CANVAS, teachers' communication apps, school newsletters, fliers, and school marquee. For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family. We will utilize our ELL paraprofessionals to assist in translating information directly to parents via phone calls and other communication platforms.
Our Guidance department will assist with getting notification and materials out to families that are unable to access online virtual options. Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation.
Family meeting information will be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up.
Additional strategies will be applied as the need arises on a case-by-case basis. Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

1) Transportation is not built into the budget.
2) Our scheduled family engagement activities include children, which eliminates the need for childcare. During PTO and SAC meetings, our staff provide childcare as needed or children remain with their family.

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.

Our School Advisory Council (SAC) will work together using current data, student progress, and family needs to develop a compact that will ultimately allow all students the ability to succeed. Input will be given by parents, staff members, and community members. The SAC committee will vote on the final compact.
Effective strategies and goals will be included under each person responsible. If these strategies and goals are used, the committee agrees students will be successful.
The staff will have ongoing two-way communication with families to discuss progress and specific individual student needs. Students will have quarterly data chats with their teacher and set goals based on that data. These goals will be communicated with the families as well as ways that each member of the team can contribute to those goals.

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.

Promoting district events like Family Focus each month and resources like the District Title Parent Resource Van, District Parent Resource Room, and the Early Learning Department events via social media campaign, school newsletter, Apptegy messages and website. In addition, teachers and staff will refer families to the District Parent Resource Room to utilize and take home the many available resources to assist with their students' learning gains and to reduce summer slide.

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

Curriculum, forms of assessments and achievement levels will be described and explained during our Annual Title I meeting, school-based website and newsletters. Families will be notified about the forms of assessments through teacher communication apps, ongoing school meetings (ex: PTO, SAC), Annual Title I Meeting, and parent-teacher conferences.
The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via teacher communication apps or class newsletters.

If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which is also posted on the school website. Families may also contact the school for further information.

9. Parent and Family Engagement Events

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

Title	Purpose	Quarter Date/Time
Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compact. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** September 10, 2026 4:30-5:00 pm
Open House	Families will have the opportunity to learn a day in the school life of their child(ren). Students will guide their family through their classroom while teachers and staff speak to them about the curriculum, benchmarks, and expectations.	**Quarter 1** September 10, 2026 5:00-6:00 pm
Parent/student Conferences	Families, students, and teachers will meet in individual conferences to discuss student success, progress, and academic needs based on current data and quarter 1 report card.	**Quarter 2** October 28, 2026 2:30-5:00 pm
Academic Conference Teams (Conference Night)	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill-building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	**Quarter 3** January 28, 2027 3rd-5th 5:00-6:00 pm February 25, 2027 VPK-2nd 5:00-6:00 pm
Transitional Grades	Students and families moving from VPK through fourth grade will learn what they can do to prepare for the next level. Partnering with the feeder middle school, fifth grade parents and students will learn what to expect to prepare for middle school.	**Quarter 4** April 15, 2027 5:00 6:00 pm

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

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

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

School staff will be trained on multiple ways of communication with families depending on their preferred way for communication. This will include email, phone calls, parent conferences, written communication, Apptegy and approved social media platforms. School staff will be trained on how to effectively communicate during parent conferences that are face to face and on the phone, recognizing student success and sharing with families, as well as providing effective strategies that parents can use depending on their availability and students' needs.
Professional development will include effective use of Apptegy and other communication platforms to share information with families about student academic achievement, effectively communicate school related information such as course grades, IEP and 504 information, and available district and school family resources.
School staff will be trained on how to effectively communicate with stakeholders (families, community members, business partner) through face-to-face meetings, phone conferences, and virtual strategies. This will allow flexibility with scheduling communication. ESOL paraprofessionals will also be trained on how to support with language barriers during conferences and engagement activities. Products like "Pocket Talk" and "Google Translate" will also be available to assist staff members with translating with parents.
School staff will be trained on available resources for families, how to identify student needs based on student data, and strategies families can use to support their child at home. The home school liaison will assist staff with coordinating these events as well as communicating district events to staff and families.

School Advisory Council (SAC) Interest Form

[School Name]

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:

_____

_____

_____

_____

_____

_____