Marion County Public Schools

WINDING OAKS ELEMENTARY

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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

At Winding Oaks Elementary School, our mission is to create a diverse and inclusive community where every student is inspired to achieve their best, embody the Resiliency Skills, and develop a lifelong love of learning. We will foster students to become compassionate, creative, and responsible global citizens.

Provide the school's vision statement

Our vision is to work together to build relationships in order to empower every student through meaningful, real-world learning, cultivating compassionate, and confident leaders who act with integrity and empathy.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Traci Crawford

Traci .Crawford@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The **principal** is the instructional leader of the school. He/She works with stakeholders to develop a common vision and mission for the school. He/She guides and works with the leadership team to analyze student data in order to monitor student progress, drive instruction, and provide curriculum resources aligned to the Florida standards; develop a program that promotes professional

development based on evaluations and feedback in order to retain an effective/highly effective staff; and build relationships with parents and the community.

Leadership Team Member #2

Employee's Name
Silvia Pietryka

SIlvia.Pietryka@marion.k12.fl.us

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name
Tracy Terrell

Tracy.Terrell@ marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name
Deborah Borge-Shaffer

Deborah.Borge-Shaffer@marion.k12.fl.us

Position Title
Student Service Manager

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name
Lisa Bevers

Lisa.Bevers@marion.k12.fl.us

Position Title
Family Engagement Liaison

Job Duties and Responsibilities

The **family engagement liaison** is the "bridge" that builds the relationships for stakeholders (teachers, parents, students, and the community) that supports educational programs, services, and various student concerns; works with the leadership team and administration in coordinating and arranging various programs and services to meet the needs of students for our Parent and Family Engagement Plan.

Leadership Team Member #6

Employee's Name
Janny Gonzalez

Janny.Gonzalez@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

The **Instructional Coach** serves as a collaborative partner to teachers and a strategic support for students who need additional academic guidance. This role blends instructional expertise, data literacy, and relationship-centered coaching to strengthen teaching practices across the school while ensuring that identified students receive targeted, individualized support. The coach uses student performance trends, staff feedback, and classroom observations to guide professional learning, model effective strategies, and help create a culture of continuous improvement.

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.

Throughout the school year, the School Advisory Committee (SAC), which includes members of the school leadership team, staff, parents, and community stakeholders, reviews important information about the school's progress and needs. SAC members share feedback on areas of concern and suggest revisions when needed. After discussion, the SAC reviews and approves updates. All focus areas and decisions are guided by student performance data and district survey results to ensure the school's plans reflect the needs of students, staff, and the community.

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 monitored throughout the year alongside the administration of district and state assessments. Overall student achievement, as well as the performance of targeted ESSA subgroups, will be closely reviewed using disaggregated assessment data. Additional analysis will be conducted for students demonstrating the greatest achievement gaps, including retained students, those in the lowest quartile, and students with disabilities. This information will be examined with the School Advisory Committee (SAC) and with grade-level collaborative planning teams.

Grade-level collaborative planning teams will engage in data digs to identify students with the most significant instructional needs while also monitoring progress for all students to ensure continued growth. Progress monitoring information on student performance will be shared with the SAC, and the SIP will be adjusted as needed to reflect emerging priorities and support strategies.

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	**89.1%**
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)** **ASIAN STUDENTS (ASN)** **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:** **2023-24:** **2022-23:** **2021-22:**

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	95	116	111	117	104	89				632
Absent 10% or more school days	15	42	43	52	37	36				225
One or more suspensions	14	6	5	16	15	10				66
Course failure in English Language Arts (ELA)	11	21	28	28	52	54				194
Course failure in Math	10	21	28	28	52	53				192
Level 1 on statewide ELA assessment	25	35	38	38	29	25				190
Level 1 on statewide Math assessment	18	38	41	33	34	33				197
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	10	8	24						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	14	16	20	15					70

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	36	101	47	178	172	187				721

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	2	1	21	0	1				27
Students retained two or more times	0	0	0	1	0	2				3

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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*	45	50	62		47	59		46	57
Grade 3 ELA Achievement	42	47	61		46	59		44	58
ELA Learning Gains	52	58	63		53	60		56	60
ELA Lowest 25th Percentile	48	58	58		57	56		58	57
Math Achievement*	41	55	66		51	64		51	62
Math Learning Gains	44	58	64		53	63		56	62
Math Lowest 25th Percentile	42	48	50		47	51		50	52
Science Achievement	46	50	62		44	58		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	45%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	360
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*
45%						

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	32%	Yes	1	
English Language Learners	47%	No		
Asian Students	75%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	44%	No		
Multiracial Students	46%	No		
White Students	46%	No		
Economically Disadvantaged Students	41%	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	45%	42%	52%	48%	41%	44%	42%	46%					
Students With Disabilities	22%	21%	42%	55%	19%	37%	29%	29%					
English Language Learners	43%	43%	46%		52%	58%		42%					
Asian Students	80%				70%								
Black/African American Students	43%	48%	59%	50%	24%	29%		21%					
Hispanic Students	44%	43%	41%	39%	50%	50%	47%	40%					
Multiracial Students	36%				55%								
White Students	46%	30%	58%	60%	35%	42%	42%	58%					
Economically Disadvantaged Students	38%	36%	47%	44%	33%	39%	50%	39%					

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	40%	46%	-6%	60%	-20%
ELA	4	44%	50%	-6%	60%	-16%
ELA	5	47%	53%	-6%	61%	-14%
Math	3	45%	56%	-11%	66%	-21%
Math	4	43%	53%	-10%	65%	-22%
Math	5	31%	54%	-23%	62%	-31%
Science	5	47%	50%	-3%	60%	-13%

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?

In the school's first year, third-grade students demonstrated the strongest gains in mathematics achievement from PM1 to PM3. This growth was supported by a focused effort to deepen teachers' understanding of Florida's B.E.S.T. Standards, including intentional use of the clarifications and examples to guide lesson planning and instruction. Teachers consistently implemented standards-aligned materials and resources, maximized instructional time, and protected common collaborative planning, all of which contributed to high-quality, coherent mathematics instruction across classrooms.

Lowest Performance

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

When comparing PM1 to PM3, fifth-grade results showed the lowest performance in mathematics. Several factors may have contributed to this outcome, including teachers who were new to the grade level or new to the state, staffing shortages, and limited familiarity with the mathematical expectations outlined in Florida's B.E.S.T. Standards, particularly the clarifications and examples that guide instructional planning. Additionally, gaps in students' foundational math skills and conceptual understanding, combined with challenges related to behavior management, may have further influenced overall performance.

Greatest Decline

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

Because this is the school's first year, there is no prior-year data available for comparison. As a result, no data component shows a decline from the previous year. Instead, this year's results establish the baseline performance that will be used to measure growth and identify trends in future years. Moving forward, the school will analyze year-over-year changes to determine areas of improvement and areas requiring additional support.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

The fifth-grade mathematics content area showed the greatest gap when compared to the state average. Several factors may have contributed to this outcome, including the achievement gap among students with disabilities, language barriers experienced by English Language Learners, and limited understanding of the mathematical expectations outlined in Florida's B.E.S.T. Standards, particularly the clarifications and examples that support instructional planning. Additionally, challenges related to behavior management may have further influenced overall performance.

EWS Areas of Concern

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

Areas of concern are attendance and course failure in ELA or math.

Highest Priorities

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

1. Deliver high-quality, standards-aligned instruction: Providing rigorous instruction using materials and resources aligned to Florida's B.E.S.T. Standards will remain a top priority to ensure consistency and coherence across classrooms.
2. Support all subgroups through MTSS and differentiated instruction: Teachers will use targeted intervention and enrichment resources to improve performance for all students. Particular attention will be given to students with disabilities, who are slightly above the 41% threshold for the federal index and supported through the co-teaching model. The ELL subgroup will also be a focus due to ongoing trends of lower performance, with instruction tailored to address language-related barriers.
3. Strengthen Parent and Family Engagement: The school will continue to implement its Parent and Family Engagement Plan by offering a variety of meaningful, engaging activities designed to build family capacity and support student success.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

When teachers intentionally align instruction to Florida's B.E.S.T. Standards and the Florida State Academic Standards for Science and deliver rigorous, relevant lessons in every content area, overall student achievement on state and district assessments will rise by at least 3%.

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.

The overall percentage scores of Levels 3, 4, and 5 in English Language Arts, mathematics, and science will increase. - ELA overall scores: 46% (+3% or above) - Math overall scores: 43% (+3 or above) - Science 5th: 50% (+3% or above) Learning Gains - ELA learning gains will increase by 5%. - Math learning gains will increase by 5%.

Monitoring

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

Members of the administrative leadership team will collect and analyze various student data (Success Maker, District Progress Monitoring Assessments (DPMA), Benchmark Assessments (BA), quarterly grades, etc.) to ensure student performance. Results will provide information to guide professional learning, coaching cycles, and curricular support for teachers and paraprofessionals.

Person responsible for monitoring outcome

Traci Crawford, 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:
Targeted staff members will participate in collaborative planning with the support of the administrative leadership team to facilitate effective instruction based on the B.E.S.T. standards. During planning sessions, teachers will use student artifacts to drive instruction to meet the needs of all students.

Rationale:
During the collaborative planning, teachers and the leadership team will work on unwrapping the benchmarks to develop effective lesson plans and instructional delivery strategies, ensuring lesson plans are aligned with the B.E.S.T Standards.

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
Common/Collaborative Planning

Person Monitoring:
Traci Crawford

By When/Frequency:
This will occur throughout the year (daily).

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The majority of teachers will have a 50-minute common planning block 5 days/week. Two of those blocks will be reserved for collaborative planning with administrative leadership support team each week (Tuesdays and Thursdays). There will be additional opportunities to collaboratively plan after school later in the year, if funding is available.

Action Step #2
Instructional Coaching Support

Person Monitoring:
Janny Gonzalez

By When/Frequency:
This will occur throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional coaching position will be funded to provide the coaching, modeling and professional development to teachers in the content areas of ELA, mathematics, and science under the direction of the principal and the assistant principal of curriculum.

Action Step #3
Professional Learning Community

Person Monitoring:
Silvia Pietryka

By When/Frequency:
This will occur throughout the year (bi-weekly).

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administration and instructional coach will work with the teachers on collaborative planning, Professional Learning Community (PLC) focus, and data dig meetings.

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), 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.

Analysis of student performance indicates a need to strengthen differentiated instruction and MTSS implementation to improve outcomes for subgroups at or below the ESSA benchmark of 41%, including Students with Disabilities (32%), Black students (39%), and Economically Disadvantaged students (41%). While Economically Disadvantaged students met the benchmark, continued focus is needed to increase achievement beyond 41% and further close performance gaps. Targeted support will focus on these subgroups, the lowest quartile, and students demonstrating insufficient learning gains, particularly in mathematics.

Measurable Outcome

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

If teachers provide effective differentiated instruction and MTSS to address student/subgroup needs, then proficiency levels will improve by 3% or more, and the federal index gap of the progress monitoring scores will decrease, and increase the performance of the subgroups.

Monitoring

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

Members of the administrative leadership team will regularly monitor student assessment data throughout the year using a targeted watch list. These results will highlight students' needs by revealing trends, pinpointing specific areas of weakness, and informing the selection of appropriate interventions. Additionally, the data will guide instructional support by shaping professional development priorities, strengthening the coaching cycle, and informing curricular support for teachers and paraprofessionals.

Person responsible for monitoring outcome

Traci Crawford

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:
Student performance will be monitored through multiple measures. Teachers will track progress using both formative and summative assessments, while the administration will collaborate with teachers during Progress Monitoring Meetings to review student data and adjust supports as needed. The administration will also maintain a comprehensive data portfolio to monitor targeted student performance on district and state assessments. All school stakeholders will use the watch list to compare leading and lagging indicators and ensure timely, data-driven decision-making.

Rationale:
All stakeholders will utilize the high-impact practice of tracking student performance to support continuous improvement. To ensure a strong MTSS framework, student progress must be monitored regularly by the administrative leadership team, staff, and students themselves. Ongoing data collection and analysis will guide well-informed decisions about instructional delivery, whether on-level, below-level, or above-level, for all student subgroups. This systematic approach ensures that instruction remains responsive, equitable, and aligned 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
Title I Funding Allocation

Person Monitoring:
Traci Crawford

By When/Frequency:
MTSS will be provided daily to students for 30-minutes or more.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Funds will be allocated to purchase materials, human resources, and services aligned to the standards to support student achievement.

Action Step #2
Targeted Interventions

Person Monitoring:
Janny Gonzalez

By When/Frequency:
Throughout the school year (daily).

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will receive differentiated interventions for 30-minutes or more per day, five days a week, during the dedicated MTSS block. The administrative leadership team and teachers will closely monitor the watch list, focusing on students in the lowest quartile in ELA and mathematics. This ongoing review ensures that interventions remain targeted, responsive, and aligned to student needs.

Action Step #3
Data Analysis

Person Monitoring:
Silvia Pietryka

By When/Frequency:
Throughout the school year based on the assessment calendar.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The students will be assessed with various diagnostic tools to get baseline data and assessed periodically to track performance throughout the remainder of the year. Examples include SuccessMaker(ELA & mathematics), District Progress Monitoring Assessments (DPMA), Benchmark Assessments (BA), FAST assessment, STAR assessments, unit assessments, grades, etc.

Action Step #4
Coaching and Modeling for All Content Areas

Person Monitoring:
Traci Crawford

By When/Frequency:
Throughout the year as needed.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and students will receive coordinated support arranged by the administration, along with lead teachers, the instructional coach, and district program specialists. This support will include modeling effective instructional practices, coaching and mentoring, unwrapping the B.E.S.T. standards, securing high-quality instructional resources, conducting data digs, strengthening questioning strategies, facilitating collaborative planning, and providing targeted professional development. These instructional leaders will also participate in parent engagement events and activities to reinforce school wide academic goals.

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.

Winding Oaks has met the criteria for designation as a **RAISE school** in all but one grade level. In grades 1–5, more than 50% of students are performing below Level 3 proficiency in ELA, indicating a need for targeted literacy support and intervention. Under the RAISE criteria, schools are expected to achieve a proficiency rate above **51%.**

This plan utilizes evidence-based programs, strategic professional learning, and targeted interventions to address identified student needs in the areas of:

· Foundational Reading Skills
· Phonics and Decoding
· Reading Fluency
· Vocabulary Development
· Reading Comprehension
· Writing Proficiency (including the development of written expression, text-based responses, grammar, and communication skills across content areas)

Through consistent implementation, ongoing monitoring, and collaborative support, we will strengthen both literacy and writing outcomes, increase student proficiency, and better prepare students for academic success across all subject areas.

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

Instructional Practice specifically relating to Reading/ELA will include *UFLI Foundations and Benchmark Advance, which will serve as our primary core curriculum resources. A strong emphasis will be placed on developing teacher expertise in the effective use, curriculum map pacing, and implementation of these resources.*

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

Instructional Practice specifically related to Reading/ELA for grades 3-5 will include im*plementation of these Tier 1 resources to develop teacher expertise in the effective use of curriculum map pacing, while ensuring instruction is aligned to the B.E.S.T. Standards.*

Grades K-2: Measurable Outcome(s)

The Measurable Outcome for grades K-2 will be:
In Kindergarten, proficiency in combined STAR Early Literacy and STAR Reading will improve from 53% to 58%
In first grade, proficiency in combined STAR Early Literacy and STAR Reading will improve from 41% to 50%
In second grade, proficiency in combined STAR Early Literacy and STAR Reading will improve from 46% to 51%

Grades 3-5: Measurable Outcome(s)

The Measurable Outcome in grades 3-5 will be:
In 3rd grade, proficiency will improve from 40% to 50%
In 4th grade, proficiency will improve from 44% to 52%
In 5th grade, proficiency will improve from 47% to 53%

Monitoring

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

Student achievement and program implementation data will be reviewed monthly and/or as results become available. MTSS fidelity checks will also occur monthly through documentation reviews, classroom observations, and instructional walkthroughs. District monitoring visits and evaluations will provide additional feedback and support.

Key monitoring activities include:

Administrative Observations: The Principal and Assistant Principal of Curriculum (APC) will conduct formal and informal observations and provide timely feedback to support teacher effectiveness and instructional growth.
Instructional Support: The leadership team (Principal, APC, Instructional Coach, and Student Services Manager) will provide differentiated coaching, modeling, and support focused on ELA instruction, MTSS implementation, behavior management, and collaborative lesson planning.
Data Analysis: School leaders and instructional staff will engage in regular data reviews to identify trends, monitor student progress, and develop action plans that address student needs.
Assessment System: Student performance will be monitored through FAST and STAR Progress Monitoring Assessments (PM1, PM2, and PM3), Benchmark Assessments (BAs), and Science District Progress Monitoring Assessments (DPMAs). Assessment results will be used to guide instruction and intervention.
MTSS Implementation: A Multi-Tiered System of Supports (MTSS) program will provide targeted interventions and differentiated support designed to accelerate learning and close achievement gaps.

Person responsible for monitoring outcome

Traci Crawford

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:

School leadership will support teacher effectiveness and student achievement through regular formal and informal classroom observations, timely feedback, differentiated coaching, instructional modeling, and collaborative lesson planning. Leaders will also conduct ongoing data reviews to monitor student performance and inform instructional decisions. Student progress will be assessed through FAST, STAR, Benchmark Assessments, and Science DPMAs, while the MTSS framework will provide targeted interventions and differentiated support to address individual student needs and accelerate learning.

Rationale:
These monitoring and support systems promote continuous improvement in teaching and learning by ensuring instructional practices are implemented effectively and aligned to student needs. Frequent feedback, data analysis, and targeted interventions help teachers make informed adjustments to instruction, increase student engagement, and improve academic outcomes. The combined use of assessments, coaching, and MTSS supports ensures that students receive the appropriate level of instruction and intervention needed to achieve academic success and close 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
The leadership team (Principal, APC, Instructional Coach, and Student Services Manager) and instructional staff will work collaboratively to plan, model, and implement standards-based lessons that incorporate clear learning targets, differentiated instruction, and frequent checks for understanding.

Person Monitoring:
Traci Crawford (principal) and Silvia Pietryka (APC)

By When/Frequency:
Quarterly Observations and Ongoing Walkthroughs as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom observations by administration, walkthrough data, lesson plan reviews, and student assessment results will be used to monitor implementation and instructional effectiveness.

Action Step #2
The leadership team and teachers will participate in regular data discussions to analyze FAST, STAR, Benchmark, and classroom assessment results, identify student needs, and develop instructional action plans.

Person Monitoring:
Traci Crawford

By When/Frequency:
Data analysis will occur after assessments have been administered.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Student progress-monitoring data, assessment outcomes, and documentation from data meetings will be reviewed to measure student growth and instructional adjustments.

Action Step #3
The leadership team and instructional staff will collaborate to identify students requiring additional support, implement targeted interventions, and monitor student progress through the MTSS process.

Person Monitoring:
Janny Gonzalez

By When/Frequency:
Ongoing progress monitoring (PMP Meetings bi-annually; Collaborative planning - bi-weekly; and Targeted PST meetings - as needed)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Intervention data, MTSS documentation, progress-monitoring results, and student achievement data will be reviewed regularly to evaluate the effectiveness of interventions and supports.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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

Based on our 2025–2026 attendance data, we will continue to strengthen and enhance our school-wide attendance program to improve student attendance rates and reduce chronic absenteeism.

Our 2025–2026 attendance data showed an overall absenteeism rate above **31%**, resulting in significant lost instructional time. Students must be present to benefit from high-quality instruction, interventions, and learning experiences. By strengthening attendance supports and promoting the importance of regular attendance, we aim to increase student presence in the classroom and improve academic achievement.

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.

By the end of the 2026–2027 school year, each grade level (K–5) will reduce its absenteeism rate by **at least 6 percentage points** from its 2025–2026 baseline, contributing to a school-wide absenteeism rate of **25% or less**.

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

The School Attendance Committee will review the previous year's attendance data and revise attendance procedures and supports as needed. Attendance data will be monitored monthly to identify students with attendance concerns and provide targeted interventions. Identified students will be tracked throughout the year, and attendance trends will be reviewed regularly with families, teachers, counselors, and administrators.

Ongoing monitoring will allow the school to address attendance concerns early, provide timely support, and reduce barriers to regular attendance. As student attendance improves, students will have increased access to daily instruction, interventions, and learning opportunities, leading to improved academic achievement and overall student success.

Person responsible for monitoring outcome
Lisa Bevers

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:
School staff will work collaboratively with parents and community partners to promote and improve student attendance. Through ongoing communication, attendance awareness efforts, and targeted support for students with attendance concerns, staff and families will share responsibility for ensuring students attend school regularly. Strong partnerships and early intervention will help remove barriers to attendance and create a supportive environment that encourages consistent school participation and academic success.

Rationale:
Research consistently demonstrates that regular school attendance is essential for academic success. Students who attend school consistently have greater access to instruction, opportunities to develop new skills, engagement with peers and teachers, and timely completion of assignments. Regular attendance helps students build a strong foundation for learning, supports academic achievement, and increases their overall potential for long-term success.

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
Allocate funds for a family engagement liaison.

Person Monitoring:	**By When/Frequency:**
Traci Crawford	Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The principal will balance the budget to allocate funding as needed to support student attendance. If funding is available, a family engagement liaison position will be created. In addition, resources will be provided as needed. The function of this unit will be to support the school wide attendance program.

Action Step #2
Attendance Committee Meetings

Person Monitoring:
Traci Crawford

By When/Frequency:
Meetings will be held twice a month and/or as needed.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Attendance Committee (Family Engagement Liaison, school counselor, social worker, and school administrators) will meet regularly to review attendance data, identify students in need of support, and develop targeted intervention plans. The committee will collaborate with families as needed and continuously monitor progress, revising strategies and supports to improve student and school-wide attendance outcomes.

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.

Information about the Continuous Improvement Management System (CIMS), also known as the School Improvement Plan (SIP), will be shared with stakeholders throughout the year. The SIP will be posted on the school website, and printed copies will be available upon request. Key updates and information will be presented at the Annual Title I Meeting, as well as during School Advisory Committee (SAC) and Parent-Teacher Organization (PTO) meetings.

Staff members, parents, community partners, and local businesses will receive notifications with meeting dates and times to encourage participation. Our bilingual family engagement liaison will support families by helping them understand SIP information and ensuring it is accessible to all stakeholders.

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)).

Throughout the year, stakeholders will have multiple opportunities to engage with school staff through scheduled calendar events. These events include open houses, parent-teacher conferences, student recognition ceremonies, holiday activities, and academic-focused events. In addition, stakeholders may request meetings with various staff members at any time to address questions or concerns,

ensuring ongoing communication and partnership.

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)).

A master schedule has been developed to ensure common planning time for collaboration. During this time, instructional staff will participate in professional learning communities, develop engaging lesson plans, and analyze data to drive instruction. Using the previous year's assessment results and ongoing progress-monitoring data, the administrative leadership team will identify students who need additional support and invite them to participate in before- and after-school tutoring. These extended-day services provide targeted instruction on below-grade-level skills, reinforcement of on-grade-level standards, and enrichment opportunities to address or prevent instructional gaps.

In addition, the school has implemented inclusion services based on students' ESE service needs. The administration will allocate funding to provide instructional resources, secure district support for support facilitation, and offer ongoing professional learning. Our goal is to ensure that students receiving ESE services are supported across all tiers of instruction.

Students identified as English Language Learners will also receive comprehensive support through multilingual services, tutoring, and the Imagine Learning program to strengthen language acquisition and academic proficiency.

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)).

The Fitness and Nutrition in Schools (FANS) Program is an innovative chronic disease prevention program designed to reduce childhood obesity and diabetes and provide a healthy roadmap for children, parents, and employees in Marion County Schools.

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)).

- Counseling services are available for students referred by parents, teachers, or any staff member who observes a child struggling with social or emotional concerns.
- Anti-bullying procedures are established, communicated, and consistently reinforced with staff, students, and families. These procedures are implemented daily in classrooms, through the guidance office, and by the student services manager.
- Social-skills training is provided by the school psychologist on an as-needed basis to support students' interpersonal development.
- Students experiencing ongoing behavior challenges may participate in a check-in/check-out system overseen by the student services manager to promote accountability and positive behavior.
- Resiliency skills are taught monthly by the school counselor and often reinforced through student role-play activities. These skills also serve as the criteria for selecting the Student of the Month.

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)).

As a K-5 school, we have an exploratory Career Day where representatives from many fields come and talk to students for career awareness.

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)).

- School-wide expectations are broken down by what those expectations look like in classrooms,

in the cafeteria, in the restrooms, on the PE field, in the hallways, during recess, and on the school bus.
- School-wide expectations are discussed and modeled in the classrooms and are the basis for classroom procedures.
- School-wide expectations are modeled on the morning news show.
- School-wide expectations are shared with parents, and parents are encouraged to help reinforce those expectations both at school and at home.
- Following school-wide expectations has defined positive consequences students can look forward to.
- Not following school-wide expectations has defined negative consequences students know to expect when they choose not to follow them.
- Staff receive training at the beginning of each school year and then as needed at least quarterly to address consistency issues throughout the year.

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 administration will provide dedicated time and ongoing support for instructional staff to participate in professional development and collaborative planning. Documentation will be required for each activity to ensure alignment with schoolwide goals and to help the administration identify staff needs. This information will guide the development of targeted supports that deepen teachers' understanding of the Florida Standards and strengthen the implementation of high-effect-size instructional strategies.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Kindergarten registration begins each April and continues throughout the summer. Marion County Public Schools collaborates with Childhood Development Services, Inc. and the Early Learning Coalition to help Pre-K families complete Kindergarten registration in April. A school-based, week-long "Kindergarten Kickstart" event is scheduled for the spring and is promoted through community flyers, letters sent home with current students, and Apptegy messages. In addition, a special orientation is provided for all Kindergarten families to share important information about school policies, procedures, and expectations, helping parents and students transition smoothly into the school community.

"Stagger Start" is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of Stagger Start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

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.

During the second semester, the principal completes a Comprehensive Needs Assessment (CNA) to determine the needs of the school. In addition, there is a review of various information (student data, district surveys, instructional programs, human resources, services, etc.). Once Title I funds are awarded, they are allocated based on the CNA and Achieve 2026, the MCPS strategic plan, to ensure the funds are aligned and focused on students' 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).

- Based on student data, Title I funding has been allocated for a content area specialist to support teachers and students daily (modeling, coaching, data analysis, professional learning, etc.), due to the need for coaching and professional learning in ELA.
- Based on student data, Title I funding has been allocated for a content area specialist to support teachers and students daily (modeling, coaching, data analysis, professional learning, etc.), due to the need for coaching and professional learning in mathematics.
- Title I funding has been allocated to purchase consumable resources to generate curriculum resources, student work, and to provide means of communication for Parent Family Engagement Plan (PFEP) events.

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

Winding Oaks 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:	Traci Crawford
School Website:	https://woe.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

As Winding Oaks Elementary advances, the Achieve 2026 Strategic Plan, our goal is to strengthen partnerships by working collaboratively with all stakeholders. Through these efforts, we aim to increase student achievement and build Resiliency Skills by deepening family and community engagement. By May 2027, 40% of families will participate in at least one learning-focused family engagement event or opportunity.

2. Jointly Developed

Please describe how the school will:

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

Parents will have opportunities to review and provide feedback on the Parent and Family Engagement Plan (PFEP) prior to its publication. The plan will be presented at a School Advisory Committee (SAC) meeting, and revisions will be made as needed to obtain approval. Once the PFEP is board-approved, it will be posted on the school website, shared on Apptegy, and/or printed and sent home with students. Copies will be maintained electronically, with printed versions available upon request. The PFEP will be updated as needed during SAC meetings. After each PFEP activity, parent surveys will be collected and analyzed by the family engagement liaison, and the school leadership team will revise the plan based on survey data and stakeholder needs. If stakeholders are not satisfied with the PFEP, the leadership team will reflect on the concerns, draft revisions based on stakeholder input, and share the proposed changes with the Title I district contact for additional guidance. In order to support ongoing family engagement, the school-based calendar committee will continue to develop a calendar that encourages parent participation. Parents and caregivers may request parent-teacher conferences through notes, emails, or phone calls, and meetings may occur before, during, or after school in a variety of formats, including face-to-face, virtual, or telephone. Teachers are required to hold at least one parent-teacher conference each semester. The school will continue to use multiple communication platforms—such as Apptegy options (SMS, email, and automated calls) to share information and will provide access to Spanish translation as needed. Volunteer information will be shared at annual orientation, posted on Apptegy, and included in the parent–student handbook.

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.

Stakeholders will be informed about the annual meeting for Winding Elementary School, during orientation, with specific Title I information shared at the scheduled October open house. The school will use multiple communication platforms, including Apptegy options (SMS, email, and automated calls), to ensure families receive timely updates. During the meeting, selected staff members, such as teachers, multilingual paraprofessionals, and administrators, will present the information through a PowerPoint presentation. Translated copies will be provided as needed to ensure all families have access to the content.

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.

The PFEP will be written in clear, easy-to-understand language, and will be shared with selected stakeholders such as SAC and PTO members to ensure readability. For families whose home language is not English, documents will be translated into the preferred language using a free online translation service, with support from the Family Engagement Liaison (FEL) and multilingual paraprofessionals as needed. Family meetings will be scheduled flexibly, offered on different days and at various times, and repeated when necessary to maximize family and community participation, with virtual and pre-recorded options available as needed. Meeting information will be provided upon request for stakeholders unable to attend in person, with follow-up communication available by phone or email, and virtual platforms will continue to be used to support parent engagement. Translation services will be available for Spanish-speaking stakeholders upon request, and bilingual staff will provide informal support; additionally, the guidance department has a live translation device for families who speak other languages, and documents will be provided in the preferred language using an online translation service. Our school facility is ADA accessible, and any additional accommodations needed to support stakeholders will be arranged by the school or district.

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 not provide transportation services; however, virtual and telephone participation options will be available as needed. The school will also not provide childcare services, though virtual and telephone opportunities will again be offered when appropriate. Parents are welcome to bring non-school-age children to appropriate events when needed, but children may not accompany parents who are volunteering in any capacity. Students who attend Winding Oaks Elementary are not allowed to attend sibling awards/events, during school hours.

6. School-Parent Compact

Please describe how the school will:

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

Parents and staff will have opportunities to review the School-Parent Compact before publication, with presentations at SAC and faculty meetings and revisions made as needed for approval. The compact will outline stakeholder responsibilities, and both parents and staff will be able to revise the responsibilities for each targeted group. Throughout the year, the school leadership team and staff will continue reinforcing high expectations to support a positive school climate and culture, with students helping model and teach these expectations through activities such as the morning show, homeroom discussions, and expressive writing. The Family Engagement Liaison will provide ongoing support to stakeholders in meeting the goals outlined in the School-Parent Compact.

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.

Resources will be funded through Title I funds, internal school funds, and donations, which will support the purchase of refreshments, paper products, and basic student supplies. The purpose of these allocated resources is to provide parents and families with meaningful opportunities to learn and apply academic strategies that can be used to support students at home and enhance their overall academic success.

8. Building Capacity of Parents

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

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

Information about Florida's B.E.S.T. Standards and core curriculum resources for Pre-K through fifth grade will be shared during annual meetings, parent-teacher conferences, and as needed throughout the year, with updates also communicated through the school's social media platforms such as Apptegy and Facebook. Individual student assessment results, including printed reports, online access instructions, and proficiency level explanations, will be provided during B.E.S.T. parent meetings, parent-teacher conferences, and following FAST assessment administrations, with additional guidance posted on school social media. A clear description of assessments used to measure student progress and achievement toward state academic standards will also be presented during annual meetings, B.E.S.T. parent sessions, parent-teacher conferences, and as needed throughout the year.

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
B.E.S.T. Parent Nights **Compliance Documentation**	Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations. Families will understand how to access Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.	**Quarter 1** September ??, 2026 6:00 PM September 10, 2026 6:00 PM September 15, 2026 6:00 PM September 17, 2026 6:00 PM September 22, 2026 6:00 PM September 24, 2026 6:00 PM
Annual Title I Meeting **Compliance Documentation**	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan and School-Parent Compacts. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 2** October 20, 2026 5:00 PM
Open House **Compliance Documentation**	To give families a snapshot of the school day by sharing sample work, reviewing the class schedule, and highlighting key routines and expectations.	**Quarter 2** October 20, 2026 5:30 – 7:00 PM

Parent Academic Success Strategies (PASS) Tickets **Pending Funding (*)**	Strengthen family–teacher collaboration to support student achievement. Teachers will hold conferences, share skill-building strategies families can use at home, and work with families to set goals for upcoming assessments.	**Quarter 3** January 27, 2027 1:00 – 3:00 PM 3:00 – 6:00 PM (*)
Game Week **Compliance Documentation**	Families will be invited during the school day to focus on the important skills that teachers have been presenting throughout the year that are crucial to success in school. Board and card games with dice or number cards support reading and math, problem-solving, reinforcement of the Resiliency skills, cognitive development, fine/gross motor, concentration, verbal/listening skills, comprehension, etc. Staff members will model how to incorporate these resources over the summer to support continued learning.	**Quarter 4** April 13, 2027 8:30 AM April 15, 2027 8:30 AM

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

To build capacity for supporting parents, the leadership team will review parent survey data from the previous year, including the Annual Title I Survey and event surveys, alongside ongoing information collected throughout the 2026–2027 school year, collaborating with the Title I point of contact to schedule and deliver beginning-of-year faculty and staff trainings, with all sign-in sheets and materials uploaded for compliance. To strengthen staff communication with families, the leadership team will again analyze survey results and ongoing feedback, coordinating with Title I to provide additional staff communication training during faculty meetings as needed. To build a stronger network among stakeholders, the leadership team will work closely with the Family Engagement Liaison to offer targeted trainings for the FEL, leadership team, and selected staff on parent engagement strategies, who will then collaborate to deliver further trainings to faculty and staff. To address language barriers, the leadership team will partner with the FEL and multilingual paraprofessionals to provide ongoing staff training, documented through sign-in sheets, and ensure Spanish translation is available upon request, with bilingual staff offering informal support; for families speaking other languages, the guidance department will use a live translation device, and documents will be provided in the preferred

language through an online translation service, with ongoing coaching available throughout the year. To support parents seeking additional engagement opportunities, the leadership team will continue analyzing survey data and ongoing feedback to plan family engagement activities that offer academic strategies for home use, and professional learning during pre-school week will prepare staff to respond effectively to parent requests for engagement activities.

School Advisory Council (SAC) Interest Form

Winding Oaks Elementary School

2026-27

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

Role Interest

Please select all that apply:

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

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

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

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

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