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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

Maplewood is a school where all children can learn and develop to their fullest potential. Each student's success is based upon the school, home, and community working side by side to ensure that each child will become a life-long learner and develop a sense of self worth.

Provide the school's vision statement

Side By Side For Success

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

Chrissy Carter

christine.carter@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Mrs. Carter provides the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and to provide successful high quality experiences for students in a safe and orderly environment. The principal supervises all administrative, instructional, and non-instructional personnel assigned to the school.

Leadership Team Member #2

Employee's Name

James Martin

james.martin@marion.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Mr. Martin is responsible for curriculum and distributing resources to teachers. He also assists with professional development of teachers and paraprofessionals. He is the assessment coordinator for state testing. He also assists with professional development of teachers and paraprofessionals.

Leadership Team Member #3

Employee's Name

Carmen Smiley

carmen.smiley@marion.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Dr. Smiley is responsible for curriculum and distributing resources to teachers. She also assists with professional development for teachers and paraprofessionals. She assists the testing coordinator with all state assessments.

Leadership Team Member #4

Employee's Name

Phyllis Hodges

phyllis.hodges@marion.k12.fl.us

Position Title

Content Area Specialist for Math and Science

Job Duties and Responsibilities

Mrs. Hodges serves as the Math CAS at Maplewood. She provides professional learning for all teachers in the area of math. She also attends collaborative planning to help support teachers with Tier I instruction in math, specifically helping them align instruction to grade level benchmarks.

Leadership Team Member #5

Employee's Name

Jessica Wilson

jessica.wilson@marion.k12.fl.us

Position Title

Content Area Specialist for ELA

Job Duties and Responsibilities

Mrs. Wilson serves as the Reading CAS at Maplewood. She provides professional learning for all teachers in the area of ELA. She also attends collaborative planning to help support teachers with Tier I instruction in ELA, specifically helping them align instruction to grade level benchmarks.

Leadership Team Member #6

Employee's Name

Becky Gravel

rebecca.gravel@marion.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Ms. Gravel supports our school by building a positive school counseling program for all students. She supports teachers in implementing our socio-emotional curriculum, "Caring School Community," by providing training and modeling. She supports students who need assistance with social skills, problem solving skills, or conflict-resolution skills. She supports teachers by providing positive restorative practices ideas for students needing additional behavior or emotional support in school.

Leadership Team Member #7

Employee's Name

Siera Mason

siera.mason@marion.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Mrs. Mason supports our school by building a positive school counseling program for all students. She supports teachers in implementing our socio-emotional curriculum, "Caring School Community,"

by providing training and modeling. She supports students who need assistance with social skills, problem solving skills, or conflict-resolution skills. She supports teachers by providing positive restorative practices ideas for students needing additional behavior or emotional support in school.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is a live document that is examined throughout the year with all stakeholders. Teachers, parents, business partners, and community members review the plan during back to school meetings, SAC meetings, our annual Title I night, and after testing throughout the year. Stakeholder input is welcomed and additions are made to the plan throughout the year as needed.

3. SIP Monitoring

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

The SIP is monitored throughout the year, especially after data is available to measure academic standards. After progress monitoring assessments, the SIP will be reviewed to measure growth toward goals. If adjustments need to be made, these will be discussed with stakeholders during SAC meetings, and collaborative planning meetings and added or changed accordingly. The process used will consist of reviewing SIP goals and using district and state assessment data (DPMAs, BA, F.A.S.T) to determine a starting point in August. Each month, during data meetings, the leadership team will meet with teachers to measure proficiency levels in each grade level to determine the progress being made toward each goal. Additionally, subgroups will be identified and monitored separately from school-wide data to ensure goals for those groups are being monitored.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	99.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	108	109	116	148	125	140				746
Absent 10% or more school days	18	9	7	10	8	7				59
One or more suspensions	8	11	5	17	13	18				72
Course failure in English Language Arts (ELA)	28	52	47	39	23	15				204
Course failure in Math	28	52	47	34	11	28				200
Level 1 on statewide ELA assessment	29	25	37	32	17	22				162
Level 1 on statewide Math assessment	20	27	45	25	16	22				155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	25	55	54	33	41				215
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	23	22	38	11	35				135

Current Year 2025-26

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	13	18	12	13	5	19				80

Current Year 2025-26

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		12						15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) 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	
Absent 10% or more school days	11	8	21	17	11	6				74
One or more suspensions	8	15	8	16	14	23				84
Course failure in English Language Arts (ELA)				37	15	18				70
Course failure in Math				28	8	20				56
Level 1 on statewide ELA assessment	28	52	52	43	28	19				222
Level 1 on statewide Math assessment	27	36	48	26	18	14				169
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	28	52	52	43						175
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	27	36	48	26	18					155

Prior Year (2024-25) 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	46	80	75	65	52	45				363

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			2	25						27
Students retained two or more times				2						2

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	47	59	51	46	57	46	44	53
Grade 3 ELA Achievement	49	46	59	48	44	58	49	41	53
ELA Learning Gains	69	53	60	55	56	60			
ELA Lowest 25th Percentile	71	57	56	55	58	57			
Math Achievement*	66	51	64	65	51	62	59	50	59
Math Learning Gains	65	53	63	61	56	62			
Math Lowest 25th Percentile	60	47	51	52	50	52			
Science Achievement	46	44	58	58	46	57	51	46	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	60	63	36	59	61	50	57	59	

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	484
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	53%	55%	47%	52%		52%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	50%	No		
English Language Learners	42%	No		
Black/African American Students	47%	No		
Hispanic Students	57%	No		
Multiracial Students	54%	No		
White Students	67%	No		
Economically Disadvantaged Students	58%	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.

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	58%	49%	69%	71%	66%	65%	60%	46%					
Students With Disabilities	43%	30%	65%	59%	50%	63%	69%	24%					
English Language Learners	37%		50%		41%	39%							
Black/African American Students	40%	28%	71%	64%	42%	48%	44%	35%					
Hispanic Students	60%	53%	72%	67%	61%	63%	50%	30%					
Multiracial Students	43%				64%								
White Students	64%	59%	67%	74%	77%	69%	72%	55%					
Economically Disadvantaged Students	51%	39%	69%	78%	60%	64%	60%	39%					

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	51%	48%	55%	55%	65%	61%	52%	58%					36%
Students With Disabilities	20%	12%	51%	44%	42%	47%	47%	21%					
English Language Learners	38%		46%		43%	54%							36%
Black/African American Students	30%	7%	55%	58%	43%	68%	71%	38%					
Hispanic Students	44%	50%	50%	59%	56%	56%	63%	39%					
Multiracial Students	50%												
White Students	59%	60%	56%	45%	73%	59%	25%	68%					
Economically Disadvantaged Students	45%	40%	55%	57%	61%	59%	52%	48%					

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	46%	49%			59%			51%					50%
Students With Disabilities	16%	17%			31%			21%					40%
English Language Learners	36%				45%								68%
Black/African American Students	26%	30%			39%			23%					
Hispanic Students	39%	35%			60%			53%					70%
Multiracial Students	57%				43%								
White Students	53%	59%			66%			59%					
Economically Disadvantaged Students	39%	46%			55%			42%					68%

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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	50%	45%	5%	57%	-7%
ELA	4	61%	47%	14%	56%	5%
ELA	5	59%	47%	12%	56%	3%
Math	3	61%	51%	10%	63%	-2%
Math	4	73%	54%	19%	62%	11%
Math	5	61%	46%	15%	57%	4%
Science	5	47%	43%	4%	55%	-8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math data indicates that more than half of our school is proficient in math. We are higher than both district and state averages at 66 percent. I believe this is because we focus on the basics of understanding numbers and operations school-wide which is the premise for how math builds upon itself throughout the grade level benchmarks. Each week in collaborative planning, our math CAS meets with teachers and provides ideas for remediation and extensions for learning. The CAS focuses on going back to basics and reminding teachers that math builds upon itself.

Lowest Performance

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

F.A.S.T. data for PM 3 shows that proficiency is lowest in third grade ELA at 49%. Contributing factors include a deficit in phonics skills for readers, a lack of professional learning for new teachers, new benchmarks, textbooks and curriculum. Data indicates that our third grade students are entering third grade unprepared to read on grade level.

Greatest Decline

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

Proficiency in science showed a decline from the previous year by 5 percentage points. This is partially due to a new science curriculum and a higher school-wide focus on ELA.

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.

Third grade ELA scores have the greatest gap when compared to the state average. Factors contributing to this gap could be lower proficiency in previous grade levels that are compounded by the time the child reaches third grade. Trends at the school indicate that ELA proficiency in reading is below the state in third grade only. Related factors could include teachers not fully understanding the rigor of the benchmarks or how to implement supplemental resources and interventions to close

gaps.

EWS Areas of Concern

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

An area of concern for Maplewood is proficiency in students with disabilities. Our data indicate that this has been a subgroup that has not performed to proficiency for many years in a row now. Factors contributing to this deficit include a shortage of teachers which result in larger class sizes, new teachers that do not have proper training, teachers without ESE certification, and students with significant behaviors which impede their academic learning. Additionally, in our self-contained classrooms, a majority of our students are two grade levels or more behind which makes it difficult to close the gap within one school year.

Highest Priorities

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

ELA proficiency is our highest priority for all students.

Students with Disabilities achieving learning gains is a high priority.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA 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.

If effective small group instruction is implemented school-wide, teachers will have the opportunity to analyze students mastery of benchmarks on an individual level. Teachers will understand what prerequisite skills students are missing and plan individualized instruction to fill gaps in learning. Small group instruction allows the opportunity for ongoing formative assessment and lesson adjustments.

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

Small group instruction focused on grade level benchmarks will result in higher student achievement and proficiency in ELA. This year, we will focus on student task alignment to the benchmark. Based on the 2024-2025 end of year F.A.S.T. data, 43 percent of second grade students were proficient in ELA. This means that our second grade students did not meet at least 50 percent proficiency. Small group instruction is an instructional practice that is proven to increase learning outcomes for students. During small group instruction, teachers can focus on accelerating learning and providing individualized scaffolding for students needing support. This practice was selected as a critical need school-wide because it allows true differentiation for all students in ELA.

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

Small group instruction focused on grade level benchmarks will result in higher student achievement and proficiency in ELA. This year, we will focus on student task alignment to the benchmark. Based on the 2024-2025 F.A.S.T. scores, 49 percent of third grade students were proficient in ELA. This was the only grade level in between third through fifth grade that did not meet at least 50 percent proficiency. Small group instruction is an instructional practice that is proven to increase learning outcomes for students. During small group instruction, teachers can focus on accelerating learning and providing individualized scaffolding for students needing support. This practice was selected as a critical need school-wide because it allows true differentiation for all students in ELA.

Grades K-2: Measurable Outcome(s)

During the 2025-2026 school year at least 60 percent of all students in kindergarten, first, and second grade will be proficient in ELA as measured by F.A.S.T.

Grades 3-5: Measurable Outcome(s)

During the 2025-2026 school year, at least 60 percent of third, fourth, and fifth grade students will end the year proficient in ELA as measured by F.A.S.T.

Monitoring

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

Small group instruction in ELA will be monitored throughout the year by classroom walkthroughs to determine the rigor of instruction and guide professional learning. Student data will be analyzed weekly to determine interventions and next steps. Student progress monitoring meetings will be scheduled regularly to address individual student needs. The following assessments will be used to monitor student progress:

PreK-5th F.A.S.T, classroom assessments

3rd-5th DPMA (District Progress Monitoring Assessments)

3rd- 5th BA (Benchmark Assessments)

Person responsible for monitoring outcome

Chrissy Carter

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:

Small group instruction focused on grade level benchmarks will result in student achievement. This year, Maplewood will continue to focus on student task alignment to the benchmark.

Rationale:

Hattie's Index of teaching of direct instruction with an effect size of .59 will ensure that the teacher specifies learning outcomes, the teacher knows and communicates success criteria, builds commitment and engagement in learning, designs lessons with a check of understanding, guided practice, closure and independent practice in small group instruction.

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

Professional Learning, collaborative Planning, and Progress Monitoring

Person Monitoring:

All Administrators and CASs

By When/Frequency:

This will begin in August and continue all year

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

Professional Learning will be provided on effective small group instruction, as well as effective instruction of ELA benchmarks. Collaborative planning will focus on ELA direct instruction and planning for instructional tasks aligned with standards. Progress will be monitored through classroom walk throughs, and constructive feedback to ensure the reading block is being implemented appropriately with fidelity.

Action Step #2

MTSS will be implemented quickly and effectively using research based programs to close gaps in reading.

Person Monitoring:

All administration and CASs

By When/Frequency:

This will begin in August and continue all year

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

Students were placed in interventions for the 25-26 school year based on their 24-25 end of year data. The ELA Content Area Specialist will train teachers in interventions as well as progress monitoring as soon as teachers report to campus in August.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Maplewood's subgroup of Students with Disabilities has historically fallen below the Federal Percent of Points Index. Although, we did not have any subgroups fall below this year, we do not want to lose sight of ensuring that all students and subgroups are being monitored. Students with disabilities have significantly lower achievement levels than their nondisabled peers. It is critical that we support these students to close the achievement gap.

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.

By providing students in the subgroup of Students with Disabilities with intensive small group instruction, students will raise their ELA proficiency by 5% from 43% to 48%

Monitoring

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

Data from this subgroup will be monitored individually in addition to being monitored in the total school population. Teachers will identify students from this subgroup and monitor their scores to design individual remediation lessons when needed.

Person responsible for monitoring outcome

All administrators and CASs

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:

Small group instruction allows teachers to work one on one or in small groups with students that have similar needs. Instruction can be tailored to remediate students as needed while monitoring mastery of current benchmarks. Hattie’s effect size indicates that this strategy has a great impact on student learning.

Rationale:

Small group instruction focused on grade level benchmarks will result in higher student proficiency for each subgroup. This year, we will continue to focus on student task alignment to the benchmark.

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

Small group instruction and reading interventions

Person Monitoring:

All administration and CASs

By When/Frequency:

Beginning in August and continuing throughout the

year

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

Students in the Students with Disabilities subgroup will participate in intensive small group instruction as well as an appropriate intervention that matches their deficiency and is delivered by a certified teacher. This subgroup will be monitored throughout the year to determine the effectiveness of instruction and interventions and to track progress being made.

IV. Positive Learning Environment

Area of Focus #1

Other: Parent Engagement Opportunities

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 input from parent surveys, parents would like more information on assisting their students with academics at home. This is how Maplewood identified providing resources, training, and learning opportunities for parents as a critical need. According to the National Coalition for Parent Involvement, research indicates that regardless of student income, or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Maplewood wants to create an environment that encourages learning, and communicates high yet reasonable expectations for each child's 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.

Maplewood will involve parents in their child's education, and will give parents resources, strategies and share data to help their students at home which will increase proficiency in both ELA and Math by 3%. Proficiency in reading will increase from 58% to 60% and 66% to 70% in math as measured by the F.A.S.T. Additionally, Maplewood will encourage families of subgroups who historically have not made adequate progress (Black/African American and Students with Disabilities) to participate by being deliberate in personally inviting these families and removing barriers for not attending if possible. This will be measured by ELA proficiency rising from 43% to 46% in students with disabilities and 40% to 43% for students in the subgroup of Black/African American.

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 effectiveness of parent engagement events and trainings will be monitored through parent surveys and conversations with stakeholders. Student data will be monitored to track the academic progress of students and evaluate the effectiveness of the implementation.

Person responsible for monitoring outcome

Chrissy Carter, 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:

Family engagement and involvement events will be planned to teach families ways to assist students with academics at home.

Rationale:

Parent engagement is crucial for student success. Engaging families in academics and building a homeschool relationship is key to student 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

Family engagement activities, and resource distribution

Person Monitoring:

Chrissy Carter, Valaria Jenkins (Family Engagement Liaison)

By When/Frequency:

Begins in August and ongoing throughout the year

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

Based on parent survey feedback, family engagement and involvement activities will be planned based on family needs. These events will be offered both face to face and virtually (when possible) and will be advertised through notes home, the school marquee, and SKYLERT messages and newsletters. Additionally, Maplewood will visit local neighborhoods in the summer to pass out school supplies, and provide information about grade level expectations and strategies families can use at home to support their students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The SIP and budget is disseminated to parents, staff, and stakeholders at our Annual Title I meeting as well as at faculty meetings and SAC meetings. The process and rationale for the SIP is explained to all stakeholders. It is explained what data is used to create goals and how subgroups are considered and defined. Throughout the year, the SIP is referred to at SAC meetings. Administrators share progress toward each goal written by sharing outcomes of academic testing, as well as surveys from family engagement events. Additionally, information regarding the budget and any resources/supplies purchased are shared at these meetings in addition to how the budget is specifically helping students achieve academically. After tutoring concludes, information regarding the effectiveness of tutoring is shared with staff and stakeholders by comparing pre and post tests. The SIP is made public on the school website at <https://mwe.marionschools.net/>.

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)).

Maplewood works hard to build strong, 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. The Family Engagement Liaison meets regularly with staff members to educate them on the importance of family engagement as well as ways to promote

partnerships with families. The Family Engagement Liaison is visible in classrooms, at community events, and even makes home visits. The leadership team meets regularly with the Family Engagement Liaison to elicit input regarding what families want/need to build positive relationships, support the needs of students, and provide families with resources needed for student success. Positive relationships are built by seeking input from parents regarding what their students need and then providing activities, events, and training that support those needs. The Parent Family Engagement Plan is made public on the school website at <https://mwe.marionschools.net/>.

Plans to Strengthen the Academic Program

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

Maplewood plans on strengthening the academic program for all students by focusing on small group instruction in ELA school-wide. This focus will include professional learning on targeted benchmark aligned instruction to small groups and individual students. Providing quality instruction will enhance the learning time in the classroom. Students mastering grade level benchmarks will be given opportunities for enrichment through purchased resources and materials.

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)).

This plan is developed in accordance with state law, as well as federal, state, and district guidelines. The SIP is supported under ESSA and the school participates in the free lunch program. Students transitioning from Pre-K to Kindergarten have the opportunity to attend a summer "Kindergarten Kickstart" program where they come to school for four days and learn routines/procedures for their Kindergarten school year. Students in fifth grade that are self-contained have IEP articulation meetings where principals from surrounding schools attend to discuss the best placement for the child. All general education fifth grade students have the opportunity to attend a middle school field trip before the end of their fifth grade year. This field trip allows them to tour the middle school, meet students, staff members, and ask questions. Maplewood also advertises and shares information regarding the District Parent Resource room available to all families free of charge. Maplewood partners with the FANS (Fitness and Nutrition in Schools) program which allows students to plant gardens, grow vegetables, and try new healthy foods.

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)).

Maplewood uses "Caring Communities," a curriculum taught to address social and emotional learning (SEL). Every teacher is provided a grade level kit and training on how to implement the curriculum and lessons throughout each school day. The guidance counselors at Maplewood offer skill building groups for students with similar needs. For example, students having trouble following directions or students suffering a death in the family will be grouped together to learn strategies, and communication skills. Students needing tier 2 or tier 3 behavior services are mentored by an administrator, the student service manager, or another staff member.

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)).

Students at Maplewood participate in a Career Day each year where local community members come on campus to education students about future careers. Students in fifth grade are able to review elective courses available at their middle school and begin to develop a pathway for post secondary opportunities if applicable.

Addressing Problem Behavior and Early Intervening Services

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

The school-wide expectations are posted throughout campus in varying places. During pre-planning, the dean reviews the expectations with all staff and teachers teach them during the first week(s) of school. Students are recognized for following these expectations and receive incentives such as tangible items (bracelets, trinkets) as well as verbal recognition (shout outs on the morning show). Students with no referrals are rewarded with a no-referral gathering with music and fellowship with

peers and administration. Students who struggle with tier 1 behavior are moved through the MTSS process appropriately. Maplewood has two behavior specialists who are able to work with teachers, students, and parents to implement strategies to support behavior at home and in the school. If appropriate, a Functional Behavior Analysis is done and a behavior plan is developed for students needing the highest level of support.

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)).

Professional learning is ongoing throughout the year. The learning changes as needed and based on feedback from teachers and staff. Early release days are used for professional learning for all teachers and paraprofessionals. Professional learning is data driven and tied into academic needs of students. This learning can look different across campus and with different grade levels or staff members. Staff members are supported by administration, content area specialists, and their peers to encourage a positive climate where everyone can grow.

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)).

Family engagement opportunities are available for parents of preschoolers. These events share with parents the expectations for Kindergarten and school-readiness tips. Students transitioning from preschool to Kindergarten can participate in "Kindergarten Kickstart" in the summer to experience what a week is of Kindergarten is like. This is a week-long program from 8am-12pm daily.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

School improvement funding allocations are reviewed by the leadership team, teachers, community members and stakeholders. The allocation amount is shared at SAC meetings and teacher meetings. The team uses data analysis such as student performance, district and state assessments, and survey feedback to make decisions. Additionally the team refers to the Comprehensive Needs Assessment to ensure decisions being made are based on need. Teachers and staff offer input on resources, supplies and/or programs and supplemental curriculum material needed to support learning for all students. In addition, these stakeholders provide insight into options for family engagement activities and resources needed to support families at home with their student's learning. Research based interventions are provided by the district and used district-wide to support all learners who have a deficit in performance and grade level.

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).

Phonics resources such as SIPPS and UFLI will be used this year with students from grades Kindergarten through fifth. The programs Read 180 will be used with fourth and fifth grade students needing support with reading comprehension. At the end of the 2024-2025 school year, all students performing below grade level were screened for an intervention. As these students begin school this year, they will be placed in intervention groups by highly effective certified teachers within the first two weeks of schools. Students new to Maplewood, and non proficient in reading, will be screened for an appropriate intervention the first two weeks of school. Students needing interventions in math will receive remediation based on the benchmarks they are not mastering.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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

About Title I, Part A

Title I, Part A, provides local school districts and schools with resources that help children gain a high-quality education and the skills to master the Florida Standards. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a great predictor of academic success than whether or not that family is affluent or poor. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

What is Parent and Family Engagement?

Title I, Part A defines parent involvement as the *...participation of parents in **regular, two-way and meaningful communications** with school staff that involves the student, addresses learning and engages the family in school activities.* The Title I, Part A classification of parent involvement derives from the definition of Parent and Family Engagement, as outlined in the Every Student Succeeds Act, circa 2017-2018.

About the Parent and Family Engagement Plan

The Parent and Family Engagement Plan describes how the school will provide opportunities to improve family engagement to support student learning. In addition, the plan represents the different ways we will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. We value the contributions and engagement of parents and family members. The goal is establishing an equal partnership between home and school to support student and school improvement. Click here to access the [District's Title I Parent and Family Engagement Plan](#) or request a copy at the front office.

We value our families and believe that ALL children can learn!

Principal Name: Chrissy Carter

School Website: <https://www.marionschools.net/mwe>

School Year: 2025-2026

1. PARENT AND FAMILY ENGAGEMENT PLAN GOAL

- By May 2026, 45% of families will attend one or more family workshops/opportunities that are linked to learning. The school will monitor sign-in sheets and ensure families receive personal invitations via phone calls.

2. JOINTLY DEVELOPED

How will the school:

- 1) involve parents in developing the school parent and family engagement plan?
- 2) make the parent and family engagement plan available to the local community?
- 3) update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?
- 4) Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?
- 5) address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

1. Parent surveys are analyzed to determine parent and family engagement needs to build a plan. During SAC meetings, administration shared the successes from Family nights and comments that were written on surveys. The SAC then gave input on whether nights should be repeated or changed for the next school year.

2. The Parent and Family Engagement Plan will be made available to the local community by being accessible in hard copy at the school, and being available electronically on the school website. If community members would like to request a copy mailed to them, they may do so by contacting the school directly.

3. Each year the school will analyze parent surveys, seek feedback from teachers, families, and community members and determine updates and changes that need to be made. Changes will be communicated and shared with families through emails and SKYLERT messages.

4. Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I Schoolwide Plan) are gained through the annual survey for the school based Parent and Family Engagement Plan and the 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.

5. Opportunities for meetings and parent-teacher conferences are advertised on our school website. Dates are set in advance and communicated via our school calendar that goes home with every student during the first week of school. Additionally, opportunities for volunteering are shared on the website as well as through weekly Skylert messages and our Annual Title I Meeting. Parents requesting to meet with teachers will be invited in for a conference. Teachers will respond to all parent inquiries within 24 hours.

3. ANNUAL TITLE I MEETING

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

The school's annual meeting will be held on September 18th, at 5:30 p.m. in the Maplewood cafeteria. At this time, information regarding Title I will be shared with all stakeholders.

4. COMMUNICATIONS

How will the school:

- 1) ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
- 2) offer meetings at various times (such as in the morning and evening)?
- 3) offer meetings in different formats (such as online and in-person group meetings, home visits or other types of individual meetings)?
- 4) ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand?
- 5) monitor two-way communication to ensure timely responses.

1. Prepared messages relating to the plan, and any other important information will be scripted, using easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Skylert to registered phone numbers and email addresses of our families. Additional communications will be relayed through medias such as the school and classroom websites, teachers' DOJO accounts, school newsletters, fliers, and the 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.
2. Meetings will be held at different times of the day to ensure that all families have access to their child's school. Also, coverage will be provided for teachers who need to meet with parents who are only available to conference during the instructional day. Events will be scheduled in a flexible manner where some occur in the morning hours while others occur in the evening.
3. All SAC meetings are able to be attended both in person in the media center or via TEAMS. Each SAC meeting will have a TEAMS link accessible for families under the Parent Information tab on the Maplewood

website. These meetings are advertised through Skylert messages, fliers home, our Maplewood calendar in the handbook, and the school marquee.

4. Communication is delivered to all families via Skylert each Sunday at 6:45 p.m.. During these recorded messages, the principal shares the events coming up each week. Parents are always encouraged to reach out to the school or the teacher for more information, to get clarification, or offer input. Also, Maplewood will seek input and feedback from parents after each family event, SAC meeting, or Title I event. Surveys in multiple languages are available for parents at every event. Additionally, translators are available for families needing language translated for parent/teacher conferences.

5. Maplewood has a family engagement liaison who is willing to pick families up and bring them to school when needed for parent conferences. Also, childcare assistance is provided for families who need it during school events, or parent conferences.

5. BARRIERS

1. Will the school offer transportation as such services relate to preventing parent and family engagement barriers?
 - a. If yes, please describe.
2. Will the school offer childcare, as such services relate to preventing parent and family engagement barriers?
 - a. If yes, please describe.

Maplewood has a family engagement liaison who is willing to pick families up and bring them to school when needed for parent conferences. Also, childcare assistance is provided for families who need it during school events, or parent conferences.

6. SCHOOL-PARENT COMPACT

Describe how the school:

- 1) and families will jointly develop a School-Parent Compact.
- 2) will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement in the School-Parent Compact.
- 3) will build and develop a partnership with families to help children achieve challenging State academic standards.

1. The School-Parent Compact is shared each year in draft form at the SAC meeting. Parents have the opportunity to review the compact and offer input. Additionally the draft form is available on the school website. Parents are able to call or email with specific questions or input for changes.
2. The School-Parent Compact lists agreed upon behaviors/goals for parents, teachers, and students. After parents, teachers, and students review the compact, they sign it indicating they are in agreement with ensuring the academic success of their student. The compact is a living document that is used throughout the year to document conferences.
3. The school builds a partnership with families by ensuring there is ongoing two-way communication between home and school. The school shares the academic expectations for each grade level. Trainings are available throughout the year on ways that families can support their child's academic success at school. On the school website, families can find additional resources to help their students succeed. Maplewood advertises the district Title I resources available for check out. The school has one reading and one math CAS (Content Area Specialist) that are also available to meet with families, review student academic data and build a plan for home support by supplying resources and educating families on the grade level benchmarks that must be mastered.

7. COORDINATION OF FUNDS

Describe how the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (*applicable to elementary schools*), college and career-ready resources or organizations (*applicable to middle and high schools*), parent resource centers, or other programs.

Any family engagement event offered on campus is open to all students (Pre-K-fifth grade). Maplewood offers summer school for Pre-K students and also offers a week of "Kindergarten Kick Start" where incoming students can learn the routines and expectations of Kindergarten. All students and families Pre-K-fifth are included in family engagement events and programs on campus.

8. BUILDING CAPACITY OF PARENTS

Describe how the school will provide parents with the following:

- 1) A description and explanation of the curriculum and resources.
- 2) Individual student academic assessment results and interpretation of those results.
- 3) A description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

1. The school will describe and explain curriculum, forms of assessments, and achievement levels during the Annual Title I Meeting, on the school based website and through newsletters. Families will be notified about the forms of assessments through teacher DOJO messages, teacher communications, ongoing school meetings, and parent-teacher conferences. The state assessment and achievement levels considered to be proficient will be shared in the school's back to school newsletter as well as during scheduled academic nights. Teachers are encouraged to share a description and explanation of their curriculum throughout the school year as they conference regarding report cards and progress reports. proficient will be shared in the school's back to school newsletter as well as during scheduled academic nights. Teachers are encouraged to share a description and explanation of their curriculum throughout the school year as they conference regarding report cards and progress reports.
2. All families received login information for the state assessment portal describing how to log into the portal, access their student's scores, and interpret those scores. Also, teachers send home F.A.S.T. parent reports three times a year. In these reports, parents can view their student's scores in ELA and math and receive an explanation of how to interpret those scores. Guidance counselors and Content Area Specialists are available to interpret results as well.
3. As the state shares information with schools regarding the new standards being taught and assessments being used, that information will be passed along to parents. This information on assessments and standards will be shared on the school's website, through an academic newsletter, at the Title I annual meeting, and parent conferences. The principal will use SKYLERT messages to remind families where this information can be located.

9. Please include 4 Parent/Family Workshops/Opportunities (1 per quarter), 2 of which could be Academic Conference Team events.

Title	Purpose	Quarter Date(s)/Time(s)
<u>Maplewood Meet-Up</u>	Maplewood is inviting the local neighborhoods campus to provide resources to families, deliver school supplies, sign up K students for registration, and enjoy ice pops. Parents will receive ideas and tips on how to set their students up for academic success this year.	Quarter 1 July 22 nd 10 a.m.
Orientation	Meet your child's teacher and our friendly and helpful school staff for the year. Invitations will be emailed and posted in the school newsletter, social media, and local media.	Quarter 1 August 7, 2025 9:00-10:30 am
Annual Title I Meeting	We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the	Quarter 1 September 18, 2025 5:30 pm

	schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.	
Fall Festival	Families are invited to enjoy a fun night of games at our annual Fall Festival. Academic workshops will be available for parents to visit to gain information about academic requirements for their student's grade level. The book fair as well as the public library will be here to sign students up for library cards.	Quarter 2 October 16, 2025 5:30 pm
Annual MWE Reading Night	Learn about the B.E.S.T ELA standards and ways to help your students at home. Invitations will be emailed and posted in the school newsletter, social media, and local media. Parents will have the opportunity to conference with the leadership team (Principal, APs, Reading CAS, Math CAS, home-school liaison and counselors) regarding their student's academics.	Quarter 2 Nov. 6, 2026 5:30 pm
Third Grade Check In/Conference Breakfast	Families of third graders will be invited to school for a special breakfast, and to learn about pathways to promotions, the ELA benchmarks and ways to support their third graders at home.	Quarter 3 January 22, 2026 8:30
Math/Science Night	Families are invited to learn about the arts/science/math benchmarks are students are learning. Families will work with their students and participate in activities aligned with the benchmarks. Resources will be available to take home as well	Quarter 4 April 9, 2026 5:30

The activities listed may be updated after publishing.

10. BUILDING CAPACITY OF SCHOOL STAFF

Describe how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents in the following:

- 1) The value and utility of contributions of parents.
- 2) How to reach out to, communicate with, and work with parents as equal partners.
- 3) To implement and coordinate parent programs and build ties between home and school.
- 4) To provide information in a format, to the extent practicable, in a language the parents can understand.
- 5) To respond to parent requests for parent and family engagement activities.

1. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents in the value and utility of contributions of parents by sharing parent feedback from surveys at the back to school meeting. Marion County Public Schools offers trainings for Title I liaisons on the importance of family engagement in schools. Designees from the school attend these trainings throughout the year and bring back the acquired knowledge to share with staff.
2. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners at the back to school meeting. During the week prior to students starting, the teachers receive professional development. One of the sessions of professional development focuses on the importance of families as equal partners in their child's education. The school principal will share the importance of communicating with parents and provide examples of appropriate two-way communication. Marion County Public Schools offers trainings for Title I liaisons on the importance of family engagement in schools. Designees from the school attend these trainings throughout the year and bring back the acquired knowledge to share with staff.
3. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staf, with the assistance of parents to implement parent programs and build ties between home and school by using parent survey feedback, along with parent input to coordinate parent programs based on family needs. Marion County Public Schools offers trainings for Title I liaisons on the importance of family engagement in schools. Designees from the school attend these trainings throughout the year and bring back the acquired knowledge to share with staff.
4. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staf, with the assistance of parents to provide information in a format and language parents can understand by making sharing different translation options available. We have Spanish and American Sign Language translators available on campus and we have free online programs that translate other languages in written or spoken form as needed. These resources are shared with staff and families through our guidance department.
5. The school will train teachers, specialized instructional support personnel, principals, other school leaders and staff, with the assistance of parents to respond to parent requests for parent and family engagement activities by sharing parent surveys, parent feedback, and parent info at SAC meetings. The leadership team will use the information provided by families to plan family enagement activities based on their feedback.

This plan aligns with Goals 2.B, 5.A, and 5.B of [2](#).

Enter the date (<i>month/day/year</i>) this plan was finalized:	6/16/25
Enter the date (<i>month/day/year</i>) this plan was revised:	

School Advisory Council

The School Advisory Council (SAC) is a team of people representing various segments of the community parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

- Yes, I am interested and wish to join the School Advisory Council.
- Please contact me so I can learn more about joining the School Advisory Council.
- Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of the Parent and Family Engagement Plan that you feel is not satisfactory, please use the space below to provide us with your comments in the space provided and leave this form in the school's main office.

Name: _____

Phone Number: _____

Email address: _____
