Marion County Public Schools

FT. MCCOY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Fort McCoy School, we believe that all students will be prepared for a lifetime of learning, be productive in their work, and be responsible citizens, in an environment of mutual respect and understanding.

Provide the school's vision statement

Building Successful Citizens

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

Carol Sales

Carol.Sales@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services that 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

Virginia Hisey

Virginia Hisey

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

The Assistant Principal aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assists in the operation of all aspects of the school. Mrs. Hisey oversees testing and scheduling for grades 6-8.

Leadership Team Member #3

Employee's Name
Dossella Elder

Dossella.Elder@marion.k12.fl.us

Position Title
Assistant Principal of Instruction

Job Duties and Responsibilities

The Assistant Principal aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assists in the operation of all aspects of the school. Mrs. Elder works with PK-5 grades on scheduling and testing.

Leadership Team Member #4

Employee's Name
Tiffany McQueen

Tiffany.McQueen@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor has knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs, and services. Knowledge of tests and measurement theory, and of community resources and services available for student assistance. Ability to counsel and assist students, parents, and school personnel in the resolution of problems in student learning, behavior, and mental health. Ability to administer student assessment and evaluation instruments. Ability to analyze and use data. Ability to verbally communicate and consult with parents, school personnel, and the public.

Ability to maintain sensitivity to multicultural issues.

Leadership Team Member #5

Employee's Name
Mary Taschenberger

Mary.Taschenberger@marion.12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor has knowledge and understanding of child development and the unique needs and characteristics of students served. Knowledge and understanding of guidance and counseling principles, programs, and services. Knowledge of tests and measurement theory, and of community resources and services available for student assistance. Ability to counsel and assist students, parents, and school personnel in the resolution of problems in student learning, behavior, and mental health. Ability to administer student assessment and evaluation instruments. Ability to analyze and use data. Ability to verbally communicate and consult with parents, school personnel, and the public. Ability to maintain sensitivity to multicultural issues.

Leadership Team Member #6

Employee's Name
Kristina Benner

Kristina.Benner@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

The Student Services Manager (Dean) implements disciplinary procedures and policies to ensure a safe and orderly environment.

Leadership Team Member #7

Employee's Name
Mary Rivera

Mary.Rivera@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

The Student Services Manager (Dean) implements disciplinary procedures and policies to ensure a safe and orderly environment.

Leadership Team Member #8

Employee's Name
Jennifer Tidd

Jennifer.Tidd@marion.k12.fl.us

Position Title
Content Area Specialist

Job Duties and Responsibilities

The Instructional Coach/Content Area Specialist coaches teachers on effective literacy strategies and interventions to increase and improve learning outcomes for the school.

Leadership Team Member #9

Employee's Name
Adrianne Manning

adrianne.manning@marion.k12.fl.us

Position Title
Media Specialist

Job Duties and Responsibilities

The media specialist assists in increasing literacy throughout the school. She is part of the SAC committee. Her input on the school vision is crucial.

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.

Fort McCoy School developed the 2026–2027 School Improvement Plan through a collaborative process involving school leadership, instructional staff, support personnel, parents, students,

community stakeholders, and the School Advisory Council (SAC). Multiple sources of data were reviewed, including state assessment results, ESSA subgroup performance, attendance data, discipline data, early warning indicators, MTSS progress monitoring data, classroom walkthrough trends, and stakeholder feedback. School leaders met with teachers and staff through leadership meetings, department meetings, and faculty discussions to identify strengths, root causes, and priority areas for improvement.

Parents, families, community members, and SAC representatives reviewed school performance data and provided feedback regarding academic achievement, attendance, student behavior, school climate, and family engagement. Student input was gathered through counseling activities, student leadership opportunities, and discussions regarding school climate, attendance, engagement, and behavioral supports. Community partners, including mental health providers and family support agencies, provided insight into barriers affecting student attendance, behavior, and academic success.

Stakeholder input directly informed the selection of the school's primary improvement priorities: increasing ELA and mathematics achievement, improving outcomes for Students with Disabilities, reducing chronic absenteeism, strengthening schoolwide behavioral supports, and increasing family engagement. Feedback also supported the development of action steps focused on collaborative planning, consistent Tier 1 instruction, attendance early warning systems, PBIS implementation, restorative practices, MTSS processes, and stronger home-school communication. The School Advisory Council reviewed the proposed priorities, goals, and strategies and provided recommendations before finalization of the plan.

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 will be monitored through a continuous cycle of data review, implementation checks, and stakeholder feedback to ensure that strategies are implemented with fidelity and are producing the desired impact on student achievement. The School Leadership Team, administrators, CAS, counselors, MTSS team, and teacher leaders will review academic, behavior, and attendance data on a regular basis to monitor progress toward SIP goals. Particular attention will be given to Students with Disabilities (SWD), students in the Lowest 25%, students with chronic absenteeism, and other identified subgroups demonstrating achievement gaps.

Implementation of the SIP will be monitored through classroom walkthroughs, PLC discussions, collaborative planning sessions, instructional coaching cycles, MTSS meetings, MDT meetings,

attendance reviews, and discipline data analyses. Teachers and administrators will use FAST, district assessments, common formative assessments, progress monitoring data, attendance reports, discipline referrals, and early warning indicators to evaluate student progress and determine the effectiveness of interventions. Student work samples and subgroup performance data will be analyzed regularly to ensure students are receiving appropriate supports and access to grade-level instruction.

The Leadership Team will conduct monthly data reviews and quarterly progress-monitoring meetings to evaluate progress toward measurable outcomes in ELA, mathematics, attendance, behavior, and subgroup achievement. Findings from these reviews will be used to identify trends, celebrate successes, and make adjustments to instructional practices, interventions, professional learning, and resource allocation as needed.

Stakeholder feedback will be collected throughout the year through School Advisory Council (SAC) meetings, faculty meetings, parent engagement events, surveys, MTSS meetings, and student feedback opportunities. Progress toward SIP goals will be shared with stakeholders regularly, and their input will be used to refine strategies and action steps to ensure continuous improvement. If monitoring data indicate that goals are not being met, the school will revise the SIP by adjusting interventions, strengthening supports, reallocating resources, and implementing additional evidence-based practices to better meet the needs of students. This ongoing review process will ensure that the SIP remains a living document focused on improving academic achievement, reducing achievement gaps, increasing attendance, strengthening school climate, and supporting success for all students.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	71	72	70	80	91	78	135	129	111	837
Absent 10% or more school days	40	38	26	32	28	25	41	34	36	300
One or more suspensions	12	11	16	10	9	16	26	18	22	140
Course failure in English Language Arts (ELA)	4	1	4	7	12	8	11	6	3	56
Course failure in Math	5	0	2	9	7	5	9	0	3	40
Level 1 on statewide ELA assessment	9	12	16	14	23	14	36	29	35	188
Level 1 on statewide Math assessment	8	4	8	14	30	18	30	19	18	149
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	3	14						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	0	1	14	18					34

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	5	1	4	9	12	8	11	6	5	61

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	6	8	4	8	0	0	0	0	6	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	76	67	67	96	72	78	134	117	134	841
Absent 10% or more school days	44	25	31	30	25	34	62	60	83	394
One or more suspensions	26	21	22	31	28	30	58	50	51	317
Course failure in English Language Arts (ELA)	4	9	2	6		8	12		3	44
Course failure in Math	4	6	7	5	3	5	1		1	32
Level 1 on statewide ELA assessment	15	12	9	31	16	26	48	35	44	236
Level 1 on statewide Math assessment	11	11	13	27	21	29	42	27	27	208
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	12	9	31	16	26	48	35	44	236
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	11	11	13	27	21	29	42	27	27	208

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	12	22	44	24	22	19	82	53	64	342

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	4	5		14					3	26
Students retained two or more times				1					1	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 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*	47	51	64	44	47	61	43	43	58
Grade 3 ELA Achievement	51	60	64	46	54	62	44	53	59
ELA Learning Gains	57	58	62	51	51	61	50	50	59
ELA Lowest 25th Percentile	56	48	55	49	45	55	49	44	54
Math Achievement*	50	52	64	44	48	62	45	49	59
Math Learning Gains	60	58	61	49	50	60	55	56	61
Math Lowest 25th Percentile	61	52	52	50	44	53	53	51	56
Science Achievement	44	47	60	36	35	57	36	32	54
Social Studies Achievement*	84	59	77	78	64	74	62	60	72
Graduation Rate		16	77		12	72		24	71
Middle School Acceleration	66	61	79	64	57	75	56	52	71
College and Career Acceleration		3	61		0	56		4	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					72	61		50	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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	576
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
58%	51%	49%	42%	43%	40%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	7	
English Language Learners	43%	No		
Black/African American Students	50%	No		
Hispanic Students	56%	No		
Multiracial Students	64%	No		
White Students	57%	No		
Economically Disadvantaged Students	54%	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	47%	51%	57%	56%	50%	60%	61%	44%	84%	66%			
Students With Disabilities	19%	20%	46%	50%	21%	55%	61%	16%	62%				
English Language Learners	19%		57%		31%	64%							
Black/African American Students	36%		83%		31%	50%							
Hispanic Students	40%		55%	65%	40%	63%	76%	42%	94%	33%			
Multiracial Students	58%		60%		58%	80%							
White Students	48%	49%	56%	51%	52%	59%	58%	46%	80%	71%			
Economically Disadvantaged Students	42%	47%	54%	52%	47%	59%	61%	37%	84%	60%			

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	44%	46%	51%	49%	44%	49%	50%	36%	78%	64%			
Students With Disabilities	17%	13%	43%	51%	22%	46%	46%	11%	56%				
English Language Learners	36%		50%		55%	50%							
Black/African American Students	33%				17%								
Hispanic Students	45%		58%	69%	47%	48%	54%	28%	100%				
Multiracial Students	52%		42%		56%	53%							
White Students	44%	46%	50%	47%	44%	49%	50%	36%	76%	59%			
Economically Disadvantaged Students	40%	45%	48%	47%	41%	49%	48%	27%	78%	51%			

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	43%	44%	50%	49%	45%	55%	53%	36%	62%	56%			
Students With Disabilities	17%	25%	40%	48%	19%	42%	46%	10%	44%				
Hispanic Students	38%	50%	45%	30%	38%	50%	40%	26%					
Multiracial Students	57%		65%		61%	59%		55%					
White Students	43%	42%	50%	50%	45%	55%	52%	36%	62%	54%			
Economically Disadvantaged Students	38%	39%	47%	48%	41%	52%	51%	31%	55%	51%			

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	51%	46%	5%	60%	-9%
ELA	4	41%	50%	-9%	60%	-19%
ELA	5	48%	53%	-5%	61%	-13%
ELA	6	45%	51%	-6%	62%	-17%
ELA	7	41%	53%	-12%	62%	-21%
ELA	8	43%	54%	-11%	60%	-17%
Math	3	54%	56%	-2%	66%	-12%
Math	4	46%	53%	-7%	65%	-19%
Math	5	50%	54%	-4%	62%	-12%
Math	6	40%	47%	-7%	60%	-20%
Math	7	42%	43%	-1%	53%	-11%
Math	8	53%	54%	-1%	61%	-8%
Science	5	49%	50%	-1%	60%	-11%
Science	8	37%	47%	-10%	52%	-15%
Civics	7	80%	68%	12%	77%	3%
Algebra	8	67%	81%	-14%	84%	-17%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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?

The most improved school grade components were Math Learning Gains and Math Learning Gains of the Lowest Quartile, both increasing by 11 percentage points from 2025 to 2026.

- Math Learning Gains: 49% → 60% (+11)
- Math Lowest Quartile Learning Gains: 50% → 61% (+11)
- Middle School Acceleration: 64% → 74% (+10)
- Math Achievement: 44% → 50% (+6)

· The data component demonstrating the greatest improvement was Mathematics Learning Gains, including Learning Gains for the Lowest Quartile subgroup. Math Learning Gains increased from 49% to 60%, while Lowest Quartile Math Learning Gains increased from 50% to 61%, representing an 11-percentage-point increase in both areas. This growth contributed significantly to the school's overall increase from 51% to 58.3% of available school grade points.

· Several new actions contributed to this improvement. The school increased its focus on standards-aligned mathematics instruction through the implementation of math reasoning and modeling routines, including Number Talks, error analysis, and multi-step problem-solving tasks. Teachers utilized data from FAST, district assessments - CSMAs, DPMAs, and teacher-made assessments to identify skill deficits and provide targeted small-group instruction. Collaborative planning sessions were strengthened to include analysis of student work and math misconceptions, while walkthroughs and coaching cycles focused on increasing task rigor, reducing over-scaffolding, and promoting productive struggle. Additionally, intervention supports were closely monitored through MTSS processes to ensure students, particularly those in the Lowest Quartile, received timely and targeted instructional support.

Lowest Performance

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

The lowest-performing accountability component was Science Achievement at 44%. While this represents an improvement from 36% in 2025, it remains the lowest-performing academic area among the school grade components.

The school's lowest-performing accountability component was Science Achievement, with 44% of students demonstrating proficiency. Although science performance improved from 36% in the previous year, achievement remains below other academic areas and continues to be an area of need.

Several factors contributed to the lower performance in science. Analysis of district progress monitoring assessments and achievement data revealed inconsistencies in science proficiency across grade levels, particularly in the foundational science standards that require higher-order thinking, application of scientific concepts, and interpretation of data. Science instruction also competed with increased remediation efforts in ELA and mathematics, resulting in reduced instructional time and fewer opportunities for hands-on investigations and inquiry-based learning. Additionally, students demonstrated challenges with academic vocabulary, reading complex informational texts, and applying scientific reasoning skills, all of which impacted science achievement.

A review of trend data indicates gradual improvement in science performance, increasing from 36% in both 2024 and 2025 to 44% in 2026. This positive trend suggests that recent efforts to strengthen standards alignment, data analysis, and instructional planning are beginning to show results. However, continued emphasis on science vocabulary development, inquiry-based instruction, integration of literacy strategies within science, and use of formative assessment data will be necessary to accelerate student achievement and close remaining performance gaps.

Greatest Decline

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

Our data showed no decline in any component from 2025 to 2026.
However, the decline we saw from 2024 to 2025 highlighted a need for stronger vertical alignment, more consistent implementation of data-driven small-group instruction, and increased focus on productive struggle and mathematical discourse. As a result, the school implemented schoolwide math reasoning and modeling routines, strengthened data reviews during collaboration, utilized district and FAST assessment data to target interventions, and focused professional learning on standards alignment and task rigor. These efforts contributed to significant improvement during the 2025–2026 school year, with Math Learning Gains increasing from 49% to 60% and Lowest Quartile Math Learning Gains increasing from 50% to 61%.

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 data component with the greatest gap when compared to the state average was mathematics performance among Students with Disabilities (SWD). At PM3, 21% of SWD students scored Level 3 or above in mathematics, compared to the state average of 59%, resulting in a 38-percentage-point performance gap. Several factors contributed to this gap. Many SWD students entered the school year with significant deficits in foundational mathematical concepts, computational fluency, and problem-solving skills. The school's data analysis also indicated a need for more consistent implementation of accommodations, differentiated instruction, co-teaching practices, and targeted interventions aligned to grade-level standards. Additionally, chronic absenteeism, difficulties with mathematical reasoning, and challenges accessing complex grade-level tasks impacted student performance. Although a substantial achievement gap remains, the trend data shows encouraging growth. SWD mathematics proficiency increased from 3% at PM1 to 21% at PM3, demonstrating significant progress during the school year. The school also observed improvements through increased use of progress monitoring, targeted small-group instruction, collaborative planning between general education and ESE teachers, and greater emphasis on mathematical reasoning and problem-solving. These results indicate that current intervention efforts are producing positive outcomes; however, continued focus on inclusive instructional practices, co-teaching models, standards-aligned interventions, and frequent progress monitoring will be necessary to further close the achievement gap between SWD students and their peers.

EWS Areas of Concern

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

Area of Concern #1: Chronic Absenteeism

Chronic absenteeism remains a significant concern, with the number of chronically absent students increasing throughout the school year from 28 students in Quarter 1 to 34 students in Quarter 4. Monthly attendance rates also declined during the winter months, falling below 90% in January and February. High rates of absenteeism limit students' access to core instruction, interventions, and enrichment opportunities and have been linked to lower academic performance and increased early warning indicators.

Area of Concern #2: Students with Multiple Early Warning Indicators

A second area of concern is the number of students demonstrating multiple risk factors related to academic performance, behavior, and attendance, particularly Students with Disabilities and students identified in the Lowest Quartile. School performance data showed significant achievement gaps for SWD students, with only 18% proficient in ELA and 21% proficient in mathematics. These students are also more likely to experience attendance challenges, course failures, and behavioral concerns that place them at risk for future academic difficulties. Early identification and intervention through MTSS, progress monitoring, attendance supports, and targeted academic interventions will remain critical to improving outcomes for these students.

Highest Priorities

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

1. Increase ELA Achievement and Learning Gains Across All Grade Levels

- Strengthen standards-aligned literacy instruction, vocabulary development, reading comprehension, writing from text, and academic discourse.
- Focus on improving performance in grades 6–8 and increasing outcomes for the Lowest Quartile students.

2. Improve Mathematics Achievement, Reasoning, and Problem Solving

- Increase proficiency, learning gains, and rigorous mathematical thinking through standards-aligned instruction, math discourse, and data-driven interventions.
- Sustain and build upon gains in Math Learning Gains and Lowest Quartile Learning Gains.

3. Accelerate Achievement for Students with Disabilities (SWD)

- Close achievement gaps through effective co-teaching, differentiated instruction, targeted interventions, progress monitoring, and increased access to grade-level content.
- Address proficiency rates of 18% in ELA and 21% in Math for SWD students.

4. Reduce Chronic Absenteeism and Strengthen Student Engagement

- Implement early warning systems, attendance interventions, family partnerships, and engagement strategies to improve attendance and academic outcomes.
- Address the increase in chronically absent students from 28 in Quarter 1 to 34 in Quarter 4.

5. Strengthen Schoolwide Behavior Supports and Positive School Climate

- Improve consistency in PBIS implementation, restorative practices, Tier 2 supports, and SEL instruction to reduce repeat referrals and increase student connectedness.
- Enhance Tier 1 behavioral expectations and routines across classrooms and common areas.

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.

Fort McCoy School will focus on improving English Language Arts achievement across grades K–5, with particular emphasis on grades 3-5, Students with Disabilities (SWD), and students in the Lowest Quartile. Review of FAST PM3 data and cohort trends indicates that overall ELA proficiency remains below state averages and that middle school cohorts demonstrated a slight decrease in performance compared to the previous year. Additionally, ELA proficiency for SWD students remains significantly below overall school performance. Walkthrough data showed opportunities to strengthen explicit vocabulary instruction, academic discourse, writing from text, and implementation of the 13 tested standards. This area was identified as a priority because literacy skills impact achievement across all content areas and are essential to long-term academic success.

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

Instructional Practice specifically relating to Reading/ELA will offer stronger differentiation, co-teaching practices, progress monitoring, and access to grade-level standards. Small group instruction will allow for direct instruction and remediation of foundational reading skills. Professional learning using strategies for making learning accessible to all learners. (Fenner, Snyder)

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

The Instructional Practice specifically relating to Reading/ELA for grades 3-5 is providing instruction in explicit vocabulary, Close Reading, Text Evidence, and other literacy routines. Professional learning using strategies for making learning accessible to all learners. (Fenner, Snyder)

Grades K-2: Measurable Outcome(s)

Combined Star Early Literacy and Star Reading proficiency rates and measurable outcome targets are as follows:
KG from 59% to 62%

1st from 61% to 63%
2nd from 55 to 64%

Grades 3-5: Measurable Outcome(s)

Measurable outcomes are as follows:
3rd from 51% to 55%
4th from 41% to 51%
5th from 48% to 50%

Monitoring

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

Biweekly collaboration reviews of student work and formative assessment data.
Quarterly analysis of FAST, district assessments, and writing samples.
Classroom walkthroughs focused on literacy routines, vocabulary instruction, and student discourse.
MTSS reviews of subgroup performance and intervention effectiveness.
Monthly Leadership Team data reviews.

Person responsible for monitoring outcome
Jennifer Tidd, CAS

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:
Explicit Vocabulary, Close Reading, and Text Evidence. Promote increased positive relationships with students to increase active engagement.

Rationale:
Hattie's index of teaching indicates that explicit vocabulary instruction (.67 effect size) and positive relationships (.72 effect size) will improve learning. These practices provide students with multiple opportunities to engage with rigorous text, develop academic language, and support mastery of grade-level 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
Collaborative planning to improve vocabulary and reading routines

Person Monitoring:
Elder/Tidd

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Implement schoolwide literacy non-negotiables
Daily vocabulary instruction
Close reading routines
Summarizing text
2. Conduct weekly collaborative data meetings for elementary
Conduct monthly collaborative data meetings (to increase as needed) for middle school
Analyze student work and standards mastery
Develop reteach plans based on assessment data
3. Provide coaching cycles focused on literacy instruction
Modeling lessons
Observation and feedback
Implement schoolwide literacy non-negotiables, including explicit vocabulary instruction, close reading routines, academic discourse, and writing from text aligned to grade-level standards. Administration and instructional coaches will conduct regular classroom walkthroughs to monitor implementation of literacy routines. Collaboration teams will review common formative assessment data, FAST progress monitoring results, and student work samples biweekly to determine the impact on student achievement and adjust instruction as needed.

Action Step #2
Training teachers on the PBIS system and restorative practices to improve relationships and student engagement

Person Monitoring:
Marcus Chandler/Kirsten Dreadin/Stacey Hamilton

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Teach and reinforce schoolwide behavior expectations
-PBIS lessons
-Recognition systems
2. Implement restorative practices for behavior incidents
-Restorative conversations
-Re-entry conferences
3. Expand Tier 2 behavior supports
-Check-In/Check-Out
-Mentoring
-Social skills groups
Implement PBIS, restorative practices, Check-In/Check-Out, and social-emotional learning supports to improve school climate and reduce behavioral incidents. Discipline referrals, suspension data, and Check-In/Check-Out progress reports will be reviewed monthly. PBIS implementation will be monitored through walkthroughs, behavior data reviews, fidelity checks, and student climate survey results.
Creating a positive, safe, and supportive learning environment is essential to improving student achievement. Discipline and walkthrough data indicate a need for greater consistency in Tier 1 behavioral expectations, PBIS implementation, restorative practices, and social-emotional learning

supports. Strengthening schoolwide behavior systems will reduce disruptions, increase student engagement, and support improved attendance and academic success.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Fort McCoy School will focus on increasing mathematics achievement through improved mathematical reasoning, problem-solving, and standards-aligned instruction. While the school experienced significant gains in Math Learning Gains and Lowest Quartile Learning Gains, overall mathematics proficiency remains below desired levels. School data indicate inconsistencies in conceptual understanding, mathematical discourse, and rigor of assigned tasks. Walkthrough data also identified areas where over-scaffolding may limit productive struggle and independent problem solving. Increasing mathematical thinking and access to grade-level rigor will support continued growth for all students.

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.

Increase overall Math proficiency from 50% to 55%.
Increase Math Learning Gains from 60% to 65%.
Increase Lowest Quartile Math Learning Gains from 61% to 66%.
Increase SWD Math proficiency from 18% to 24%.

Monitoring

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

Monthly review of FAST, topic assessments, i-Ready, and district progress monitoring data.
Walkthroughs focused on math discourse, reasoning, and task rigor.
Analysis of student work during collaboration, misconceptions, and intervention groups.
Quarterly vertical articulation meetings.
MTSS progress monitoring for students receiving interventions.

Person responsible for monitoring outcome

Sales

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:
Mathematical Reasoning and Problem-Solving Routines ("The Big M")

Rationale:
Hattie's research supports the use of mathematical discourse, number talks, error analysis, and standards-aligned problem-solving tasks to increase conceptual understanding and mathematical achievement has a .74 effect size. These strategies strengthen students' ability to explain reasoning and apply mathematics in complex situations (reciprocal teaching).

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
Use of the Big M to monitor alignment of tasks

Person Monitoring:	**By When/Frequency:**
Sales	biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Implement schoolwide math reasoning routines
-Number Talks
-Error Analysis
-Multi-step problem solving
2. Conduct quarterly vertical articulation meetings
-Review standards progression
-Address gaps between grade levels
3. Use assessment data to develop targeted intervention groups
-Small-group instruction based on identified deficits
Implement schoolwide math reasoning and problem-solving routines, including Number Talks, mathematical discourse, error analysis, and standards-aligned complex tasks. Classroom walkthroughs will be conducted monthly to monitor student engagement in mathematical reasoning and discourse. Teachers will analyze FAST, district assessment, and classroom assessment data during collaboration meetings to evaluate student growth and determine intervention needs.

Action Step #2
Training teachers on the PBIS system and restorative practices.

Person Monitoring:	**By When/Frequency:**
Marcus Chandler/Kirsten Dreadin/Stacey Hamilton	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Teach and reinforce schoolwide behavior expectations
-PBIS lessons
-Recognition systems
2. Implement restorative practices for behavior incidents
-Restorative conversations
-Re-entry conferences
3. Expand Tier 2 behavior supports
-Check-In/Check-Out
-Mentoring
-Social skills groups
Implement PBIS, restorative practices, Check-In/Check-Out, and social-emotional learning supports to improve school climate and reduce behavioral incidents. Discipline referrals, suspension data, and Check-In/Check-Out progress reports will be reviewed monthly. PBIS implementation will be monitored through walkthroughs, behavior data reviews, fidelity checks, and student climate survey results.
Creating a positive, safe, and supportive learning environment is essential to improving student achievement. Discipline and walkthrough data indicate a need for greater consistency in Tier 1 behavioral expectations, PBIS implementation, restorative practices, and social-emotional learning supports. Strengthening schoolwide behavior systems will reduce disruptions, increase student engagement, and support improved attendance and academic success.

Area of Focus #3

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.

Students with Disabilities continue to demonstrate the largest achievement gap in both ELA and Mathematics. PM3 proficiency levels remain significantly below overall school averages despite growth observed during the 2025–2026 school year. Data indicate a need for stronger differentiation, co-teaching practices, progress monitoring, and access to grade-level standards with appropriate accommodations and supports. Because SWD performance directly impacts schoolwide achievement and equity goals, this subgroup remains a primary focus area for improvement.

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.

Increase SWD ELA proficiency from 13% to 25%.
Increase SWD Math proficiency from 18% to 30%.

Increase SWD learning gains in ELA from 30% to 40%
Increase SWD learning gaind in Mathematics from 44% to 54%

Monitoring

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

Biweekly review of SWD progress monitoring data.
Monthly collaboration meetings between ESE and General Education teachers.
Walkthroughs focused on accommodations, differentiation, and co-teaching implementation.
MTSS reviews of intervention effectiveness and student progress.
Quarterly leadership reviews of subgroup achievement data.

Person responsible for monitoring outcome

Hisey

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:

Co-Teaching, Explicit Instruction, and Progress Monitoring

Rationale:

Hattie's research supports the development of learning strategies such as, explicit instruction, scaffolded supports, and frequent progress monitoring as effective practices for improving outcomes for students with disabilities while maintaining access to grade-level 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

Professional Learning using Book Scaffolding: Strategies for making content accessible

Person Monitoring:

Hisey

By When/Frequency:

Monthly

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

1. Implement defined co-teaching models
-Station teaching

-Parallel teaching
-Alternative teaching
2. Schedule monthly collaborative planning between ESE and Gen Ed staff
-Align accommodations and instructional plans
3. Conduct biweekly progress monitoring reviews
-Adjust interventions as needed
4. Implement co-teaching models where possible, differentiated instructional strategies, accommodations, and targeted interventions aligned to grade-level standards for Students with Disabilities. The MTSS team, ESE staff, and administrators will review progress-monitoring data, walkthrough data, and intervention records regularly. Student growth will be monitored through FAST assessments, classroom performance, IEP progress reports, and common formative assessments.

Action Step #2
Monitoring of inclusion teachers practices

Person Monitoring:
Hisey

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will be asking for assistance of the ESE department to come and observe our inclusion teachers and give them (and us) feedback on where there is need for improvement in serving our SWD subgroup. We know we have a need to monitor IEP goals and the inclusion teacher logs to be sure they are documenting the meeting of goals or lack of.

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.

Chronic absenteeism continues to be a significant barrier to academic achievement and student success. The number of chronically absent students increased throughout the 2025–2026 school year, limiting access to Tier 1 instruction, interventions, and enrichment opportunities. Attendance concerns are also correlated with low achievement, behavior concerns, and multiple Early Warning System indicators. Strengthening attendance practices and student engagement will increase instructional time and improve overall student outcomes.

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.

Reduce chronic absenteeism from approximately 34% to 25%.

Increase average daily attendance to 95%.

Decrease the number of students identified with attendance-related Early Warning Indicators by 15%.

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.

Weekly attendance reviews conducted by the Attendance Team.

Monthly Early Warning System reviews.

Documentation of attendance interventions and family outreach.

MTSS monitoring of students with repeated absences.

Quarterly review of attendance trends by grade level and subgroup.

Person responsible for monitoring outcome

Admin team/Attendance Clerk

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:

Early Warning Systems and Tiered Attendance Supports

Rationale:

Research demonstrates that early identification of attendance concerns combined with family outreach, attendance contracts, incentives, and individualized intervention plans can reduce chronic absenteeism and improve student performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implementing intervention plans for chronically absent students

Person Monitoring:	**By When/Frequency:**
Guidance/Attendance Clerks	weekly

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

1. Implement weekly attendance reviews
Identify students at risk for chronic absenteeism

Person Responsible: Assistant Principal, Counselor, Attendance Clerk
2. Develop attendance intervention plans
Attendance contracts
Incentives
Family meetings
Person Responsible: MTSS Team, Counselor
3. Increase family outreach regarding attendance
Phone calls
Letters
Home visits when appropriate
Person Responsible: Attendance Clerk, Counselors, Administration

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 School Improvement Plan will be disseminated to our SAC, which will include stakeholders. It will also be posted on the website for all families, staff, businesses, and organizations. The School Improvement Plans are available to print upon request. Translations of the SIP will be available upon request.

The school's webpage is-https://fms.marionschools.net/parent_info

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)).

Parent family engagement events will foster relationships with all stakeholders. This supports the school's mission by informing families of their child's progress while giving them strategies for improving student achievement. This is included on our Parent Family Engagement Plan and will be posted on the website for all families, staff, businesses, and organizations. The School Improvement Plans are available to print upon request. Translations of the SIP will be available upon request.

The school's web page is: https://fms.marionschools.net/parent_info

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)).

As we transition to becoming a Cambridge International School, we are committed to embedding the Cambridge Learner Attributes into our school culture. We will actively promote the development of learners who are confident, responsible, reflective, innovative, and engaged. Through the integration of the Cambridge Global Perspectives curriculum, students will explore real-world issues, develop critical thinking and collaboration skills, and be encouraged to think deeply about their own learning. This approach will empower our students to become thoughtful, informed, and active global citizens.

In addition, we are using the Cambridge Science Curriculum for our 6-8 grade students. Teachers have received training on the materials. Several teachers are attending the training for "What a Cambridge Class looks like" in July.

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)).

As we become a Cambridge International School, we are integrating the Cambridge Learner Attributes—confident, responsible, reflective, innovative, and engaged—into our school culture. This initiative aligns with federal, state, and local programs, including those under ESEA Sections 1114(b)(5) and 1116(e)(4), by supporting whole-child development through coordination with services such as Title I, violence prevention, nutrition, and career and technical education. The inclusion of Global Perspectives and Cambridge Early Secondary Science encourages critical thinking and reflection, supporting both academic growth and broader student well-being.

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)).

Fort McCoy School is committed to supporting the social, emotional, behavioral, and mental well-being of all students through a comprehensive system of counseling, mental health services, mentoring opportunities, and specialized supports. The school utilizes a Multi-Disciplinary Team (MDT) and MTSS framework to identify students in need of additional support and to coordinate appropriate interventions and services. Students are referred through academic, behavioral, attendance, social-emotional, and mental health data, as well as teacher, parent, and self-referrals. Habitudes is used schoolwide to help students deal with several social-emotional issues.

School counselors provide individual counseling, small-group counseling, classroom guidance lessons, student goal-setting activities, and support for students experiencing academic, behavioral, social, or emotional challenges. The school partners with district and community mental health providers to increase access to counseling services, crisis response, and Tier 2 and Tier 3 mental health interventions for students with identified needs. Regular communication and collaboration among school personnel, families, and service providers ensure that students receive coordinated support.

To strengthen students' social-emotional competencies, Fort McCoy School implements schoolwide Tier 1 social-emotional learning (SEL) instruction focused on self-management, responsible decision-making, relationship skills, and emotional regulation. Positive Behavior Interventions and Supports (PBIS), restorative practices, mentoring opportunities, student recognition programs, and character development activities are used to promote positive behavior, resilience, and a sense of belonging. Staff members also receive training in trauma-informed practices and de-escalation strategies to better support students' emotional and behavioral needs.

The school further supports students through mentoring programs, attendance interventions, student leadership opportunities, and family engagement initiatives that foster strong relationships with caring adults and provide students with additional protective factors. These combined efforts help students develop the social, emotional, behavioral, and interpersonal skills necessary for success in school and beyond while creating a positive, safe, and supportive learning environment for all students.

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)).

Fort McCoy School prepares students for postsecondary education and future careers by providing opportunities that build academic readiness, career awareness, leadership skills, and college and career aspirations. Through classroom instruction, career exploration activities, student goal-setting opportunities, and guidance lessons, students are exposed to a variety of career pathways and postsecondary options that align with their interests, strengths, and future goals. School counselors work with students to explore career interests, develop academic plans, and understand the connection between academic achievement, attendance, and future opportunities.

To increase workforce readiness, students participate in career awareness activities, guest speaker presentations, career-themed events, and opportunities to learn about local and regional workforce needs. The school continues to offer Career and Technical Education (CTE) opportunities that promote the development of employability skills, problem-solving, collaboration, and real-world application of academic content. These experiences help students connect classroom learning to future educational and career pathways.

As part of Fort McCoy School's transition to a Cambridge school, the school is expanding access to Cambridge coursework and incorporating the Cambridge Learner Attributes of being confident, responsible, reflective, innovative, and engaged. These courses will provide increased academic rigor, critical thinking, research, communication, and global awareness skills that prepare students for success in advanced coursework. The expansion of Cambridge offerings will also create a seamless pathway for students to transition into Marion County high schools that offer the Cambridge Diploma Program, allowing students to continue pursuing advanced academic opportunities that may lead to college credit, scholarship opportunities, and enhanced postsecondary readiness.

Additionally, the school collaborates with families, community partners, and district personnel to increase awareness of accelerated learning opportunities and future educational pathways. Through these efforts, Fort McCoy School supports the MCPS vision of preparing every student for success beyond graduation while ensuring students develop the knowledge, skills, and habits necessary to become productive citizens, lifelong learners, and future-ready graduates.

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)).

Fort McCoy School implements a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, attendance, and social-emotional data to prevent and address

problem behavior through a continuum of evidence-based supports. Schoolwide Positive Behavioral Interventions and Supports (PBIS) serve as the foundation of Tier 1 supports, establishing clear behavioral expectations, consistent routines, explicit teaching of expected behaviors, positive reinforcement systems, and restorative practices that promote a positive school climate and reduce disruptive behaviors. Behavioral expectations are taught and reinforced across classrooms and common areas to ensure consistency for all students.

Students who demonstrate behavioral, social-emotional, or attendance concerns are identified through discipline data, attendance records, teacher referrals, MTSS reviews, and early warning indicators. Tier 2 interventions may include Check-In/Check-Out (CICO), mentoring programs, social skills groups, behavior contracts, restorative conferences, counseling services, and targeted behavioral supports designed to address student needs before concerns escalate. Student progress is monitored regularly, and intervention effectiveness is reviewed through MTSS and multidisciplinary team meetings.

Students requiring more intensive support receive Tier 3 interventions, which may include individualized behavior intervention plans, functional behavioral assessments, school-based counseling, mental health services, wraparound supports, and collaboration with community agencies. The school works closely with parents and guardians throughout the intervention process to ensure a coordinated approach to student success.

These services are coordinated with supports provided under the Individuals with Disabilities Education Act (IDEA) to ensure students with disabilities receive appropriate accommodations, behavioral interventions, and specially designed instruction as outlined in their Individualized Education Programs (IEPs). General education teachers, ESE teachers, counselors, administrators, and families collaborate to review student progress, analyze data, and adjust interventions as needed. Through this integrated system of prevention, intervention, and ongoing monitoring, Fort McCoy School seeks to reduce disciplinary incidents, improve student engagement and attendance, strengthen self-management and relationship skills, and create a positive, safe, and supportive learning environment for all students.

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)).

Fort McCoy School provides ongoing, job-embedded professional learning designed to improve instructional practice, increase student achievement, and strengthen the effective use of academic and behavioral data to inform decision-making. Professional learning opportunities are aligned to the School Improvement Plan, the MCPS Strategic Plan, and identified student needs in ELA, mathematics, attendance, behavior, and subgroup performance. Teachers, paraprofessionals, and

instructional staff participate in professional learning focused on standards-aligned instruction, collaborative planning, formative assessment practices, differentiated instruction, inclusive practices for Students with Disabilities (SWD), data analysis, classroom management, student engagement, trauma-informed practices, and Positive Behavioral Interventions and Supports (PBIS).

Teachers engage in structured collaborative planning sessions, instructional coaching cycles, learning walks, and data-review meetings to analyze student performance data from FAST, district assessments, progress monitoring tools, common formative assessments, and other academic measures. These opportunities help teachers identify learning gaps, adjust instruction, implement interventions, and monitor student progress more effectively. Special emphasis is placed on strengthening Tier 1 instruction, increasing instructional rigor, improving literacy and math reasoning practices, and ensuring equitable access to grade-level standards for all learners.

As Fort McCoy School expands its Cambridge program, teachers will participate in professional learning related to Cambridge instructional practices, learner attributes, inquiry-based learning, critical thinking, and academic discourse to ensure successful implementation of Cambridge coursework and increased student readiness for advanced learning opportunities. Staff will also receive training on technology integration, digital instructional tools, and communication platforms that support high-quality instruction and family engagement.

To recruit and retain highly effective staff, particularly in high-need and hard-to-fill positions, Fort McCoy School implements a comprehensive onboarding and mentoring process for new teachers and paraprofessionals. New instructional personnel are paired with experienced mentors and provided coaching, classroom support, and targeted professional learning opportunities throughout the year. The school also promotes leadership development, recognition of staff accomplishments, collaborative decision-making, and a positive professional culture that supports employee growth and retention. These efforts are designed to build staff capacity, improve instructional effectiveness, and ensure all students have access to highly qualified educators who are prepared to meet their academic, behavioral, and social-emotional needs.

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)).

Fort McCoy School implements a variety of transition activities and supports to help preschool children successfully move from early childhood education programs into kindergarten and the elementary school environment. School staff collaborates with district early childhood programs, families, and support personnel to ensure students experience a smooth and positive transition to school. Teachers review available readiness and assessment data to identify student strengths and areas of need before the beginning of the school year and use this information to plan appropriate instructional supports.

The school provides opportunities for preschool students and their families to become familiar with the school environment through kindergarten orientation programs, campus visits, registration events, family engagement activities, and transition meetings. Staggered start allows children to visit classrooms, meet school personnel, learn school routines and expectations, and develop comfort with their new learning environment within a small group atmosphere for the first 3 days of school. Families receive information regarding academic expectations, attendance, school readiness skills, and ways to support learning at home.

Fort McCoy School also facilitates collaboration between Pre-K and Kindergarten teachers through vertical planning and articulation meetings. These opportunities allow educators to discuss developmental expectations, essential readiness skills, instructional practices, and individual student needs to ensure continuity of learning. For students receiving Exceptional Student Education (ESE) services, transition meetings are conducted with families and service providers to review support plans, accommodations, and individual needs so that appropriate services are in place when students enter kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

We meet with the district personnel to go over data. We are engaging in some professional learning indicated above to increase engagement and put in place some scaffolds that will make learning more accessible for our SWD population. We will look at the data as the year progresses and determine if adjustments need to be made.

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).

Our Content Area Specialist will spend time observing to determine the best way to provide modeling, coaching, and feedback to teachers throughout the areas of need, including, but not limited to, science and math classes. Our paraprofessionals will be assigned to a third grade retention group and to elementary and middle school ELA and Math classes. The personnel will also be used for data chats with specific, targeted students in these areas, quarterly, based on the benchmark assessments, DPMAs, and other assessments used. In addition, paras and inclusion teachers will work with subgroups on skills using IXL and direct instruction. We have built in tutoring time for all students monthly.

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**

Fort McCoy 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 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:	Mrs. Carol Sales
School Website:	https://fms.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

Fort McCoy School will build strong partnerships between families, school staff, and the community to support student achievement, improve attendance, strengthen positive behavior, and increase family engagement in student learning. Through meaningful communication, family engagement events, academic workshops, and collaborative decision-making opportunities, the school will empower families to actively participate in their child's education and support progress toward grade-level standards. Special emphasis will be placed on supporting literacy, mathematics achievement, attendance improvement, and student success for all learners, including Students with Disabilities (SWD).

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.

The Parent and Family Engagement Plan will be developed jointly with parents, school staff, community members, and the School Advisory Council (SAC). Families will be provided opportunities to review school data, offer suggestions, and participate in discussions regarding family engagement activities, academic supports, student attendance, and school improvement initiatives. Feedback will be gathered through surveys, SAC meetings, family engagement events, parent conferences, and informal communications throughout the school year. The Parent and Family Engagement Plan will be shared with families and community stakeholders through the school website, SAC meetings, the Annual Title I Meeting, and upon request in the school office. Families will be notified when the plan is available and encouraged to provide feedback throughout the year. The plan will be reviewed annually using parent survey results, participation data from family engagement events, student achievement data, attendance data, and stakeholder feedback to determine strengths and areas for improvement. Parents who are not satisfied with the Schoolwide Title I Plan will have the opportunity to submit comments to the school and district. All comments received will be documented and forwarded to the district as required. Families will be encouraged to participate in parent-teacher conferences, family engagement nights, SAC meetings, volunteer opportunities, academic workshops, and school activities. School staff will provide reasonable access to teachers, counselors, administrators, and support personnel upon request.

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.

1. Step 1 – Schedule the meeting (Tuesday, September 9 at 5pm)
2. Step 2 – Create a flyer and invitation
3. Step 3 – Send out the flyer, invitation (email/ backpack/social media)
4. Step 4 – Update school marquee and website
5. Step 5 – Remind families with the software Apptegy.

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.

Fort McCoy School is committed to maintaining open, ongoing, and meaningful communication with families. Information will be provided in clear, family-friendly language and, to the extent practicable, translated into a language families can understand. Important information will be shared through Apptegy, phone calls, emails, social media, the school website, newsletters, teacher communications, and parent conferences. Meetings and engagement opportunities will be offered at flexible times, including morning and evening sessions, to accommodate family schedules. Virtual participation options through Microsoft Teams and other platforms will be provided when appropriate. Families may also request individual conferences or meetings with school personnel. Teachers and staff will maintain two-way communication with families regarding student progress, attendance, behavior, and academic performance. Administrators will monitor communication practices through parent surveys, participation data, conference records, and feedback collected during family engagement events. Staff members will strive to respond to parent inquiries in a timely manner and work to ensure families remain informed and actively involved in their children's education.

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 may offer transportation compensation to family engagement events via gas card drawings or other incentives. Families are always welcome to bring non-school-age children to our campus for parent and family engagement. Depending on the event, we will offer childcare opportunities, or parents are welcome to have their younger children with them during their time on campus. When needed, we will offer virtual opportunities via Microsoft Teams. We will also share online resources with families who may be unable to attend engagement opportunities in person. The Family Engagement Liaison will work directly with families to address and prevent barriers, when possible, through home visits, phone calls, emails, etc.

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.

1. Families, students, and staff will work together to share ideas to develop the School-Parent Compact. Teachers will review the compact within their grade level/department teams. Parents, families, and community members will have the opportunity to provide feedback on their needs and the needs of students through our School Advisory Council (SAC).
2. The School-Parent Compact will provide all stakeholders with specific ways in which students, families, and the school will work to share the responsibility for improved student academic achievement.
3. A strong, effective partnership between home, school, and the community is essential in helping students achieve academic success. Our school will build and develop this partnership through family engagement events, parent-teacher conferences, timely, consistent, and effective communication, increased opportunities for family and student feedback, community outreach, professional development for teachers and paraprofessionals, etc. Our home school liaison will also provide support for families to ensure an effective home-school partnership.

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.

Fort McCoy School coordinates parent and family engagement activities with Title I, Exceptional Student Education (ESE), Student Services, school counseling programs, district departments, and community organizations to provide comprehensive support for students and families. The school collaborates with local agencies and community partners to provide resources related to attendance, mental health, student wellness, and academic support. For early childhood transition, the school partners with district preschool programs and Kindergarten Kickstart to help prepare students and families for kindergarten. Families of students with disabilities participate in

transition meetings to ensure continuity of services and support. At the middle school level, the school provides college and career awareness activities, Career Day opportunities, career exploration through school counseling services, and information regarding academic pathways available at local high schools. As Fort McCoy expands its Cambridge program, families will be provided information regarding Cambridge coursework and how participation can prepare students to transition successfully into district high schools that offer the Cambridge Diploma pathway. These coordinated efforts help families access resources and opportunities that support student success both in school and beyond graduation.

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

1. Parents and families will be provided an overview, description and explanation of the curriculum in use at the school through a variety of means, including but not limited to Orientation, Open House, Annual Title I Meeting, school website, school newsletters, parent and family engagement events, Academic Conference Team events, social media, parent conferences, etc.
2. Individual student academic assessment results and interpretation of such results will be shared with parents and families through family engagement events, parent conferences, Academic Conference Teams, and shared with families by sending home the parent report notifications of the student data, when applicable.
3. We will share descriptions and explanations of the assessments used to measure student progress and achievement levels of the state assessment academic standards in a variety of formats, including our school newsletter, website, state assessment parent notification letters, through parent-teacher conferencing, Skylert calls, emails, Skyward parent portal, and in-person engagement opportunities.

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**
3rd Grade Family Workshop	This session provides families with important information about 3rd grade academic expectations, promotion and retention criteria, and strategies for supporting learning at home. Teachers will share grade-level goals, available	**Quarter 1** August 10, 2026- 10 am

	resources, and offer a Q&A to strengthen the school-home connection during this critical academic year.	
Annual Title I Meeting	Creates 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 1** September 1st 2026 4:30 pm
6th -8th grade FACE	This event will provide families with important information about middle school promotion requirements and the role academic units play. Families will learn that students must earn 12 academic units during middle school to be promoted to high school and the academic consequences of failing classes. School staff will share strategies, resources, and supports available to help students stay on track for promotion and future success.	**Quarter 1** September 1st 2026 5:00 pm
PreK- 8th grade-Open House	Provide an opportunity for families to meet their child's teacher(s), learn more about grade-level expectations, and tour the campus.	**Quarter 1** September 1st 2026 5:30 pm
3rd grade FACE– *Power Up Potential: Helping 3rd Graders Shine!*	Designed to help families understand the importance of Florida's third-grade state assessments and how test performance can impact student promotion and future academic success. Families will learn about testing expectations, promotion requirements, available supports, and strategies they can use at home to help their child.	**Quarter 1** September 1st 2026 6:30 pm
Pumpkins & Progress PreK- 2nd Grade	Families will participate in a fun, fall-themed evening where they will celebrate student progress and explore engaging reading and math activities alongside their children. Parents will receive take-home strategies and resources to support academic growth at home. Staff will also be available to share information about Progress Monitoring 1 (PM1) results and provide tips for helping students succeed throughout the year.	**Quarter 2** October 20th 5:30 pm
Pencils, Practice & Possibilities! 3- 5th Grade	Designed to help parents understand their child's math progress by reviewing student data and explaining what it means for academic growth. Families will learn about grade-level math expectations, available interventions and	**Quarter 3** January 26th 2027 5:30 pm

	supports, and strategies they can use at home to strengthen math skills.	
Read Camp and Retreat	This family engagement event is designed to promote a love of reading while providing families with fun, hands-on literacy experiences. Students and their families will participate in interactive reading games and literacy activities, enjoy guest readers, and learn practical strategies to strengthen reading skills at home. The event encourages family involvement in literacy and supports student achievement by making reading engaging and meaningful.	**Quarter 4** March 25th 2027 5:30 pm

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

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

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

Fort McCoy School will build staff capacity to effectively engage families by providing ongoing professional learning focused on family engagement, effective communication, customer service, cultural responsiveness, and strategies for developing strong school-home partnerships. Staff members will receive guidance on communicating academic expectations, assessment results, attendance concerns, and student progress in ways that are clear, welcoming, and supportive. Parents will be encouraged to provide feedback regarding family engagement activities, communication practices, and school improvement efforts through surveys, SAC meetings, conferences, and family events. Information gathered from families will be used to guide future family engagement opportunities and professional learning for staff. Teachers, paraprofessionals, and support personnel will work collaboratively to create welcoming environments where families feel valued as partners in their child's education. Staff will ensure that information is accessible and understandable to families and will make every effort to accommodate parent needs and requests whenever possible. Through these efforts, the school will continue to strengthen family-school partnerships that support student achievement, attendance, behavior, and overall school success.

School Advisory Council (SAC) Interest Form

Fort McCoy 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:

_____

_____

_____

_____

_____

_____