

Marion County Public Schools

OCALI CHARTER MIDDLE SCHOOL

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2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Marion County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to help middle school students reach their greatest potential for academic, emotional, and personal success by combining individual learning styles, gifts, and talents with comprehensive curriculum and high-achieving standards in a micro-school setting.

Provide the school's vision statement

Our vision is to create high-achieving schools that inspire and motivate students to become life-long learners, responsible citizens, and positive role models in their communities. By minimizing classroom size, our micro-school concept provides opportunities for more individualized learning, safer school environments, and diverse thought and participation.

We believe education is not limited to the classroom, and envision partnerships with community leaders, business owners, parents, and other individuals in creating opportunities for exploration, community participation, and experiential learning.

Our vision includes creating a positive, inviting, and inspiring workplace for instructors and those working in education by creating opportunities for professional development, personalized teaching techniques, and competitive compensation. Motivated teachers motivate students.

B. School Leadership Team

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

Matthews, Theresa

Position Title

Executive Director

Job Duties and Responsibilities

1. Oversee the Middle School principal duties.
2. Manage the school wide budget to maximize resources to improve student achievement.
3. Fundraise.

Leadership Team Member #2

Employee's Name

Posth, Elias

Position Title

Principal

Job Duties and Responsibilities

1. Provide leadership in the areas of curriculum, instruction, and assessment.
2. Ensure that classroom instruction is delivered in a manner appropriate to the needs of middle school aged students and is provided by skilled and knowledgeable teachers.
3. Deliver professional development and technical assistance based on the needs of faculty and staff.
4. Assign, train, observe and evaluate all instructional and non-instructional staff.
5. Create a supportive learning environment that promotes high standards for student conduct.
6. Cultivate a culture of collaboration amongst students, staff, parents and community through Title I and other resources.
7. Recognize and honor outstanding students in the school.
8. Use of data to make informed decisions towards student improvement needs.
9. Testing Coordinator.
10. Title I Coordinator.
11. Other duties as assigned by the Executive Director.

Leadership Team Member #3

Employee's Name

Scheib, Stephanie

Position Title

Assistant Principal

Job Duties and Responsibilities

1. Oversee staff in the development and the implementation of student discipline and classroom management plan.
2. Assist Principal in promoting a school culture focused on student achievement.
3. Manage Tier II & Tier III interventions.
4. Communicate with parents about specific student and staff concerns.
5. Assist in interviewing, hiring, and training of teaching staff.

6. Supervise and facilitate school events as directed by the Principal (parent night, student activity events).
7. Liaison with the School Resource Officer, outside service providers, and school counselors as needed.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

The school leadership team met with a parent and the OCMS board to discuss the current state of the school and proposed solutions to close the learning gap as indicated by the 23-24 FAST PM 3 and EOC results. A follow up to adjusting this SIP will include teachers and students in the review of the plan and make any necessary adjustments based on their feedback during our SAC meeting in August.

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. (ESEA 1114(b)(3))

The SIP will be monitored quarterly by analyzing the FAST PM 1, PM 2, and PM 3 data to ensure that progress towards the set forth goals is occurring. The stakeholders will also meet to determine the effectiveness of the Tier I, Tier II, and Tier III interventions. For those Tier II and Tier III, students with large achievement gaps and our student subgroups (SWD, ELL, BIK), weekly IXL Reading and Math data will be analyzed by the interventionist to determine its effectiveness as well as overall student growth.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	55.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.9%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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
Absent 10% or more school days							4	5	3	12
One or more suspensions							16	18	17	51
Course failure in English Language Arts (ELA)							0	6	2	8
Course failure in Math							3	1	0	4
Level 1 on statewide ELA assessment							6	14	8	28
Level 1 on statewide Math assessment							5	23	7	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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								33	39	72

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year								1	0	1
Students retained two or more times								0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							14	17	19	50
One or more suspensions							8	23	18	49
Course failure in ELA								6	2	8
Course failure in Math								14	21	35
Level 1 on statewide ELA assessment							12	30	20	62
Level 1 on statewide Math assessment							13	29	16	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										119

Prior Year (2023-24) 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							26	53	49	128

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times									1	1

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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	45	53	37	40	49	28	42	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	55	52	56				32		
ELA Learning Gains Lowest 25%	61	48	50				35		
Math Achievement *	49	52	60	44	48	56	37	30	36
Math Learning Gains	54	57	62				48		
Math Learning Gains Lowest 25%	70	60	60				41		
Science Achievement *	35	40	51	20	40	49	27	45	53
Social Studies Achievement *	46	57	70	60	61	68	59	49	58
Graduation Rate								40	49
Middle School Acceleration	50	70	74	78	71	73	81	41	49
College and Career Readiness								64	70
ELP Progress	38	54	49	35	36	40		69	76

*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 (FPI) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	470
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	48%	43%	42%		46%	44%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	40%	Yes	4	
English Language Learners	38%	Yes	5	
Black/African American Students	36%	Yes	5	
Hispanic Students	56%	No		
White Students	57%	No		
Economically Disadvantaged Students	51%	No		

2022-23 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	14%	Yes	3	3

2022-23 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%
English Language Learners	35%	Yes	4	
Black/African American Students	23%	Yes	4	3
Hispanic Students	56%	No		
Multiracial Students	27%	Yes	2	1
White Students	48%	No		
Economically Disadvantaged Students	45%	No		

2021-22 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	21%	Yes	2	2
English Language Learners	19%	Yes	3	3

2021-22 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%
Native American Students				
Asian Students				
Black/African American Students	31%	Yes	3	2
Hispanic Students	44%	No		
Multiracial Students	35%	Yes	1	
Pacific Islander Students				
White Students	45%	No		
Economically Disadvantaged Students	40%	Yes	1	

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

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	50%		55%	61%	49%	54%	70%	35%	46%	50%			38%
Students With Disabilities	29%		46%	47%	36%	54%	60%	10%	38%				
English Language Learners	39%		50%		33%	28%							
Black/African American Students	29%		29%		43%	54%	60%		0%				
Hispanic Students	47%		61%	79%	43%	48%	75%	44%	55%	50%			
White Students	61%		62%	61%	55%	59%	69%	35%	62%	52%			
Economically Disadvantaged Students	45%		51%	58%	47%	51%	70%	39%	45%	52%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%				44%			20%	60%	78%			35%
Students With Disabilities	18%				23%			0%					
English Language Learners	30%				40%								
Black/African American Students	19%				26%								
Hispanic Students	40%				54%			45%	60%	83%			
Multiracial Students	23%				31%								
White Students	45%				45%			13%	68%	68%			
Economically Disadvantaged Students	31%				42%			17%	56%	78%			

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	28%		32%	35%	37%	48%	41%	27%	59%	81%			
Students With Disabilities	3%		24%	32%	14%	33%	33%		7%				
English Language Learners	0%		15%		23%	38%							
Native American Students													
Asian Students													
Black/African American Students	21%		31%		10%	30%	40%		54%				
Hispanic Students	31%		33%	27%	49%	62%	60%	11%	77%				
Multiracial Students	40%				30%								
Pacific Islander Students													
White Students	28%		31%	41%	39%	48%	36%	39%	53%	87%			
Economically Disadvantaged Students	25%		29%	31%	37%	48%	36%	25%	58%	70%			

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	62%	48%	14%	54%	8%
Ela	7	42%	39%	3%	50%	-8%
Ela	8	52%	42%	10%	51%	1%
Math	6	63%	49%	14%	56%	7%
Math	7	36%	34%	2%	47%	-11%
Math	8	39%	47%	-8%	54%	-15%
Science	8	36%	38%	-2%	45%	-9%
Civics		47%	56%	-9%	67%	-20%
Algebra		40%	39%	1%	50%	-10%
Geometry		91%	44%	47%	52%	39%

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?

During the 2023-24 school year, OCMS showed the most improvement in ELA. All three grade levels made improvements with 6th grade making a 27% gain, 7th grade a 3% gain, and 8th made a 16% gain. All three language arts teachers as well as the reading teacher, placed an emphasis on increasing student's vocabulary. The app Membean, was a supplementary tool teachers used to increase vocabulary levels in both proficient and non-proficient students.

Lowest Performance

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

During the 2023-2024 school year, OCMS showed low performance in Science. Even though progress was made by gaining 16 percentage points, a proficiency of 36% is far below our expectations. OCMS has struggled in the last two years with Science. The challenge has been to find a highly qualified Science instructor that can adequately teacher the standards and prepare our students for the 8th grade state assessment. We have noticed that students struggle retaining information that they were taught in the previous 2 years of science.

Greatest Decline

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

During the 2023-2024 school year, OCMS showed the greatest decline in performance on the Algebra 1 EOC. There are two reasons we attribute this decline to. First, the educator that taught Algebra 1, left towards the halfway point of the school year. This caused a major disruption to the student's continuous learning of the standards. Secondly, students that marginally qualified to take the Algebra 1 course based off of the 2022-2023 7th grade FAST math scores, should have been placed in Pre-Algebra instead.

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.

During the 2023-24 school year, OCMS had 91% of its student demonstrate proficiency on the Geometry 1 EOC while the state had a 52% proficiency. This 39% gap can be attributed to the cohort of students that took this EOC. During the 2022-2023 school year, these students that were 7th graders at the time also excelled on the Algebra 1 EOC.

EWS Areas of Concern

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

The two areas of concern based on the Early Warning System is attendance rate and discipline that results in out-of-school suspensions. Students that fall under both categories show a history of attendance and out-of-school suspensions that has resulted in lost instructional time.

Highest Priorities

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

1. Science- For the 2024-2025 School year, OCMS must raise the level of proficiency in Science in order for us to have a chance in being a B school.
2. Math- For the 2024-2025 school year, OCMS must continue to build the Fundamental Math program that supports the regular math sections.
3. Algebra 1- For the 2024-2025 School year, OCMS must get back on track with our Algebra 1 Honors program that had a proficiency rate in the 80 percents during the previous 2 years (21-22 & 22-23).
4. Attendance-For the 2024-2025 School year, OCMS must continue to find ways to improve attendance so that instructional time is not lost.
5. Discipline- For the 2024-2025 School year, OCMS must continue to find ways to reduce discipline referrals that result in loss of instructional time.

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 Science

Area of Focus Description and Rationale

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

For the 2024-2025 School Year, OCMS will focus on improving student's mastering the science standards. This area of focus was identified through the state science assessment results over the last 3 years. Though OCMS did go up 16% points during the 23-24 school year, this low result demonstrates that the majority of the students have not mastered the science standards and/or are struggling with the difficulty of the state assessment since it requires students to retain information from the 6th Earth Science and 7th Life Science.

Measurable Outcome

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

The state science assessment results for the past three years are as follows:

2021-2022 27% Proficiency (+3%)

2022-2023 20% Proficiency (-7%)

2023-2024 36% Proficiency (+16%)

Since there are no state progress monitoring assessments from the state, OCMS will utilize the district assessments from Marion County Schools. OCMS will also utilize Science IXL to review/ reteach standards that are identified as not mastered by the results of the district assessments. We expect to see a 10% increase in proficiency for all grade levels (Earth, Life, & Physical Science) with each district assessment administered. In addition, students must achieve an 80% proficiency rate on all initial non mastered standards that they are assigned.

For our 8th grade, Physical Science, our goal for the 24-25 state science assessment is to achieve proficiency of 45%.

Monitoring

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

The area of focus for science will be monitored by analyzing the science district assessments. Understanding where students succeeded and where they struggled will allow both the administration and teachers to create tiered interventions such as Science IXL and direct instruction/ reteaching of those standards.

Person responsible for monitoring outcome

Science Teachers: Mrs. Courtney Patterson & Mr. Matthew Staump.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Science IXL is an online program that directly assesses specific standards assigned by the teacher and then provides detailed, student friendly instruction if that standard is not mastered. The IXL Science is also broken down by grade level/ science categories so that Earth, Life, and Physical science standards can be assessed and taught separately.

Rationale:

The IXL Science is broken down by grade level/ science categories so that Earth, Life, and Physical science standards can be assessed and taught separately. This allows the science teacher to maintain focus for each of their grade levels as well as provide review of the standards for the upper grades taking the state assessment.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify non-mastered science Standards

Person Monitoring:

Science Teacher- Mrs. Patterson & Mr. Staump

By When/Frequency:

Quarterly

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

The science teachers will review each district science assessment administered. They will filter out any science standards that were not mastered into three Tiers: Tier 1: Not Mastered by >70% Tier 2: Not Mastered by >50% Tier 3: Not Mastered by >25%

Action Step #2

Create groups of students based on standards needing remediation

Person Monitoring:

Science Teacher- Mrs. Patterson & Mr. Staump

By When/Frequency:

Quarterly

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

The science teachers will use the non-mastered standards (Tier I) in Action Step 1 to create a whole class "reteach" for those standards. The science teachers will assign the non-mastered standards (Tier 2 & 3) in Action Step 1 only to those students that did not meet those standards.

Action Step #3

Monitor student progress of all Tiered standards

Person Monitoring:

Science Teacher- Mrs. Patterson & Mr. Staump

By When/Frequency:

Weekly

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

The science teachers will monitor skills/standards achievements through IXL on each of the Tiered non-mastered standards. They will use this progress monitoring to assign new non-mastered standards or reassign those standards to students that need additional remediation.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK)

Area of Focus Description and Rationale

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

The ESSA subgroup data indicates that black students, students with disabilities, and English Language learners perform below the Federal points index of 41% compared to their peers. Though improvements were made from the previous 22-23 schoolyear, these subgroups need additional support to meet the minimum Federal points index of 41%. This support impacts their current learning as well as their future success at school by being on par their peers.

Measurable Outcome

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

The following data demonstrates the positive trend that the three subgroups have made in the last two years:

Black students:

22-23 23%

23-24 36% (+13%)

Students w/ Disabilities:

22-23 14%

23-24 40% (+26%)

English Language Learners:

22-23 35%

23-24 38% (+3%)

Since OCMS is very close to achieving the 41% federal index for all of the subgroups, OCMS' goal is to meet that percentage for all 3 subgroups at the conclusion of the 24-25 schoolyear.

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.

This area of focus will be monitored by creating tracking sheets for all three subgroups and collecting academic performance data on each. Along with the intervention that will be provided, this intervention will place a focused accountability on the teachers as well as those students.

Person responsible for monitoring outcome

ESE Support Facilitator (Corrie Haynes)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Even though OCMS utilizes the ESE support facilitator to provide academic support to students with disabilities, an additional paraprofessional will be assigned to work with the support facilitator on alternating days. The paraprofessional will work with all underperforming black, ESE, and ELL students so that they can better master the standards in ELA & Math. FAST data and IXL data for both ELA and Math will be gathered to determine if the strategy yields positive academic results.

Rationale:

The support facilitator provides scheduled assistance based on the student's IEP. Providing a paraprofessional that can collaborate with the support facilitator and teachers to provide assistance beyond what an IEP indicates or what a classroom teacher is able to provide. The additional support should reinforce classroom learning.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify the low performing students in the black, SWD, and ELL subgroups.

Person Monitoring:

Elias Posth/ Stephanie Scheib/

By When/Frequency:

Monthly

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

Identify all black/African American, SWD, and ELL students that were not proficient on the most recent FAST and any current IXL data.

Action Step #2

Create a schedule for the paraprofessional to follow so that they can access the identified student subgroups in specific classes.

Person Monitoring:

Stephanie Scheib

By When/Frequency:

Quarterly

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

Create a schedule for the paraprofessional to follow so that they can access the identified student subgroups in specific classes. The person monitoring this will ensure that the paraprofessional follows that schedule and provides the intervention during those times.

Action Step #3

Look at FAST and current IXL data to identify any trends within the 3 subgroups.

Person Monitoring:

Elias Posth/ Stephanie Scheib

By When/Frequency:

Quarterly

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

Look at FAST and current IXL data to identify any trends within the 3 subgroups to see if the additional paraprofessional support improved academic performance.

IV. Positive Culture and 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.

Student attendance is an area of focus that directly impacts instructional time and student successfully demonstrating mastery of the standards. During the 2023-2024 school year the data below shows the percentage of chronically absent students by grade level:

6th 33%

7th 42%

8th 40%

This data directly correlates to our 23-24 FAST PM3 results. 6th grade outperformed 7th and 8th grades because more students attended school regularly. 7th grade had the worse attendance rate, and they were also the lowest performing group in all state testing categories.

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.

During the 23-24 school year, 38% of OCMS students were chronically absent:

6th 33%

7th 42%

8th 40%

The goal for the 24-25 school year is reduce all grade level chronic absenteeism by 10%.

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.

Utilizing Performance Matters Dashboard, OCMS will track the absenteeism monthly to compare the trend for that month from the previous year. The ongoing monitoring will allow us to address specific grade levels and individual households and hold them accountable for school attendance.

Person responsible for monitoring outcome

Mrs. Courtney Hauck

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Though chronic absenteeism does occur on all weekdays, Wednesdays specifically is a day that shows a higher level of student absents. To combat this trend, OCMS will utilize monthly club days held only on half day Wednesdays and other positive incentives to entice students reluctant to come to school.

Rationale:

OCMS believes that offering extracurricular activities will create a "earn my privileges" culture that will

positively affect student attendance rates. Students that are chronically absent are usually failing and behind in schoolwork. Parent will be notified by the student services manager that their child will be awarded the opportunity to make up their schoolwork only on club day Wednesdays. Students that regularly attend school will attend the club of their choice.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Identify chronically absent students

Person Monitoring:

Student Services Manager: Courtney Hauck

By When/Frequency:

Third Week of each Month

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

An attendance report will be run each month. This report will be used to create a list of chronically absent students.

Action Step #2

Notify parents of chronically absent students

Person Monitoring:

Student Services Manager: Courtney Hauck

By When/Frequency:

Third Week of each Month

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

Parents will receive communication via phone, skylert, and/or email informing them of the chronic absenteeism and loss of instructional time. Parents will be notified that the student will be given the opportunity to make up any missing work on the half day club day.

Action Step #3

Create make up work session & inform teachers

Person Monitoring:

Student Services Manager: Courtney Hauck

By When/Frequency:

The week of club day/ monthly

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

A list of club day non-participants will be created and sent to the teachers. Teachers will provide the make-up work students need to complete to the student services manager.

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 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. (ESEA 1114(b)(4))

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

Prepared messages related to progress reports, and upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Skylert to registered phone numbers, and email addresses of our families. Additional communications will be relayed through medias such as: social media, the site-based website, google classrooms, school newsletters, and fliers.

For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.

By including families in the development of our PFEP, we ensure that the plan is written in an understandable format. The variety of formats and methods mentioned will also tell families the location of the plan and encourage them to reach out for additional information.

www.ocalicharter.com/sac

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Additional strategies will be applied as the need arises on a case-by-case basis.

Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members.

www.ocalicharter.com/title-one

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. (ESEA Section 1114(b)(7)(ii))

- OCMS will strength its academic program in science by utilizing district science assessment data to create Tiered interventions for students to master the science standards in all grade levels.
- OCMS will strengthen its math program by not only enrolling all students in fundamental math, but also enrolling all students in financial literacy which supports math in a relevant, real word approach.
- OCMS will also have monthly club days that all students that are passing their classes can participate in to enrich their learning experience.

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

This plan requires parent support which OCMS incorporates through its parent engagement events held throughout the school year. Coupled with the Title I Resources, parents are able to support the initiatives of OCMS from home.

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. (ESEA 1114(b)(7)(iii)(I))

OCMS does have a part time guidance counselor and does utilize the Marion County School Districts resources when needed. The OCMS guidance counselor meets with the outgoing 8th graders to plan for High School as well as looking at career options. OCMS also uses Habitudes as school based social emotional learning/ mental health skills curriculum.

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. (ESEA 1114(b)(7)(iii)(II))

NA

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

OMCS utilizes positive rewards for both academic and behavioral accomplishments. Student earn privileges to attend school social events as well as status cards that allow them to dress down, use electronic devices during lunch, and purchase treats. We utilize a classroom management system called "Time To Teach" to redirect students to wanted tasks vs. unwanted tasks without reverting to office referrals.

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. (ESEA section 11149b)(7)(iii)(V)).

OCMS teachers and paras have deep data digs to identify our Tier 2-3 students and provide tailored instruction. In addition, OCMS teachers attend district In-Services that focus on standards and lesson planning that address depth of knowledge.

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. (ESEA 1114(b)(7)(iii)(V))

NA

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

As part of the school improvement process, our funding and resources are reviewed with the OCMS board, leadership team, and SAC to ensure that our areas of focus are supported and intervention needs for our ESSA groups are funded.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

In review of our data we identified science as an area of need along with our core content areas. Paraprofessionals will provide additional support in classrooms, specifically focusing on the black, SWD, and ELL subgroups. The OCMS team will analyzing IXL science, reading, and math data in addition to the FAST progress monitoring data to determine the effectiveness of the additional personnel support.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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

24-25 Ocali Charter Middle School

Parent and Family Engagement Plan



About Title I, Part A

Title I, Part A, provides local school districts and schools resources that help children gain a high-quality education and the skills to master the Florida Standards. Title I provides additional resources to schools with economically disadvantaged students. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a great predictor of academic success regardless of social economic status. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents and families play an integral role in assisting their child's learning.
- (B) Parents and families are encouraged to be actively involved in their child's education.
- (C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the [Every Student Succeed Act \(ESSA\)](#).

About the Parent and Family Engagement Plan

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

We value our families and believe that ALL children can learn

Principal Name: Elias Posth

School Website: <https://www.ocalicharter.com/>

School Year: 2024-2025

The Parent and Family Engagement Plan SMART goal for the 2023-2024 school year is:

By the end of May 2025, 35% or more of OCMS families will participate in one or more of the family engagement events that are focused on learning. Parents will receive an invitation for each event via email, skylert phone calls, and written invitations. Parents attending will sign in so that we can track the event participation. OCMS believes that school and home partnership will yield in better academic achievement.

JOINTLY DEVELOPED

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). The plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116(b)(1) Each school served under this part shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school Parent and Family Engagement Plan and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. Section 1116(c)(3) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Section 1116(c)(4)(A)(C) If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, each school served under this part shall submit any parent comments on the plan when the school makes the plan available to the local educational agency [or district]. Section 1116(c)(5)

How will parents be involved in developing the school parent and family engagement plan?

OCMS will share and collaborate on the plan with the first School Advisory Committee meeting. Previous parent engagement survey's, board meetings and parent conferences will be used to make adjustments to the plan on a needs basis.

How will the school make the parent and family engagement plan available to the local community?

Upon OCMS board approval, the plan will be published on the OCMS website and advertised to parents through social media and Title I Parent Night. Hard copies of the plan are also available upon request at the OCMS front office.

How will the school update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?

Any adjustments made to the plan will be updated on the school website as well as paper copies exchanged for the old plan in the front office.

How will the school submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?

If the plan is not satisfactory to parents, the OCMS administration will notify the board of directors to make any necessary adjustments to meet the parent's needs. Additionally, the Title I office will be notified of both the parent feedback as well as the proposed solution.

How will the school address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

OCMS makes parent communication one of its priorities by offering flexible times to meet with administration and teachers. OCMS also schedules parent-conferences on Wednesday afternoons as well as during parent engagement events that are held during afternoon and evening hours. Phone and Zoom conference calls are scheduled throughout the week. Parents are also invited and encouraged to volunteer and participate in our SAC meetings via skylert and social media announcements.

ANNUAL TITLE I MEETING

Each school served under this part shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. *The purpose of the annual Title I meeting is to disseminate information only, and it must be a stand-alone meeting.* Section 1116(c)(1)

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

All aspects of Title I are shared using the district Title I PowerPoint template which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents Rights, Assessments, Title I Funds, Title I Focus, open discussion and Q&A.

1. Step 1 Advertise invitation to Annual Meeting via skyward, social media, and school website starting the 2nd week of school.
2. Step 2 Plan the Annual Meeting will take place the same day as the 1st Parent Engagement Event in order to increase attendance.
3. Step 3 Create an agenda to explain the Title I program and parent and family engagement activities.
4. Step 4 Train teachers during pre-planning on the Title I program, the budget, the agenda to present to parents during the annual meeting and the activities planned for the parent and family engagement activities.
5. Step 5 Conduct the Annual Meeting, keeping sign-in sheets, and copies of the agenda. All aspects of Title I are shared using the district Title I PowerPoint template which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents Rights, Assessments, Title I Funds, Title I Focus, open discussion and Q&A.

COMMUNICATIONS

Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Section 1116(b)(1), Section 1116(f), and Section 1112(e)(4) Each school served under this part shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent and family engagement. Section 1116(c)(2) Each school served under this part shall provide parents of participating children timely information about programs under this part. Section 1116(c)(4)(A) Each school served under this part shall ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. Section 1116(d)(2)(D)

How will the school ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?

Prepared messages related to progress reports, and upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Skylert to registered phone numbers, and email addresses of our families. Additional communications will be relayed through medias such as: social media, the site-based website, google classrooms, school newsletters, and fliers.

For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.

By including families in the development of our PFEP, we ensure that the plan is written in an understandable format. The variety of formats and methods mentioned will also tell families the location of the plan and encourage them to reach out for additional information

How will the school offer meetings at various times (such as in the morning and evening)?

Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Additional strategies will be applied as the need arises on a case-by-case basis.

Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members.

Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.

How will the school offer meetings in different formats (such as offered online and in-person group meetings and home visits or other types of individual meetings)?

Sessions will be made available for one on one meetings based on the needs of families. Meetings can be held at different times of day, in person and virtually to offer flexibility and varied parent schedules.

How will the school ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand? Describe how two-way communication will be monitored to ensure timely responses.

- Effective use of newsletters, google classrooms, social media, to share information with families about student academic achievement. Each parent night will include personal student information/data that staff will explicitly and individually explain to each parent. This information will also be provided in Spanish.
- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources.

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

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

1. No – Transportation. However, individual academic conferences focusing on PM1-PM3 results, will be offered at different times of the day, in person and virtually to offer flexibility.

2. Yes – Childcare will be provided. OMCS will utilize suite 106 as the childcare location since suite 200 is where the engagement events are held. Depending on the number of childcare needs, suite 106 will be staffed with a minimum of 2 staff members and maintain a ratio of 1:5.

SCHOOL-PARENT COMPACT

As a component of the school-level parent and family engagement developed under subsection (b), each school served under this part shall jointly develop a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Section 1116(d)

Describe how the school and families will jointly develop a School-Parent Compact.

The compact has been developed with the cooperation of parents, school staff, and other support persons to highlight how Ocali Charter will partner with families to provide the best education for students. The compact shares relevant information on what goals and strategies are being used. The joint development is ongoing.

Describe how the school will outline in the School-Parent Compact how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- (1) Families and community members have the opportunity to share feedback after each family and community engagement event, the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings.
- (2) Communication of upcoming opportunities will include social media, school website, newsletters, teacher websites, fliers and Skylert messaging.

Describe how the school will build and develop a partnership with families to help children achieve the challenging State academic standards.

- (1) We will describe and explain the curriculum, forms of assessments and achievement levels during our Annual Title I meetings, school based website and newsletters.
- (2) Parents will give input to the training to promote a partnership or other two-way communication
- (3) Families will be notified about the forms of assessments through teacher websites, teacher communications, ongoing school meetings FAST nights, SAC, Annual Title I Meeting, and parent-teacher conferences.
- (4) The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via teacher websites or class newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which are also posted on the school website, www.ocalicharter.com. Families may also contact the school for further information.

COORDINATION OF FUNDS

To the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Section 1116(e)(4)

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

OCMS will coordinate with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves students, addresses learning, and engages the family in school activities.

School administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need to support increased student achievement.

OCMS will coordinate with stakeholders to provide the families of children and youth with services to create a smooth transitions from elementary to middle school and middle school to high school. For incoming middle schoolers, OCMS will hold meet and greet meetings with parents and their students. OCMS also offers 4, week long summer transition camps open for all incoming 6th graders to attend. For outgoing 8th graders heading to high school, OCMS will use a part time guidance counselor to guide parents and students through high school transition and career readiness. OCMS will invite local high schools as well as have a career workshop, inviting business and career professionals to inform students about career tracks. OCMS will also utilize Title I parent resources by having the Title I resources van available during our parent engagement events.

BUILDING CAPACITY OF PARENTS

A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards students are expected to meet. Section 1116(c)(4)(B) The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- ✓ The challenging State's academic standards.
- ✓ The State and local academic assessments, including alternate assessments.
- ✓ The requirements of Title I, Part A.
- ✓ How to monitor their child's progress.
- ✓ How to work with educators to improve the achievement of their child. Section 1116(e)(1)

Describe how the school will provide parents with a description and explanation of the curriculum and resources used at the school.

Prepared messages related to progress reports, and upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Skylert to registered phone numbers, and email addresses of our families. During the first quarter of the schooyear, OCMS will present the Title I powerpoint in order to provide a clear description and explanation of the state's curriculum/standards and available resources. Additional communications will be relayed through medias such as: social media, site-based website, google classroom, school newsletters, and fliers.

For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.

Describe how the school will provide parents with individual student academic assessment results and interpretation of those results.

- (1) Families will be notified about the forms of assessments through google classrooms, teacher communications, ongoing school meetings (ex: FAST/ EOC night, SAC), Annual Title I Meeting, and parent-teacher conferences.
- (2) The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via google classrooms or class newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which are also posted on the school website. Families may also contact the school for further information.

Describe how the school will provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

Families will be notified about the forms of assessments through teacher websites, teacher communications, ongoing school meetings (ex: FAST night, SAC), Annual Title I Meeting, and parent-teacher conferences. Two Parent engagements are dedicated to individual student FAST progress during which time parents will receive a comprehensive explanation of the results that are standards based as well as compare the most current results to the student's previous results.

Describe how the school will provide assistance to parents of children served by the school in understanding topics such as:

- ✓ Title I, Part A requirements.
- ✓ Strategies parents can use to support their child's academic progress.
- ✓ Partnering with teachers to support their child's academic achievements.

Include how you will specifically address the process conditions outlined in the [Dual Capacity Building Framework for Family-School Partnerships](#) during family engagement opportunities to support student achievement.

Parents of children served by the school learn about the requirements, strategies, and partnering through the handbook, annual title I meeting, parent compact, and electronic resources like the website. Strategies for learning are provided during conferences and Parent Night participation.

Describe how the school will provide activities, materials, and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement. Section 1116(e)(2) Please include the four Parent/Family Workshops/Opportunities and two Academic Conference Team events.

Title	Purpose	Date(s)/Time(s)
Title I Annual Meeting (required by the last week in October)	To provide an explanation of Title I and begin the ongoing discussion site schoolwide participation and of its link to student achievement.	September 12, 2024 5:00-5:30
Parent Engagement Event <input type="checkbox"/> 1: Open House & The foundational connection between school and home.	To share individual FAST PM 1 data and provide an explanation for the development of reading and math foundational skills and the impact that home and family can have on the overall success of the child.	September 12, 2024 5:30-7:00
Parent Engagement Event <input type="checkbox"/> 2: Conference Night	To share student specific data in all core subjects and provide parents with feedback on their child's progress during the 1 st quarter of school. To create an academic plan with the parent to raise performance	November 20, 2024 2:00-3:30 5:30-7:00
Parent Engagement Event <input type="checkbox"/> 3 Conference Night	To share individual FAST PM2 data and compare it to the FAST PM1 data. Provide Parents with additional resources, knowledge and strategies, as well as to encourage and support their students in ELA and math for FAST PM3, Math EOCs, 7 th Civics, and 8 th Science state assessments	January 29, 2025 2:00-3:30 5:00-7:00
Parent Engagement Event <input type="checkbox"/> 4: Preventing the Summer Slide: Keeping your child engaged in learning through the summer.	To share strategies and resoures parents can use with their students at home during the summer months to prevent academic decline.	April 16, 2025 2:00-3:00

The activities listed may be updated after publishing.

BUILDING CAPACITY OF SCHOOL STAFF

Each school assisted under this part will educate teachers, pupil services personnel, and other staff (with the assistance of parents) in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school. Section 1116(e)(3) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of students in Title I programs in a format and, to the extent practicable, in a language the parents can understand. Section 1116(e)(5) Provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request. Section 1116(e)(14)

Describes how the school will train teachers, specialⁱed instructional support personnel, other school leaders and other staff, with the assistance of parents in the value and utility of contributions of parents.

During the 1st Month of the 24-25 School year, with the assistance of parents, professional development will be provided to all staff members on:

- Effective parent/teacher conferences
- Effective forms/strategies for two-way communication

Describes how the school will train teachers, specialⁱed instructional support personnel, other school leaders and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.

- During the 1st Month of the 24-25 school year, staff will participate in professional development focused on building solid positive relationships with parents, techniques about how to involve parents in the classroom environment and positive personal interactions to trouble shoot for student success.
- Effective use of newsletters and teacher websites to share information with families about student academic achievement.
- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources
- These trainings will take place on Wednesday afternoons during out early release Professional Development time.
- OCMS will utilize SAC meetings to engage in specific topics pertaining to parent partnerships.
- OCMS will review and implement any recommendations made by parents from previous parent engagement event surveys.

Describes how the school will train teachers, specialized instructional support personnel, other school leaders and other staff, with the assistance of parents to implement and coordinate parent programs and build ties between home and school.

- During the 1st Month of the 24-25 school year, staff will participate in professional development focused on building solid positive relationships with parents, techniques about how to involve parents in the classroom environment and positive personal interactions to trouble shoot for student success.
- Effective use of newsletters and teacher websites to share information with families about student academic achievement.
- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources
- These trainings will take place on Wednesday afternoons during out early release Professional Development time.
- School Advisory Council through their meetings will build a positive tie between home and school and encourage parents to provide feedback to the administration and staff.
- OCMS will utilize SAC meetings to engage in specific topics pertaining to parent partnerships.
- OCMS will review and implement any recommendations made by parents from previous parent engagement event surveys.

Describes how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents to provide information in a format, to the extent practicable, in a language the parents can understand.

- During the 1st Month of the 24-25 school year, staff will participate in professional development focused on building solid positive relationships with parents, techniques about how to involve parents in the classroom environment and positive personal interactions to trouble shoot for student success.
- Effective use of newsletters and teacher websites to share information with families about student academic achievement.
- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources
- These trainings will take place on Wednesday afternoons during out early release Professional Development time.
- School Advisory Council through their meetings will build a positive tie between home and school and encourage parents to provide feedback to the administration and staff.
- OCMS will utilize SAC meetings to engage in specific topics pertaining to parent partnerships.
- OCMS will review and implement any recommendations made by parents from previous parent engagement event surveys.

Describes how the school will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents to respond to parent requests for parent and family engagement activities.

- During the 1st Month of the 24-25 school year, staff will participate in professional development focused on building solid positive relationships with parents, techniques about how to involve parents in the classroom environment and positive personal interactions to trouble shoot for student success.
- Effective use of newsletters and teacher websites to share information with families about student academic achievement.
- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources
- These trainings will take place on Wednesday afternoons during out early release Professional Development time.
- School Advisory Council through their meetings will build a positive tie between home and school and encourage parents to provide feedback to the administration and staff.
- OCMS will utilize SAC meetings to engage in specific topics pertaining to parent partnerships.
- OCMS will review and implement any recommendations made by parents from previous parent engagement event surveys.

This plan aligns with Goals 2.B, 5.A, and 5.B of [Achieve 2026 - Strategic Plan](#).

Enter the date (month/day/year) this plan was finalized:	7/25/24
Enter the date (month/day/year) this plan was revised:	

School Advisory Council

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

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

Name:

Child's Name and Grade:

Address:

Phone Number:

Email address:

Share Your Thoughts

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

Name:

Phone Number:

Email address:



MCPS

MARION COUNTY PUBLIC SCHOOLS

"Helping Every Student Succeed"

Title I, Part A / District 2024-2025 Parent and Family Engagement Plan (PFEP)

We value your opinion!

Please click on, go to [2024-2025 District Title I, Part A - Parent and Family Engagement Plan Survey](#), or scan the QR Code with your mobile device camera to take a short survey and provide input on this plan.

Goal: Increase student achievement, attendance, and resiliency by building relationships and cultivating strong family-school partnerships.

We believe...

- Family-school relationships should focus on student progress and success.
- Families are equal partners in achieving educational goals for students.
- Both in- and out-of-school times influence students' school performance.
- Sharing information about child behavior across settings is valued.
- Collaboration has a positive effect on student learning.
- Families should be active partners in decision-making.
- Problem solving can be accomplished by working together.
- Family-school relationships are cultivated and sustained over time.
- All families want what is best for their children.
- All families can support their children's learning.



Parent and Family Engagement means the ongoing involvement of parents and family members partnering with schools and community members to actively participate in student's learning and other educational activities. This engagement plays a crucial role in the academic success of a student regardless of their family's socioeconomic status. The **Title I program** emphasizes implementing comprehensive parent and family engagement activities at each school. These activities are designed to leverage federal funds aimed at reinforcing effective teaching and facilitating engaged learning.

Title I, Part A, provides school districts and schools resources that help children gain a high-quality education and the skills to master the Florida Standards. Title I provides additional resources to schools with economically disadvantaged students. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. ~ [FLDOE.org](#)

Reservation of Funds: Marion County Public Schools (MCPS) will reserve 1 percent from the total amount of Title I funds it receives in 2024-2025 to carry out this plan and as described in federal law. Furthermore, MCPS will distribute 90 percent of the amount reserved to Title I schools to support their school-based parent and family engagement plans.

District initiatives and planned activities:

✓ Annual Family Survey	✓ Family FOCUS Mobile Learning Unit
✓ Academic Conference Team Nights	✓ School-Based Consultations, Collaboration and Professional Learning
✓ Family Engagement Liaisons	✓ Family Engagement District Advisory Council Meetings
✓ Family FOCUS Community Events	✓ School Advisory Council (SAC) Chair/Co-Chair Professional Learning

Partnerships: The Title I Office will coordinate with MCPS departments, schools as well as other Federal, State and Local programs, and community-based organizations to provide parent and family engagement resources and strategies.

Plan Review: Data from various activities will be analyzed through feedback channels and surveys. This will allow us to gauge the synergy between our actions and our set goals. Where necessary, adjustments will be made to ensure alignment with our objectives throughout the year.

This plan aligns with Goals 2.B, 5.A, and 5.B of the [Achieve 2026 - Strategic Plan](#).

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