

Marion County Public Schools

Ocali Charter Middle School

Your opinion matters!

Click here to let us know your thoughts about our Schoolwide Improvement Plan and Parent and Family Engagement Plan.

Click here to let us know your thoughts about the District Title I Parent and Family Engagement Plan.



2022-23 Schoolwide Improvement Plan

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Ocali Charter Middle School

3233 SE MARICAMP RD STE 106, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Theresa Matthews

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2020-21: (42%) 2018-19: C (46%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Matthews, Theresa	Other	Executive Director 1. Oversee the Middle School principal duties 2. Manage the school wide budget to maximize resources to improve student achievement. 3. Fundraise 4. Design a master schedule that will maximize instructional time and support the diverse needs of the students.
Posth, Elias	Principal	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. Other duties as assigned by the Executive Director
Sheib, Stephanie	Dean	1. Oversee staff in the development and the implementation of student discipline and classroom management plan. 2. Implement student discipline per school rules/policies with students, staff & parents. 3. Assist Principal in promoting a school culture focused on student achievement. 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.

Demographic Information

Principal start date
 Sunday 7/1/2018, Theresa Matthews

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

na

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

na

Total number of teacher positions allocated to the school

13

Total number of students enrolled at the school

201

Identify the number of instructional staff who left the school during the 2021-22 school year.

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	78	59	54	0	0	0	0	191
Attendance below 90 percent	0	0	0	0	0	0	21	17	18	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	27	15	8	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	26	16	7	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	33	7	5	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	33	24	22	0	0	0	0	79
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	31	16	15	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	55	44	0	0	0	0	99

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	31	13	12	0	0	0	0	56

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/31/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	54	53	51	0	0	0	0	158
Attendance below 90 percent	0	0	0	0	0	0	8	12	15	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	12	13	17	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	29	31	21	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	9	8	16	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	12	19	9	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	10	17	14	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	22	31	27	0	0	0	0	80

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	54	53	51	0	0	0	0	158
Attendance below 90 percent	0	0	0	0	0	0	8	12	15	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	12	13	17	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	29	31	21	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	9	8	16	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	12	19	9	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	10	17	14	0	0	0	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	22	31	27	0	0	0	0	80

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%			36%			49%	49%	54%
ELA Learning Gains	32%			46%			50%	54%	54%
ELA Lowest 25th Percentile	35%			47%			52%	46%	47%
Math Achievement	37%			28%			43%	54%	58%
Math Learning Gains	48%			40%			49%	58%	57%
Math Lowest 25th Percentile	41%			57%			43%	50%	51%
Science Achievement	27%			25%			47%	46%	51%
Social Studies Achievement	59%			47%			74%	70%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	33%	45%	-12%	54%	-21%
Cohort Comparison						
07	2022					
	2019	59%	46%	13%	52%	7%
Cohort Comparison		-33%				
08	2022					
	2019	51%	50%	1%	56%	-5%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	26%	46%	-20%	55%	-29%
Cohort Comparison						
07	2022					
	2019	49%	49%	0%	54%	-5%
Cohort Comparison		-26%				
08	2022					
	2019	50%	41%	9%	46%	4%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	46%	44%	2%	48%	-2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	65%	9%	71%	3%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	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
SWD	3	24	32	14	33	33		7			
ELL		15		23	38						
BLK	21	31		10	30	40		54			
HSP	31	33	27	49	62	60	11	77			
MUL	40			30							
WHT	28	31	41	39	48	36	39	53	87		
FRL	25	29	31	37	48	36	25	58	70		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	30	36	10	35						
ELL	9	30		9	45						
BLK	28	46		3	23						
HSP	40	47	27	26	46		21	50			
WHT	35	43	50	38	43	62	35	56			
FRL	36	51	55	25	41	60	19	37			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	33		13	33	36					
ELL		27		8	17	20					
BLK	20	47		15	37						
HSP	40	47	41	35	46	42		61			
WHT	63	56		55	57		68	88	7		
FRL	43	52	53	38	44	39	44	71	8		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	19
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- All grade levels (6-8)/ all subgroups struggle with literacy and mastery of ELA standards.
- 2021 6th grade (Current 7th grade), regardless of subgroups are academically below grade level in both ELA and Math.
- 2021 8th grade (Current 9th grade)/ all subgroups struggle with mastery of Science Standards.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- State ELA assessment data and the 2021 I-ready reading data indicate that +70% of OCMS students struggle with literacy and did not master ELA standards.
- State Math assessment data and the 2021 I-ready math data indicate that 75% 6th grade OCMS students did not master 6th grade Math standards.
- State Science assessment data indicate that 72% of OMS students did not master the Science standards

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factor: Two years of COVID restrictions and online learning from home has created an indifference towards learning across all content areas primarily with 2021 6th graders (current 7th graders).

Action: Increasing motivation through more project-based learning and providing frequent incentives for academic accomplishments/ master of content.

Contributing factor: Insufficient reading frequency for already lower-level readers affected reading endurance during state assessments.

Action: Increasing reading endurance through a school-wide novel study. Raising awareness and increasing parent involvement/ buy-in to support reading from home.-

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

- Algebra 1: 2021 64% Proficiency 2022 85% Proficiency (21% increase)
- Pre-Algebra: 2021 14% Proficiency 2022 39% Proficiency (25% increase)
- 7th Grade Math: 2021 28% Proficiency 2022 38% Proficiency (10% increase)
- Civics: 2021 48% Proficiency 2022 59% Proficiency (11% increase)

What were the contributing factors to this improvement? What new actions did your school take in this area?

-The 7th & 8th grade math teacher's instructional method included multiple opportunities to redo assignments, study guides, and assessments to achieve mastery of content.

-The 7th grade Civics teacher continued her activity/project based learning of Civics standards, creating more motivation and engagement in Civics.

What strategies will need to be implemented in order to accelerate learning?

For the 2022-2023 school year, additional support will be provided for all students in the area of math, regardless if they were proficient on the 2021-2022 Math assessments or not. Fundamental math is split

into levels that provide basic math support for non-proficient students and then provide progressive support for proficient students as well as students enrolled in honors math classes. Both group levels will participate in project based activities to increase a greater depth of knowledge in their respective regular or advanced math classes.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All teachers have participated in a training targeting project-based learning. Each quarter, there will be follow-up training and collaboration to expand on those teaching strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional resources as well as training on those resources will be implemented because they will increase student engagement and motivation, resulting in sustainable improvements. Students will have the opportunity to partake in coding in their Fundamental Math course.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale:

The data reveals that 75% 6th grade OCMS students did not master 6th grade Math standards. Fundamental math is split into levels that provide basic math support for non-proficient students and then provide progressive support for proficient students as well as students enrolled in honors math classes. Both group levels will participate in project-based activities to increase a greater depth of knowledge in their respective regular or advanced math classes.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Current 6th grade student proficiency will increase 10% from the previous year's score. During the 2021 School year, 20 students qualified to partake in Algebra I. This number increased to 30 students in 2022. There will be a 10% increase in students who qualify for Algebra I and Geometry Honors (Level 4-5 for 7th grade/ Level 3-5 8th grade).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The teachers and administration will collaborate on project-based learning lesson planning and walkthroughs will be completed to provide specific feedback to promote learning.

Person responsible for monitoring outcome:

Elias Posth (elias.posth2@marion.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

According to John Hattie's review of research, high impact learning occurs when creative programming is implemented along with self-regulation and metacognition of project-based learning.

Project based learning combines the necessary standards that students need to master with engaging modalities, high interest, and relevance.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Comprehensive project-based learning:

- is organized around an open-ended driving question or challenge.
- creates a need to know essential content and skills.
- requires inquiry to learn and/or create something new.
- requires critical thinking, problem solving, collaboration, and various forms of communication
- allows of student voice and choice.
- incorporates feedback and revision.
- results in a publicly presented product.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor effectiveness of Project Based Learning and review progress monitoring of IXL and FAST testing.

Person Responsible Elias Posth (elias.posth2@marion.k12.fl.us)

Fundamental math teacher will work and plan in partnership with general math teachers and implement said areas of need for student progress into project-based learning.

Person Responsible Elias Posth (elias.posth2@marion.k12.fl.us)

Parent and family math night to support learning math at home.

Person Responsible Elias Posth (elias.posth2@marion.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

All students are very important to Ocali Charter Middle School. Their well-being emotionally and socially, especially at the middle school level is vital to their success. Our goal is to enable our students to become productive, contributing members of our school, society, and their community with an appreciation and acceptance of diversity. The administration works as a team with the school faculty, staff, parents, and the community to create a climate and culture of caring and positivity. Ocali Charter Middle School provides education, prevention, early identification, and intervention that helps the students achieve academic, emotional, and behavioral success. The administration meets with students and parents each year in the interview process to assess a student's social and emotional needs. Students are mentored and progress monitored for progression and success. Courtesy calls are administered to parents to ensure successful forward motion from challenges. If additional programs are needed, the student will be referred to other services to meet their needs.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Parents - Parents set the tone for their child's day. Parents are included in Parent nights that encourage a parent's role in their child's academic success. A positive parent who is supportive of the school and involved will create a student who is the same. Teachers - The focus is on building relationships and the classroom environment. Students want to learn and feel safe with a teacher who creates a non-threatening classroom. Teachers maintain the tone for the students throughout the day. Staff - The staff work with both the parents and the teachers ensuring that positive interaction occurs and that all are treated with respect. Community Members - Donations and encouragement through teacher appreciation, word of mouth, and support for students to create an inclusive environment.

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 greater predictor of academic success than whether or not that family is affluent or poor. That's why Title I program regulations insist on robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning. ~FLDOE.org

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

This plan describes how we will provide opportunities to improve family engagement to support student learning. In addition, this 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 involvement of parents and family members to establish an equal partnership for the common goal of improving student achievement. 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: www.ocalicharter.com

School Year: 2022-2023

The Parent and Family Engagement Plan goal for the 2022-2023 school year is:

If Ocali Charter can build capacity with parents to attend flexible events and actively volunteer by an increase of 10% from last year then overall school culture and success will increase as measured by state mandated data.

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 policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Such policy 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 policy 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?

School will share a draft plan at the first School Advisory Committee meeting and obtain parental input of the plan. Surveys, Board Meetings, Parent conferences and other means can involve parents in the development.

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

Local Community will have access via website and title one parent engagement night.

Once Board approved, this plan will be published on the school website and the public access area of CIMS at <https://www.floridacims.org/districts/marion/schools/0281>. This plan (paper-based) will also be made available upon request through the school front office throughout the year.

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?

Ocali Charter will update the Parent and Family Engagement Plan throughout the year to meet the changing needs of the parents and school. The changes will be uploaded to the website and updated copies will be available through at 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 school will work with the board of directors to meet the needs of the parents. The school administration will contact the Title I Office for guidance.

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

OCMS has an open door policy and the administration will meet the needs of the parents through flexible meetings at different times and different modes example: Zoom. Parents can also call the front office to schedule parent teacher conferences and to find out more about volunteer opportunities.

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 Annual Meeting starting the first week of school.
2. Step 2 Complete a Skylert callout message inviting families to attend Annual Meeting
3. Step 3 Post the meeting date and information on the school's website
4. Step 4 Plan the Annual Meeting on the same day as Open House to maximize attendance
5. Step 5 Create an agenda to explain the Title I program and parent and family engagement activities.
6. Step 6 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.
7. Step 7 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 policy 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, teachers' websites, 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 you mention might 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.

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?

- 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.

Ocali Charter Middle School has created and implemented the program FAST (Family Academic Support Team):

- The Family Academic Support Team (FAST) reaches out to those struggling students/families to ensure that they are receiving and doing the required work.
- FAST makes deliberate communication with each family that is currently in the on-line platform to ensure that both parent and student are understanding and "in the know" about the student's performance. All communications are documented thoroughly and are distributed to that student's teachers for a consistent communication structure within the school. Action Items are outlined to ensure continuity of services.
- FAST provides by appointment, in person and via teleconference, on how to utilize the on-line learning platform.
- FAST focuses on one of our school wide expectation of Organization - The team create a binder by the student's schedule and conduct an instruction teach-to on how to utilize the binder system for identified students.
- FAST team members do ongoing followup with students to ensure implementation of the notebook system.

(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.*

No – Transportation. However, meetings can be held at different times of day, in person and virtually to offer flexibility.

Yes – Childcare will be provided.

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 with parents for all children served under this part 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 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 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 (ex: FSA night, 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.

Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, 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.

Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement.

Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school.

Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success.

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 in use 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. Additional communications will be relayed through medias such as: social media, site-based website, teachers' websites, 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 teacher websites, teacher communications, ongoing school meetings (ex: FSA 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 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. 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.
Through the Family Academic Support Team the school will help students transition to middle school from other schools.

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.

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)

What?	Why?	When?
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 2022
The foundational connection between school and home	To 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.	November 2022
State Assessment Night	Parents will have the resources, knowledge and strategies available to encourage and support their students in ELA and math for future high stakes state testing	January 2023

The activities listed may be updated after publishing.

BUILDING CAPACITY OF SCHOOL STAFF

Each school and local educational agency assisted under this part will educate teachers, pupil services personnel, principals, 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, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents.

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

Parents will assist with these trainings to help school staff understand the value of parent contributions. An example might be: The Family Academic Support Team could share some insights that he/she has received from parents that have helped the school know how to better support a student. Or Could teachers who have built strong relationships with families share how that has helped them reach students?

Describes how the school will train teachers, specialized instructional support personnel, principals, 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 pre planning week of the 2022-2023 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.

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

- 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.
- During the pre planning week of the 2022-2023 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.
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Describes how the school will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents to provide information in a format, to the extent practical, in a language the parents can understand.

- 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.
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- These trainings will take place on Wednesday afternoons during out early release Professional Development time.

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.

- 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.
- During the pre planning week of the 2022-2023 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 troubleshoot for student success.

- Effective use of newsletters and teacher websites to share information with families about student academic achievement.
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- FAST team members do ongoing followup with students to ensure implementation of the notebook system.

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

Enter the date (<i>month/day/year</i>) this plan was finalized:	8/2/2022
Enter the date (<i>month/day/year</i>) this plan was revised:	

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this policy that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) _____

Phone Number or Email address: (optional) _____



MCPS

MARION COUNTY PUBLIC SCHOOLS

"Helping Every Student Succeed"

Title I, Part A / District 2022-2023 Parent and Family Engagement Plan (PFEP)

We value your opinion!

Please click on, go to https://www.surveymonkey.com/r/22-23_District_PFEP, 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 through building 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 participation of parents and family members in regular, two-way and meaningful communication involving student academic learning and other school activities. Parent and family engagement in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor. That's why Title I program regulations insist on robust parent and family engagement activities at every school where federal funds support effective teaching and 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 2022-2023 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	✓ District Title I Parent Resource Center/Wheels
✓ Parent Conference Opportunities	✓ School-Based Consultations, Collaboration and Professional Learning
✓ Home School Liaisons	✓ Family and Community Engagement Review Committee Meetings
✓ Parent Partnership	✓ 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 activities will be analyzed to determine progress being made toward the goal and any revisions necessary will be made 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!