

Marion County Public Schools

Ocali Charter Middle School

Your opinion matters!

Click here to let us know your thoughts about the following plans:

- **School** Improvement Plan/Parent and Family Engagement Plan
- **District** Parent and Family Engagement Plan

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- **School** Parent and Family Engagement Plan
- **District** Parent and Family Engagement Plan



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	0
Current School Status	0
Appendix 3: Budget to Support Goals	0

Ocali Charter Middle School

3233 SE MARICAMP RD STE 106, Ocala, FL 34471

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
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Middle School
6-8

Yes

77%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
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K-12 General Education

Yes

43%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	F	D	D*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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

The mission of Ocali Charter Middle School is to provide middle school students an opportunity to secure the highest quality education that embraces core values.

Provide the school's vision statement

The vision of Ocali Charter Middle School is to enable our students to become exemplary citizens, enjoy learning, be able to engage in critical thinking, and to demonstrate mastery of educational benchmarks and leadership skills to become successful, productive, and contributing graduates/citizens of the future.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Matthews, Theresa	Other
Sheib, Stephanie	Teacher, K-12
Posth, Elias	Principal
Shows, Kelly	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Theresa Matthews - Serves as the executive director of OCMS she has a masters degree in curriculum and instruction. Mrs. Matthews role is overall management of the implementation of the SIP and to conduct checks and balances as the school year progresses.

Elias Posth - Serves as the principal/instructional leader/subject area expert of OCMS. His responsibility lies with ensure fidelity of instruction and focus on daily lesson planning and delivery. Mr. Posth works individually with each of our teachers throughout the year.

Stephanie Scheib - Serves as the math/science/gifted representation on our team. Her role and responsibility is to represent those areas in discussions of school progress and success. Mrs. Scheib works in partnership to ensure that administration knows the needs of the team and support necessary for success.

Kelly Shows - Serves as the lang. arts/history/ESE representation on our team. Her role and responsibility is to represent those areas in discussions of school progress and success. Mrs. Shows works in partnership to ensure that administration knows the needs of the team and support necessary for success.

Early Warning Systems

Year 2017-18

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		
Attendance below 90 percent	0	0	0	0	0	0	22	13	9	0	0	0	0	44	
One or more suspensions	0	0	0	0	0	0	6	6	6	0	0	0	0	18	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	4	0	0	0	0	6	
Level 1 on statewide assessment	0	0	0	0	0	0	19	23	13	0	0	0	0	55	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	29	34	24	0	0	0	0	87	

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	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	3	0	0	0	0	0	3

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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		
Attendance below 90 percent	0	0	0	0	0	0	8	10	7	0	0	0	0	25	
One or more suspensions	0	0	0	0	0	0	6	3	1	0	0	0	0	10	
Course failure in ELA or Math	0	0	0	0	0	0	7	7	6	0	0	0	0	20	
Level 1 on statewide assessment	0	0	0	0	0	0	14	18	17	0	0	0	0	49	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	8	7	6	0	0	0	0	21	

Year 2016-17 - Updated

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	
Attendance below 90 percent	0	0	0	0	0	0	8	10	7	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	6	3	1	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	7	7	6	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	14	18	17	0	0	0	0	49
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	8	7	6	0	0	0	0	21

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the subject area of science. This is an ongoing trend from the inception of the school.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was in the subject area of science.

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

The data component that had the biggest gap when compared to the state average was the subject area of science with a 25 point difference.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was social studies by 33 percentage points. Due to the age of the school this would not be considered a trend.

Describe the actions or changes that led to the improvement in this area

The actions and changes that led to the above improvement were as follows: 1. The hiring of a seasoned teacher. 2. focus on understanding of how to analyze question format.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	47%	53%	29%	45%	52%
ELA Learning Gains	54%	50%	54%	32%	48%	54%
ELA Lowest 25th Percentile	61%	45%	47%	22%	36%	44%
Math Achievement	39%	52%	58%	22%	47%	56%
Math Learning Gains	47%	61%	57%	30%	54%	57%
Math Lowest 25th Percentile	55%	52%	51%	41%	45%	50%
Science Achievement	27%	46%	52%	27%	44%	50%
Social Studies Achievement	59%	66%	72%	26%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	22 (8)	13 (10)	9 (7)	44 (25)
One or more suspensions	6 (6)	6 (3)	6 (1)	18 (10)
Course failure in ELA or Math	0 (7)	2 (7)	4 (6)	6 (20)
Level 1 on statewide assessment	19 (14)	23 (18)	13 (17)	55 (49)

Grade Level Data

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

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
WHT	61	58	57	53	51	64	32	73			
BLK	27	53		20	40						
HSP	40	50	64	26	45	54		33			
SWD	13	57	60	27	57						
FRL	42	51	63	35	46	54	20	48			
ELL	8	33		8	55						

2017 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 2015-16	C & C Accel 2015-16
WHT	35	36	36	30	39		33	26			
BLK	14	8		7	31						
HSP	20	30		10	5						
SWD		23		14	25						
FRL	30	33	25	17	28	40	19	24			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Math Proficiency
Rationale	As documented in the data from Section II - Needs Assessment/Analysis Math Proficiency is a major area of focus for OCMS for the 2018-2019 School Year.
Intended Outcome	The intended outcome of the focus on math proficiency is to raise all subgroups to 40% proficient in Math on the FSA. If all students participate in a focus on math and understanding of foundational math skills, then student achievement will increase.
Point Person	Elias Posth (elias.posth2@marion.k12.fl.us)

Action Step

Description	I Ready will be implemented in OCMS for the first time this year. This tool will support our intensive Math teachers to focus on areas of need. Math tutoring will be held on Thursday afternoons and students will also be invited to Extended Wednesdays. IXL will be utilized as an intervention in the intensive math courses.
Person Responsible	Elias Posth (elias.posth2@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description	Mr. Posth and Mrs. Matthews will develop a data wall to track the progress of non proficient students. This data will come from I-Ready and IXL. Target skills will be discussed among the math team and will be implemented during tutoring and every extended Wednesdays.
Person Responsible	Elias Posth (elias.posth2@marion.k12.fl.us)

Activity #2	
Title	Science Proficiency
Rationale	As documented in the data from Section II - Needs Assessment/Analysis Science Proficiency is a major area of focus for OCMS for the 2018-2019 School Year.
Intended Outcome	The intended outcome of the focus on Science proficiency is to raise all subgroups to 40% proficient in Science. If all students participate in a focus on science and understanding of standards for earth, life and physical science, then student achievement will increase on the 8th grade FCAT.
Point Person	Elias Posth (elias.posth2@marion.k12.fl.us)
Action Step	
Description	OCMS has purchased new textbooks for the use of instruction in line with the Marion County School Board. Bell ringers will be focused on review of concepts from 6th and 7th grade.
Person Responsible	Elias Posth (elias.posth2@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Mr. Posth will work closely with our Science Team to ensure a seamless process of review and introduction of new standards for students. Monitoring of Effectiveness will be conducted through the districts quarterly assessments.
Person Responsible	Elias Posth (elias.posth2@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Ocali Charter Middle School uses the following communication to ensure that positive relationships with families occurs.

Flexible Parent Meetings, the school scheduled orientation, open house and other meetings are held in the evening, this allows many of our parents to attend. Teachers are directed to do positive and discipline phone calls home to families. The school also focuses on building capacity through programs like readers are leaders, and math nights. Lastly we provide parents with a Calendar of Events, text communication between teachers and parents, blast emails, phone calls and an updated web site. Parents are encouraged to volunteer and have lunch with their child. OCMS also uses social media as a tool to share the current happenings various classrooms and overall school announcements.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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. Administration works as a team with the school faculty, staff, parents and the community to create a climate and culture of caring and positiveness. Ocali Charter Middle School provides education, prevention, early identification and intervention that helps the students achieve academic, emotional, and behavioral success. 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.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Ocali Charter Middle School employs the strategies to support incoming 6th graders through our Open House presentation.

All rising students participate in the End of the Year awards program for rising students.

The rising 9th graders participate in the End of the Year awards program to celebrate their success. High school visits and speakers round out the process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Multi Tiered System of Support team meets pre-school week to review all the incoming and returning student information to flag students who require interventions or additional support in reading, math or science. Teachers will receive folders of student names with interventions listed and accommodations for 504 and ESE students.

Weekly meetings are held for the entire year to review all students for support and interventions. Students are identified as Red, Yellow and Green based on their performance in each subject. Data is collected and shared with the Board of Trustees at regular Board Meetings. The Board meetings are open to the public and parents are encouraged to provide input on our school improvement plan. Data from the MTSS/RTI process is used to guide budget decisions on materials and staff professional development.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Ocali Charter Middle School uses many strategies to advance college and career awareness all year long. OCMS invites Guest speakers, including military and local law enforcement.

Part V: Budget

Total:	\$27,989.00
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OCALI CHARTER MIDDLE SCHOOL Title I, Part A Parent and Family Engagement Plan

Mission Statement *(Optional)*

Describe how the parent and family engagement plan is a shared responsibility.

To ensure effective parent and family engagement, OCMS provides the following as part of the school policy and family engagement plan: • Training for parents on student learning goals, how to monitor progress, and how to help children. • Training for personnel on how to work with parents. • Coordination of parent involvement activities with other programs. Through these focused activities the family engagement plan becomes a shared responsibility and a living document that focuses on parental needs to ensure success of our children. Parents are encouraged to give their input for the improvement of our Title I programs. Parents can give their ideas several different ways; they can complete parent surveys given during Family Nights, attend parent involvement meetings where our Compact and Plan are reviewed, planned, and improved and volunteer to be part of our SAC committee/Board of Trustees where the use of Parent Involvement funds are discussed and voted on.

Describe how the parent and family engagement will assist in providing high quality instruction for all learners.

This plan helps ensure that we provide families with information, materials, and resources to support their child's learning at home by offering parent workshops that support the high quality instruction provided during the school day. In addition to the parent workshops OCMS is committed to the parent/school relationship and holds communication as a top priority.

Engagement of Parents

Describe how the school will engage the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

Parents are encouraged to attend family nights and provide feedback, attend our SAC/Board of Trustees meetings where Title I funds are discussed, and share ideas and suggestions with staff during parent conferences and/or other school events.

Coordination and Integration with Other Federal Programs

Describe *(in the table below)* how the school will coordinate with other federal programs and integrate parent and family engagement activities that teach parents how to help their child(ren) at home.

Title I Part A	OCMS receives support from Title 1 in the form of technical assistance to maintain compliance, parent workshops and trainings, and access to the Title 1 Parent Resource Center.
Title I Part C (Migrant)	Translators are available during workshops and conferences. Materials are sent home in native languages.
Title I Part D (Neglected & Delinquent)	Under the organization of the district OCMS provides support through district social workers to any neglected and Delinquent students.
Title II	Under the organization of the district, the staff will receive professional development training to build capacity for instruction and to empower parents in supporting student achievement.
Title III - ESOL	Parents will receive assistance with parent-teacher conferences and translation services at family events.

Title IV Part A	N/A
Title IV Part B (21 st CCLC)	N/A
Title IX Part C - Homeless	Under the organization of the district OCMS provides support through district homeless personnel to homeless students.
Home Instruction for Parents of Preschool Youngsters (HIPPY)	N/A
Individuals with Disabilities Education Act (IDEA)	[Enter text here or N/A]
Voluntary Pre- Kindergarten Program	N/A

Annual Parent Meeting (Stand Alone)

Provide a description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program.

The Principal will address parents during our literacy event in November, detailing Title I. A parent newsletter, flyers, and SkyLert phone message will also be distributed notifying parents of our Title I meeting.				
Literacy with Love	Mr. Elias Posth – Principal	Parents will have the resources available to encourage and support literacy development so that students will make gains in reading.	November 2018- 6-7 pm	Parent Sign in Sheets

Provide a description of the nature of the Title I program that is shared with parents (school wide or targeted assistance).

OCMS has found that inviting parents to dinner and intertwining our information in several different ways meeting the needs of school community, is the most effective way to reach our parents. The Title I program that will be shared will be in the form of a power point presentation and will be presented by the principal. Additional information and follow-up will occurs with some interactive games and other informational tools. Dinner provides the team with a casual opportunity to work with parents. This nonthreatening and inviting approach is a win win for all involved and ensures that parent learn important points, get the answers to questions they might have and most importantly build relationships with the OCMS team.

Provide a description of how the meeting will cover yearly progress, school choice, and the rights of parents.

The Principal will address parents during our literacy event in November, detailing Title I utilizing a power point that will cover the following: 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, 4. Ways parents can be involved, 5. School choice, and the qualifications of their child's teacher or paraprofessional, 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field. An interactive learning approach through a BINGO game and dinner menu is utilized for supporting the information provided in the power point presentation. Table centerpieces will be focused on assessment information for the school as a whole.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

Most of our events are at night since the majority of our parents and family members can attend at that time. However, OCMS does offer morning meetings for those parents who cannot attend night events. We will even answer specific emails and phone calls regarding questions/concerns. Parent conferences are set up on Wednesdays or after school for our teachers to have face-to-face meetings. However, telephone conferences can be scheduled at a convenient time where everyone can attend.

Describe how will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.

OCMS does not receive a large amount of title one dollars, so our staff serves as child care support in a volunteer capacity to ensure that parents can join us for parent and family engagement activities. Transportation for families is provided on a needs basis. Our school address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible to accommodates those requests.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement.

Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Literacy with Love	Mr. Elias Posth – Content Area Specialist Language Arts/ Principal	Parents will have the resources available to encourage and support literacy development so that students will make gains in reading.	November 2019- 6-7 pm	Parent Sign in Sheets
FSA Night	Mr. Elias Posth – Content Area Specialist Language Arts/ Principal	Parents will have the resources, knowledge, and strategies available to encourage and support their student in future high stakes state testing.	January 2019- 6-7 pm	Parent Sign in Sheets

Describe how the school will implement activities that will build relationships with the community to improve student achievement.

OCMS will work with community partners in celebrations of academic and behavior achievements. Business partners provide resources and speakers to enhance the learning environment at the school site. Providing expertise in various fields to support learning at the school. We utilize church resources to support families in need providing food and toiletries.

Describe how the school will provide materials and trainings to assist parents/families to work with their child(ren).

Newsletters with tips, Tips on the website, Homework guide for parents Strategies for parents to use at home Books/reading materials Projects Video clips Information in other languages

Describe how the school will provide other reasonable support for parent/family engagement activities.

OCMS is a small school focused on meeting the needs of our students, our parents and our staff. Together they are all important for the success of the children that we serve. OCMS will provide any reasonable support we can to ensure that parents can participate with their child's education.

Staff Development

Provide a description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families.

Content Type/Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Classroom Management with Time to Teach	Mr. Elias Posth – Principal	Teachers will be trained/retrained in the school wide management system. This system will reduce office discipline referrals and increase instructional time. This system also focuses on parent support and behavioral interventions	August 2018 @ 2PM	Administration observations.
Effective Use of Volunteers/Parents	Mrs. Matthews – Executive Director	The effective use of parents as volunteers in the classroom will create additional academic assistance for struggling students which will increase their academic achievement.	October 2018 @ 2PM	Administration observations of properly placed volunteers, volunteer surveys, volunteer sign in sheets
Classroom ESOL Strategies	Rebecca Salmeron - ESOL	Teachers and staff will be trained in the implementation of research based strategies to support ESOL student and their families.	TBD 2018 @ 2PM	Administration observations and teacher surveys of training.
I-Ready	I-Ready Representative	Teachers will be trained in the implementation of I-Ready Diagnostics and how to utilize the data that I-Ready provides to empower parents.	August 2018 @ 2PM	Administration observations and teacher surveys of training.

Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents/families as equal partners.

Every week OCMS students have early release. During these two hours, staff participates in Professional Development activities. The above trainings will focus on how to take instruction from the just the classroom to the home through strong school/home communication and partnership.

Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school.

OCMS is at an advantage due to the small size of the school. Building relationships and buy-in from parents/families and the school is a daily focus. The above professional development activities are one example of how the school trains staff to focus on parents. The staff also has a shared communications form that allows all staff members to know in a customer service type product, when and why the parent was last contacted. This facilitates, a balance of interaction both positive and constructive for our parents.

Other Activities

Describe other activities (ex: parent resource center) the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren).

OCMS utilizes the website as a tool for interacting with our parents. Announcements, documents, and calendar of events are posted on the website. This year parents will also be able to utilize an app that will give them of the moment announcements and reminders. Parent communications are documented on our shared communications form and parent conferences are conducted to meet the needs of the parents. The school holds evening parent nights for our families.

Communication

Describe how the school will provide timely information about the Title I programs.

The school will have information about Title I readily available at the front desk for any parent to review. We will meet monthly and discuss our Title I program during our Board of Trustees meetings. . School and other pertinent information is also posted on our school's website, and Facebook page. Teachers will also communicate to the parents/stakeholders via phone calls, newsletter, emails or teacher websites. Newsletters are sent home with students and posted on the website. Parents are also contacted via telephone throughout the year with news and information. All communication can be translated in a family's native language as well.

Describe how the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain.

We will educate parents about the high stakes testing and standards their children need to meet at an FSA Parent night. Information about curriculum at the school and forms of assessment is also posted on our school's website, and Facebook page. Teachers will also communicate to the parents/stakeholders via phone calls, newsletter, emails or teacher websites. All communication can be translated in a family's native language as well.

Describe how, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).

OCMS is a small school environment with an open door policy. The administration of the school is always available for parents. We have the ability, unlike other schools, to easily set up and maintain a series of meeting, if requested by the parent, to create and strengthen the team approach to their child's education.

Describe how the school will submit parents/families comments if the school wide plan is not satisfactory to them.

If families think the Title I plan is not satisfactory to them, the school will address their concerns on an individual basis. To include but not limited to an invitation to speak at our Board of Trustees meeting to discuss their concerns. If it cannot be solved/explained, the concern will be brought up at the monthly Board of Trustees meeting so the whole board can improve the Title I plan.

Accessibility

Provide a description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.

Our facility is ADA accessible. Parents with disabilities are regularly invited to all parental involvement activities, and if support is needed to accommodate a disability, appropriate arrangements will be made.

Provide a description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

All communication can be translated in a family's native language.

Discretionary Activities *(Optional)*

Describe any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.).

N/A

Barriers

Describe the barriers that hindered participation by parents during the previous school year.

During the 2017-2018 school year OCMS had an enormous turnout for participation. Work schedules were noted by a few (3) for not being able to attend.

Provide description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

When requested OCMS is happy to provide missed information one on one with individual parents.

Marion County School District

2018-19 Parent and Family Engagement Policy

www.marionschools.net

What is Family Engagement?

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

- (A) That parents and families play an integral role in assisting their child's learning.
- (B) That parents and families are encouraged to be actively involved in their child's education.
- (C) That 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 ESSA.



About the Parent and Family Engagement Policy

This plan will describe MCPS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Consistent with Section 1116, Marion County School District will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

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

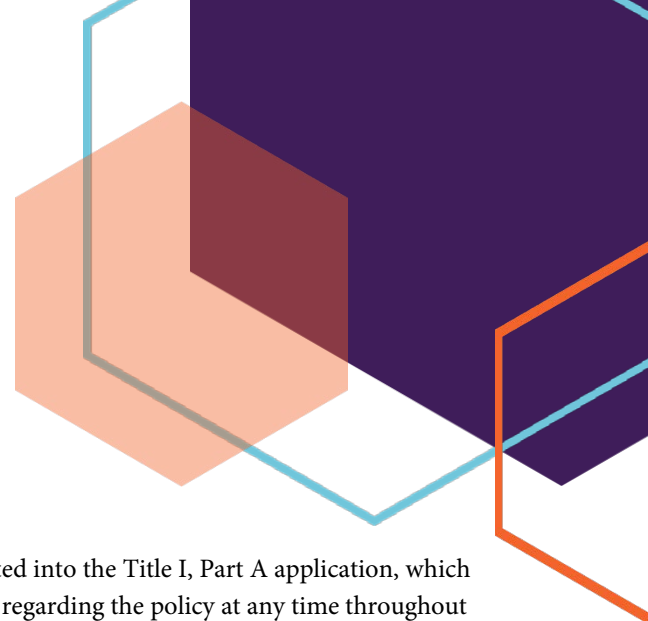
Jointly Developed

All families were invited to participate and provide suggestions and ideas in the 2017-2018 District Parent and Family Annual Survey. Results from that survey were used to improve this district parent and family engagement policy for the 2018-2019 school year. The district sent an email and Skylert phone notification to all families informing them about the survey and posted an announcement on the school district website. The current plan will be posted on the district website for two weeks in September for families and the community to provide feedback.

Additionally, each Title I school used its Student Advisory Council (SAC), to review the district parent and family engagement policy and submit any suggestions/comments obtained during meetings to the Federal Programs department.

Upon final revision, the district parent and family engagement policy was incorporated into the Title I, Part A application, which was submitted to the state. Families are welcome to submit comments and feedback regarding the policy at any time throughout the year on the school district website or by submitting written comments to your child's school. All feedback received by July was included with the policy for the school year.

The district parent and family engagement policy will be posted on district and school websites and made available at each school site once approved by the Marion County School Board.



Strengthening Our Schools

Throughout the school year, the district family engagement coordinators and program specialists will provide assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district to help them improve and strengthen family engagement.

In addition to frequent communication and school visits, the district will hold trainings with its Title I school principals and school Title I liaisons to review family engagement plans, school-parent compacts, and planned school activities. Sample templates are provided for schools to use that will support building the capacity of parents to help improve student achievement in the areas of math, reading, writing, and science.

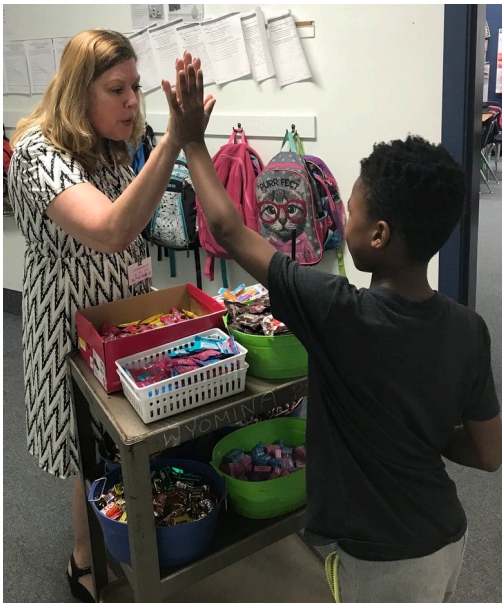
Additionally, the district will provide a workshop in Spring and Summer of 2019 for principals and school leadership members to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the upcoming school year.

Reservation of Funds

Marion County School District will reserve funds as described in Section 1116 of the ESSA to support efforts to carry out the parent and family engagement requirements listed in this policy. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

To make certain parents and families are involved in the decision on how funds will be used to support their fulfillment of Title I parent and family engagement requirements, each site's SAC (School Advisory Council), in accordance with the Florida State Statute, reflect a majority of its members to be non-school board employees. This process includes staff members from the Federal Programs department reviewing SAC rosters and the compositional makeup of each individual school council.

The SAC committee votes on school improvement plans, which include details as to how schools plan to utilize funding and align with school goals. To ensure this process is followed, schools are required to submit SAC meeting agendas and meeting notes to the Federal Programs office for review.



Opportunities for Meaningful Parent and Family Consultation

Input and suggestions from parents and family members are an essential component of the district and School Parent and Family Engagement Plans and School Improvement Plans that are developed each year. All parents of students eligible to receive Title I services are invited to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Annual District Survey ~ Spring 2019 Family input on the use of Title I funds to support family engagement programs may be provided through the annual district survey. The survey will contain questions related to the family engagement budget as well as a section for families to provide their comments.

Parent Resource Fair ~ Fall 2018 During this event, the District will bring together all stakeholders inclusive of community members, parents and families, and school staff to provide training and support in an effort to promote positive parent and community engagement partnerships. This event is designed to increase academic achievement in reading, writing, math, science and overall parent engagement.

School Advisory Council Meetings ~ Monthly Basis All parents and family members are welcome to join their child's School Advisory Council. Invitations to join and notices regarding these meetings will be emailed to all parents well in advance of the scheduled meetings by each individual school. Family members do not have to be an official elected member to attend meetings and have their voices be heard.



Unable to attend these meetings or participate in the survey?

Please visit your student's school website

to review the meeting documents and minutes.

Feedback and suggestions are always welcome and can be submitted at any time by visiting https://www.surveymonkey.com/r/TitleI_Family_Feedback



Scan the code with your smartphone or tablet to access family engagement information from the Marion County School District website

Building Capacity

Marion County School District will build the schools' and parents' capacity for strong family engagement, in order to ensure effective engagement of parents and family members and to support a partnership among the Title I schools, parents, and the community to improve student academic achievement through districtwide activities such as Christel Clear. Schools also have the opportunity to purchase programs such as Strong Fathers - Strong Families.

Strong Fathers-Strong Families is a family engagement model that builds partnerships with parents and families. This program support Title I schools build strong rapport in the community while helping parents become a stronger part of their child's education. In addition, various workshops and trainings are held throughout the year for staff and families to strengthen engagement with students.

Of Parents:

District Title I Resource Center - Parents, families, and teachers have the opportunity to check out academic materials/resources at no cost for practice of skills with students at home. The anticipated goal is that students will show an increase on local and state assessments in the areas of math, reading, and writing across all grade levels.

District Title I Resource Van - All participating Title I, Part A schools servicing students in grades K-5 can schedule to have the van present at school events and quarterly visits. The van provides parents and families with access to check out materials and resources that can be used to practice with students at home.

Family Resource Fair - The district will bring together community members, parents and families, and school staff to provide training and support in an effort to promote positive parent and community engagement partnerships.

Title I Annual Family Meeting - All Title I schools hosts an Annual Title I Parent Meeting towards the beginning of the school year that is designed to inform those parents and families about their rights as a parent, encourage SAC membership, explain the importance of their participation in providing input on future surveys, and explain the requirements of the Every Student Succeeds Act (ESSA).

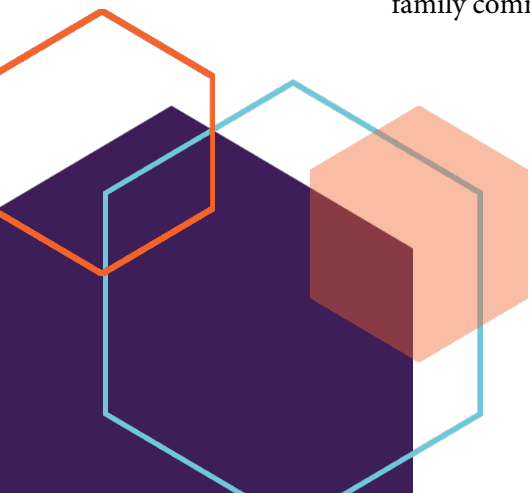
2018-2019 Title I Parent and Family Engagement Survey - An annual district-wide survey is offered to all parent and family members of students that attend Title I schools. Results from this survey is used to measure the progress of the effectiveness of Title I school efforts with supporting parent and family engagement and will be used to create the 2019-2020 school and district level Parent and Family Engagement Plans.

Curriculum Night- Title I schools will provide a data sharing activity and/or workshop for parents and families to assist them with understanding student's academic achievement data in elementary and middle schools. The goal is to increase parent and family awareness of Florida Standard expectations for their student's specific grade level and provide tools to help monitor student's academic progress leading to increased student performance.

Of School Staff:

The Title I office will host multiple trainings during the school year for principals and school leadership members to learn and discuss strategies to increase family engagement, improve school family communication, and build ties with parents and the community.

District School Advisory Council Training - The Title I office staff will host a workshop for SAC chairs, co-chairs, and school administration on running effective meetings and SAC duties that include: collaborating with families and community stakeholders to determine the needs of the school, and ensuring that parents and families have a voice and joint partnership on school-based decisions.



Title I Liaison Training- School administrators and staff will be provided with resources and tools to help plan effective parent engagement opportunities at their schools through professional development workshops and how to effectively utilize Title I liaisons.

Quarterly Chats - Once every quarter, staff from the Title I office will meet with school leadership teams at each Title I school to provide technical assistance and support to schools to monitor the progress of effective parent and family engagement activities.

Strong Fathers-Strong Families Partnership - Title I schools have the opportunity to partner with this company and incorporate at least one Strong Fathers-Strong Families event that focus on building parent and family capacity and community partnerships.

Christel Clear Innovations Online Training- Title I school leadership members have access to an online training through Christel Clear Innovations that is designed to increase understanding of the requirements of the Every Student Succeeds Act as it relates to parent and family engagement.

Parent and Family Engagement Evaluation

Each school year, the district will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I program.

Beginning in February 2019, each Title I school will send home a survey, email an electronic survey link, and send a Skylert notification for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Advisory Councils to facilitate group discussions to discuss the needs of families and to design strategies for more effective family engagement. The district will use the findings from the school meetings and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies for the upcoming school year.



Multiple methods will be used to inform parents and families of opportunities to engage with their children's education including:

- Newsletters
- District and School websites
 - E-mails
- Text Messages
 - Twitter
- SkyLert phone messages
- Flyers sent home with students
 - School marquees

Accessibility

To ensure information related to district, school, and parent programs, meet the parent and family engagement requirements established in Section 1116 of the Every Student Succeeds Act, the district family engagement coordinator and program specialist will utilize the services of TransAct and online resources to ensure that notifications are provided in understandable and uniform formats and to the extent practical, multiple languages that align with the home language of those spoken in Marion County including but not limited to:

- English
- Spanish
- Chinese
- Vietnamese
- Gujarati
- Haitian-Creole
 - Arabic
 - Filipino

To ensure parents and/or family members who may have limited English proficiency, require special services, and/or are part of the migratory population, opportunities to request translation and/or special need services to attend district and/or school meetings and events will be made available.

Mark Your Calendars

For Parents

- Annual Parent and Family Evaluation Survey Window - **Spring 2019**
- School Advisory Council Meetings - **Monthly basis** – Local School Site
- Annual Title I Parent Meeting - **Aug. 13 – Sept. 28** - Local School Site
- School Improvement Plan/School and District Parent & Family Engagement Plan Feedback Survey Window - **Sept. 17 – Sept. 28**
- Fall Curriculum Night - **Aug. 13 – Dec. 19** - Local School Site
- District Parent Resource Center - **Mon.- Fri. 8:00 A.M. - 5:00 P.M.**
306 NW 7th Ave. Ocala, FL, 34475
352-671-4171 Ext. 54143
- Annual Evaluation of Program Parent/Family Meeting - **April 2018**

For Schools

- Title I Liaison Training - **September 2018**
- School Advisory Council Training - **October 2018**
- 2019-2020 Budget Technical Assistance - **May 2019**
- School Improvement & Parent and Family Engagement Plan Technical Assistance- **June 2019**
- Creating a Welcoming School Climate - **June 2019**
- Building Successful Back to School Nights - **June 2019**

