Ocali Charter Middle

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2020-21 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: 8/3/2017

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: C (46%) 2017-18: C (44%) 2016-17: F (28%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Marion County School Board.

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
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Matthews, Theresa	Other	Overall management and implementation of all aspects of the school.
Sheib, Stephanie	Teacher, K-12	
Posth, Elias	Principal	
Shows, Kelly	Teacher, ESE	

Demographic Information

Principal start date
Thursday 8/3/2017, Theresa Matthews

Number of teachers with a 2019 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.*

Number of teachers with a 2019 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.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (46%) 2017-18: C (44%) 2016-17: F (28%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

The number of students by 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	54	46	60	0	0	0	0	160
Attendance below 90 percent	0	0	0	0	0	0	10	8	12	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	7	14	11	0	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	5	2	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	5	12	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	16	12	15	0	0	0	0	43

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	27	24	31	0	0	0	0	82

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Friday 8/7/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	43	61	37	0	0	0	0	141
Attendance below 90 percent	0	0	0	0	0	0	11	11	11	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	9	6	7	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	4	3	2	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	19	18	10	0	0	0	0	47

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	33	32	27	0	0	0	0	92

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	43	61	37	0	0	0	0	141
Attendance below 90 percent	0	0	0	0	0	0	11	11	11	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	9	6	7	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	4	3	2	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	19	18	10	0	0	0	0	47

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	33	32	27	0	0	0	0	92

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	49%	54%	49%	47%	53%
ELA Learning Gains	50%	54%	54%	54%	50%	54%
ELA Lowest 25th Percentile	52%	46%	47%	61%	45%	47%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	43%	54%	58%	39%	52%	58%
Math Learning Gains	49%	58%	57%	47%	61%	57%
Math Lowest 25th Percentile	43%	50%	51%	55%	52%	51%
Science Achievement	47%	46%	51%	27%	46%	52%
Social Studies Achievement	74%	70%	72%	59%	66%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data
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	2019	33%	45%	-12%	54%	-21%
	2018	54%	44%	10%	52%	2%
Same Grade Comparison		-21%				
Cohort Comparison						
07	2019	59%	46%	13%	52%	7%
	2018	37%	43%	-6%	51%	-14%
Same Grade Comparison		22%				
Cohort Comparison		5%				
08	2019	51%	50%	1%	56%	-5%
	2018	48%	49%	-1%	58%	-10%
Same Grade Comparison		3%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	26%	46%	-20%	55%	-29%
	2018	28%	42%	-14%	52%	-24%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	49%	49%	0%	54%	-5%
	2018	47%	49%	-2%	54%	-7%
Same Grade Comparison		2%				
Cohort Comparison		21%				
08	2019	50%	41%	9%	46%	4%
	2018	50%	43%	7%	45%	5%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		3%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	46%	44%	2%	48%	-2%
	2018	26%	46%	-20%	50%	-24%
Same Grade Comparison		20%				
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	74%	65%	9%	71%	3%
2018	60%	64%	-4%	71%	-11%
Compare		14%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	61%	-61%
2018	0%	57%	-57%	62%	-62%
Compare		0%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

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 2016-17	C & C Accel 2016-17
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		

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 2015-16	C & C Accel 2015-16
SWD	13	57	60	27	57						
ELL	8	33		8	55						
BLK	27	53		20	40						
HSP	40	50	64	26	45	54		33			
WHT	61	58	57	53	51	64	32	73			
FRL	42	51	63	35	46	54	20	48			

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	14

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	45
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	56
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math Achievement at an overall 49% proficient was the data component that showed the lowest performance. 6th grade 26%, 7th grade 49% and 8th grade 50%. The 2019 6th grade population was a major contributing factor to the low performance in the achievement area with 74% of the 6th grade students not proficient. This population has become a trend, thereby making a urgent need of our school to dig into the data and start MTSS immediately.

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

Math Lowest 25 percentile was the data component to show the greatest decline from the prior year at 12 points. From 55% to a 43%. The contributing factor continues to be the 6th grade population in Mathematics.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

6th grade math had the greatest gap with the state average at a 29% difference. 32 students were not proficient.

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

Science was the component that showed the most improvement. By increasing for 27% to 47%. This is a direct result of analyzing and dissecting the science grade level materials based on standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Over 65% of the OCMS student exhibit two or more Early Warning Indicators.

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

1. Increase the number of student proficient in Math.
2. Increase the overall growth of lowest 25 percentile in Math.
3. Prioritize 6th grade interventions by cloning our 7th grade efforts.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The data indicates that the area of greatest need at Ocali Charter Middle School is 7th Grade Math.
Measureable Outcome:	If 7th Grade Level 1 and 2 math students are scheduled for an intensive math course with a focus on fundamental math skills then 35% of those stude1 sub level.
Person responsible for monitoring outcome:	Elias Posth (elias.posth2@marion.k12.fl.us)
Evidence-based Strategy:	Adding intensive math to level 1 and 2 student schedules allow time for the teacher to teach the non proficient student from their level to build a strong Mathematical foundation. This allows such students to pass their regular math class and rise to the level of proficient score for the FSA.
Rationale for Evidence-based Strategy:	Due to the impact of Covid-19, we based our rationale on entrance FSA scores of incoming 6th graders from 2018 and 2019. This population is in need of foundational skills.

Action Steps to Implement

1. Monitor effectiveness by reviewing I-ready data each quarter facilitated by Content Area Specialist (CAS)

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

2. The intensive math teacher will work and plan in partnership with the general math teacher to monitor student progress and direct instruction.

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

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

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	In 2019, three areas of ESSA subgroups fell below the federal index of 41%.
Measureable Outcome:	If a deliberate, sustainable, and applicable professional development program, with areas of focus on students who are below the ESSA federal index of 41%, is implemented throughout the school year then student growth in FSA ELA will increase from 49% to 52% and MATH will increase from 43% to 46%.
Person responsible for monitoring outcome:	Theresa Matthews (theresa.matthews@marion.k12.fl.us)
Evidence-based Strategy:	Professional development will begin with a data dig of I Ready scores, from that analysis areas of need will be determined for both students and teachers driving the PD.
Rationale for Evidence-based Strategy:	Professional development will begin with a data dig of I Ready scores, from that analysis areas of need will be determined for both students and teachers driving the PD.

Action Steps to Implement

1. Teams review of I-Ready Data facilitated by Content Area Specialist

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

2. Needs Assessment of Teachers

Person Responsible	Theresa Matthews (theresa.matthews@marion.k12.fl.us)

3. Pairing of Teacher/Learners with similar needs

Person Responsible	Theresa Matthews (theresa.matthews@marion.k12.fl.us)

4. Use of True North Logic (TNL) and book studies

Person Responsible	Theresa Matthews (theresa.matthews@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

		Part V: Budget	
1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00

Ocali Charter Middle School

Parent and Family Engagement Plan

What is Parent and Family Engagement?

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

(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 under ESSA Section 1116.

About the Parent and Family Engagement Plan

This plan will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals.

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

Executive Director: Teecy Bondank Matthews

Principal Name: Elias Posth

School Website: ocalicharter.com

School Year: 2020 - 2021

BARRIERS

This section is not required for new Title I Schools.

Summarized data from stakeholder engagement surveys from events held during the 18-19 school year (not applicable to new Title I, Part A schools).
The overall response from OCMS parents and families has been positive. 100% of our parents who completed surveys felt that the parent engagement activities that were conducted in the 2019 – 2020 school year were worth their time, the information was applicable to implement at home and helped them to understand their child's academic needs.
Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.
1. All families being aware of upcoming engagement opportunities. 2. Parents at highest risk do not attend. 3. Make events relevant to individual families. 4. All parents can understand information being provided and that language is not a barrier.
(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants.
All families being aware of upcoming engagement opportunities and parents at highest risk do not attend. • Individual phone calls to identified families of at-risk students • Signage in the car line area. • Continue Skylet, flyers, website and social media announcements. Make events relevant to individual families. • Using our approach (providing individualized information) from last year and extending it throughout the year to demonstrate growth of their students as it relates to the whole. All parents can understand information being provided and that language is not a barrier. • Communication will be provided in home language in all areas including the one on one conversation about individual performance at large group meetings. • Social Media will be improved with Spanish versions of different announcements.
What is your Parent and Family Engagement Plan goal for the 2019-2020 school year *(must be tied to student academic achievement and aligned with your school improvement plan)*?
If Ocali Charter can build capacity with parents to attend flexible events in order to learn deliberate strategies to help their children and understand state standards then reading and math proficiency will increase as measured by I-Ready data.

COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, and guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

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.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families 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, 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.

(1)Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2)Include the tools and resources that will be used for communication.

(1) We will use a communication plan that starts approximately 60 days before any family engagement activity. The communication plan includes weekly posts with call to action to engage family and community. Students will be provided invitations two weeks in advance with an option to reserve spot and sign up. Skylert will be used the Monday before any event to remind parents of upcoming events.
(2) The communication plan will include compacts, social media campaign, website, newsletters, teacher websites, and Skylert messaging. The communication plan will notify parents and families of upcoming events: purpose, time/date, audience, and activity.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

(1) We will describe and explain curriculum, forms of assessments and achievement levels during our Annual Title I meetings, school based website and newsletters.

(2) 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.

(3) 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 is also posted on the school website. Families may also contact the school for further information.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

(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.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them?

Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I school-wide plan) are gained through 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 Board of Trustees/SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

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.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Title I Meeting. This meeting should be held at a convenient time for parents and be advertised as a stand-alone meeting. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESSA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting (must be conducted by the last week of October) to inform parents and families of participating students about the schools Title I program and parent and family engagement activities.
1. Step 1 – Plan the meeting time, date, location. 2. Step 2 – Create flier, invitation (translate if necessary) 3. Step 3 – Send out the flier, invitation (email/ backpack/social media) 4. Step 4 – Update social media and website 5. Step 5 – Remind families via social media and Skylert
Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
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.
Describe how the Annual Meeting will cover (1) yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.
(1) District based PowerPoint that includes school data points, programs, intervention, and progress monitoring assessments. (2) District based PowerPoint that includes overview link to school choice located at District website. (3) District based PowerPoint that includes explanation of Parents Rights
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?
Technology (phone, email, social media, school website, and parent portal) is only a component of our comprehensive communication plan that also includes newsletters, fliers and paper-based progress reports.
Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how Title I, Part A School wide funds are used.
Family and community feedback is collected during Board of Trustees/SAC meetings, annual Parent and Family Engagement Plan and School Improvement Plan surveys.

How will the school provide, with Title I funds, transportation, childcare, or other services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events?

- Childcare – will be provided by volunteers

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities?

Via District Parent Annual Survey and Board of Trustee/SAC meetings.

What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed?

District Annual Parent Survey, site based family engagement event post surveys, and quarterly Board of Trustee/SAC meeting minutes.

How flexible meetings will be offered to accommodate parents? Check all that apply.

☒   AM Sessions based on documented parent feedback

☒   PM Sessions based on documented parent feedback

☒   AM & PM Sessions (Same content to appeal to more parents) only as needed

☐   Other _____

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of parents to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School wide plan by engaging parents and families.   [ESSA Section 1116]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?
After reviewing surveys and family ideas/suggestions for activities they would like offered at the school, activities will be based on family needs to best support the school and at home learning environments.
How will the school implement activities that will build relationship with the community to improve student achievement?
• Invite community members/business partner to participate in Board of Trustee/SAC and to share their knowledge and expertise in ways to promote learning through real world applications. • Invite family and community members to design and assist in planning upcoming engagement events.
If your school has a Site-Based Title I Parent Resource Room: (1) How will the school implement the Site-Based Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Site-Based Parent Resource Room with parents.
(1) (2) (3)
If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?
We will utilize the District Title Parent Resource Van and District Parent Resource Room. We will communicate to the community and families about the upcoming District Title Parent Resource Van scheduled visits via social media campaign, school newsletter, and website. Families are able to check out academic resources to assist with student learning at home. In addition, we will encourage teachers to refer families to the District Parent Resource Room to utilize and take home the many available resources to assist with their students learning gains and to reduce summer slide.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. **Additionally, events should contribute to the achievement of goals outlined in the Title I School wide Plan**.

Name of Activity *(if applicable, expected Title I Budget)*	Person(s) Responsible	Measurable Anticipated Impact on Student **Achievement** *(aligned with School Improvement Plan)*	Month/Year Activity will take Place	Evidence of Effectiveness
Title I Annual Meeting (required by the last week in October)	Elias Posth	To provide an explanation of Title I and begin the ongoing discussion site schoolwide participation and of its link to student achievement.	September 2020	Feedback and IReady data
The foundational connection between school and home	Elias Posth	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 2020	Parent surveys and sign in sheets
FSA Night	Elias Posth	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 2021	Parent surveys and sign in sheets IReady data

Only list engagement events here. Schools may add or remove rows as needed.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents/families, 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 relationships between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESSA Section 1116]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on…
…the assistance of parents and families and in the value of their contributions.
- Effective parent/teacher conferences   - Effective forms/strategies for two-way communication
…how to reach out to, communicate with, and work with parents and families as equal partners.
- 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
…implementing and coordinating parent and family programs and building ties between parents and families and the school.
How to effectively communicate with stakeholders (families, community members, business partner)
(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?
(1) Throughout the year during times such as: early release days, planning time, and/or during coaching (2) Formal PD: sign in sheets, agenda, handouts, surveys. Informal PD: coaching/meeting notes

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESSA Section 116]
☒	**Title I, Part A** - Improving the Academic Achievement of the Disadvantaged	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.
☒	**Title I, Part C** - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21).	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.
☒	**Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement.
☒	**Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers.	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.
☒	**Title III, Part A** – Helping English Language Learners achieve English proficiency (ESOL)	Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success.
☐	**Title IV, Part A** – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy	
☐	**Title IV, Part B** – Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards	

☒	**Title IX** – Homeless Education Program (HEP). The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless.	School administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need to allow for increased student academic achievement.
☐	**VPK –** Voluntary Pre-Kindergarten Program	

Schools may add or remove rows as needed.