OCALI CHARTER HIGH SCHOOL

Your opinion matters!

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

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

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Building relationships and breaking down barriers to ensure success for ALL students.

Provide the school's vision statement

Building a brighter future for today's generation.

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Elizabeth Brown

Position Title
Principal

Job Duties and Responsibilities

Instructional leader of institution with oversight of personnel and students. Focus on student academic growth and success. Focus on classroom instructor growth and success. Some managerial tasks. Oversight of implementing the school's mission and vision with fidelity.

Leadership Team Member #2

Employee's Name
Charles Chinn

Position Title
Student Services Manager

Job Duties and Responsibilities

Reports directly to the principal. Oversight of all facets of classroom management and student discipline. Create, conduct, and document all school safety measures. Chairperson of the Threat Assessment Team. Assist with instructional staff in the area of classroom management. Implement

the procedures and policies listed in the Marion County Public Schools Secondary Code of Conduct with fidelity.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

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

As a charter organization, we utilize many methods for parents and stakeholders to provide input for our SIP. One on one parent meetings with the Principal are conducted each Spring and a portion of the individualized meeting includes a time for feedback as to our school wide SIP focuses for the next year. We also utilize our School Advisory Council meetings for feedback as well as our stakeholder informal survey.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

We review our SIP within each School Advisory Council meeting as well as a part of any meeting we conduct that has a number of stakeholders present. For example we conduct informational parent meetings each quarter regarding trending parenting topics and we cover the portion of our SIP that matches the rationale for the meeting. As a school staff, we cover in depth our SIP for the upcoming year during our pre planning week. Monthly, we review the SIP and provide feedback on any changes that need to be made to accurately reflect our ongoing academic progress. In our Professional Development room, we have visuals that are updated regularly showing the progress of our students with the greatest achievement gaps. These visuals are discussed at every staff meeting and the agenda includes a time to strategize about next steps for individual students to progress.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**64.8%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**95.9%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: D** **2022-23: *** **2021-22:** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	2	2	0	0	4
One or more suspensions	3	3	0	0	6
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	11	16	0	0	27
Level 1 on statewide Algebra assessment	1	9	0	0	10

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	2	2	0	0	4

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	29	50	55		44	50		46	51
ELA Grade 3 Achievement **									
ELA Learning Gains	37	55	57						
ELA Learning Gains Lowest 25%		54	55						
Math Achievement *	25	35	45		32	38		38	38
Math Learning Gains	50	42	47						
Math Learning Gains Lowest 25%		44	49						
Science Achievement *	35	61	68		59	64		31	40
Social Studies Achievement *		67	71		67	66		41	48
Graduation Rate		80	90		86	89		54	61
Middle School Acceleration								41	44
College and Career Readiness		68	67		63	65		67	67
ELP Progress		51	49		46	45		40	

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

†District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	35%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	176
Total Components for the FPPI	5
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
35%						

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	16%	Yes	1	1
Black/African American Students	17%	Yes	1	1
Hispanic Students	20%	Yes	1	1
White Students	37%	Yes	1	
Economically Disadvantaged Students	29%	Yes	1	1

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

No ESSA data found for this school and year

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

No ESSA data found for this school and year

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	29%		37%		25%	50%		35%					
Students With Disabilities	14%		17%										
Black/African American Students	8%		25%										
Hispanic Students	26%		18%		17%								
White Students	40%		33%										
Economically Disadvantaged Students	24%		34%		22%			36%					

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	21%	48%	-27%	53%	-32%
Ela	9	38%	49%	-11%	53%	-15%
Biology		34%	59%	-25%	67%	-33%
Algebra		11%	39%	-28%	50%	-39%
Geometry		29%	44%	-15%	52%	-23%
History		45%	66%	-21%	67%	-22%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	13%	-13%	16%	-16%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Utilizing data from PM1, PM2, and PM3, FAST Reading scores defined an increase in proficiency from 23% (PM1) to 30% (PM3). We implemented a school wide focused plan addressing reading comprehension skills through small group pull out instruction weekly. Lessons were high impact and addressed the areas of the FAST that indicated low mastery of the concepts.

Lowest Performance

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

We do not have data from a previous year. We do, however, have the data to show that the Reading components in achievement, learning gains, and lowest 25% learning gains lagged greatly behind the state and district percentages.

Greatest Decline

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

No prior year data

Greatest Gap

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

Reading had the greatest gap when compared to the state average. Factors that contributed to this gap include a lack of highly qualified Reading teacher to utilize small group instruction along with the reading intervention software program. Upon opening the school this past year, we also realized that a large percentage of our students were far below their grade level in Reading.

EWS Areas of Concern

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

Areas of concern include:

1. Learning gains and proficiency in Reading

2. Improve components and show growth in Math

Highest Priorities

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

1. Show substantial growth in Reading
2. Learning gains and proficiency in Math
3. Implementing strategies to address learning needs of all subgroups

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK), Hispanic Students (HSP), White Students (WHT), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

2023-24 data revealed that these subgroups missed the target on the state assessments. At the high school level, many of these assessments are required for graduation. The ESSA Subgroups was identified as a crucial need area because all students at the school fall into one of these subgroups. In Reading, we will focus on proficiency, learning gains, and learning gains of the lowest 25%.

Measurable Outcome

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

The goal is to attain a 15% increase in Reading scores on the state assessment by improving proficiency rates, overall learning gains, and the learning gains of the lowest-performing 25% of students. Growth and progress will be measured utilizing periodic progress monitoring assessments, data analysis with all staff, and formative assessment within each curriculum area.

Monitoring

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

Area of focus will be monitored through periodic progress monitoring with tools that are indicative of the state assessment. Data chats will be implemented with individual students to share the most recent data and design growth goals and next steps and these goals will be monitored at the classroom teacher level through quizzes, learning checks. and mastery concept artifacts.

Person responsible for monitoring outcome

Elizabeth Brown (Principal) and instructional staff

Evidence-based Intervention:

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

Description of Intervention #1:
We will utilize small group pull out high impact instructional times on a weekly basis. Groups will have 10 students or less and will focus on individualized progress plans tailor made to each student's needs for improvement in Reading. We will also utilize IXL Reading in our Intensive Reading classes to allow students extra skills practice in each subject.

Rationale:
High impact small group instruction has proven to assist students that are struggling academically. A laser focus on skills needed to master concepts is more effective in the small group setting. IXL Reading will allow students with reinforcement of skills learned in the classroom, exposing students to these skills numerous times for deeper and more effective learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Journey to Success Reading

Person Monitoring:	**By When/Frequency:**
Elizabeth Brown	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be identified through their latest test data and will be chosen to participate in high impact small group pull out instruction. Groups are designed according to lack of mastery on certain standards and students are divided first by grade and second by which standards they have not mastered. High impact small group instruction groups are conducted every Wednesday for forty minutes. Progress monitoring is implemented through the DPMAs as well as informal assessment within the instructional setting during each session. Instructional staff and administration discuss the progress of the JTS students bi-weekly and changes are made to instruction accordingly.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

Currently we have low parent involvement with a small number of the same parents involved at every level in the school community. It is not by coincidence that their students are growing and progressing and even performed well on the state assessments. We provide numerous parent events focused on academic success with strategies to use at home to assist students at school. Increased parent involvement will promote and encourage student success.

Measurable Outcome

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

Our goal is to increase parent involvement by 25 parents becoming more involved this year.

Monitoring

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

Sign in sheets and attendance at evening academic events, participation in the School Advisory Council, and email "check in" with teachers on a regular basis will be encouraged and monitored. Parent feedback will be garnered at all SAC meetings as well as all events through a survey format.

Person responsible for monitoring outcome
Elizabeth Brown, Charles Chinn, Naomi Laiz

Evidence-based Intervention:

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

Description of Intervention #1:
Evidence based interventions include creating and providing parent opportunities according to their surveyed needs. School Advisory Council meetings will be planned and implemented with a focus only on material and information relevant to the parent community. Events will also include students at times to promote family togetherness and learning together.

Rationale:
We believe that involved parents creates involved students that want to learn due to accountability at both home and school. We believe that focused parent opportunities with relevant and valuable information will assist our parents in their involvement with their child's education.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action Step #1
Bringing Parents to the Table

Person Monitoring:	**By When/Frequency:**
Elizabeth Brown	Evening minimum of quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Quarterly parent information evening meetings will be scheduled according to the needs of the parents and the information they want. School Advisory Council meetings will be held five times annually. Extra opportunities for parents outside of evening meetings will include volunteer opportunities, the Eagle Family Thanksgiving Dinner, the Eagle Family Community Service Day, etc.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

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

ocalicharterhighschool.com. We will share the SIP through the SAC meetings, on our website, and posted on our social media. Also, a hard copy is available by request to school administration. Translated versions are available upon request and also posted on our website.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

ocalicharterhighschool.com. We have multiple parent engagement opportunities planned through the school year including graduation track parent conferences, volunteer opportunities, and monthly parent information meetings about trending topics for high school students and parents. Progress reports are sent home at the four-week mark during each quarter and state assessment reports are sent home after each progress monitoring session.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

We will continue to add course offerings as we grow specifically at the Advanced Placement and Dual Enrollment level. We have a master schedule that allows for 6 class periods of Intensive Reading

instructi9on and have an experienced teacher of Reading instructing the classes using a web based program as well as small group instruction. Fidelity to our bell schedule allowing for bell to bell instruction with minimal distractions is a focus of the staff.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Ocali High, in coordination with business partners, local community colleges, and community service entities uses input from these stakeholder groups via surveys and direct feedback as to how their programs benefit the needs of our students and better our community. We encourage our stakeholders with the oversight of our board, to make recommendations about the career and technical programs offered at our school.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

We have a school counselor on staff that is committed to the mental health of our students. The person does not use time to schedule students or other "guidance" counselor tasks. Student contact time is maximized each day by the school counselor by conducting one on one check in counseling sessions, group sessions with specific groups of students, and visibility on campus at all times. We provide SEL lessons monthly for students and monthly after school focused tutoring sessions.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

As we grow as a school, we will offer Dual Enrollment opportunities with our local college. We currently have listed in our Post Secondary Focus Plan field trips to universities, community colleges, and technical colleges. We are sponsoring a field trip to the College and Career Expo in August. We currently have an Online Business Incubator three-year program available for students and are adding a Digital Video Production program this year. Pending course requests, we are offering two Advanced Placement College Board courses this year and will expand our offerings each year.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

We have a full time Student Services Manager that mentors students with past behavior issues and we use Time to Teach data- based strategies to allow students to reflect and redirect inappropriate behavior. We also implement PBIS on an individualized needs basis with students. Behavior contracts area used to set expectations for students with previous discipline issues.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

We have professional development sessions bi-weekly as well as during the pre-planning week and any teacher in-service days. Four times annually we conduct data dogs for all staff members focusing on our lowest 25% of learning, learning gains, and proficiency in Math and Reading and proficiency in other state assessed areas. Our BTP (Beginning Teacher Program) addresses the growth needs of beginning teachers while providing support for certification, classroom management strategies, and developing the craft of teaching.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

When reviewing potential resources to use for instruction in the classroom, we review the most current progress monitoring data to determine the level of need, reviews and recommendations from current users of the resource, and the cohesiveness of the resource to concepts being taught. We will also seek data based researched resources that have proven longevity in the area of student academic growth.

Specifics to Address the Need

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

IXL Reading: Data proven reading comprehension internet-based program that will be used to promote growth in reading comprehension skills in low level readers with an individualized plan for each student. Will be used in conjunction with progress monitoring tools, small group instruction, and small group pullout instruction. Reviews of the resource will conducted at the completion of each progress monitoring distribution.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/792	UNISIG	0.0	1,898.00
Indirect Cost					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD) - English Language Learners (ELL) - Black/ African American Students (BLK) - Hispanic Students (HSP) - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/3940	UNISIG	0.0	47,513.47
	Intensive Reading teacher to support all ESSA supgroup				
Plan Budget Total					**49,411.47**

Ocali Charter High School

Parent and Family Engagement Plan (PFEP)

About Title I, Part A

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

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
(A) Parents and families play an integral role in assisting their child's learning.
(B) Parents and families are encouraged to be actively involved in their child's education.
(C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
(D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeed Act (ESSA).

About the Parent and Family Engagement Plan

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

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

Principal Name: Elizabeth Brown

School Website: ocalicharterhighschool.com

School Year: 2024-2025

The Parent and Family Engagement Plan SMART goal for the 2024-2025 school year is:

This year, OCHS will provide four (one per 9 weeks) opportunities for parent engagement through information evenings presented by the School Counselor, School Advisory Council meetings (5 per year), and parent involved activities including graduation track meetings, registration meetings, Orientation, and social events that allow parents and families to be deeply engaged in the school community.

JOINTLY DEVELOPED

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

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

Preceeding our first School Advisory Council meeting on Sept. 17, 2024 we will hold our Title One Annual meeting to garner input and feedback from parents and family members on our School Compact and PFEP.

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

Our PFEP will be posted on our website and social media. Feedback and input meetings will also be posted.

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

Each year immediately before our first School Advisory Council meeting (in September) we will conduct a Title One meeting allowing parents and family members to provide feedback and input before finalizing our PFEP.

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

The Ocali Charter Executive Director will submit comments and feedback to the district if necessary.

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

Parent requests for meetings will be schedule by the Principal and involve all stakeholders requested. Scheduling will be timely with immediate responses to requests. Staff can be contacted via email or phone. Volunteer information is located on our website and our liaison for volunteers in our IPC.

ANNUAL TITLE I MEETING

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

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

Immediately before our first School Advisory Council meeting on September 17, 2024 we will conduct our Annual Title One Meeting at 5:30pm. Parents and other attendees will be provided a time for feedback and idea generation as well as receive all information regarding Title I.

COMMUNICATIONS

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

How will the school ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
The plan will be distributed to parents in hard copy format as soon as finalized utilizing all language translations represented in our parent community. The plan will also be readily available on our website and will intermittently appear in post on our social media accounts again using all language translations needed.
How will the school offer meetings at various times (such as in the morning and evening)?
Meetings will be scheduled at a variety of times including from 7:45-8:00am, immediately after school at 3:20pm or evening meetings such as SAC meetings and other events beginning normally at 5:30pm.
How will the school offer meetings in different formats (such as offered online and in-person group meetings and home visits or other types of individual meetings)?
The school will utilize live and recorded virtual formats to provide flexible meeting times for parents. We will utilize individual home visits for at risk students when needed. We will also offer phone meetings when needed.
How will the school ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand? Decribe how two-way communication will be monitored to ensure timely responses.
Two way communication will be provided by in person meetings, phone calls, and virtual meetings when needed. We will include a language interpreter for all meetings when needed. The Principal will monitor two way communication between teachers and parents and the IPC will assist in monitoring the timeliness of two way communication between the administrative team and parents.   Call logs and meeting logs will be kept with fidelity.
(1) Will the school offer transportation as such services relate to preventing parent and family engagement barriers? *If yes,* **please describe.** **(2) Will the school offer childcare as such services relate to preventing parent and family engagement barriers?** *If yes,* **please describe.**
Transportation and child care will not be provided.

SCHOOL-PARENT COMPACT

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

Describe how the school and families will jointly develop a School-Parent Compact.
During our annual Title One meeting on September 17, 2024 at 5:30pm parents will provide input and feedback as they assist in editing and finalizing our School-Parent Compact. Prior to the meeting, the rough draft of the compact will be distributed so parents that cannot attend the meeting will have a time frame to provide feedback via a phone call, email, or Google Form.
Describe how the school will outline in the School-Parent Compact how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

For each stakeholder group there will be a list of agreements that all lead to student success and heightened parent and family involvement in the school community.

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

The school will communicate per progress monitoring session with parents regarding their individual student's progee and growth. We will conduct parent information meetings specific to the academic standards and provide "at home" resources for parents to assist their children achieve success.

COORDINATION OF FUNDS

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

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

The school will host College and Career meetings in the evening for parents and students to have the opportunity to speak with representatives from local and state institutions, local businesses, and military recruiters as students prepare for their post secondary steps.

BUILDING CAPACITY OF PARENTS

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

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

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

Parents will be able to view the curriculum used in each class at Orientation as well as receiving a syllabus for each course translated in the represented languages as needed. Links to curriculum will be posted on our website.

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

Parents will receive a hard copy (translated if needed) copy of the progress monitoring results for the six state tested areas for their child. Parents will also receive the state's explanation of these results (translated when needed) and our Testing Coordinator as well as the Principal will be the point of contact for parent's additional questions. Parents will receive hard copy progress reports and report cards (translated when needed).

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

Explanations are provided in written format in translation as needed. We will also host an Assessment Information Parent Night meeting during the first semester and will provide a thorough presentation including information about all assessments and deciphering the students' tests results. An interpreter will be present at the meeting.

Describe how the school will provide activities, materials, and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement. Section 1116(e)(2)

Please include four Parent/Family Workshops/Opportunities (1 per quarter), two of which could be Academic Conference Team events.

Title	Purpose	Date(s)/Time(s)
Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionaly, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan and School-Parent Compacts. The school will recruit families to engage with the school through various volunteer opportunities.	September 17th, 2024 5:30pm (will be recorded and posted on website. Feedback time will open via email or phone call on September 13th for those unable to attend.
State Assessment Information Parent Meeting	Parents will receive information regarding the state assessments at the high school level and how to interpret the progress monitoring score reports. They will also receive at home test prep resources to assit their student with success on the tests.	October 22, 2024 at 5:30pm (will be recorded and posted on website)
College and Career Parent/Student Night	Parents and students will be able to visit with representatives from all post secondary options as well as attend an informational session led by the School Counselor focused on college admissions and financial aid.	February 18, 2024 at 5:30pm
Individual Graduation Track Parent/Student Meetings	Parents and students will meet individually with the school counselor or Principal to receive individualized information regarding the student's progress toward graduation.	April 1-3, 2024 (meeting time slots available form 3::30pm-6:00pm) Virtual meetings will be offered during school times April 1-3, 2024

The activities listed may be updated after publishing.

BUILDING CAPACITY OF SCHOOL STAFF

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

Describes how the school will train teachers, specialized instructional support personnel, other school leaders and other staff, with the assistance of parents in the value and utility of contributions of parents.
During pre planning members of the SAC will be invited to speak with the entire staff during our PD session about school culture and parent involvement and will cover the topic of the importance of the contributions of parents.
Describes how the school will train teachers, specialized instructional support personnel, other school leaders and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.
During pre planning members of the SAC will be invited to speak with the entire staff during our PD session about school culture and parent involvement and will cover the topic of the importance communicating with parents. Real time logs will be kept to ensure communication is steady.

Describes how the school will train teachers, specialized instructional support personnel, other school leaders and other staff, with the assistance of parents to implement and coordinate parent programs and build ties between home and school.
During pre planning members of the SAC will be invited to speak with the entire staff during our PD session about school culture and parent involvement and will privuide feedback to the staff on best practices of building ties between the school and parent.
Describes how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents to provide information in a format, to the extent practicable, in a language the parents can understand.
During pre planning, the administrative team will implement the expectation that all communication with parents be translated as needed. Our parent volunteer interpreter will also address the staff to emphasize the importance of information being presented in a language that is understood.
Describes how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents to respond to parent requests for parent and family engagement activities.
During pre planning the staff will receive guidelines and expectations for responding to parent requests in a timely manner. This information will be originated from the feedback of parents.

This plan aligns with Goals 2.B, 5.A, and 5.B of Achieve 2026 - Strategic Plan.

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

School Advisory Council

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

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

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

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

Name: _____

Phone Number: _____

Email address: _____

_____

_____

_____

_____

MCPS
MARION COUNTY PUBLIC SCHOOLS
"Helping Every Student Succeed"

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

We value your opinion!

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

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

We believe…

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

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

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

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

District initiatives and planned activities:

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

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

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

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

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