

Marion County Public Schools

# MARION CHARTER SCHOOL

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## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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At Marion Charter School, we will strive to guide students to become respectful citizens, successful problem solvers, and lifelong learners who value themselves and others.

### Provide the school's vision statement

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At Marion Charter School, we envision a school that supports and nourishes each child's unique personality and gifts, where students and staff members greet each day with enthusiasm, and where success and challenges are expected and enjoyed.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

Michelle Axson

Michelle.ason@marion.k12.fl.us

##### Position Title

Principal

##### Job Duties and Responsibilities

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Mrs. Axson oversees the daily operations of Marion Charter School, from personnel to the students, as well as the operating budget.

#### Leadership Team Member #2

##### Employee's Name

Valerie Wells

Valerie.wells@marion.k12.fl.us

**Position Title**

Guidance Counselor/Student Service Manager

**Job Duties and Responsibilities**

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Ms. Wells, our Guidance Counselor/Student Service Manager, develops, coordinates, and conducts all individual, small group, and schoolwide guidance and social behavior activities. She also addresses discipline issues that occur on campus.

**Leadership Team Member #3****Employee's Name**

Alison Hinerman

Alison.Hinerman@marion.k12.fl.us

**Position Title**

ESE/Gifted/RTI Teacher

**Job Duties and Responsibilities**

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Mrs. Hinerman, our ESE/Gifted Teacher and RTI Specialist, provides services to our ESE and Gifted students, and works closely with teachers regarding their students who have IEPs or 504 Plans. She also coordinates and works with teachers to provide RTI interventions to our struggling students.

**2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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The Marion Charter School Leadership Team and our School Board Members meet on a regular basis to develop, maintain, and update our school's SIP. We provide input based on our staff and family survey results that are sent out at the beginning of the school year, as well as our Title I Parent surveys.

### 3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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Marion Charter School's Leadership team will regularly monitor our SIP on a monthly basis and will update it accordingly after each District and State Assessment to ensure growth of all of our students. We will also update the SIP, as needed, after every Parent Survey. When updating the SIP, we will meet and go over each section of the SIP and update our Needs Assessment Section, as well as updating our Planning for Improvement Section, so that we can continue to offer the best education possible.

## C. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2025-26 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                           |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>ELEMENTARY<br/>KG-5</b>                                                                                                                                                                                                                              |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                           |
| <b>2024-25 TITLE I SCHOOL STATUS</b>                                                                                                                         | <b>YES</b>                                                                                                                                                                                                                                              |
| <b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>94.6%</b>                                                                                                                                                                                                                                            |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>YES</b>                                                                                                                                                                                                                                              |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>NO</b>                                                                                                                                                                                                                                               |
| <b>2024-25 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 1                                                                                                       | <b>TSI</b>                                                                                                                                                                                                                                              |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                         |
| <b>2024-25 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)*</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2024-25: B</b><br><b>2023-24: B</b><br><b>2022-23: C</b><br><b>2021-22: B</b><br><b>2020-21:</b>                                                                                                                                                     |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| INDICATOR                                                                                                                 | GRADE LEVEL |    |    |    |    |    |   |   |   | TOTAL |
|---------------------------------------------------------------------------------------------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
|                                                                                                                           | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 |       |
| School Enrollment                                                                                                         | 36          | 36 | 37 | 50 | 36 | 29 |   |   |   | 224   |
| Absent 10% or more school days                                                                                            | 2           | 1  | 3  | 2  | 2  | 1  |   |   |   | 11    |
| One or more suspensions                                                                                                   | 3           | 0  | 3  | 0  | 1  | 1  |   |   |   | 8     |
| Course failure in English Language Arts (ELA)                                                                             | 1           | 2  | 10 | 3  | 4  | 1  |   |   |   | 21    |
| Course failure in Math                                                                                                    | 1           | 3  | 9  | 3  | 5  | 1  |   |   |   | 22    |
| Level 1 on statewide ELA assessment                                                                                       | 2           | 4  | 13 | 5  | 5  | 8  |   |   |   | 37    |
| Level 1 on statewide Math assessment                                                                                      | 7           | 5  | 11 | 4  | 6  | 4  |   |   |   | 37    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 2           | 4  | 13 | 5  | 5  | 8  |   |   |   | 37    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 7           | 5  | 11 | 4  | 6  | 4  |   |   |   | 37    |

#### Current Year 2025-26

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

| INDICATOR                            | GRADE LEVEL |   |    |   |   |   |   |   |   | TOTAL |
|--------------------------------------|-------------|---|----|---|---|---|---|---|---|-------|
|                                      | K           | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators | 3           | 5 | 16 | 8 | 6 | 7 |   |   |   | 45    |

#### Current Year 2025-26

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

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

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

| INDICATOR                                                                                                                 | GRADE LEVEL |    |    |   |    |   |   |   |   | TOTAL |
|---------------------------------------------------------------------------------------------------------------------------|-------------|----|----|---|----|---|---|---|---|-------|
|                                                                                                                           | K           | 1  | 2  | 3 | 4  | 5 | 6 | 7 | 8 |       |
| Absent 10% or more school days                                                                                            | 3           |    | 1  | 4 | 3  | 3 |   |   |   | 14    |
| One or more suspensions                                                                                                   | 2           | 1  | 3  | 1 | 1  | 2 |   |   |   | 10    |
| Course failure in English Language Arts (ELA)                                                                             | 1           | 1  | 6  | 1 | 9  | 4 |   |   |   | 22    |
| Course failure in Math                                                                                                    |             | 1  | 5  | 1 | 6  | 2 |   |   |   | 15    |
| Level 1 on statewide ELA assessment                                                                                       | 2           | 12 | 12 | 2 | 17 | 4 |   |   |   | 49    |
| Level 1 on statewide Math assessment                                                                                      | 3           | 2  | 14 | 4 | 16 | 2 |   |   |   | 41    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 1           | 1  | 6  | 1 |    |   |   |   |   | 9     |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          |             | 1  | 5  | 1 | 1  |   |   |   |   | 8     |

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

| INDICATOR                            | GRADE LEVEL |   |    |   |    |   |   |   |   | TOTAL |
|--------------------------------------|-------------|---|----|---|----|---|---|---|---|-------|
|                                      | K           | 1 | 2  | 3 | 4  | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators | 4           | 2 | 13 | 5 | 15 | 8 |   |   |   | 47    |

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT                                         | 2025   |           |        | 2024   |           |        | 2023** |           |        |
|------------------------------------------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|                                                                  | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement*                                                 | 60     | 47        | 59     | 54     | 46        | 57     | 42     | 44        | 53     |
| Grade 3 ELA Achievement                                          | 61     | 46        | 59     | 79     | 44        | 58     | 34     | 41        | 53     |
| ELA Learning Gains                                               | 48     | 53        | 60     | 58     | 56        | 60     |        |           |        |
| ELA Lowest 25th Percentile                                       | 44     | 57        | 56     | 50     | 58        | 57     |        |           |        |
| Math Achievement*                                                | 68     | 51        | 64     | 58     | 51        | 62     | 55     | 50        | 59     |
| Math Learning Gains                                              | 61     | 53        | 63     | 63     | 56        | 62     |        |           |        |
| Math Lowest 25th Percentile                                      | 47     | 47        | 51     | 47     | 50        | 52     |        |           |        |
| Science Achievement                                              | 62     | 44        | 58     | 54     | 46        | 57     | 48     | 46        | 54     |
| Social Studies Achievement*                                      |        |           | 92     |        |           |        |        |           |        |
| Graduation Rate                                                  |        |           |        |        |           |        |        |           |        |
| Middle School Acceleration                                       |        |           |        |        |           |        |        |           |        |
| College and Career Acceleration                                  |        |           |        |        |           |        |        |           |        |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 60     |           | 63     |        | 59        | 61     | 70     | 57        | 59     |

\*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)

| 2024-25 ESSA FPPI                            |      |
|----------------------------------------------|------|
| ESSA Category (CSI, TSI or ATSI)             | TSI  |
| OVERALL FPPI – All Students                  | 56%  |
| OVERALL FPPI Below 41% - All Students        | No   |
| Total Number of Subgroups Missing the Target | 1    |
| Total Points Earned for the FPPI             | 451  |
| Total Components for the FPPI                | 8    |
| Percent Tested                               | 100% |
| Graduation Rate                              |      |

| ESSA OVERALL FPPI HISTORY |         |         |         |           |          |         |
|---------------------------|---------|---------|---------|-----------|----------|---------|
| 2024-25                   | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 56%                       | 58%     | 50%     | 55%     | 44%       |          | 58%     |

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

| 2024-25 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          | 31%                             | Yes                | 4                                                     | 3                                                     |
| English Language Learners           | 60%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 54%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 55%                             | No                 |                                                       |                                                       |
| White Students                      | 73%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 52%                             | No                 |                                                       |                                                       |

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.

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2023-24 | C&C<br>ACCEL<br>2023-24 | ELP<br>PROGRESS |
| All Students                                   | 60%         | 61%                    | 48%       | 44%               | 68%          | 61%        | 47%                | 62%         |            |              |                         |                         |                 |
| Students With<br>Disabilities                  | 14%         |                        | 40%       |                   | 21%          | 50%        |                    |             |            |              |                         |                         |                 |
| English<br>Language<br>Learners                | 64%         |                        |           |                   | 55%          |            |                    |             |            |              |                         |                         |                 |
| Black/African<br>American<br>Students          | 44%         |                        |           |                   | 63%          |            |                    |             |            |              |                         |                         |                 |
| Hispanic<br>Students                           | 54%         | 42%                    | 40%       |                   | 65%          | 64%        |                    | 62%         |            |              |                         |                         |                 |
| White<br>Students                              | 73%         | 75%                    | 61%       |                   | 79%          | 70%        |                    | 80%         |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 55%         | 60%                    | 39%       | 36%               | 64%          | 56%        | 55%                | 52%         |            |              |                         |                         |                 |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. |
| All Students                                   | 54%         | 79%                    | 58%       | 50%               | 58%          | 63%        | 47%                | 54%         |            |              |
| Students With<br>Disabilities                  | 19%         |                        | 39%       |                   | 10%          | 33%        |                    |             |            |              |
| English<br>Language<br>Learners                | 58%         |                        |           |                   | 75%          |            |                    |             |            |              |
| Black/African<br>American<br>Students          | 47%         |                        | 47%       |                   | 53%          | 53%        |                    |             |            |              |
| Hispanic<br>Students                           | 61%         | 77%                    | 75%       |                   | 58%          | 63%        |                    |             |            |              |
| White<br>Students                              | 57%         | 90%                    | 60%       |                   | 66%          | 68%        |                    | 64%         |            |              |
| Economically<br>Disadvantaged<br>Students      | 53%         | 77%                    | 63%       | 53%               | 56%          | 63%        | 50%                | 50%         |            |              |

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
| All Students                                   | 42%      | 34%              |        |             | 55%       |         |              | 48%      |         |           |                   |                   | 70%          |
| Students With Disabilities                     | 13%      | 9%               |        |             | 25%       |         |              |          |         |           |                   |                   |              |
| English Language Learners                      |          |                  |        |             |           |         |              |          |         |           |                   |                   | 70%          |
| Black/African American Students                | 36%      |                  |        |             | 60%       |         |              |          |         |           |                   |                   |              |
| Hispanic Students                              | 42%      | 46%              |        |             | 42%       |         |              |          |         |           |                   |                   |              |
| White Students                                 | 47%      | 40%              |        |             | 64%       |         |              | 58%      |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 39%      | 31%              |        |             | 47%       |         |              | 42%      |         |           |                   |                   |              |

## 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.

| 2024-25 SPRING |       |        |          |                   |       |                |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 3     | 60%    | 45%      | 15%               | 57%   | 3%             |
| ELA            | 4     | 56%    | 47%      | 9%                | 56%   | 0%             |
| ELA            | 5     | 59%    | 47%      | 12%               | 56%   | 3%             |
| Math           | 3     | 76%    | 51%      | 25%               | 63%   | 13%            |
| Math           | 4     | 61%    | 54%      | 7%                | 62%   | -1%            |
| Math           | 5     | 66%    | 46%      | 20%               | 57%   | 9%             |
| Science        | 5     | 62%    | 43%      | 19%               | 55%   | 7%             |

### III. Planning for Improvement

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#### 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?

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The area that showed the most growth as compared to last year's State testing was with our 4th Graders in the area of Reading and Math. Last year in reading, 39% of our 3rd Graders scored a Level 3 or above, as compared to the County's 45% proficiency, and the State 53% proficiency. This year, 56% of our 4th Graders scored a Level 3 or above, as compared to the County's 47% proficiency, and the State's 56% proficiency. Last year in Math, 41% of our 4th Graders scored a Level 3 or above, as compared to the County's 50% proficiency, and the State's 58% proficiency. This year, 61% of our 4th Graders scored a Level 3 or above, as compared to the County's 54% proficiency and the State's 62% proficiency. Also, our 5th Graders showed wonderful growth this year in Science. 62% of our 5th Graders scored a Level 3 or higher, as compared to the District's 43% proficiency and the State's 55% proficiency. During the 24-25 school year, we provided all of our staff with extra support by providing additional Professional Development activities, as well as providing Schoolwide Tier II and Tier III remediation from 8:00-9:00 daily.

##### **Lowest Performance**

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

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The area that showed the lowest performance was in our 3rd-grade ELA scores. Last year, in ELA, 79% of our 3rd Graders scored a Level 3 or higher, as compared to the District's 43% proficiency and the State's 57% proficiency. For this year's Reading scores, 60% of our 3rd Graders scored a Level 3 or higher, as compared to the District's 45% proficiency and the State's 57% proficiency. Even though we surpassed both the District and State, we as a school dropped 19% from the previous year.

##### **Greatest Decline**

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

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Based on the decline of this year's 3rd Grade ELA scores, a contributing factor was that we had a brand new teacher join our 3rd grade team, and a majority of the 3rd grade students struggled in 2nd Grade ELA last year. To address this decline, we are going to continue to provide support to both our 2nd and 3rd Grade teams by offering extensive Professional Development opportunities, as well as

meeting every week to review their academic and test data so that we can address any deficiencies in a timely manner.

**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.

---

Even though we surpassed the District in both Reading and Math in 3rd through 5th Grade, and surpassed the State in Reading and Math, with exception to our 4th grade math, which we were 1% behind the State, we are going to continue to focus on all grade levels in Reading and Math, we are going to continue to provide support to all of our Grade Level teams by offering extensive Professional Development opportunities, as well as meeting on a weekly basis to review their academic and test data so that we can address any deficiencies in a timely manner.

**EWS Areas of Concern**

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

---

Our highest priority for this coming school year is to increase the proficiency rate for our 3rd, 4th, and 5th graders in ELA. Through the implementation of effective and rigorous standards-based instruction in ELA, the student learning gains and proficiencies will increase by at least 20%. To monitor this year's goals, the Administrator and members of the Administrative Team will continuously review student data and will conduct monthly Data Chats with each teacher to discuss student strengths and weaknesses. During this time, we will discuss Benchmark, District Progress Monitoring Assessments (DPMAs), F.A.S.T. scores, as well as classroom scores, and provide support and suggestions that will be given to the teachers in regards on how to better serve the struggling students and how to support the enriched students as well. We will also continue to focus on increasing our scores in the other grade levels so that our students can continue to show growth.

**Highest Priorities**

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

---

Our next highest priority for this coming school year is to increase the proficiency rate for our 3rd, 4th, and 5th graders in Math. Through the implementation of effective and rigorous standards-based instruction in Math for our 4th Graders, the student learning gains and proficiencies will increase by at least 20%. To monitor this year's goals, the Administrator and members of the Administrative Team will continuously review student data and will conduct monthly Data Chats with each teacher to discuss student strengths and weaknesses. During this time, we will discuss Benchmark, District Progress Monitoring Assessments (DPMAs), F.A.S.T. scores, as well as classroom scores, and provide support and suggestions that will be given to the teachers in regards on how to better serve the struggling students and how to support the enriched students as well. We will also continue to focus on increasing our scores in the other grade levels so that our students can continue to show growth.

## 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)

#### Area of Focus Description and Rationale

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.

---

All teachers will continue to focus on the ESSA Subgroup of Students with Disabilities to close their learning gaps in the areas of Reading and Math. Even though we showed growth in this area, we will continue to provide robust daily support in all academic areas by continuing our schoolwide Tier II and Tier III remediation from 8:00-8:30, and having both our teachers and Paraprofessionals provide our SWD students with additional support in all academic areas, as well as provide before or after-school tutoring.

#### Measurable Outcome

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.

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If the RTI team, teachers, and aides provide extra remediation support to our subgroup students using robust educational materials on a daily basis, then their ELA, Math, and Science District Progress Monitoring Assessments (DPMA) and State F.A.S.T assessment proficiency scores will increase by 15%.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

We will monitor our Students with Disabilities subgroup every week, as well as after each District and State Assessment, to see if there needs to be any adjustments to their remediation schedule and/or support materials. Our Progress Monitoring is facilitated through our PMP meetings, Administrative Walk-Throughs, and individual meetings with teachers. We also monitor the specific child every week through teacher observations and test scores to ensure that their needs are continuing to be met.

#### Person responsible for monitoring outcome

Michelle Axson (Principal) and Alison Hinerman (ESE/Gifted/RTI Teacher)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Collaborative planning among the RTI team, teachers, and aides using Florida State Standards to support standards-based instruction, as well as continuing to provide additional remediation support to our subgroup students.

**Rationale:**

According to Hattie's Index of Teaching & Learning 0.22 (Individualized Instruction), this strategy is perfect to support the above idea that when teachers adapt instruction to the needs of the students and align it to their capability, student achievement can occur.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

1. Provide robust standards-based professional development to our teachers and aides on how to meet the needs of our subgroup students. 2. Schedule collaborative planning times for grade levels in order to develop strong lessons and activities.

**Person Monitoring:**

Michelle Axson (Principal)

**By When/Frequency:**

This will be implemented the first week of school and will continue throughout the school year.

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

1. Provide robust standards-based professional development to our teachers and aides on how to meet the needs of our subgroup students. 2. Schedule collaborative planning times for grade levels in order to develop strong lessons and activities.

## IV. Positive Learning Environment

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**Area of Focus #1**

Other: Parental Involvement

**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.

An area of focus for Marion Charter School for this year is to increase our Parent Involvement turnout. In order to try to accommodate all parents, especially the parents who could not attend due to work or personal schedules, we will offer multiple days and times for all of our meetings. We will also post the information on our website, school-based social media page, and DOJO. We will also try this year to post videos/webinars of the information that was given at the meetings so that parents can view at their earliest convenience. The most recent data from the surveys showed that the parents would love additional parent meetings that focused on how to help their child be more successful in all academic areas, such as ELA, Math, and Science. The survey also showed that the parents would like more information about the District and State assessments, and how to help them prepare for them at home. Finally, parents also wanted to know how they can help their children establish a better homework routine, as well as how to help their children with their homework.

### **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.

By focusing on Parent and Family Engagement activities on ELA, Math, and measurable Science standards, and building a strong foundation for two-way communication with families, then student learning gains will increase based on local and state assessments and diagnostic data. Based on current data from Marion Charter School's survey and our Title I Parent survey, we will increase our Parent Involvement turnout by 35%.

### **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.

Surveys are given out at the beginning of the school year by Marion Charter and at the end of the school year by Title I, which asks parents what types of Parent Activities would be beneficial to their families and what times would be helpful to their schedules. The surveys also ask the parents and families of how we can better serve their needs. Also, after each Parent Night or Activity, surveys will be given out so that the Administrator and the Administrative Team can see how they can improve the training or activity, but also how we can be of further assistance to the parents' and students' needs.

### **Person responsible for monitoring outcome**

Michelle Axson (Principal) and Valerie Wells (Dean/Guidance Counselor)

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Based on survey results, we will offer multiple days and times for each of our Parent Nights, as well as offer them both in person and virtually so that it would be helpful to their schedules. We will continue to send out surveys at the beginning and ending of each school year, as well as after every Parent Night. We will also provide additional Parent Nights that will focus on the ELA, Math, and Science standards and skills, as well as how they can help their child be more successful with their reading and math skills. We will also provide all of the families with all of the materials needed so that they can "make and take" games and activities to use at home with their children.

**Rationale:**

Based on our parent surveys, 85% of our parents stated that they would benefit from attending more hands-on classes or meetings to learn how to help their children at home with their academic classwork and homework. Because of this result, we will be offering Reading and Math Make and Take Nights this year. The make and take resources are packets that we will be putting together using materials from the County's Parent Resource bus, as well as resources from Just Read Florida!

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

1. Provide "hands-on" meetings for parents and students for Reading, Math, and Science. We will send home the same activities with students whose parents are attending virtually, so that all parents and families can participate. 2. Provide parents with many forms of communication, such as our website, DOJO, Facebook, and through flyers sent home with the students. 3. We will offer our parents several days and times to attend the activities, if applicable, so that our activities can better meet their schedules.

**Person Monitoring:**

Michelle Axson (Principal) and Valerie Wells (Dean/Guidance Counselor)

**By When/Frequency:**

Beginning of the Year and throughout the school year

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

1. Provide "hands-on" meetings for parents and students for Reading, Math, and Science. We will send home the same activities with students whose parents are attending virtually, so that all parents and families can participate. 2. Provide parents with many forms of communication, such as our website, DOJO, Facebook, and through flyers sent home with the students. 3. We will offer our parents several days and times to attend the activities, if applicable, so that our activities can better meet their schedules.

## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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When our SIP is completed and ready to be shared with our families, we first notify our parents that is available by putting out an announcement on our school website, in our school newsletter, on DOJO, on our Facebook page, and through Skylert messaging. Marion Charter disseminates the SIP by posting it on our school website, as well as having several printed copies in the office for parents and families to view, and if needed, we will send home a paper copy with the families. Our website for Marion Charter School is [www.marioncharter.org](http://www.marioncharter.org), where our SIP and PFEP documents are held for parents and families to view at their convenience.

#### 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Marion Charter provided several opportunities throughout the school year for parents and families to volunteer. We hold annual Title I Parent Meetings, Open House, as well as Reading, Math, and Science Nights, as well as a 5th Grade Parent Night. We also hold several carnivals and field days in which the families participate and volunteer for, as well as requiring our parents to meet with their child's teachers at least 3 times during the school year. For the 2023-2024 school year, we had 95% of our parents/grandparents attend the required parent conferences, and about 50 parents/grandparents who volunteered, which represented about 60% of our school families. For the

2025-2026 school year, it is our goal to hold our meetings and Parent Nights both in person and virtually, which should meet the needs of our parents and families. Marion Charter School tries to make helpful connections with the parents and guardians and encourages them to be actively involved. Strategies include making initial phone calls to invite parents/guardians out to meet with the teacher and counselor, and following up with suggestions and materials to support the families. Marion Charter School uses DOJO, Facebook, Skyward, and our school website as our parent connection tools. Parents can access their child's grades, assignments, and support materials through the parent website, as well as Skyward and Class Canvas. Parents are given an access code that allows them access to grades and class information. Additionally, all forms from school, including permission slips, class and school newsletters, calendars, etc., are all found on our website [www.marioncharter.org](http://www.marioncharter.org). It is a one-stop place for all information about the school. Marion Charter also has a Parent Resource Room where parents/guardians are allowed to check out resources such as games, manipulatives, and workbooks that they can use at home with their child(ren). We also have the Title I Van that visits the school several times a year. Marion Charter School builds long-lasting relationships with our families so that they are comfortable coming by and reaching out to us even when their children are no longer with us. We try to assist our families, whether they are current, past, or even future families, with resources, information, or guidance on how to better help their children be successful in their educational endeavors. [www.marioncharter.org](http://www.marioncharter.org)

### **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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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Marion Charter will continue to provide RTI interventions and enrichments school-wide daily from 8:15 to 9:15 so that all staff members are available to work with students. Marion Charter also continues to provide its staff and students with current standards-based curriculum and manipulatives so that we can provide our students with the best education possible. Throughout the day, our aides support their grade-level teachers by providing remediation and enrichment to students through small-group activities and lessons. We also have a Reading Endorsed Teacher in every grade level to provide Tier III interventions.

### **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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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Marion Charter School's SIP is developed with the input from Administration, Teachers, Parents, and the Marion Charter School Board so that we can continue to provide the best education possible to all of our students.

## 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Marion Charter School utilizes the County-approved "Caring Schoolwide Community" program, as well as implementing the Positive Behavior Intervention System (P.B.I.S.). Our Guidance Counselor also meets with each class every week to teach Guidance lessons.

#### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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Marion Charter School holds a 5th Grade Parent Night for our 5th-grade students and their families to share with them helpful information regarding what to expect in middle school. We invite area middle schools to come to our parent night to provide our parents and students with a wealth of information on what core subjects and elective courses are available, and how to be successful in middle school. By holding this 5th Grade Parent Night, it eliminates any anxious feelings that the students may have about going to middle school.

#### 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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At Marion Charter School, we use Multi-Tiered System of Supports (MTSS), which is a framework that uses problem-solving and data to identify student needs and guide decision making. MTSS strives to accelerate the performance of all students and integrates academic and behavioral instruction, as well as interventions to help provide support for struggling students. MTSS is not special education, but a way to intervene early so that all students can be successful, providing interventions and support that can be adjusted depending on a student's progress.

**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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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All staff members at Marion Charter School are required to attend schoolwide, District, and State professional learning trainings throughout the school year. These trainings provide our staff members with information and strategies to improve core instruction, how to disseminate student data, and how to provide support and enrichment to all students so that they can be successful in school.

**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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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Marion Charter School works closely with area daycares to provide support to families whose child(ren) will be entering Kindergarten. We provide a Welcome To Kindergarten Parent Night and invite Day Care and VPK parents so that they can learn about what to expect in Kindergarten and how to help their child(ren) at home. We also have the parents visit the Kindergarten classrooms, as well as share the curriculum that their child(ren) will be using in Kindergarten.

## VI. ATSI, TSI and CSI Resource Review

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

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

---

Marion Charter will continue to monitor any school improvement funding allocations on a regular basis and will continue to purchase any items needed by the teachers and/or aides to support the educational needs of all of students in all academic areas. Marion Charter School will use General Funds and Title I funds to cover the expenses relating to the resources needed to provide our students and staff with the tools that they need to be successful. All Marion Charter Stakeholders, from our Board Members to our families and staff, all have an opportunity to provide input regarding data and funding allocations at each of our Board Meetings that are held quarterly.

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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Marion Charter uses District and State-approved curriculum such as MyView for ELA, Envision for Math, Analytic Orange for Social Studies, Top Score for Writing, and McGraw-Hill for Science. We also utilize other products like Reading Rangers, I-Ready, Reflex Math, ESGI, Read Naturally, Reading Mastery, and Great Leaps. All of these products are used with students, especially our Students with Disabilities Subgroup, so that we can provide robust activities with them to close their gaps in Reading, Math, and Science.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**Yes**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |

# Marion Charter School's

## Parent and Family Engagement Plan (PFEP)

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### About Title I, Part A

Title I, Part A, provides local school districts and schools with resources that help children gain a high-quality education and the skills to master the Florida Standards. 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 than whether or not that family is affluent or poor. 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?

Title I, Part A defines parent involvement as the *...participation of parents in **regular, two-way and meaningful communications** with school staff that involves the student, addresses learning and engages the family in school activities.* The Title I, Part A classification of parent involvement derives from the definition of Parent and Family Engagement, as outlined in the Every Student Succeeds Act, circa 2017-2018.

### 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 at home. We value the contributions and engagement of parents and family members. The goal is establishing 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!

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Principal Name: Michelle Axson

School Website: [www.marioncharter.org](http://www.marioncharter.org)

School Year: 2025-2026

## 1. PARENT AND FAMILY ENGAGEMENT PLAN GOAL

**If Marion Charter School focuses parent and family engagement activities on ELA, Math, and science standards and build a strong foundation for two-way communication with families, then student learning gains will increase by 20% based on local assessments and diagnostic data.**

## 2. JOINTLY DEVELOPED

How will the school:

- 1) involve parents in developing the school parent and family engagement plan?
- 2) make the parent and family engagement plan available to the local community?
- 3) update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?
- 4) Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?
- 5) address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

**(1) Parents are involved in developing the school's Parent and Family Engagement Plan by sharing their ideas and opinions through our annual school survey, our annual Title I survey, and through our MCS School Board meetings. 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 Board meetings. Communication of upcoming opportunities will include social media, school website, newsletters, teacher DOJOs, school marquee, fliers and Skylert messaging.**

**(2) Marion Charter makes our Parent and Family Engagement Plan available to our families and to the community by uploading it to our school website, and by making copies available for parent viewing in our office. We also notify our parents that the Parent and Engagement Plan is now available in our school newsletters, through DOJO, and through our school Facebook page.**

**(3) Marion Charter will update the plan as needed throughout the school year to meet the changing needs of our students, families, and school by using schoolwide data and parent surveys.**

**(4) 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 meetings. The aforementioned surveys and Board meeting minutes are made available to the district Title I office for review throughout the year. If the parents feel that there is a problem with the plan, then the Administration will reach out to the Title I office for assistance and guidance.**

**(5) Marion Charter School invites and encourages parent involvement and volunteering. Our parents are required to attend at least 3 Parent/Teacher/Student conferences a year to discuss their child's educational strengths and weaknesses, and to discuss remediation and enrichment activities to help their child to continue to succeed. All of our parents are encouraged to volunteer throughout the school year through field days, field trips, and in the classrooms. Parents can also visit our website at [www.marioncharter.org](http://www.marioncharter.org) for more information.**

### 3. ANNUAL TITLE I MEETING

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

**All aspects of Title I are shared using the district Title I PowerPoint template which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents Rights, Assessments, Title I Funds, Title I Focus, open discussion, and Q&A. We will also provide handouts for parents who attend the Title I Annual Meeting. For those who can not attend, we will have copies in the front office, as well as adding it to our school website, DOJO, and Facebook pages. The steps that we take in preparing for and having our Annual Title I meeting are:**

**Step 1: Advertise Annual Meeting through our DOJO messages, our Facebook Page, on our website, and in**

**our weekly newsletters.**

**Step 2: Complete a Skylert message to notify our parents of the upcoming meeting date and time.**

**Step 3: Set the meeting date for the same night as Open House to maximize the attendance.**

**Step 4: Create an agenda to explain the Title I program and parent and family engagement activities.**

**Step 5: Train the teachers during pre-planning on the Title I program, the budget, and the agenda that will be**

**presented to present to parents during the Title I meeting, so that is parents have any questions, they will be able to answer them.**

**Step 6: Conduct the Annual Meeting, keeping sign in sheets and survey results.**

### 4. COMMUNICATIONS

How will the school:

- 1) ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
- 2) offer meetings at various times (such as in the morning and evening)?
- 3) offer meetings in different formats (such as online and in-person group meetings, home visits or other types of individual meetings)?
- 4) 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?
- 5) monitor two-way communication to ensure timely responses.

**(1) By including families in the development of our PFEP, we ensure that the plan is written in an understandable format. Prepared messages related to progress reports, 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 the School-based website, teachers' DOJOs, school newsletters, fliers, and school marquee. The different formats that we offer include where the location of our PFEP and that they are always encouraged to reach out to us for additional information.**

**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.**

**(2) 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 need. Spanish translators can 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.**

(3) Family meetings will be offered both in person and virtually, and all meetings will be recorded so that parents who are unable to attend, can view the meeting on their own time. The meetings are also offered at different times and on different days in order to accommodate our parents.

(4) We continuously ask our parents for their feedback through our annual surveys, surveys after each event, as well as inviting them to attend our Board Meetings. Prepared messages related to progress reports, 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 School-based website, teachers' DOJOs, school newsletters, fliers, and school marquee.

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.

(5) We continuously monitor two-way communication with our parents and families to ensure that they are receiving information in a timely manner as well as ensuring that we respond to any questions or concerns that they may have as soon as possible.

## 5. BARRIERS

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

(1) Marion Charter is unable to offer transportation to our parents and families for our events, so we will make sure to offer our parents the opportunity to attend the meeting virtually, and if they are still unable to attend, then we will make sure that we record the meetings so that they can view it at their earliest convenience.

(2) For the parents who are able to attend in person, we do provide childcare services during our Family Meetings in order to reduce the engagement barriers in regards to parents who may not be able to attend due to no childcare being available.

## 6. SCHOOL-PARENT COMPACT

Describe how the school:

- 1) and families will jointly develop a School-Parent Compact.
- 2) will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement in the School-Parent Compact.
- 3) will build and develop a partnership with families to help children achieve challenging State academic standards.

(1) Marion Charter has developed, with the assistance of Title I, a School/Parent/Student Compact that offers ways that the school and parents can work together to provide the best education possible to all of our students. The compact also provides strategies to help connect learning at home and at school. Parents are offered opportunities throughout the year to provide their input regarding the School/Parent/Student Compact. The compact is shared and discussed with the students and parents during their first in person conference at the beginning of the school year.

(2) The School/Parent/Student Compact outlines and explains how the school, parents, and students all have responsibilities in order for our children to succeed. For example, the compact has responsibilities for students, such as read and complete their homework nightly with high quality, and to the best of their abilities, and to be a Respectful, Responsible, and Problem Shark! The school's responsibilities are to work with students and families to promote student success in all academic areas, to provide students with robust lessons, materials, and academic programs, and to communicate with parents on a regular basis.

Some examples of the parent's responsibilities are to work closely with their child's teachers, to provide a quiet place for the child to complete homework, and to support their child's teacher and school in all aspects of their child's learning. The compact also provides a space for the students to write down their personal goals for Reading, Math, Behavior, and for themselves.

(3) Marion Charter will hold a F.A.S.T. Family Night to discuss all aspects of the State's new Florida's Assessment of Student Thinking test, such as how the tests are scored, sample types of questions that will be asked, and how to help their child be successful on the tests. We also allow parents to provide input and feedback on how we can better serve their needs in regards to their child's education and in regards to the State tests.

## 7. COORDINATION OF FUNDS

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.

Marion Charter School holds several parent and family engagement programs at our school each year, such as our F.A.S.T Family Night, our 5th Grade Parent Night, and our Publix Math Night. Our Guidance Counselor, Valerie Wells, reaches out to surrounding daycares to offer strategies for early childhood learning opportunities. We also provide our parents with information on how to access the District Parent Resource Center so that they can check out resources to use with their children at home. We also work with our 5th grade families in order to ease the transition from elementary school to the middle school by hosting our annual 5th grade Parent Night where we share information on how to develop important study habits, how to choose the right classes, and provide questions and answer sessions with the families. We also invite the area middle schools to share information with the families.

## 8. BUILDING CAPACITY OF PARENTS

Describe how the school will provide parents with the following:

- 1) A description and explanation of the curriculum and resources.
- 2) Individual student academic assessment results and interpretation of those results.
- 3) A description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

(1) The school provides detailed information regarding the curriculum that is used at each grade level at our annual Open House, our annual Title I meeting, and in our school compact. Also, information regarding our curriculum is found on our website.

(2) Parents have access to Skyward where they can access their child's grades at their convenience. After each assessment, whether it is classroom weekly assessments, Diagnostic I-Ready assessments, and F.A.S.T. assessments, student results are shared and discussed with the parents, as well as additional ways to support their child. We will also share academic results with our parents at our Family Engagement Events such as our Reading and Math Nights, as well as at our 5th Grade Parent Night.

(3) Parents have access to Skyward where they can access their child's grades at their convenience. After each assessment, whether it is classroom weekly assessments, Diagnostic I-Ready assessments, and F.A.S.T. assessments, student results are shared and discussed with the parents, as well as additional ways to support their child. We will also provide detailed information regarding our District and Statewide tests, and will go over individual student results and achievement during our Parent Nights, as well as our mandatory report card conferences with parents.

**9. Please include 4 Parent/Family Workshops/Opportunities (1 per quarter), 2 of which could be Academic Conference Team events.**

| <b>Title</b>                                  | <b>Purpose</b>                                                                                                                                                                                                                                                                                                            | <b>Quarter Date(s)/Time(s)</b>                                                                         |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Annual Title I Meeting</b>                 | We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media. | September 10, 2025<br>at 5:30 p.m. and 6:00 p.m.                                                       |
| <b>Open House</b>                             | To provide parents and students a wealth of information regarding our curriculum and standards for all academic areas so that our students will have a successful year. This will enable parents to help their children at home with their academic needs                                                                 | September 10, 2025<br>6:00 pm                                                                          |
| <b>3rd, 4th, and 5th Grade F.A.S.T. Night</b> | To provide parents and students with information on the State Tests that their child will be taking this year. Parents will be given strategies on how to help their children be successful in the areas of reading and math.                                                                                             | October 8, 2025<br>5:30 pm                                                                             |
| <b>Academic Conferences with Parents</b>      | Parents, teachers, and students will meet to go over academic and assessment results, as well as be provided with strategies on how to continue to be successful in all academic and assessment areas.                                                                                                                    | October 20 <sup>th</sup> -Oct. 31 <sup>st</sup> , 2025 Times will be scheduled on an individual basis. |
| <b>Family Math Night</b>                      | Families will enjoy completing several math with their children. This activity will promote family togetherness as well as increasing their math skills which is one of our SIP Goals                                                                                                                                     | January 15th, 2026<br>6:00-7:00 p.m.                                                                   |
| <b>Dr. Seuss Literacy Night</b>               | Families will enjoy completing several reading activities such as reading stories together while in their pajamas, as well as completing several reading games with their children. This activity will promote family togetherness as well as increasing their reading skills.                                            | March 4, 2026<br>6:00-7:00 p.m.                                                                        |
| <b>Academic Conferences with Parents</b>      | Parents, teachers, and students will meet to go over academic and assessment results, as well as be provided with strategies on how to continue to be successful in all academic and assessment areas.                                                                                                                    | March 23rd-April 3rd, 2026. Times will be scheduled on an individual basis.                            |
| <b>5th Grade Parent Night</b>                 | To provide both parents and students with information on standards, skills, and expectations that will help them to be successful in all academic areas in 5th grade as well as their transition into middle school.                                                                                                      | May 6, 2026<br>2:45 p.m. and 5:00 pm                                                                   |
|                                               |                                                                                                                                                                                                                                                                                                                           |                                                                                                        |

*The activities listed may be updated after publishing.*

## 10. BUILDING CAPACITY OF SCHOOL STAFF

Describe how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents in the following:

- 1) The value and utility of contributions of parents.
- 2) How to reach out to, communicate with, and work with parents as equal partners.
- 3) To implement and coordinate parent programs and build ties between home and school.
- 4) To provide information in a format, to the extent practicable, in a language the parents can understand.
- 5) To respond to parent requests for parent and family engagement activities.

(1) Marion Charter provides annual trainings to all staff members on the importance of parent engagement, such as how to conduct a parent conference effectively, as well as effective two way communication between the staff and parents. The school liaison shares information and insights that she has received from the parents that have volunteered at the school on how to better support students and families and how to build stronger relationships with families.

(2) The school holds annual trainings at the beginning of the school year such as the effective use of DOJO, the school based social media page, to share information with families about student academic achievement, activities going on in the classrooms, as well as how they can help their child at home. We also provide training for all teachers and staff members on how to effectively communicate school related information, such as course grades, IEP and 504 information, as well as available district and school family resources. These trainings provide valuable feedback and will help our staff view parents as equals.

(3) All staff members are trained in person annually at the beginning of the year on how to best serve the needs of their parents and students in regards to how to help them with their homework, how to provide a quiet place to complete their homework, as well as working with parents on how to complete certain types of math and reading questions. These trainings build stronger ties to our staff and families.

(4) Marion Charter School requires our staff to be trained annually on how to effectively communicate with parents in their native language. All newsletters and parent information are provided to parents in their native language. If needed, a translator will be provided for verbal communication with parents. These trainings will help them reduce educational jargon in parent communications, provide clear explanations of skills/assessments, and the use of apps or websites for translations.

(5) All staff members are trained annually at the beginning of the year on how to respond to any parent requests or needs in a timely manner. The staff and school work hard to meet the needs of all of it's parents, students, and staff. This training also reminds the staff of the importance of positive communication and provides modeling opportunities. During this training parent survey results are shared so that the parent's voices and needs are heard and met.

*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: | 7/14/2025 |
| 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: \_\_\_\_\_

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