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Marion Charter School

39 CEDAR RD, Ocala, FL 34472

[no web address on file]

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

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

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

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Axson, Michelle	Principal	Mrs. Axson oversees the daily operations of Marion Charter School from personnel to students, as well as the operating budget.
Wells, Valerie	School Counselor	Ms. Wells, our Guidance Counselor/Dean, develops, coordinates and conducts all individual, small group and schoolwide guidance and social behavior activities. She also addresses discipline issues that occur on campus.
Hinerman, Alison	Teacher, ESE	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.

Stakeholder Involvement and SIP Development

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

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

The Marion Charter School Leadership Team and our School Board Members meets 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.

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’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	17	10	2	4	11	0	0	0	44
One or more suspensions	0	20	3	0	0	3	0	0	0	26
Course failure in English Language Arts (ELA)	0	4	12	10	1	2	0	0	0	29
Course failure in Math	0	6	9	5	0	4	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	0	0	5	7	0	0	12
Level 1 on statewide Math assessment	0	0	0	0	0	3	9	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	5	3	9	0	0	0	0	21

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	0	6	12	12	3	4	0	0	0	37

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

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

Prior Year (2022-23) As Initially 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 days	17	10	2	4	11	8	0	0	0	52
One or more suspensions	20	3	0	0	3	3	0	0	0	29
Course failure in ELA	4	12	10	1	2	2	0	0	0	31
Course failure in Math	6	9	5	0	4	8	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	5	7	7	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	3	9	4	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	5	3	9	0	0	0	0	0	21

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	6	12	12	3	4	4	0	0	0	41

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	17	10	2	4	11	8	0	0	0	52
One or more suspensions	20	3	0	0	3	3	0	0	0	29
Course failure in ELA	4	12	10	1	2	2	0	0	0	31
Course failure in Math	6	9	5	0	4	8	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	5	7	7	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	3	9	4	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	5	3	9	0	0	0	0	0	21

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	6	12	12	3	4	4	0	0	0	41

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52			56			59		
ELA Learning Gains	52			44			65		
ELA Lowest 25th Percentile	57						42		
Math Achievement*	64			53			70		
Math Learning Gains	66			44			60		
Math Lowest 25th Percentile	47						53		
Science Achievement*	46			23			56		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL				
AMI				
ASN				
BLK	49			
HSP	54			
MUL				
PAC				
WHT	65			
FRL	48			

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	52	52	57	64	66	47	46					
SWD	38			38								
ELL												
AMI												
ASN												
BLK	42	47		58	47							
HSP	45	60		50	60							
MUL												
PAC												
WHT	65	47		68	79							
FRL	39	49	64	57	56	36	33					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	56	44		53	44		23					
SWD	38			38								
ELL												
AMI												
ASN												
BLK	53	42		53	25		17					
HSP	42			46								
MUL												
PAC												
WHT	69	53		57	67		36					
FRL	44	38		46	31		11					

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	59	65	42	70	60	53	56					
SWD	35	50		61	50							
ELL												
AMI												
ASN												
BLK	57	50		63	63							
HSP	61	71		70	53							
MUL												
PAC												
WHT	63	71		73	61		71					
FRL	60	65	40	70	59		54					

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on the Florida Assessment of Student Thinking (F.A.S.T.) data, in Reading 34% of our 3rd Graders were proficient, in comparison to the County's 39% and the State's 50%. The data also showed that 37% of our 3rd Graders were a Level 1, 29% were a Level 2, 9% were a Level 4, and 6% were a Level 5. The contributing factor was a lack of student experience and preparedness from going from 2nd grade testing to 3rd Grade where they had more computer based testing. This year was our first year where all grade levels completed State testing online, and should be better prepared this year. We will continue to provide robust instruction, as well as remediation and enrichment to all students in all academic areas so that our student scores can continue to increase.

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

Based on the Florida Assessment of Student Thinking (F.A.S.T.) data, in Reading 34% of our 3rd Graders were proficient, in comparison to the County's 39% and the State's 50%. Last year, our 3rd Grade Students surpassed the County and the State in Reading with 59% proficiency, as compared to the County's 42% proficiency and the State's 53% proficiency. A lack of experience and preparedness of our 3rd grade students contributed to the decline.

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.

The greatest gap when compared to the State's average was in 3rd Grade Reading. Marion Charter School had 34% of their 3rd Graders proficient in Reading as compared to the State's 50% proficiency. A lack of experience and preparedness of our 3rd grade students contributed to the decline.

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

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. Last year, 45% of our 4th Grader were considered proficient in Reading, as compared to the County's 50% proficiency, and the State 57% proficiency. This year, 55% of our 4th Graders were considered proficient, as compared to the County's 48% proficiency, and the State's 58% proficiency. During the 22-23 school year, we provided extra support to our 4th Grade teacher through additional Professional Development activities, as well as providing her a mentor.

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

Our major area of concern is with our 3rd Grade Reading scores, however, we would like to continue to increase our Proficiency levels in all academic areas.

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

Our first priority is to provided support to both our 3rd Grade teachers, as well as our 3rd Grade students, on how to be prepared for all of the testing that goes on in 3rd Grade such as Benchmark

tests, DPMAs, and State F.A.S.T. testing. Our next priority is to continue to focus on increasing our proficiency levels in all academic areas for all grade levels, especially in Reading, Math, and Science.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A downward trend in student achievement in Reading for our 3rd Grade students, as measured by the State F.A.S.T. test demonstrates a weakness in standards based instructional practice. For Reading, our 3rd Grade students were well below the County and State averages with 34% proficiency, as compared with the County (39%) and the State (50%).

Measurable Outcome:

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

Through implementation of effective and rigorous standards based instruction in Reading, the student learning gains and proficiencies will increase by at least 20% going from 34% to 54%.

Monitoring:

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

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 (DMPAs), 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.

Person responsible for monitoring outcome:

Michelle Axson (michelle.axson@marion.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use collaborative planning using the B.E.S.T. standards to support standards based instruction in Reading, as well as continuing to provide additional remediation support to all of our teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Hattie's Index of Teaching & Learning Strategy 0.009 (Teacher Subject Matter Knowledge), this strategy is perfect at supporting this rational. This strategy was implemented last year in 4th grade for both Reading and Math, as well as in 5th Grade for Science, and tremendous growth was shown.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Provide robust standards based Professional Development to our teachers and aides.
2. Schedule collaborative planning times for grade levels in order to develop strong lesson and activities.

Person Responsible: Michelle Axson (michelle.axson@marion.k12.fl.us)

By When: This will be implemented beginning the first week of school and will continue to the end of the school year.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of focus for Marion Charter School for this year is to increase our Parent Involvement turn out. 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:

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

By focusing on Parent and Family Engagement activities on ELA, Math, and measurable Science standards and build 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 turn out by 35%.

Monitoring:

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

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, that 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 asks 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 trainings or activity, but also how we can be of further assistance to the parent's and student's needs.

Person responsible for monitoring outcome:

Michelle Axson (michelle.axson@marion.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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 Responsible: Valerie Wells (valerie.wells@marion.k12.fl.us)

By When: We will have our Parent Night activities throughout the school year.

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Past District Progress Monitoring Assessments (DPMAs) reflects a need for support for our Multiple Subgroups in order to meet their academic needs. For 3rd Grade ELA, ED had a proficiency rate of 47%, LEP subgroup had a proficiency rate of 27% and compared to non LEP (47%), and SWD had a proficiency rate of 40% as compared to non SWD (50%). For 4th grade ELA, the subgroup ED had a proficiency rate of 43%, LEP had a proficiency rate of 46% as compared to non LEP (43%), and the SWD had a proficiency rate of 32% as compared to non SWD (47%). For 5th grade ELA, the subgroup ED had a proficiency rate of 58%, LEP had a proficiency rate of 35% as compared to non LEP (59%) and the subgroup SWD had a proficiency rate of 47% as compared to non SWD (60%).

For 3rd grade Math, ED had a proficiency rate of 48%, LEP had a proficiency rate of 0%, as compared to non LEP (48%), and SWD had a proficiency rate of 43% as compared to non SWD (50%). 4th Grade ED subgroup had a proficiency rate of 51%, LEP had a proficiency rate of 35% compared to non LEP (52%) and SWD had a proficiency rate of 40% as compared to non SWD (56%).

For 3rd grade Science, ED had a proficiency rate of 73%, LEP had a proficiency rate of 94% as compared to non LEP (72%), and SWD had a proficiency rate of 67% as compared to non SWD (76%). 4th grade ED had a proficiency rate of 52%, LEP had a proficiency rate of 46% as compared to non LEP (52%), and SWD had a proficiency rate of 35% compared to non SWD (57%). 5th grade ED had a proficiency rate of 64%, LEP (58%) and SWD had 62% proficiency.

Measurable Outcome:

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

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:

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

We will monitor our subgroups on a weekly basis, 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 on a weekly basis through teacher observations and test scores to ensure that their needs are continuing to be met.

Person responsible for monitoring outcome:

Michelle Axson (michelle.axson@marion.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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 Responsible: Michelle Axson (michelle.axson@marion.k12.fl.us)

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

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 Responsible: Michelle Axson (michelle.axson@marion.k12.fl.us)

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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 in order 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.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

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 parent 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 where our SIP and PFEP documents are held for parents and families to view at their convenience.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Marion Charter provided several opportunities throughout the school year in order 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 2022-2023 school year, we had 95% of our parent/grandparents attend the required parent conferences, and about 50 parents/grandparents who volunteered, which represented about 60% of our school families. For the 2023-2024 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 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 build 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, rather 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.

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. (ESSA 1114(b)(7)ii))

Marion Charter will continue to provide RTI interventions and enrichments school wide on a daily basis 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.

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

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.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

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 on a weekly basis to teach Guidance lessons.

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. (ESSA 1114(b)(7)(iii)(II))

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 on our parent night to provide our parents and students with a wealth of information from what core subjects and elective courses are available to 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.

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

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.

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. (ESSA 1114(b)(7)(iii)(IV))

All staff members at Marion Charter School are required to attend schoolwide, District, and State professional learning trainings throughout the schoolyear. 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.

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

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.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes