Marion County Public Schools

OCALI CHARTER MIDDLE SCHOOL

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2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 5

D. Early Warning Systems 6

II. Needs Assessment/Data Review 9

A. ESSA School, District, State Comparison 10

B. ESSA School-Level Data Review 11

C. ESSA Subgroup Data Review 12

D. Accountability Components by Subgroup 13

E. Grade Level Data Review 16

III. Planning for Improvement 17

IV. Positive Learning Environment 20

V. Title I Requirements (optional) 23

VI. ATSI, TSI and CSI Resource Review 28

VII. Budget to Support Areas of Focus 29

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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

Clear Choice Academies creates a community where every student belongs, discovers their potential, and develops the knowledge, character, and skills to shape their future.

Provide the school's vision statement

Our vision is to develop a network of thriving schools where students think independently, break barriers, lead with integrity, and are equipped to thrive in an evolving world.

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

Theresa Matthews

Theresa.Matthews@marion.k12.fl.us

Position Title

Executive Director

Job Duties and Responsibilities

Oversee the Middle School principal duties.
Manage the school-wide budget to maximize resources to improve student achievement.
Fundraise.

Leadership Team Member #2

Employee's Name
Elias Posth

Elias.Posth2@marion.k12.fl.us

Position Title
Director of Student Services

Job Duties and Responsibilities

Partners with student service managers, school counselors, ESE support staff, and administrators to design, implement, and monitor interventions and supports in both Ocali Charter Middle and High Schools.
Designs and delivers professional development in areas of need for school staff.
Testing Coordinator.
Title I Coordinator.

Leadership Team Member #3

Employee's Name
Stephanie Scheib

Stephanie.Scheib@marion.k12.fl.us

Position Title
Principal

Job Duties and Responsibilities

Lead an environment that is safe, positive, and inclusive.
Provide leadership in the areas of curriculum, instruction, and assessment.
Ensure classroom instruction is delivered in a manner appropriate to the needs of middle school-aged students and is provided by teachers who are skilled and knowledgeable.
Create a supportive learning environment which promotes high standards for staff and students.
Cultivate a culture of collaboration amongst students, staff, parents, and the community.
Utilize and inform families of resources available to them such as Title I.
Deliver professional development and technical assistance to staff based on their needs.
Coach and evaluate school staff.
Use data to make informed decisions about student improvement needs.
Recognize and honor outstanding students in our school.

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.

The School Leadership team met with Ocali Charter Middle School's SAC members on April 20, 2026, to discuss the current state of the school based on Progress Monitoring 1 and 2 data and classroom science assessment data in relation to progress towards the 2025-2026 SIP goals. A follow-up SAC meeting will be held on August 3, 2026, to review adjustments made to the 2026-2027 SIP based on the most current FAST Progress Monitoring 3 and EOC data.

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)).

The SIP will be monitored quarterly by analyzing FAST Progress Monitoring 1, 2, and 3 data to ensure progress towards the set goals is occuring. Weekly classroom assessments in the area of 8th grade science will be analyzed to determine student needs for intervention. Specific, monitored and analyzed IXL intervention will be analyzed weekly to determine effectiveness and overall student growth.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**76.2%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: A** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							66	56	60	182
Absent 10% or more school days							4	17	13	34
One or more suspensions							16	16	16	48
Course failure in English Language Arts (ELA)							1	2	1	4
Course failure in Math							4	0	1	5
Level 1 on statewide ELA assessment							11	6	6	23
Level 1 on statewide Math assessment							8	12	3	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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							15	13	8	36

Current Year 2026-27

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

Prior Year (2025-26) 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	
School Enrollment							61	63	63	187
Absent 10% or more school days							3	4	5	12
One or more suspensions							11	13	15	39
Course failure in English Language Arts (ELA)									1	1
Course failure in Math							1			1
Level 1 on statewide ELA assessment							8	5	10	23
Level 1 on statewide Math assessment							8	4	11	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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							5	6	7	18

Prior Year (2025-26) 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										0
Students retained two or more times										0

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	54	62	58	51	58	50	45	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	50	57	61	61	56	59	55	52	56
ELA Lowest 25th Percentile	49	50	53	56	49	52	61	48	50
Math Achievement*	56	56	65	59	54	63	49	52	60
Math Learning Gains	52	59	62	63	57	62	54	57	62
Math Lowest 25th Percentile	53	53	57	76	53	57	70	60	60
Science Achievement	62	48	57	38	42	54	35	40	51
Social Studies Achievement*	76	68	77	87	68	73	46	57	70
Graduation Rate									
Middle School Acceleration	67	76	82	81	75	77	50	70	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					52	53		54	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	519
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
58%	64%	52%	48%	43%	42%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	49%	No		
Black/African American Students	57%	No		
Hispanic Students	52%	No		
White Students	59%	No		
Economically Disadvantaged Students	55%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	54%		50%	49%	56%	52%	53%	62%	76%	67%			
Students With Disabilities	38%		55%	56%	31%	39%	42%		79%				
Black/African American Students	56%		58%	50%	53%	61%	54%	58%		64%			
Hispanic Students	51%		50%	50%	45%	43%	46%	61%	63%	63%			
White Students	55%		41%	40%	65%	53%	64%	67%	81%	69%			
Economically Disadvantaged Students	50%		59%	62%	51%	49%	50%	50%	65%	62%			

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	58%		61%	56%	59%	63%	76%	38%	87%	81%			
Students With Disabilities	34%		50%	33%	46%	63%	64%	25%	73%				
English Language Learners	60%		56%		65%	67%							
Black/African American Students	45%		68%	60%	45%	68%	90%	9%	85%				
Hispanic Students	60%		64%	50%	53%	68%	77%	42%	86%	85%			
White Students	58%		57%	56%	68%	61%	65%	50%	86%	83%			
Economically Disadvantaged Students	51%		58%	54%	56%	57%	74%	36%	87%	72%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		55%	61%	49%	54%	70%	35%	46%	50%			
Students With Disabilities	29%		46%	47%	36%	54%	60%	10%	38%				
English Language Learners	39%		50%		33%	28%							
Black/African American Students	29%		29%		43%	54%	60%		0%				
Hispanic Students	47%		61%	79%	43%	48%	75%	44%	55%	50%			
White Students	61%		62%	61%	55%	59%	69%	35%	62%	52%			
Economically Disadvantaged Students	45%		51%	58%	47%	51%	70%	39%	45%	52%			

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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	55%	51%	4%	62%	-7%
ELA	7	48%	53%	-5%	62%	-14%
ELA	8	60%	54%	6%	60%	0%
Math	6	53%	47%	6%	60%	-7%
Math	7	45%	43%	2%	53%	-8%
Math	8	53%	54%	-1%	61%	-8%
Science	8	62%	47%	15%	52%	10%
Civics	7	73%	68%	5%	77%	-4%
Algebra	7	92%	96%	-4%	96%	-4%
Algebra	8	42%	81%	-39%	84%	-42%
Geometry	8	86%	92%	-6%	95%	-9%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was our science achievement, which improved from 47% student proficiency in 2024-2025 to 62% student proficiency in 2025-2026. During the 2025-2026 school year, our science teachers looked at data monthly. They met regularly with one another and with the Critical Thinking teacher to discuss student progress and major standards. The Critical Thinking class focused on project-based application of the content while also reviewing multiple years' worth of information with students.

Lowest Performance

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

The area showing the lowest performance was seventh-grade English Language Arts. A notable number of students experienced chronic absenteeism, which contributed to inconsistent instructional time. An increased number of students faced social-emotional and mental health challenges that affected their engagement and academic progress. Additionally, student disciplinary incidents, including suspensions, contributed to interruptions in their learning. Collectively, these factors limited consistent access to instruction and opportunities to develop essential skills.

Greatest Decline

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

The area that showed the greatest decline was in Algebra I. Though our scores remain higher than the district (+15 points) and the state (+1 point), there were many students who entered Algebra I after having not been proficient for many years. Out of the population who did not meet proficiency on their EOC, many were chronically absent and/or had disciplinary incidents that removed them from their normal school day in class, thus losing the consistency and momentum needed for an accelerated course.

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.

The greatest performance gap when compared to the state average was in our math acceleration, specifically Geometry (+30 points over the state). The instructional strategies utilized by the teacher have proven to be highly effective in our math acceleration courses through the majority of the years this teacher has taught at the school.

EWS Areas of Concern

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

The highest area of concern for OCMS for the 26-27 school year is in the area of English Language Arts performance. Our performance fell below the district by 5 points and below the state by 14 points.

Highest Priorities

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

1. Increase mastery of English Language Arts standards in all grade levels.
2. Maintain positive school culture and motivation to perform.
3. Decrease the number of students with chronic absenteeism.

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.

Instructional Practice specifically relating to ELA

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.

For the 2026-2027 school year, OCMS will focus on improving students' mastery of the English Language Arts standards. The area of focus was determined based on the 2025-2026 decline in proficiency scores in English Language Arts. Though the school as a whole only decreased by four points, OCMS still indicates a ten-point gap with the state. Seventh grade specifically performed at a proficiency rate of less than 50%.

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.

All baseline data determined from the 25-26 FAST ELA assessment
Baseline Proficiency: 54% school-wide
6th grade baseline: 55%
7th grade baseline: 48%
8th grade baseline: 60%

Midyear proficiency goal: 57% school-wide
End-of-year proficiency goal: 60% school-wide

Monitoring

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

Grade-level English Language Arts data will be monitored monthly by the English Language Arts department and the principal during our collaboration meetings. During these meetings, recommendations will be made to adjust instruction/interventions.

Person responsible for monitoring outcome

Mrs. Stephanie Scheib

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:

OCMS students will participate in a supplementary course apart from their English Language Arts course and a possible Intensive Reading course that focuses on the mastery of English Language Arts standards but from a different approach. Students will participate in reading and writing components but will also make real-world connections. The intervention teacher will collaborate monthly with the English Language Arts department as well as the Civics teacher.

Rationale:

The rationale behind this supplementary course is to provide a different approach to student learning. This course will focus more on project-based assignments, encouraging students to own their learning and be more creative and inquisitive.

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

Supplementary course focusing on providing intervention in the area of English Language Arts

Person Monitoring:	**By When/Frequency:**
Mrs. Stephanie Scheib	Monthly

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

1. Establish baseline data 2. Monitor student interaction with peers and material (project-based assessments) 3. Monthly data team meetings (adjust plans based on needed interventions) 4. Progress monitoring updates (student data ownership) 5. Professional development

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

OCMS has become proactive about building and maintaining a positive school culture. Many areas of a student's life (because of their voice) have improved in the last few years. Students have become more active participants in the decision-making processes at Ocali. We ask them to think about what, how, and why we may do particular things within the classroom and in the whole school environment. Even with the positive changes we have made, there are still areas of struggle and need for motivation to ensure our students are able to grow in their academics and as people. We have added club days, and we run a student of the month program. Many students have shown buy-in, but now we want to focus on attendance and the number of students receiving one or more suspensions. During the 2025-2026 school year, 18.6% of our students were considered chronically absent, while 16.4% received one or more school suspensions.

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.

During the 2025-2026 school year, 18.6% of our students were considered chronically absent, while 16.4% received one or more school suspensions.

During the 2026-2027 school year:
Reduction from 18.6% to 15% of students chronically absent.
Reduction from 16.4% to 14% of students receiving one or more school suspensions.

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.

This data will be monitored each month by the Principal, the Student Service Manager, and our Proactivity Coordinator. They will meet monthly to create a list of potential students who may have previously fallen in one of these areas of concern. Data will be monitored, conversations with families and students will be maintained, and incentives will be provided.

Person responsible for monitoring outcome

Mrs. Stephanie Scheib

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:

At the start of the school year and throughout, behavior expectations are thoroughly reviewed, and students are reminded. This happens in relation to all that students can earn by maintaining good

behavior throughout the year. Students are also clearly given the opportunity and encouraged to speak to school staff about any issues in relation to their interactions with others so that they can receive assistance in addressing something that may become a problem. Students and their families with recieve more communication and incentives this year related to school attendance. This communication will include what 10% of a school year actually looks like and what effects extended or frequent absences can have on their learning and development.

Rationale:
Communication is a powerful tool, as is finding what motivates people. These are essential life skills that we can proactively teach our students by giving them a good example and helping them monitor themselves. In being upfront and helping them to monitor their attendance and behavior then they can appropriately make decisions about their education, their activities and ultimately their life.

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
Strong communication and clear expectations involving student behaviors that result in school suspensions and chronic absenteeism.

Person Monitoring:
Mrs. Stephanie Scheib

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Notify all stakeholders of attendance policies and behavior expectations. 2. Monitor student absences and student discipline related to school suspension. 3. Remind and communicate with students and their families of opportunities available to them by maintaining the policies and expectations. 4. Communicate with students and their families about the policies and expectations as we review data and notice early warnings for noncompliance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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.

Prepared messages related to progress reports and upcoming school-family events will be created using clear, easy-to-understand language and sent via Apptegy to registered phone numbers and email addresses of our families. Additional communications may be relayed through media such as social media, the site-based website, Google Classroom, school newsletters, and flyers.

For students whose home language is not English, documents will be created using a free online translation service to the home language of the family.

By including families in the development of the Parental Family Engagement Plan (PFEP), we ensure that the plan is written in an understandable format. The variety of formats and methods mentioned will also tell families the location of the plan and encourage them to reach out for additional information.

https://www.ocalicharter.com/title-one

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)).

Family meetings will be scheduled in a flexible format (ex: different days and times), and when necessary, meetings will be duplicated at different times/days, allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings, as well as phone and email follow-up. Additional strategies will be applied as the need arises on a case-by-case basis.

Spanish translators will be available for Spanish-speaking parents upon formal request or informally through our bilingual staff members.

https://www.ocalicharter.com/title-one

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)).

OCMS will strengthen its academic program in English Language Arts by utilizing the FAST ELA Progress Monitoring data to create tiered interventions for students to master the ELA standards in all grade levels.

OCMS will continue to strengthen its math program by enrolling all students in fundamental math and giving the opportunity to many students to also take financial literacy.

OCMS will continue to strengthen its science program through the interventions provided during Critical Thinking.

OCMS will have monthly club days to encourage students to maintain their class grades, discipline, and attendance so they may participate in other enriching learning experiences.

OCMS will plan and follow through on incentives for students for maintaining the attendance policy and upholding behavior expectations.

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)).

This plan requires parent support. OCMS incorporates this support through its parent engagement event offerings throughout the school year. This, coupled with Title I resources, makes it possible for parents to support the initiatives of OCMS at home.

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)).

The OCMS Guidance Counselor works with students and provides them with a human link to the community outside of OCMS. The Guidance Counselor will utilize Marion County School District resources when needed. The OCMS Guidance Counselor meets with outgoing 8th-grade students to plan for high school as well as look at career options.

OCMS also uses Habitudes as a school-based social-emotional learning/mental health skills curriculum.

On OCMS Club Days, we often have a guest speaker. The guest speakers are from the community and share opportunities for students as they prepare for high school and beyond. Ocali is looking forward to hosting a career day this year.

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)).

N/A

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)).

OCMS utilizes positive rewards for both academic and behavioral accomplishments. Students earn privileges to attend school social events as well as status cards that allow them to dress out of uniform and purchase treats. We utilize a classroom management system called "Time to Teach" to redirect students to wanted tasks versus unwanted tasks without reverting to office referrals.

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)).

OCMS teachers and paraprofessionals participate in frequent data digs to identify our Tier 2&3 students. This helps them to maintain awareness and provide tailored instruction. In addition, OCMS teachers attend district professional learning sessions that focus on standards and lesson planning that address depth of knowledge.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

N/A

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).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Ocali Charter Middle School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name: Stephanie Scheib
School Website: https://www.ocalicharter.com/
School Year: 2026-2027

1. Parent and Family Engagement Plan Goal

By the end of May 2027, OCMS will increase family participation in learning-focused engagement events by providing multiple opportunities for families to engage with student learning across content areas. Family engagement events will incorporate interactive activities, student projects, and subject-area showcases in areas such as ELA, math, science, and other academic subjects to strengthen the connection between home and school.

Families will receive invitations and reminders for each event through email, social media, Skylert phone calls, the school website, and written invitations. Parent participation will be tracked through sign-in sheets and event records to monitor engagement levels and identify opportunities for improvement. OCMS will use participation data and parent feedback to continue strengthening family engagement efforts, as strong school-home partnerships support improved student academic achievement.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

OCMS will involve parents and family members in the development and annual review of the Parent and Family Engagement Plan through participation in School Advisory Council (SAC) meetings, parent engagement events, parent-teacher conferences, and parent surveys. Feedback collected from parent engagement surveys, SAC meetings, board meetings, and parent conferences will be reviewed and used to revise the plan annually to ensure it reflects the needs of students, families, and the school community.

The Parent and Family Engagement Plan will be shared with families and the community through the OCMS website, with a hard copy available in the school front office upon request. Families will be informed of opportunities to review the plan and provide feedback through Apptegy, social media, school newsletters, and other school communications.

Parents are encouraged to participate in advertised SAC meetings, parent engagement events, parent-teacher conferences, volunteer opportunities, and other school activities. Families will have

reasonable access to school staff by scheduling conferences, phone calls, emails, or meetings as needed to support student success.

If parents are not satisfied with the Title I Schoolwide Plan, their comments will be collected by the school and submitted to the district as required.

3. Annual Title I Meeting

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

OCMS will conduct its Annual Title I Meeting before November 1 and will hold the meeting in conjunction with the first Parent and Family Engagement Event to encourage family participation. Families will be invited beginning the second week of school through Apptegy, social media, the school website, and other school communication platforms.

The meeting will be presented using the district-approved Title I PowerPoint and will provide families with information about the Title I program, the school's participation in Title I, the Parent and Family Engagement Plan, the School-Parent Compact, parents' rights under Title I, state and local assessments, the use of Title I funds, the school's Title I focus, and opportunities for parent involvement. Families will also have the opportunity to ask questions and provide feedback during an open discussion.

Prior to the meeting, teachers will receive training during pre-planning on the Title I program, the Parent and Family Engagement Plan, the School-Parent Compact, and the agenda for the Annual Title I Meeting to ensure consistent communication with families. Agendas, presentation materials, and sign-in sheets will be maintained as documentation of the meeting.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

The school will ensure that the Parent and Family Engagement Plan is written in clear, family-friendly language by avoiding educational jargon, acronyms, and technical terms whenever possible. The plan will be shared with families through Apptegy, the school website, newsletters, and printed copies upon request. For families whose primary language is not English, the plan and other important documents will be translated using available translation services. Spanish-speaking families will also have access to bilingual staff members or interpreters, when available, to assist with communication.

Family engagement meetings will be offered at various times, including morning, afternoon, and evening sessions, to accommodate different family schedules. When appropriate, the same meeting may be offered on multiple days or at different times to maximize participation. Additional accommodations will be made on a case-by-case basis based on family needs.

The school will provide a variety of opportunities for families to participate, including in-person meetings, virtual meetings, individual conferences, phone conferences, and, when appropriate, home visits. One-on-one meetings will be available to address individual student needs and provide personalized support for families.

The school will maintain regular, two-way communication with families through Apptegy, email, phone calls, Google Classroom, the school website, newsletters, social media, flyers, and parent-teacher conferences. Families are encouraged to contact school staff with questions or concerns, and staff will communicate student progress, upcoming events, and available resources using clear, understandable language. Academic information, including student achievement data, will be explained individually during parent meetings, with information available in Spanish as needed.

School administrators will monitor communication practices by encouraging staff to respond to family inquiries in a timely manner, reviewing communication logs and parent feedback when appropriate, and addressing communication concerns as they arise. Professional development will be provided to teachers and staff on effective family communication, including sharing student progress, course grades, IEP and Section 504 information, and available school and district resources in a clear and respectful manner.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

The school will not provide transportation services for parent and family engagement activities. To reduce transportation and scheduling barriers, individual academic conferences focusing on PM1–PM3 assessment results will be offered at various times throughout the day and will be available both in person and virtually to provide flexibility for families.

The school will provide childcare during parent and family engagement events. Childcare will be offered in Suite 106 while engagement activities are held in Suite 200. Depending on the number of children participating, Suite 106 will be staffed by a minimum of two staff members and will maintain a staff-to-child ratio of approximately 1:5 to ensure a safe and supervised environment.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

The School-Parent Compact is jointly developed and annually reviewed with input from parents, school staff, and other stakeholders to strengthen the partnership between home and school. The compact clearly outlines the shared responsibilities of parents, students, and school staff in supporting student academic achievement and meeting Florida's academic standards.

Families are encouraged to provide input through parent engagement events, the annual Parent and Family Engagement and School Improvement surveys, the District Family and Community Survey, and quarterly School Advisory Council (SAC) meetings. Feedback is used to update the compact and strengthen family-school partnerships.

Information about the curriculum, state assessments, achievement expectations, and ways families can support learning at home will be shared during the Annual Title I Meeting, parent-teacher conferences, family engagement events, newsletters, the school website, teacher communications, and Apptegy messaging. Families are encouraged to communicate regularly with school staff and participate in school activities that support student success.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

OCMS will coordinate its parent and family engagement efforts with school, district, and community programs to strengthen partnerships and support student achievement. The school will work with stakeholders to promote meaningful parent and family engagement through ongoing communication, collaboration, and opportunities for families to actively participate in their child's education.

School administration will collaborate with the Migrant Department of Grants and Federal Programs to provide academic support for eligible students and connect families with available resources that promote student success.

To support successful school transitions, OCMS will coordinate activities for students and families moving from elementary school to middle school and from middle school to high school. Incoming sixth-grade students and their families will be invited to Meet and Greet events and a two-day summer transition camp to help them become familiar with the school and its expectations. For eighth-grade students, the school counselor will provide guidance on high school transition, graduation planning, and career readiness. OCMS will also invite representatives from local high schools, colleges, businesses, and community organizations to participate in career exploration activities and informational workshops for students and families.

OCMS will provide access to Title I parent resources by hosting the Title I Parent Resource Van during parent and family engagement events. Families will also receive information about available district resources, community services, and educational programs that support student learning and family engagement.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

Prepared messages related to progress reports, upcoming school-family events, and academic information will be written in clear, easy-to-understand language by avoiding educational jargon and acronyms whenever possible. These messages will be sent through Apptegy to registered phone numbers and email addresses. During the first quarter of the school year, OCMS will present the Annual Title I Meeting to provide families with a clear explanation of Florida's academic standards, the school's curriculum, instructional resources, and available Title I services. Additional communication will be provided through social media, the school website, Google Classroom, school newsletters, and flyers.

For families whose primary language is not English, important documents and communications will be translated using available translation services whenever possible. Bilingual staff members will also assist with communication as needed.

Families will receive information about the assessments used to measure student progress, including FAST, End-of-Course (EOC) assessments, and other state and classroom assessments, through Google Classroom, teacher communications, parent-teacher conferences, the Annual Title I Meeting, School

Advisory Council (SAC) meetings, and academic family engagement events such as FAST/EOC information nights.

Individual student assessment results will be shared and explained during parent-teacher conferences and dedicated parent engagement events focused on FAST progress monitoring. During these meetings, staff will provide a comprehensive explanation of student performance, describe expected achievement levels and grade-level standards, compare current assessment results with previous results, and discuss strategies families can use to support learning at home. Teachers are also encouraged to communicate upcoming lessons, curriculum information, and classroom expectations through Google Classroom and class newsletters. Families who are unable to attend school events will receive important information through quarterly newsletters, the school website, or by contacting the school to schedule an individual conference.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
Title I Annual Meeting (required by the last week in October)	To provide an explanation of Title I and begin the ongoing discussion site schoolwide participation and of its link to student achievement.	**Quarter 1** Thursday, September 9, 2026 5:00pm-5:30pm
Parent Engagement Event #1: Open House - Building the Foundation Between School and Home	Families will receive and review their student's FAST PM1 assessment results, along with an explanation of the foundational reading and mathematics skills being developed throughout the school year. Staff will discuss how family involvement and at-home support contribute to student academic success and provide strategies for reinforcing learning outside of school. Families can view the Reading Diorama Showcase, feature students' summer reading projects, and celebrate student achievement.	**Quarter 1** Thursday, September 9, 2026 5:30pm-7:00pm
Parent Engagement Event #2: Conference Night & Reading and Math @ Home	Families will participate in parent speed conferences to review student-specific data from the first quarter, discuss academic progress, and develop strategies to support student achievement. Families will also rotate through Reading and Math Learning at Home stations where parents will receive resources and activities to reinforce literacy	**Quarter 2** Wednesday, November 18, 2026 5:30pm-7:00pm

	and math skills using everyday household items and activities.	
Parent Engagement Event #3: Conference & Science Night	Families will review individual FAST PM2 data and compare results to FAST PM1 to monitor student growth and identify areas for continued support. Parents will receive resources, strategies, and guidance to support their students in ELA and math preparation for FAST PM3, Math EOCs, 7th Grade Civics, and 8th Grade Science state assessments. The event will also include a science learning session where families can learn how to support science learning at home and view student science fair projects.	**Quarter 3** Wednesday, January 20, 2027 5:00pm-7:00pm
Parent Engagement Event #4: Testing Prep & Preventing the Summer Slide	Families will receive information about upcoming end-of-year assessments, including testing expectations, preparation strategies, and ways parents can support their students during the testing period. Parents will also receive resources, strategies, and activities to use at home during the summer months to maintain academic skills, prevent learning loss, and encourage continued growth in reading, math, and other content areas.	**Quarter 4** Wednesday, April 14, 2027 5:00pm-7:00pm

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

During the first month of the 2026–2027 school year, with input and assistance from parents, OCMS will provide professional development for all staff members focused on strengthening parent and family engagement. Training topics will include effective parent-teacher conferences, strategies for

meaningful two-way communication, and methods for building positive partnerships with families as equal partners in student success.

Staff will receive training on strategies to involve parents in the school community and classroom environment, effectively communicate student academic progress, and provide families with accessible information regarding course grades, IEP and Section 504 supports, and available district and school resources. Staff will also be trained on the effective use of newsletters, teacher websites, Google Classroom, and other communication platforms to share information with families in a clear and understandable format.

Professional development activities will be conducted on Wednesday afternoons during scheduled early-release Professional Development time. OCMS will also utilize School Advisory Council (SAC) meetings to gather parent feedback and discuss topics related to strengthening family partnerships.

OCMS will review feedback and recommendations provided by families through parent engagement event surveys and use this information to improve future engagement opportunities, address parent needs, and ensure activities are responsive, accessible, and meaningful for all families.

School Advisory Council (SAC) Interest Form

Ocali Charter Middle School

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian

☐School Staff

☐Community Member

☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call

☐Text Message

☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number: _____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____