Marion County Public Schools

MARION CHARTER SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Leadership Team Member #1

Employee's Name
Michelle Axson

Michelle.ason@marion.k12.fl.us

Position Title
Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name
Valerie Wells

Valerie.wells@marion.k12.fl.us

Position Title
Guidance Counselor/Dean

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
Alison Hinerman

Alison.Hinerman@marion.k12.fl.us

Position Title
ESE/Gifted/RTI Teacher

Job Duties and Responsibilities

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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

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

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

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

Current Year 2025-26

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

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

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										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.

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

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

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

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	4	3
English Language Learners	60%	No		
Black/African American Students	54%	No		
Hispanic Students	55%	No		
White Students	73%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA 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	60%	61%	48%	44%	68%	61%	47%	62%					
Students With Disabilities	14%		40%		21%	50%							
English Language Learners	64%				55%								
Black/African American Students	44%				63%								
Hispanic Students	54%	42%	40%		65%	64%		62%					
White Students	73%	75%	61%		79%	70%		80%					
Economically Disadvantaged Students	55%	60%	39%	36%	64%	56%	55%	52%					

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	54%	79%	58%	50%	58%	63%	47%	54%					
Students With Disabilities	19%		39%		10%	33%							
English Language Learners	58%				75%								
Black/African American Students	47%		47%		53%	53%							
Hispanic Students	61%	77%	75%		58%	63%							
White Students	57%	90%	60%		66%	68%		64%					
Economically Disadvantaged Students	53%	77%	63%	53%	56%	63%	50%	50%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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

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

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

There is no assessment data available for this school.

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 area that showed the most growth as compared to last year's State testing was with our 4th Graders in the area of Reading and Math. Last year in reading, 39% of our 3rd Graders scored a Level 3 or above, as compared to the County's 45% proficiency, and the State 53% proficiency. This year, 56% of our 4th Graders scored a Level 3 or above, as compared to the County's47% proficiency, and the State's 56% proficiency. Last year in Math, 41% of our 4th Graders scored a Level 3 or above, as compared to the County's 50% proficiency, and the State's 58% proficiency. This year, 61% of our 4th Graders scored a Level 3 or above, as compared to the County's 54% proficiency and the State's 62% proficiency. Also, our 5th Graders showed wonderful growth this year in Science. 62% of our 5th Graders scored a Level 3 or higher, as compared to the District's 43% proficiency and the State's 55% proficiency. During the 24-25 school year, we provided all of our staff with extra support by providing additional Professional Development activities, as well as providing Schoolwide Tier II and Tier III remediation from 8:00-9:00 daily.

Lowest Performance

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

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

Greatest Decline

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

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

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

Greatest Gap

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

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

EWS Areas of Concern

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

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

Highest Priorities

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

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

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

Monitoring

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

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

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

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

Person Monitoring:	**By When/Frequency:**
Michelle Axson (Principal)	This will be implemented the first week of school and will continue throughout the school year.

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

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

IV. Positive Learning Environment

Area of Focus #1

Other: Parental Involvement

Area of Focus Description and Rationale

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

reviewed.

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

better homework routine, as well as how to help their children with their homework.

Measurable Outcome

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

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

Monitoring

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

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

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

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

Description of Intervention #1:
Based on survey results, we will offer multiple days and times for each of our Parent Nights, as well as offer them both in person and virtually so that it would be helpful to their schedules. We will continue to send out surveys at the beginning and ending of each school year, as well as after every Parent Night. We will also provide additional Parent Nights that will focus on the ELA, Math, and Science standards and skills, as well as how they can help their child be more successful with their reading and math skills. We will also provide all of the families with all of the materials needed so that they can "make and take" games and activities to use at home with their children.

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

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

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

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

Person Monitoring:	**By When/Frequency:**
Michelle Axson (Principal) and Valerie Wells (Dean/Guidance Counselor)	Beginning of the Year and throughout the school year

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

V. Title I Requirements (optional)

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.

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

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

2025-2026 school year, it is our goal to hold our meetings and Parent Nights both in person and virtually, which should meet the needs of our parents and families. Marion Charter School tries to make helpful connections with the parents and guardians and encourages them to be actively involved. Strategies include making initial phone calls to invite parents/guardians out to meet with the teacher and counselor, and following up with suggestions and materials to support the families.

Marion Charter School uses DOJO, Facebook, Skyward, and our school website as our parent connection tools. Parents can access their child's grades, assignments, and support materials through the parent website, as well as Skyward and Class Canvas. Parents are given an access code that allows them access to grades and class information. Additionally, all forms from school, including permission slips, class and school newsletters, calendars, etc., are all found on our website www.marioncharter.org. It is a one-stop place for all information about the school. Marion Charter also has a Parent Resource Room where parents/guardians are allowed to check out resources such as games, manipulatives, and workbooks that they can use at home with their child(ren). We also have the Title I Van that visits the school several times a year. Marion Charter School builds long-lasting relationships with our families so that they are comfortable coming by and reaching out to us

even when their children are no longer with us. We try to assist our families, whether they are current, past, or even future families, with resources, information, or guidance on how to better help their children be successful in their educational endeavors.

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)).

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI

or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

VI. ATSI, TSI and CSI Resource Review

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

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

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

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

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

VII. Budget to Support Areas of Focus

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

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