

Marion County Public Schools

Ocali Charter Middle School



2016-17 Schoolwide Improvement Plan

Ocali Charter Middle School

3233 SE MARICAMP RD STE 106, Ocala, FL 34471

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	37%

School Grades History

Year	2017-18	2014-15
Grade	C	D*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ocali Charter Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Francis Marion Charter School is to provide middle school students an opportunity to secure the highest quality education that embraces core values.

b. Provide the school's vision statement.

The vision of Francis Marion Charter School is to enable our students to become exemplary citizens, enjoy learning, be able to engage in critical thinking, and to demonstrate mastery of educational benchmarks and leadership skills to become successful, productive, and contributing graduates/citizens of the future.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At Francis Marion Charter School, we value and embrace all our students and their cultures. We create a link between home and school that allows us to become familiar with a child's cultural background, their dialect, their family, and their home life. We believe that each child deserves a team approach with the parents, teachers and staff of the school. Each time a new family comes to our school, they are welcomed to our school personally by the principal who gives them a tour and invites them to share information about their family. Family information is then shared with the new student's teachers so they are familiar with the student. Opportunities are provided for parents and students to share their cultural backgrounds during our family celebration times. Students have the opportunity to learn and sample items from different cultures and to share with others. This allows the students to feel valued. We provide multiple avenues of communicating with non-English speaking families, such as translated letters, interpreters, and pictures at meetings and conferences.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

FMCS creates an environment where students feel safe and respected before, during and after school by welcoming them with a smile each day. Teachers and staff members communicate positive expectations, provide constructive correcting, and positive classroom learning to the students. The administration of our school believes that everyone, students, teachers and staff should enjoy going to school each day and is committed to creating a positive and inviting environment for that to occur.

FMCS has an Anti-Bullying Policy in place so students feel safe when coming to school. Students may request to meet with the principal if they have a concern that cannot be addressed by a teacher. Due to our small size the principal maintains an open door policy for students, teachers and parents.

Additionally, we conduct emergency drills throughout the school year so that students know how to respond safely in case of an emergency.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-wide behavioral system in place minimizes distractions to keep students engaged during instructional time. FMCS has clear protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

FMCS has established classroom expectations and consequences school-wide. Expectations: 1. Positive Attitude. Respectful of others. Use your manners. 2. Follow the directions the first time given. 3. Keep hands, feet and objects to yourself. 4. Complete all assigned work to the best of your ability. 5. Be on time and prepared for class. Be Safe, Be Prepared and Be Respectful.

Consequences: If a student chooses to break the rules: 1st time: Guidance in a non-threatening and non-embarrassing approach. 2nd time: Same as 1 with an added time out for 10 minutes. 3rd time: Immediate phone call to parent/guardian. 4th time: Same as 3 plus possible Referral. (Physical contact is immediate referral to the administration office.) These are documented by classroom infractions that each teacher uses to document behavior. Campus Expectations: Keep voices appropriate inside and outside. Pass appropriately. Do not litter.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

All students are very important to FMCS. Their well-being emotionally and socially, especially at the middle school level is vital to their success. Our goal is to enable our students to become productive, contributing members of our school, society, and their community with an appreciation and acceptance of diversity. Administration works as a team with the school faculty, staff, parents and the community to create a climate and culture of caring and positiveness. FMCS provides education, prevention, early identification and intervention that helps the students achieve academic, emotional, and behavioral success. Administration meets with students and parents each year in the interview process to assess a student's social and emotional needs. Students are mentored and progress monitored for progression and success. Courtesy calls are administered to parents to ensure successful forward motion from challenges. FMCS also conduct character education and monthly focuses on Seven Habits of Highly Effective People. If additional programs are needed, the student will be referred to other services to meet their needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The leadership team pulls data from Unite/Performance Matters that filters at risk students by attendance, course failure, and level achievement on state assessments. More specific data is provided to the team to support an overall analysis of challenging issues throughout the school day.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	7	8	6	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	6	3	1	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	6	3	6	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	15	20	18	0	0	0	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	8	7	6	0	0	0	0	21

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The strategy is to engage parents to effectively engage their student to attend school and to be academically successful via phone calls, face to face contact, parent conferences, alerts, notes home, parent signatures on work, parent-student activities.

Parent engagement is the key to a child’s successful educational experience. Through the use of our early warning system FMCS will work in tandem with parents to develop intervention strategies specifically targeting said child’s needs. Our school environment creates a unique opportunity to include on a regular basis parents as true member of the child’s Education Advancement TEAM.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

FMCS uses the following communication to ensure that positive relationships with families occurs. Flexible Parent Meetings, the school scheduled orientation, open house and other meetings are held in the evening, This allows many of our parents to attend. Teachers are directed to do positive and discipline phone calls home to families. The school also focuses on building capacity through programs like readers are leaders, and math nights. Lastly we provide parents with a Calendar of Events, text communication between teachers and parents, blast emails and an updated web site. Parents are encouraged to volunteer and have lunch with their child.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We believe that community builders and schools share a common goal of ensuring a positive future for our children, their families, and their communities. Francis Marion Charter School builds positive relationships with members of the community by inviting the community to activities such as Career day, teaching a new skill, volunteering, award ceremonies and getting to know the children of our school through mentoring opportunities. FMCS promotes the school through a mail-out postcard to all 5th graders in the district and will provide information at the Marion Charter School graduation reception in June each year. Our administration will also become an active voice for education and choice throughout our community, ensuring that we empower parents and the community to be involved and engaged with our local education.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Matthews, Theresa	Principal
Patterson, Courtney	Teacher, K-12
Shows, Kelly	Teacher, K-12
Martinson, Shannon	Teacher, K-12
Patterson, Matthew	Teacher, K-12
Stumpf, Robert	Teacher, K-12
Sheib, Stephanie	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Theresa Matthews, Principal-provides resources, instructional support, training to implement student interventions and supervises all school business and is responsible for providing support for behavioral interventions and student motivation activities.

Courtney Patterson – LeadTeacher - responsible for assisting teachers in promoting and extending reading strategies across the curriculum.

This rest of this team will share the responsibility for writing the MTSS/Response To Intervention plans and identifying appropriate goals. The team shares data with the School Leadership Team and the board of Trustees to identify areas of concern for professional development, instructional strategies, and behavioral concerns. They focus on collaborative practices and teacher empowerment.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Multi Tiered System of Support team meets pre-school week to review all the incoming and returning student information to flag students who require interventions or additional support in reading, math or science. Teachers will receive folders of student names with interventions listed and accommodations for 504 and ESE students.

Weekly meetings are held for the entire year to review all students for support and interventions. Students are identified as Red, Yellow and Green based on their performance in each subject. Data is collected and shared with the Board of Trustees at regular Board Meetings. The Board meetings are open to the public and parents are encouraged to provide input on our school improvement plan. Data from the MTSS/Rtl process is used to guide budget decisions on materials and staff professional development.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Theresa Matthews	Principal
Leo Pachecko	Parent
Ro Chabot	Business/Community
Sharon Murry	Business/Community
Debbie Hart	Parent
Bill Murry	Business/Community
Jo Chabot	Business/Community
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The Board of Trustees reviewed and approved last year's school improvement plan.

b. Development of this school improvement plan

The development of the school improvement plan (SIP) occurred through brainstorming with the faculty, staff and parents, The ideas were compiled and then Mrs. Matthews wrote the SIP. Once the SIP was written, it was presented to the Board of Trustees and the Board voted to accept the SIP.

c. Preparation of the school's annual budget and plan

The school principal will create the initial annual budget and submit it to the Board of Trustees, Treasurer. The Board of Trustees will then review it for approval. 2015 – 2016 budget was approved and signed off on. The FMCS annual budget is monitored and updated as needed, then voted on for approval by the Board.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Not applicable

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Matthews, Theresa	Principal
Patterson, Courtney	Teacher, K-12
Martinson, Shannon	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The school based Literacy Leadership Team will meet quarterly. Meeting dates and times will be posted on annual calendar. Agendas are created based on the topics identified occurring at the school in the interim months. Group members will be given the Agenda ahead of time to be prepared for discussion at the meetings. Team members will confer with teachers and staff regarding literacy on campus. Focus is on Integrating writing into the core areas.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Positive working relationships between teachers include a common lunch time with a Wednesday session for collaborative planning and instruction. FMCS appreciates their teachers with monthly Teacher Appreciation activities and reminders.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

FMCS strategies for recruiting, developing and retaining highly qualified, certified-in-field, effective teachers to the school include posting to district website open positions, participating in the Great Florida Teach In, contacting University of Florida and St. Leo college for Education graduates. Teachers will continue with certification requirements as set forth by FLDOE and the District. FMCS provides along with MCPS professional development opportunities for continued certification. Additionally, to retain HQ teachers, FMCS will comply with class size reduction requirements.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentoring program at FMCS is top down. The Principal mentors all teachers, both new and veteran teachers. In the future, mentoring will be top down and include the Leadership team to mentor teachers

and each other. All teachers are evaluated via Classroom observations. Areas of need are discussed that day and a new observation is rescheduled. Mentoring and coaching is on-going, so all teachers can improve their teaching practices to become effective and highly-effective. Documentation will be kept and compiled for the year end evaluation. The administration will “walk the classrooms” regularly and ensure that ongoing support is provided to all educators. Lastly, a mentoring program with retired teachers has been implemented to ensure support for new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All research based instructional materials are on the approved Florida Standards curriculum list and approved by the Board of Directors for FMCS and Marion County Public School district Curriculum department and administration.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

In a combined effort, Administration and FMCS Staff use evidence from the analysis of FSA results, End of Course Exams (EOCs), FCAT (science) results and Benchmark tests to determine professional development needs and areas of concern. In addition, administrators also use classroom walk-through/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.

Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers. Based on an analysis of the data, best practices are identified and shared. Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction. Instructional software programs, along with internet based instructional web sites such as Khan Academy and Digits Online, are also utilized. In a Professional Learning Community, teachers discuss best practices and research different methods of providing instruction to students on non-mastered skills.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

Core Academic Instruction to accelerate learning before and after school for selected students.
Enrichment for students who want to excel academically.

Strategy Rationale

To provide the students as many opportunities as possible to perform at grade level and beyond.
Nature's Classroom - A STEM hands-on learning opportunity. Lego Robotics, 21st learning skills
and enhance critical thinking and analytical reasoning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Matthews, Theresa, theresa.matthews@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and Post assessments, student grades, FSA scores, student survey data on self-esteem,
student behavior data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

FMCS employs the strategies to support incoming 6th graders through our Open House presentation and Interview process, and Summer Orientation program for incoming 6th graders. All rising students participate in the End of the Year program for rising students and Summer Orientation Project program for rising 7th and 8th graders. The rising 9th graders participate in a Shadowing program for rising 9th graders, as well as the End of the Year program to celebrate their success. High school visits and speakers round out the process.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

FMCS uses many strategies to advance college and career awareness all year long. FMCS invites Guest speakers, including military and local law enforcement. The school also holds college and career readiness talks, will established business partners who are STEM oriented. The most tangible college and career awareness strategy is the Induction of worthy students into National Junior Honor Society in the spring.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication

FMCS offers Lego Robotics and bi-monthly hands-on science labs and Nature's Classroom Trips to support student achievement in technical and career education.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all students participate in a focus on reading and writing in the content area and differentiated instruction, then student achievement will increase.

- G2.** If we continue to increase students understanding of foundational math skills with a focus on conceptual as well as procedural understanding, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all students participate in a focus on reading and writing in the content area and differentiated instruction, then student achievement will increase. 1a

G087397

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students are performing below grade level expectations in ELA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- A paraprofessional support instruction and student learning in language arts with a focus in writing.

Plan to Monitor Progress Toward G1. 8

Learning checks of student writing samples

Person Responsible

Theresa Matthews

Schedule

Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Learning check scores , lesson plans, conference notes, walk throughs and observations

G2. If we continue to increase students understanding of foundational math skills with a focus on conceptual as well as procedural understanding, then student achievement will increase. 1a

G087398

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students are performing below grade level expectations in math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- A paraprofessional support instruction and student learning in math.

Plan to Monitor Progress Toward G2. 8

Learning checks on foundational math skills.

Person Responsible

Theresa Matthews

Schedule

Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Learning check scores, lesson plans, conference notes, walk throughs and observations

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If all students participate in a focus on reading and writing in the content area and differentiated instruction, then student achievement will increase. **1**

 G087397

G1.B1 Students are performing below grade level expectations in ELA. **2**

 B232301

G1.B1.S1 The Para will support targeted students by providing 100 minutes a day of focus on writing in the content area and differentiated instruction for students who need acceleration five days a week. **4**

 S245165

Strategy Rationale

To provide additional support to students that need small group and one-on-one instruction in order to improve student achievement.

Action Step 1 **5**

Hire a HQ paraprofessional for ELA.

Person Responsible

Theresa Matthews

Schedule

On 9/29/2017

Evidence of Completion

Hiring of HQ paraprofessional and classroom lesson plans and para schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walk throughs, monitor schedules, and logs, and teacher lesson plans

Person Responsible

Theresa Matthews

Schedule

Biweekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Completed logs, increased student engagement, increased student achievement, and teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increased student performance on assessments and grades in writing, greater self-esteem of students

Person Responsible

Theresa Matthews

Schedule

Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Conference notes from meeting with teacher and paraprofessional, improved student achievement

G2. If we continue to increase students understanding of foundational math skills with a focus on conceptual as well as procedural understanding, then student achievement will increase. 1

G087398

G2.B1 Students are performing below grade level expectations in math. 2

B232302

G2.B1.S1 The Para will support the math teacher by providing 100 minutes a day of focus on foundation math skills and differentiated instruction for students who need acceleration five days a week 4

S245166

Strategy Rationale

To provide additional support to students that need small group and one-on-one instruction in order to improve student achievement.

Action Step 1 5

Hire a paraprofessional for math

Person Responsible

Theresa Matthews

Schedule

On 9/29/2016

Evidence of Completion

Hiring of HQ paraprofessional and classroom lesson plans and para schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Walk throughs, monitor schedules, and logs, and teacher lesson plans

Person Responsible

Theresa Matthews

Schedule

Biweekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Completed logs, increased student engagement, increased student achievement, and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Increased student performance on assessments and grades in math, greater self-esteem of students

Person Responsible

Theresa Matthews

Schedule

Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Conference notes from meeting with teacher and paraprofessional, improved student achievement

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A1 A317380	Hire a paraprofessional for math	Matthews, Theresa	8/19/2016	Hiring of HQ paraprofessional and classroom lesson plans and para schedule	9/29/2016 one-time
G1.MA1 M330222	Learning checks of student writing samples	Matthews, Theresa	8/24/2016	Learning check scores , lesson plans, conference notes, walk throughs and observations	6/2/2017 monthly
G2.MA1 M330225	Learning checks on foundational math skills.	Matthews, Theresa	8/24/2016	Learning check scores, lesson plans, conference notes, walk throughs and observations	6/2/2017 monthly
G1.B1.S1.MA1 M330220	Increased student performance on assessments and grades in writing, greater self-esteem of students	Matthews, Theresa	8/24/2016	Conference notes from meeting with teacher and paraprofessional, improved student achievement	6/2/2017 monthly
G1.B1.S1.MA1 M330221	Walk throughs, monitor schedules, and logs, and teacher lesson plans	Matthews, Theresa	8/24/2016	Completed logs, increased student engagement, increased student achievement, and teacher lesson plans.	6/2/2017 biweekly
G2.B1.S1.MA1 M330223	Increased student performance on assessments and grades in math, greater self-esteem of students	Matthews, Theresa	8/24/2016	Conference notes from meeting with teacher and paraprofessional, improved student achievement	6/2/2017 monthly
G2.B1.S1.MA1 M330224	Walk throughs, monitor schedules, and logs, and teacher lesson plans	Matthews, Theresa	8/24/2016	Completed logs, increased student engagement, increased student achievement, and lesson plans.	6/2/2017 biweekly
G1.B1.S1.A1 A317379	Hire a HQ paraprofessional for ELA.	Matthews, Theresa	8/19/2016	Hiring of HQ paraprofessional and classroom lesson plans and para schedule	9/29/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all students participate in a focus on reading and writing in the content area and differentiated instruction, then student achievement will increase.

G1.B1 Students are performing below grade level expectations in ELA.

G1.B1.S1 The Para will support targeted students by providing 100 minutes a day of focus on writing in the content area and differentiated instruction for students who need acceleration five days a week.

PD Opportunity 1

Hire a HQ paraprofessional for ELA.

Facilitator

Theresa Matthews

Participants

Core content area teachers and para professional

Schedule

On 9/29/2017

G2. If we continue to increase students understanding of foundational math skills with a focus on conceptual as well as procedural understanding, then student achievement will increase.

G2.B1 Students are performing below grade level expectations in math.

G2.B1.S1 The Para will support the math teacher by providing 100 minutes a day of focus on foundation math skills and differentiated instruction for students who need acceleration five days a week

PD Opportunity 1

Hire a paraprofessional for math

Facilitator

Theresa Matthews

Participants

Paraprofessional, math teachers

Schedule

On 9/29/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Hire a HQ paraprofessional for ELA.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9695 - Ocali Charter Middle School	Title I, Part A		\$15,000.00
			<i>Notes: Paraprofessional for ELA</i>			
2	G2.B1.S1.A1	Hire a paraprofessional for math				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9695 - Ocali Charter Middle School			\$9,000.00
			<i>Notes: Paraprofessional for support in Math</i>			
			9695 - Ocali Charter Middle School			\$0.00
					Total:	\$24,000.00