

Marion County Public Schools

# Ocali Charter Middle School



2017-18 Schoolwide Improvement Plan

## Ocali Charter Middle School

3233 SE MARICAMP RD STE 106, Ocala, FL 34471

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	77%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	43%

### School Grades History

Year	2016-17	2015-16	2014-15
Grade	F	D	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 is pending approval by the Marion County School Board.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Ocali Charter Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- 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 Ocali Charter Middle 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 Ocali Charter Middle 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 Ocali Charter Middle 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.

Students varied cultural viewpoints are encouraged to be shared during instructional whole class and small group conversations.

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

Ocali Charter Middle School 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.

Ocali Charter Middle School 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.

The school has established three school wide expectations: Be Safe, Be Prepared and Be Respectful. All subsequent rules are based around those three expectations to ensure a positive

learning environment.

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.**

Ocali Charter Middle School wanted to utilize the asset of being a small school, and implemented a school-wide classroom management program called "Time To Teach."

This outstanding management system empowers teachers to minimize classroom disruptions, common in middle schools, thereby gaining back instructional time that is often lost by addressing discipline issues. The program includes the following components:

1. Self-Control- The "SMARTR" Response
2. Classroom Management- Explicitly teaching classroom expectations
3. Unconditional Positive Regard
4. Classroom Ecology
5. Refocus- Intervention Steps

All OCMS teachers and staff attended a full-day training on August 31, 2017, and have since implemented these concepts into their daily classroom routines. Time To Teach eliminates a student's ability to derail classroom instruction, and enhances the instructor's opportunity to teach the scheduled content. The skills that teachers learned during their training allow them to quickly and effectively deal with any issues and move on to student learning, thus making the most effective use of instructional time.

Professional development is key to the Time To Teach system, which includes daily/weekly coaching, enrichment through professional literature and resources that expand classroom management skills, and continuous feedback from both colleagues and administrators.

**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 Ocali Charter Middle School. 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. Ocali Charter Middle School 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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 Unify/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	8	10	7	0	0	0	0	25
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	7	7	6	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	14	18	17	0	0	0	0	49
	0	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 Ocali Charter Middle School 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. This TEAM approach allows us the opportunity to reach out to parents of students after 3 consecutive absences to promote attendance and parent accountability.

Originally this charter school was set up with no intensive classes. The belief of the originating administration was that all of their students who came to OCMS, would come proficient in all areas. For the first three years of operation, the school provided advanced courses without testing proficiency.

In the 2017-2018 school year, OCMS introduced an intensive reading course for students who were level 1 or level 2 on the ELA section of the FSA. The schedule also includes an intensive Math course for students who were level 1 and level 2 in the Math section of the FSA. These courses work to close the gap of understanding in that subject area. Over 70% of our students are receiving an intensive Math course in addition to their regular grade level Math course and an intensive reading course in addition to their regular grade level ELA course.



## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Ocali Charter Middle School 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, phone calls and an updated web site. Parents are encouraged to volunteer and have lunch with their child. OCMS also uses social media as a tool to share the current happenings various classrooms and overall school announcements.

**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. Ocali Charter Middle 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. Ocali Charter Middle School promotes the school through a mail-out 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

**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	Other
Patterson, Courtney	Teacher, K-12
Martinson, Shannon	Teacher, K-12
Patterson, Matthew	Teacher, K-12
Sheib, Stephanie	Teacher, K-12
Posth, Elias	Principal
Shows, Kelly	Teacher, ESE

## b. Duties

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

Elias Posth, Principal/Content Area Specialist-provides resources, instructional support, training to implement student interventions and supervises all instructional school business and is responsible for providing support for behavioral interventions and student motivation activities.

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. All teachers are responsible for assisting and supporting one another in promoting and extending reading/math strategies across the curriculum.

### **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/RTI 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	Education Support Employee
Leo Pachecko	Parent
Debbie Hart	Parent
Bill Murry	Business/Community
Joseph Smith	Business/Community
Robert Gallagher	Business/Community
Nneka Nwakoby	Business/Community
Kelly Thompson	Business/Community
Elias Posth	Principal

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*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 executive director 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. 2017-2018 budget was approved and signed off on. The OMCS 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	Other
Patterson, Courtney	Teacher, K-12
Martinson, Shannon	Teacher, K-12
Posth, Elias	
Shows, Kelly	Teacher, ESE

## 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. Mr. Posth as the Content Area Specialist/Principal will conduct the meetings. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 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. Ocali Charter Middle School 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.

Ocali Charter Middle School strategies for recruiting, developing and retaining highly qualified, certified-in-field, effective teachers to the school include posting to district website open positions and 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.

Ocali Charter Middle School provides along with MCPS professional development opportunities for continued certification. Additionally, to retain HQ teachers, Ocali Charter Middle School 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 Ocali Charter Middle School 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 ongoing, 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 Trustees for Ocali Charter Middle School 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 Ocali Charter Middle School Staff use evidence from the analysis of FSA results, End of Course Exams (EOCs), FCAT (science) results and quarterly assessments 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. In intensive classes, math and reading, data is collected via the online resource IXL and shared with all content area teachers.

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 IXL, 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**

Posth, Elias, elias.posth2@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 behavior data

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Ocali Charter Middle School employs the strategies to support incoming 6th graders through our Open House presentation.

All rising students participate in the End of the Year awards program for rising students.

The rising 9th graders participate in the End of the Year awards 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.**

Ocali Charter Middle School uses many strategies to advance college and career awareness all year long. OCMS invites Guest speakers, including military and local law enforcement.

**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

Ocali Charter Middle School offers Lego Robotics and 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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 we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles.

## 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 we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles. 1a

G095941

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

- Lack of teachers’ capacity to teach ELA and Math standards are resulting in below grade level expectations

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- A content area specialist will support instruction and student learning in language arts with a focus in writing.
- Math manipulatives
- Professional development on standards
- Wednesday meetings for curriculum needs
- Weekly planning and data meetings
- IXL Diagnostic information

**Plan to Monitor Progress Toward G1.** 8

Quarterly district assessments and writing samples

**Person Responsible**

Elias Posth

**Schedule**

Quarterly, from 8/10/2017 to 6/8/2018

**Evidence of Completion**

quarterly district assessments scores, lesson plans, walk throughs and observations notes

## 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 we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles. **1**

 G095941

**G1.B1** Lack of teachers' capacity to teach ELA and Math standards are resulting in below grade level expectations **2**

 B258294

**G1.B1.S1** The Content Area Specialist will support teachers by providing resources for differentiated instruction. **4**

 S273399

### Strategy Rationale

To provide critical guidance of educators for deliberate instruction focused on the state standards. Ultimately increasing student success.

### Action Step 1 **5**

Hire a Content Area Specialist for ELA

#### Person Responsible

Theresa Matthews

#### Schedule

On 6/8/2018

#### Evidence of Completion

Hiring of Content Area Specialist for ELA

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

Walk throughs, monitor schedules, and teacher lesson plans

**Person Responsible**

Elias Posth

**Schedule**

Biweekly, from 8/10/2017 to 6/8/2018

***Evidence of Completion***

Documentation of walk through and observations that show increased student engagement. Quarterly district assessment data indicating 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 and math.

**Person Responsible**

Elias Posth

**Schedule**

Monthly, from 8/10/2017 to 6/8/2018

***Evidence of Completion***

Agenda from meetings with teachers for improved student achievement, data from quarterly district assessments.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M393644	Quarterly district assessments and writing samples	Posth, Elias	8/10/2017	quarterly district assessments scores, lesson plans, walk throughs and observations notes	6/8/2018 quarterly
G1.B1.S1.MA1 M393642	Increased student performance on assessments and grades in writing and math.	Posth, Elias	8/10/2017	Agenda from meetings with teachers for improved student achievement, data from quarterly district assessments.	6/8/2018 monthly
G1.B1.S1.MA1 M393643	Walk throughs, monitor schedules, and teacher lesson plans	Posth, Elias	8/10/2017	Documentation of walk through and observations that show increased student engagement. Quarterly district assessment data indicating increased student achievement, and teacher lesson plans.	6/8/2018 biweekly
G1.B1.S1.A1 A367047	Hire a Content Area Specialist for ELA	Matthews, Theresa	8/1/2017	Hiring of Content Area Specialist for ELA	6/8/2018 one-time

## V. Professional Development Opportunities

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

**G1.** If we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles.

**G1.B1** Lack of teachers' capacity to teach ELA and Math standards are resulting in below grade level expectations

**G1.B1.S1** The Content Area Specialist will support teachers by providing resources for differentiated instruction.

### **PD Opportunity 1**

Hire a Content Area Specialist for ELA

#### **Facilitator**

Theresa Matthews

#### **Participants**

Core content area teachers and para professional

#### **Schedule**

On 6/8/2018

**VI. Technical Assistance Items**

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

**VII. Budget**

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Hire a Content Area Specialist for ELA</b>				<b>\$19,706.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	390-Other Purchased Services	9695 - Ocali Charter Middle School	Title I, Part A	0.33	\$19,706.00
			<i>Notes: Content Area Specialist for ELA (.33FTE)</i>			
					<b>Total:</b>	<b>\$19,706.00</b>