

Marion County Public Schools

Ocali Charter Middle School



2018-19 Schoolwide Improvement Plan

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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) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | Yes | 79% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 53% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | F | D | D* |

School Board Approval

N/A

SIP Authority

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>.

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 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

| Name | Title |
|-------------------|---------------|
| Matthews, Theresa | Other |
| Sheib, Stephanie | Teacher, K-12 |
| Posth, Elias | Principal |
| Shows, Kelly | Teacher, ESE |

Duties

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

Theresa Matthews - Serves as the executive director of OCMS she has a masters degree in curriculum and instruction. Mrs. Matthews role is overall management of the implementation of the SIP and to conduct checks and balances as the school year progresses.

Elias Posth - Serves as the principal/instructional leader/subject area expert of OCMS. His responsibility lies with ensure fidelity of instruction and focus on daily lesson planning and delivery. Mr. Posth works individually with each of our teachers throughout the year.

Stephanie Scheib - Serves as the math/science/gifted representation on our team. Her role and responsibility is to represent those areas in discussions of school progress and success. Mrs. Scheib works in partnership to ensure that administration knows the needs of the team and support necessary for success.

Kelly Shows - Serves as the lang. arts/history/ESE representation on our team. Her role and responsibility is to represent those areas in discussions of school progress and success. Mrs. Shows works in partnership to ensure that administration knows the needs of the team and support necessary for success.

Early Warning Systems

Year 2017-18

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 | 22 | 13 | 9 | 0 | 0 | 0 | 0 | 44 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 6 | 0 | 0 | 0 | 0 | 18 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 6 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 23 | 13 | 0 | 0 | 0 | 0 | 55 | |

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 | 29 | 34 | 24 | 0 | 0 | 0 | 0 | 87 | |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 |

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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 | | |

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 | |

Year 2016-17 - Updated

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 | | |

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 | |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the subject area of science. This is an ongoing trend from the inception of the school.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was in the subject area of science.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was the subject area of science with a 25 point difference.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was social studies by 33 percentage points. Due to the age of the school this would not be considered a trend.

Describe the actions or changes that led to the improvement in this area.

The actions and changes that led to the above improvement were as follows: 1. The hiring of a seasoned teacher. 2. focus on understanding of how to analyze question format.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 49% | 47% | 53% | 35% | 44% | 52% |
| ELA Learning Gains | 54% | 50% | 54% | 29% | 46% | 53% |
| ELA Lowest 25th Percentile | 61% | 45% | 47% | 32% | 39% | 45% |
| Math Achievement | 39% | 52% | 58% | 33% | 47% | 55% |
| Math Learning Gains | 47% | 61% | 57% | 25% | 50% | 55% |
| Math Lowest 25th Percentile | 55% | 52% | 51% | 9% | 38% | 47% |
| Science Achievement | 27% | 46% | 52% | 36% | 45% | 50% |
| Social Studies Achievement | 59% | 66% | 72% | 36% | 58% | 67% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 22 (8) | 13 (10) | 9 (7) | 44 (25) |
| One or more suspensions | 6 (6) | 6 (3) | 6 (1) | 18 (10) |
| Course failure in ELA or Math | 0 (7) | 2 (7) | 4 (6) | 6 (20) |
| Level 1 on statewide assessment | 19 (14) | 23 (18) | 13 (17) | 55 (49) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 54% | 44% | 10% | 52% | 2% |
| | 2017 | 41% | 44% | -3% | 52% | -11% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 37% | 43% | -6% | 51% | -14% |
| | 2017 | 14% | 42% | -28% | 52% | -38% |
| Same Grade Comparison | | 23% | | | | |
| Cohort Comparison | | -4% | | | | |
| 08 | 2018 | 48% | 49% | -1% | 58% | -10% |
| | 2017 | 37% | 48% | -11% | 55% | -18% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | 34% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 28% | 42% | -14% | 52% | -24% |
| | 2017 | 25% | 37% | -12% | 51% | -26% |
| Same Grade Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 47% | 49% | -2% | 54% | -7% |
| | 2017 | 30% | 47% | -17% | 53% | -23% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | 22% | | | | |
| 08 | 2018 | 50% | 43% | 7% | 45% | 5% |
| | 2017 | 0% | 43% | -43% | 46% | -46% |
| Same Grade Comparison | | 50% | | | | |
| Cohort Comparison | | 20% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | 26% | 46% | -20% | 50% | -24% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 60% | 64% | -4% | 71% | -11% |
| 2017 | 28% | 64% | -36% | 69% | -41% |
| Compare | | 32% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 0% | 57% | -57% | 62% | -62% |
| 2017 | 21% | 53% | -32% | 60% | -39% |
| Compare | | -21% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------------|-------|--------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|-------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|---------------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 13 | 57 | 60 | 27 | 57 | | | | | | |
| ELL | 8 | 33 | | 8 | 55 | | | | | | |
| BLK | 27 | 53 | | 20 | 40 | | | | | | |
| HSP | 40 | 50 | 64 | 26 | 45 | 54 | | 33 | | | |
| WHT | 61 | 58 | 57 | 53 | 51 | 64 | 32 | 73 | | | |
| FRL | 42 | 51 | 63 | 35 | 46 | 54 | 20 | 48 | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | | 23 | | 14 | 25 | | | | | | |
| BLK | 14 | 8 | | 7 | 31 | | | | | | |
| HSP | 20 | 30 | | 10 | 5 | | | | | | |
| WHT | 35 | 36 | 36 | 30 | 39 | | 33 | 26 | | | |
| FRL | 30 | 33 | 25 | 17 | 28 | 40 | 19 | 24 | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|-------------------------------|--|
| Title | Math Proficiency |
| Rationale | As documented in the data from Section II - Needs Assessment/Analysis Math Proficiency is a major area of focus for OCMS for the 2018-2019 School Year. |
| Intended Outcome | The intended outcome of the focus on math proficiency is to raise all subgroups to 40% proficient in Math on the FSA. If all students participate in a focus on math and understanding of foundational math skills, then student achievement will increase. |
| Point Person | Elias Posth (elias.posth2@marion.k12.fl.us) |
| Action Step | |
| Description | I Ready will be implemented in OCMS for the first time this year. This tool will support our intensive Math teachers to focus on areas of need. Math tutoring will be held on Thursday afternoons and students will also be invited to Extended Wednesdays. IXL will be utilized as an intervention in the intensive math courses. |
| Person Responsible | Elias Posth (elias.posth2@marion.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | Mr. Posth and Mrs. Matthews will develop a data wall to track the progress of non proficient students. This data will come from I-Ready and IXL. Target skills will be discussed among the math team and will be implemented during tutoring and every extended Wednesdays. |
| Person Responsible | Elias Posth (elias.posth2@marion.k12.fl.us) |
| Activity #2 | |
| Title | Science Proficiency |
| Rationale | As documented in the data from Section II - Needs Assessment/Analysis Science Proficiency is a major area of focus for OCMS for the 2018-2019 School Year. |
| Intended Outcome | The intended outcome of the focus on Science proficiency is to raise all subgroups to 40% proficient in Science.If all students participate in a focus on science and understanding of standards for earth, life and physical science, then student achievement will increase on the 8th grade FCAT. |
| Point Person | Elias Posth (elias.posth2@marion.k12.fl.us) |
| Action Step | |
| Description | OCMS has purchased new textbooks for the use of instruction in line with the Marion County School Board. Bell ringers will be focused on review of concepts from 6th and 7th grade. |
| Person Responsible | Elias Posth (elias.posth2@marion.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | Mr. Posth will work closely with our Science Team to ensure a seamless process of review and introduction of new standards for students. Monitoring of Effectiveness will be conducted through the districts quarterly assessments. |
| Person Responsible | Elias Posth (elias.posth2@marion.k12.fl.us) |

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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.

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.

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.

Part V: Budget

Total:

\$27,989.00