

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	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	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
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