

Marion County Public Schools

# Ocali Charter Middle School



## 2019-20 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 ]

## Demographics

Principal: Elias Posth

Start Date for this Principal: 1/7/2016

|                                                                                                                                                              |                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2019-20 Status</b><br>(per MSID File)                                                                                                                     | Active                                                                                                                                                                                               |
| <b>School Type and Grades Served</b><br>(per MSID File)                                                                                                      | Middle School<br>6-8                                                                                                                                                                                 |
| <b>Primary Service Type</b><br>(per MSID File)                                                                                                               | K-12 General Education                                                                                                                                                                               |
| <b>2018-19 Title I School</b>                                                                                                                                | Yes                                                                                                                                                                                                  |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)                                                                            | 98%                                                                                                                                                                                                  |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>                                                                                                                                 | 2018-19: C (46%)<br>2017-18: C (44%)<br>2016-17: F (28%)<br>2015-16: D (34%)<br>2014-15: D (39%)                                                                                                     |
| <b>2019-20 School Improvement (SI) Information*</b>                                                                                                          |                                                                                                                                                                                                      |
| <b>SI Region</b>                                                                                                                                             | Northeast                                                                                                                                                                                            |
| <b>Regional Executive Director</b>                                                                                                                           | <a href="#">Cassandra Brusca</a>                                                                                                                                                                     |
| <b>Turnaround Option/Cycle</b>                                                                                                                               | N/A                                                                                                                                                                                                  |
| <b>Year</b>                                                                                                                                                  |                                                                                                                                                                                                      |
| <b>Support Tier</b>                                                                                                                                          |                                                                                                                                                                                                      |

| ESSA Status                                                                                                          | TS&I |
|----------------------------------------------------------------------------------------------------------------------|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> . |      |

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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

### School Grades History

| Year  | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | C       | C       | F       | D       |

### School Board Approval

N/A

### SIP Authority

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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         | Job Duties and Responsibilities |
|-------------------|---------------|---------------------------------|
| Matthews, Theresa | Other         |                                 |
| Sheib, Stephanie  | Teacher, K-12 |                                 |
| Posth, Elias      | Principal     |                                 |
| Shows, Kelly      | Teacher, ESE  |                                 |

### Early Warning Systems

#### Current Year

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

| Indicator                       | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    |     | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |     |       |
| Number of students enrolled     | 0           | 0 | 0 | 0 | 0 | 0 | 43 | 61 | 37 | 0 | 0  | 0  | 0  | 141 |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 11 | 11 | 11 | 0 | 0  | 0  | 0  | 33  |       |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 9  | 6  | 7  | 0 | 0  | 0  | 0  | 22  |       |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 4  | 3  | 2  | 0 | 0  | 0  | 0  | 9   |       |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 19 | 18 | 10 | 0 | 0  | 0  | 0  | 47  |       |

The number of students with two or more early warning indicators:

| Indicator                            | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |    |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 33 | 32 | 27 | 0 | 0  | 0  | 0  | 92 |       |

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  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

**FTE units allocated to school (total number of teacher units)**

9

**Date this data was collected or last updated**

Tuesday 8/6/2019

### Prior Year - 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 | 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 with two or more early warning indicators:**

| Indicator                            | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 29 | 34 | 24 | 0 | 0  | 0  | 0  | 87    |

### Prior Year - 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 | 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 with two or more early warning indicators:**

| Indicator                            | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 29 | 34 | 24 | 0 | 0  | 0  | 0  | 87    |

## Part II: Needs Assessment/Analysis



**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      | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State |
| ELA Achievement             | 49%    | 49%      | 54%   | 29%    | 45%      | 52%   |
| ELA Learning Gains          | 50%    | 54%      | 54%   | 32%    | 48%      | 54%   |
| ELA Lowest 25th Percentile  | 52%    | 46%      | 47%   | 22%    | 36%      | 44%   |
| Math Achievement            | 43%    | 54%      | 58%   | 22%    | 47%      | 56%   |
| Math Learning Gains         | 49%    | 58%      | 57%   | 30%    | 54%      | 57%   |
| Math Lowest 25th Percentile | 43%    | 50%      | 51%   | 41%    | 45%      | 50%   |
| Science Achievement         | 47%    | 46%      | 51%   | 27%    | 44%      | 50%   |
| Social Studies Achievement  | 74%    | 70%      | 72%   | 26%    | 64%      | 70%   |

### EWS Indicators as Input Earlier in the Survey

| Indicator                       | Grade Level (prior year reported) |         |         | Total   |
|---------------------------------|-----------------------------------|---------|---------|---------|
|                                 | 6                                 | 7       | 8       |         |
| Number of students enrolled     | 43 (0)                            | 61 (0)  | 37 (0)  | 141 (0) |
| Attendance below 90 percent     | 11 (22)                           | 11 (13) | 11 (9)  | 33 (44) |
| One or more suspensions         | 9 (6)                             | 6 (6)   | 7 (6)   | 22 (18) |
| Course failure in ELA or Math   | 4 (0)                             | 3 (2)   | 2 (4)   | 9 (6)   |
| Level 1 on statewide assessment | 19 (19)                           | 18 (23) | 10 (13) | 47 (55) |

**Grade Level Data**

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

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

| ELA                   |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                    | 2019 | 33%    | 45%      | -12%                       | 54%   | -21%                    |
|                       | 2018 | 54%    | 44%      | 10%                        | 52%   | 2%                      |
| Same Grade Comparison |      | -21%   |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 07                    | 2019 | 59%    | 46%      | 13%                        | 52%   | 7%                      |
|                       | 2018 | 37%    | 43%      | -6%                        | 51%   | -14%                    |
| Same Grade Comparison |      | 22%    |          |                            |       |                         |
| Cohort Comparison     |      | 5%     |          |                            |       |                         |
| 08                    | 2019 | 51%    | 50%      | 1%                         | 56%   | -5%                     |
|                       | 2018 | 48%    | 49%      | -1%                        | 58%   | -10%                    |
| Same Grade Comparison |      | 3%     |          |                            |       |                         |
| Cohort Comparison     |      | 14%    |          |                            |       |                         |

| MATH                  |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                    | 2019 | 26%    | 46%      | -20%                       | 55%   | -29%                    |
|                       | 2018 | 28%    | 42%      | -14%                       | 52%   | -24%                    |
| Same Grade Comparison |      | -2%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 07                    | 2019 | 49%    | 49%      | 0%                         | 54%   | -5%                     |
|                       | 2018 | 47%    | 49%      | -2%                        | 54%   | -7%                     |
| Same Grade Comparison |      | 2%     |          |                            |       |                         |
| Cohort Comparison     |      | 21%    |          |                            |       |                         |
| 08                    | 2019 | 50%    | 41%      | 9%                         | 46%   | 4%                      |
|                       | 2018 | 50%    | 43%      | 7%                         | 45%   | 5%                      |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | 3%     |          |                            |       |                         |

| SCIENCE               |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                    | 2019 | 46%    | 44%      | 2%                         | 48%   | -2%                     |
|                       | 2018 | 26%    | 46%      | -20%                       | 50%   | -24%                    |
| Same Grade Comparison |      | 20%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        |        |          |                       |       |                    |
| 2018        |        |          |                       |       |                    |
| CIVICS EOC  |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        | 74%    | 65%      | 9%                    | 71%   | 3%                 |
| 2018        | 60%    | 64%      | -4%                   | 71%   | -11%               |
| Compare     |        | 14%      |                       |       |                    |
| HISTORY EOC |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        |        |          |                       |       |                    |
| 2018        |        |          |                       |       |                    |
| ALGEBRA EOC |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2019        | 0%     | 54%      | -54%                  | 61%   | -61%               |

| ALGEBRA EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 0%     | 57%      | -57%                  | 62%   | -62%               |
| Compare      |        | 0%       |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         |        |          |                       |       |                    |
| 2018         |        |          |                       |       |                    |

## Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD                                       | 20       | 33     |             | 13        | 33      | 36           |          |         |           |                   |                     |
| ELL                                       |          | 27     |             | 8         | 17      | 20           |          |         |           |                   |                     |
| BLK                                       | 20       | 47     |             | 15        | 37      |              |          |         |           |                   |                     |
| HSP                                       | 40       | 47     | 41          | 35        | 46      | 42           |          | 61      |           |                   |                     |
| WHT                                       | 63       | 56     |             | 55        | 57      |              | 68       | 88      | 7         |                   |                     |
| FRL                                       | 43       | 52     | 53          | 38        | 44      | 39           | 44       | 71      | 8         |                   |                     |
| 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      |           |                   |                     |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index           |      |
|------------------------------|------|
| ESSA Category (TS&I or CS&I) | TS&I |

| ESSA Federal Index                                                              |      |
|---------------------------------------------------------------------------------|------|
| OVERALL Federal Index – All Students                                            | 46   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 3    |
| Progress of English Language Learners in Achieving English Language Proficiency |      |
| Total Points Earned for the Federal Index                                       | 412  |
| Total Components for the Federal Index                                          | 9    |
| Percent Tested                                                                  | 100% |
| Subgroup Data                                                                   |      |
| Students With Disabilities                                                      |      |
| Federal Index - Students With Disabilities                                      | 27   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       |      |
| English Language Learners                                                       |      |
| Federal Index - English Language Learners                                       | 14   |
| English Language Learners Subgroup Below 41% in the Current Year?               | YES  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        |      |
| Native American Students                                                        |      |
| Federal Index - Native American Students                                        |      |
| Native American Students Subgroup Below 41% in the Current Year?                | N/A  |
| Number of Consecutive Years Native American Students Subgroup Below 32%         |      |
| Asian Students                                                                  |      |
| Federal Index - Asian Students                                                  |      |
| Asian Students Subgroup Below 41% in the Current Year?                          | N/A  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                   |      |
| Black/African American Students                                                 |      |
| Federal Index - Black/African American Students                                 | 30   |
| Black/African American Students Subgroup Below 41% in the Current Year?         | YES  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%  |      |
| Hispanic Students                                                               |      |
| Federal Index - Hispanic Students                                               | 45   |
| Hispanic Students Subgroup Below 41% in the Current Year?                       | NO   |

| Hispanic Students                                                                  |     |
|------------------------------------------------------------------------------------|-----|
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                   |     |
| Multiracial Students                                                               |     |
| Federal Index - Multiracial Students                                               |     |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                |     |
| Pacific Islander Students                                                          |     |
| Federal Index - Pacific Islander Students                                          |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?                  | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%           |     |
| White Students                                                                     |     |
| Federal Index - White Students                                                     | 56  |
| White Students Subgroup Below 41% in the Current Year?                             | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                      |     |
| Economically Disadvantaged Students                                                |     |
| Federal Index - Economically Disadvantaged Students                                | 44  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% |     |

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math Achievement at an overall 49% proficient was the data component that showed the lowest performance. 6th grade 26%, 7th grade 49% and 8th grade 50%. The 2019 6th grade population was a major contributing factor to the low performance in the achievement area with 74% of the 6th grade students not proficient. This population has become a trend, thereby making a urgent need of our school to dig into the data and start MTSS immediately.

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

Math Lowest 25 percentile was the data component to show the greatest decline from the prior year at 12 points. From 55% to a 43%. The contributing factor continues to be the 6th grade population in Mathematics.

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

6th grade math had the greatest gap with the state average at a 29% difference. 32 students were not proficient.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science was the component that showed the most improvement. By increasing for 27% to 47%. This is a direct result of analyzing and dissecting the science grade level materials based on standards.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

1. Over 65% of the OCMS student exhibit two or more Early Warning Indicators.

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

1. Increase the number of student proficient in Math.
2. Increase the overall growth of lowest 25 percentile in Math.
3. Prioritize 6th grade interventions by cloning our 7th grade efforts.
- 4.
- 5.

### Part III: Planning for Improvement

**Areas of Focus:**

| #1                                                              |                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>                                                    | 6th Grade Math                                                                                                                                                                                                                                                                                                    |
| <b>Rationale</b>                                                | The data indicates that the area of greatest need in Ocali Charter is 6th Grade Math.                                                                                                                                                                                                                             |
| <b>State the measurable outcome the school plans to achieve</b> | If 6th grade level 1 and 2 math students are scheduled for an intensive math course with a focus on fundamental math skills then 35% of those students will increase their math fsa score by at least 1 sub level.                                                                                                |
| <b>Person responsible for monitoring outcome</b>                | Theresa Matthews (theresa.matthews@marion.k12.fl.us)                                                                                                                                                                                                                                                              |
| <b>Evidence-based Strategy</b>                                  | Adding intensive math to level 1 and 2 student schedules allows time for the teacher to teach the non proficient student from their level to build a strong Mathematical foundation. This allows such students to pass their regular math class and rise to the level of proficient score on the FSA.             |
| <b>Rationale for Evidence-based Strategy</b>                    | Based on entrance FSA scores of incoming 6th graders from 2018 and 2019 the need for foundational skills is imperative.                                                                                                                                                                                           |
| <b>Action Step</b>                                              |                                                                                                                                                                                                                                                                                                                   |
| <b>Description</b>                                              | <ol style="list-style-type: none"> <li>1. Monitor effectiveness by reviewing I ready data each quarter.</li> <li>2. The intensive math teacher will work and plan in partnership with the general math teacher to monitor student progress and direct instruction.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> |
| <b>Person Responsible</b>                                       | Elias Posth (elias.posth2@marion.k12.fl.us)                                                                                                                                                                                                                                                                       |

| #2                                                              |                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>                                                    | Professional Development                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Rationale</b>                                                | In 2019, three areas of ESSA subgroups fell below the federal index of 41%.                                                                                                                                                                                                                                                                                                                         |
| <b>State the measurable outcome the school plans to achieve</b> | If a deliberate, sustainable, and applicable professional development program, with areas of focus on students who are below the ESSA federal index of 41%, is implemented throughout the school year then student growth in FSA ELA will increase from 49% to 52% and MATH will increase from 43% to 46%.                                                                                          |
| <b>Person responsible for monitoring outcome</b>                | Theresa Matthews (theresa.matthews@marion.k12.fl.us)                                                                                                                                                                                                                                                                                                                                                |
| <b>Evidence-based Strategy</b>                                  | Professional development will begin with a data dig of I Ready scores, from that analysis areas of need will be determined for both students and teachers driving the PD.                                                                                                                                                                                                                           |
| <b>Rationale for Evidence-based Strategy</b>                    | I Ready diagnostic tools are researched based and give measures of student growth. This information will allow our professional development to be organic as we pair teachers together in a tandumn learning style to enhance both teachers through the learning process. Our Content Area Specialist, Mr. Posth, will support the reflection and think tank of the teams that are being conducted. |
| <b>Action Step</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Description</b>                                              | <ol style="list-style-type: none"> <li>1. Reveiw I Ready Data</li> <li>2. Needs Assessment of Teachers</li> <li>3. Pairing of Teacher/Learners with similar needs</li> <li>4. Use of TNL and book studies</li> <li>5.</li> </ol>                                                                                                                                                                    |
| <b>Person Responsible</b>                                       | [no one identified]                                                                                                                                                                                                                                                                                                                                                                                 |

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

N/A

## 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 Schoolwide Improvement Plan 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

**The approved budget does not reflect any amendments submitted for this project.**

|        |        |                                          |        |
|--------|--------|------------------------------------------|--------|
| 1      | III.A. | Areas of Focus: 6th Grade Math           | \$0.00 |
| 2      | III.A. | Areas of Focus: Professional Development | \$0.00 |
| Total: |        |                                          | \$0.00 |