

Marion County Public Schools

# Ocali Charter Middle School



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>22</b>

# 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> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (44%) 2016-17: F (28%)
<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>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Marion County School Board.

## 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>22</b>

## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	49%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

### School Board Approval

This plan is pending approval by the Marion County School Board.

### 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.**

Our mission is to help middle school students reach their greatest potential for academic, emotional, and personal success by combining individual learning styles, gifts, and talents with comprehensive curriculum and high-achieving standards in a micro-school setting.

#### **Provide the school's vision statement.**

Our vision is to create high-achieving schools that inspire and motivate students to become life-long learners, responsible citizens, and positive role models in their communities. By minimizing classroom size, our micro-school concept provides opportunities for more individualized learning, safer school environments, and diverse thought and participation.

We believe education is not limited to the classroom, and envision partnerships with community leaders, business owners, parents, and other individuals in creating opportunities for exploration, community participation, and experiential learning.

Our vision includes creating a positive, inviting, and inspiring workplace for instructors and those working in education by creating opportunities for professional development, personalized teaching techniques, and competitive compensation. Motivated teachers motivate students.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Matthews, Theresa	Executive Director	The Executive Director (E.D.) will be responsible for overseeing all aspects of the organization, including ensuring operation efficiency, and effectively meeting organizational goals as established by the Board of Directors. The Executive Director will be the face and spokesperson for the organization, working closely with the Board to draft and implement effective communications that reflect the Mission, Vision, and Values of the organization. This position will ensure that all staff are in compliance with and align with the organization's Mission, Vision, and Values, working together to successfully achieve strategic objectives. The E.D. will also work to establish a culture and climate that enhances positive leadership, academic excellence, and high achievement by both staff and students.
Posth, Elias		To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and to provide successful high quality experiences for students in a safe and orderly environment. The employee in this position supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school and reports to the Executive Director.
Sheib, Stephanie		To implement disciplinary procedures and policies to ensure a safe and orderly environment. Reports to Principal and/or Assistant Principal and supervises assigned support staff.

### Demographic Information

#### Principal start date

Thursday 1/7/2016, Elias Posth

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

12



**Total number of students enrolled at the school**

205

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

3

**Demographic Data****Early Warning Systems****2021-22****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	54	53	51	0	0	0	0	158	
Attendance below 90 percent	0	0	0	0	0	0	8	12	15	0	0	0	0	35	
One or more suspensions	0	0	0	0	0	0	12	13	17	0	0	0	0	42	
Course failure in ELA	0	0	0	0	0	0	29	31	21	0	0	0	0	81	
Course failure in Math	0	0	0	0	0	0	9	8	16	0	0	0	0	33	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	12	19	9	0	0	0	0	40	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	10	17	14	0	0	0	0	41	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

**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	22	31	27	0	0	0	0	80	

**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	1	0	1	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Wednesday 6/30/2021

**2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	54	46	60	0	0	0	0	160	
Attendance below 90 percent	0	0	0	0	0	0	10	8	12	0	0	0	0	30	
One or more suspensions	0	0	0	0	0	0	7	14	11	0	0	0	0	32	
Course failure in ELA	0	0	0	0	0	0	5	2	0	0	0	0	0	7	
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	5	12	0	0	0	0	34	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	16	12	15	0	0	0	0	43	

**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	27	24	31	0	0	0	0	82	

**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	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

**2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	54	46	60	0	0	0	0	160	
Attendance below 90 percent	0	0	0	0	0	0	10	8	12	0	0	0	0	30	
One or more suspensions	0	0	0	0	0	0	7	14	11	0	0	0	0	32	
Course failure in ELA	0	0	0	0	0	0	5	2	0	0	0	0	0	7	
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	5	12	0	0	0	0	34	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	16	12	15	0	0	0	0	43	

**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	27	24	31	0	0	0	0	82	

**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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	49%	54%	49%	47%	53%
ELA Learning Gains				50%	54%	54%	54%	50%	54%
ELA Lowest 25th Percentile				52%	46%	47%	61%	45%	47%
Math Achievement				43%	54%	58%	39%	52%	58%
Math Learning Gains				49%	58%	57%	47%	61%	57%
Math Lowest 25th Percentile				43%	50%	51%	55%	52%	51%
Science Achievement				47%	46%	51%	27%	46%	52%
Social Studies Achievement				74%	70%	72%	59%	66%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	33%	45%	-12%	54%	-21%
Cohort Comparison						
07	2021					
	2019	59%	46%	13%	52%	7%
Cohort Comparison		-33%				
08	2021					
	2019	51%	50%	1%	56%	-5%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	26%	46%	-20%	55%	-29%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	49%	0%	54%	-5%
Cohort Comparison		-26%				
08	2021					
	2019	50%	41%	9%	46%	4%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	44%	2%	48%	-2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	65%	9%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

QSMA, I Ready The below data only represents students identified as proficient however, the data from these sources were used beyond proficient as progress monitoring data.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	n/a	21%
	Economically Disadvantaged	16%	n/a	16%
	Students With Disabilities	0	n/a	0
	English Language Learners	0	n/a	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	n/a	27%
	Economically Disadvantaged	8%	n/a	19%
	Students With Disabilities	0	n/a	0
	English Language Learners	0	n/a	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	n/a	29%
	Economically Disadvantaged	20%	n/a	22%
	Students With Disabilities	0	n/a	0
	English Language Learners	0	n/a	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	n/a	19%
	Economically Disadvantaged	14%	n/a	14%
	Students With Disabilities	0	n/a	0
	English Language Learners	0	n/a	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	n/a	25%
	Economically Disadvantaged	17%	n/a	18%
	Students With Disabilities	0	n/a	0
	English Language Learners	0	n/a	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	n/a	0
	Economically Disadvantaged	0	n/a	0
	Students With Disabilities	0	n/a	0
	English Language Learners	0	n/a	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	2%	5%	5%
	Economically Disadvantaged	0	2.5%	2.5%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	7	30	36	10	35						
ELL	9	30		9	45						
BLK	28	46		3	23						
HSP	40	47	27	26	46		21	50			
WHT	35	43	50	38	43	62	35	56			
FRL	36	51	55	25	41	60	19	37			
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			

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
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			

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	23
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	20
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	45
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

All grade levels, subgroups and core content areas emerged with trends of overall mastery and proficiency challenges. These areas went down significantly with the onsite of at home learning and returning to a structured school day. Data from QSMA's showed that 92% of students were in the non proficient area in ELA and 100% in Math. This, indicates that the area of concern Math. 80% of all students entering OCMS scored non proficient in the third quarter QSMA's from 5th grade. This substantial deficit indicates a need for foundational math and ensuring students have an understanding of the basic math skills in order to build a solid understanding of complex math concepts. The trend that we see over the last four years based on our incoming 6th graders is that a large portion of them are not proficient in Math upon entering Middle School.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and state assessments the data components that demonstrated the greatest need were the areas of proficiency in Math. This was represented in the progress monitoring that was conducted during the 2020-2021 school year as correlated to the 2019 state assessments. Utilizing the population of OCMS for the 2021-2022 school year, 57% of that population was non-proficient from the FSA MATH 2018-2019. (representing scores from Elementary School.) From the 2020-2021 FSA MATH results showed that 73% of the population was non-proficient. Demonstrating a loss from the alternative educational platform of COVID.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement are increasing the students motivation, commitment and overall understanding of the importance of the school environment and the learning needing to occur in the subject areas. During progress monitoring and state assessment there was an overall lack of interest and urgency in the completion of the exams. This correlates to the scores that were represented in the QSMA's and the 2018-2019 FSA .

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement based off 2019 state assessments was Science. By increasing for 27% to 47%. This is a direct result of analyzing and dissecting the science grade level materials based on standards. This must continue in order for the 8th grade students to be successful in the Science FSA.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

The growth in Science on the State Assessment was a direct result of analyzing and dissecting the science grade level materials based on standards.

#### What strategies will need to be implemented in order to accelerate learning?

Schools are working with a changed population, one that experienced a perceived lack of emphasis on school as a priority. With the drastic measures that schools had to take to reduce the pace of the pandemic, many families - children and parents - adopted the situational lack of priority for students overall education and evaluation. With this new outlook from those that we serve, strategies will need to be deliberately implemented that are relevant and make a connection to the overall learning. The following are strategies that OCMS will work with:

1. Segmentation of Content. 2. Pre-work and building of background knowledge. 3. Use real world work in the classrooms. 4. Create an emotional connection to success in school.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Based on the factors and strategies that OCMS identified professional development will be in the form of trainings for Kagan strategies, the importance of background knowledge in all subjects, segmentation and using real world work in the classroom.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Ocali Charter Middle School has created and implemented the program FAST (Family Academic Support Team):

- The Family Academic Support Team (FAST) reaches out to those struggling students/families to ensure that they are receiving and doing the required work.
- FAST makes deliberate communication with each family that is currently in the on-line platform to ensure that both parent and student are understanding and "in the know" about the student's performance. All communications are documented thoroughly and are distributed to that student's teachers for a consistent communication structure within the school. Action Items are outlined to ensure continuity of services.
- FAST provides by appointment, in person and via teleconference, on how to utilize the on-line learning platform.
- FAST focuses on one of our school wide expectation of Organization - The team create a binder by the student's schedule and conduct an instruction teach-to on how to utilize the binder system for identified students. FAST team members do ongoing follow-up with students to ensure implementation of the notebook system.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Adding intensive math to level 1 and 2 student schedules allow 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 for the FSA.

**Measurable Outcome:** If 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 1 sub level. In addition, subgroups SWD and BLK will grow from below 30 % in math to 32% proficient in Math as measured by 2022 FSA.

**Monitoring:** Administration will meet bi-weekly with the Math team to review data from the intensive math program and will review key parameters as dictated by the FSA areas of need for students who are level 1 and level 2. If progress begins to deviate from set parameters and growth, administration will work with Math Team to adjust instruction and techniques.

**Person responsible for monitoring outcome:** Elias Posth (elias.posth2@marion.k12.fl.us)

**Evidence-based Strategy:** Adding intensive math to level 1 and 2 student schedules allow 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 for the FSA.

**Rationale for Evidence-based Strategy:** OCMS based our rationale on entrance FSA/ QSMA scores of incoming 6th, 7th and 8th graders. This population is in need of foundational skills.

**Action Steps to Implement**

Monitor effectiveness by reviewing I-ready, QSMA and IXL data each quarter facilitated by Content Area Specialist (CAS). This data will be reviewed as part of the bi-weekly meetings with the Math Team.

**Person Responsible** Elias Posth (elias.posth2@marion.k12.fl.us)

2. The intensive math teacher will work and plan in partnership with the general math teacher to monitor student progress and direct instruction.

**Person Responsible** Elias Posth (elias.posth2@marion.k12.fl.us)

3. Parent and family math night to support learning math at home.

**Person Responsible** Elias Posth (elias.posth2@marion.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

na

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

All students are very important to Ocali Charter Middle School. Their well-being emotionally and socially, specially 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.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Parents - Parents set the tone for their child's day. Parents are included in Parent nights that encourages parents roll in their child's academic success. A positive parent who is supportive of the school and involved will create a student who is the same.

Teachers - Focus is on building relationship and classroom environment. Students want to learn and feel safe by a teacher who creates a non threatening classroom. Teachers maintain the tone for the students throughout the day.

Staff - The staff work with both the parents and the teachers ensuring that positive interaction occurs and that all are treated with respect.

Community Members - Donations and encouragement through teacher appreciation, word of mouth and support for students to create an inclusive environment.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00