Ocali Charter Middle School

2022-23 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: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: C (43%) 2018-19: C (46%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	55%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Matthews, Theresa	Executive Director	1.Oversee the Middle School principal duties 2. Manage the school wide budget to maximize resources to improve student achievement. 3. Fundraise 4. Design a master schedule that will maximize instructional time and support the diverse needs of the students.
Posth, Elias		1. Provide leadership in the areas of curriculum, instruction, and assessment. 2. Ensure that classroom instruction is delivered in a manner appropriate to the needs of middle school aged students and is provided by skilled and knowledgeable teachers. 3. Deliver professional development and technical assistance based on the needs of faculty and staff. 4. Assign, train, observe and evaluate all instructional and non-instructional staff. 5. Create a supportive learning environment that promotes high standards for student conduct. 6. Cultivate a culture of collaboration amongst students, staff, parents and community through Title I and other resources. 7. Recognize and honor outstanding students in the school. 8. Use of data to make informed decisions towards student improvement needs. 9. Other duties as assigned by the Executive Director
Sheib, Stephanie		1. Oversee staff in the development and the implementation of student discipline and classroom management plan. 2. Implement student discipline per school rules/policies with students, staff & parents. 3. Assist Principal in promoting a school culture focused on student achievement. 4. Communicate with parents about specific student and staff concerns. 5. Assist in interviewing, hiring, and training of teaching staff. 6. Supervise and facilitate school events as directed by the Principal (parent night, student activity events) 7. Liaison with the School Resource Officer, outside service providers, and school counselors as needed.

Demographic Information

Principal start date

Sunday 7/1/2018, Elias Posth

Number of teachers with a 2022 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.*

na

Number of teachers with a 2022 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.*

na

Total number of teacher positions allocated to the school

13

Total number of students enrolled at the school

201

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	78	59	54	0	0	0	0	191
Attendance below 90 percent	0	0	0	0	0	0	21	17	18	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	27	15	8	0	0	0	0	50
Course failure in ELA	0	0	0	0	0	0	26	16	7	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	33	7	5	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	33	24	22	0	0	0	0	79
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	31	16	15	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	55	44	0	0	0	0	99

Using the table above, complete the table below with the number of students by current grade level who have 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	31	13	12	0	0	0	0	56

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	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 8/31/2022

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	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	

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	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	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	42%	50%				49%	49%	54%
ELA Learning Gains	32%						50%	54%	54%
ELA Lowest 25th Percentile	35%						52%	46%	47%
Math Achievement	37%	30%	36%				43%	54%	58%
Math Learning Gains	48%						49%	58%	57%
Math Lowest 25th Percentile	41%						43%	50%	51%
Science Achievement	27%	45%	53%				47%	46%	51%
Social Studies Achievement	59%	49%	58%				74%	70%	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	2022					
	2019	33%	45%	-12%	54%	-21%
Cohort Comparison						
07	2022					
	2019	59%	46%	13%	52%	7%
Cohort Comparison		-33%				
08	2022					
	2019	51%	50%	1%	56%	-5%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	26%	46%	-20%	55%	-29%
Cohort Comparison						
07	2022					
	2019	49%	49%	0%	54%	-5%
Cohort Comparison		-26%				
08	2022					
	2019	50%	41%	9%	46%	4%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	46%	44%	2%	48%	-2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	65%	9%	71%	3%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	3	24	32	14	33	33		7			
ELL		15		23	38						
BLK	21	31		10	30	40		54			
HSP	31	33	27	49	62	60	11	77			
MUL	40			30							
WHT	28	31	41	39	48	36	39	53	87		
FRL	25	29	31	37	48	36	25	58	70		
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			

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	19
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 (6-8)/ all subgroups struggle with literacy and mastery of ELA standards.
-2021 6th grade (Current 7th grade), regardless of subgroups are academically below grade level in both ELA and Math.
-2021 8th grade (Current 9th grade)/ all subgroups struggle with mastery of Science Standards.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

-State ELA assessment data and the 2021 I-ready reading data indicate that +70% of OCMS students struggle with literacy and did not master ELA standards.
-State Math assessment data and the 2021 I-ready math data indicate that 75% 6th grade OCMS students did not master 6th grade Math standards.
-State Science assessment data indicate that 72% of OMS students did not master the Science standards

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

Contributing factor: Two years of COVID restrictions and online learning from home has created an indifference towards learning across all content areas primarily with 2021 6th graders (current 7th graders).
Action: Increasing motivation through more project-based learning and providing frequent incentives for academic accomplishments/ master of content.

Contributing factor: Insufficient reading frequency for already lower-level readers affected reading endurance during state assessments.
Action: Increasing reading endurance through a school-wide novel study. Raising awareness and increasing parent involvement/ buy-in to support reading from home.-

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

-Algebra 1: 2021 64% Proficiency 2022 85% Proficiency (21% increase)
-Pre-Algebra: 2021 14% Proficiency 2022 39% Proficiency (25% increase)
-7th Grade Math: 2021 28% Proficiency 2022 38% Proficiency (10% increase)
-Civics: 2021 48% Proficiency 2022 59% Proficiency (11% increase)

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

-The 7th & 8th grade math teacher's instructional method included multiple opportunities to redo assignments, study guides, and assessments to achieve mastery of content.
-The 7th grade Civics teacher continued her activity/project based learning of Civics standards, creating more motivation and engagement in Civics.

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

For the 2022-2023 school year, additional support will be provided for all students in the area of math, regardless if they were proficient on the 2021-2022 Math assessments or not. Fundamental math is split

into levels that provide basic math support for non-proficient students and then provide progressive support for proficient students as well as students enrolled in honors math classes. Both group levels will participate in project based activities to increase a greater depth of knowledge in their respective regular or advanced math classes.

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.

All teachers have participated in a training targeting project-based learning. Each quarter, there will be follow-up training and collaboration to expand on those teaching strategies.

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

Additional resources as well as training on those resources will be implemented because they will increase student engagement and motivation, resulting in sustainable improvements. Students will have the opportunity to partake in coding in their Fundamental Math course.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The data reveals that 75% 6th grade OCMS students did not master 6th grade Math standards. Fundamental math is split into levels that provide basic math support for non-proficient students and then provide progressive support for proficient students as well as students enrolled in honors math classes. Both group levels will participate in project-based activities to increase a greater depth of knowledge in their respective regular or advanced math classes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Current 6th grade student proficiency will increase 10% from the previous year's score. During the 2021 School year, 20 students qualified to partake in Algebra I. This number increased to 30 students in 2022. There will be a 10% increase in students who qualify for Algebra I and Geometry Honors (Level 4-5 for 7th grade/ Level 3-5 8th grade).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The teachers and administration will collaborate on project-based learning lesson planning and walkthroughs will be completed to provide specific feedback to promote learning.
Person responsible for monitoring outcome:	Elias Posth (elias.posth2@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	According to John Hattie's review of research, high impact learning occurs when creative programing is implemented along with self-regulation and metacognition of project-based learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Project based learning combines the necessary standards that students need to master with engaging modalities, high interest, and relevance. Comprehensive project-based learning: -is organized around an open-ended driving question or challenge. -creates a need to know essential content and skills. -requires inquiry to learn and/or create something new. -requires critical thinking, problem solving, collaboration, and various forms of communication -allows of student voice and choice. -incorporates feedback and revision. -results in a publicly presented product.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor effectiveness of Project Based Learning and review progress monitoring of IXL and FAST testing.

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

Fundamental math teacher will work and plan in partnership with general math teachers and implement said areas of need for student progress into project-based learning.

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

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

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, 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. The administration works as a team with the school faculty, staff, parents, and the community to create a climate and culture of caring and positivity. Ocali Charter Middle School provides education, prevention, early identification, and intervention that helps the students achieve academic, emotional, and behavioral success. The 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 school culture and environment.

Parents - Parents set the tone for their child's day. Parents are included in Parent nights that encourage a parent's role 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 - The focus is on building relationships and the classroom environment. Students want to learn and feel safe with 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.