

Marion County Public Schools

# OCALI CHARTER MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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 Department 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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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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

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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.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Matthews, Theresa

Theresa.Matthews@marion.k12.fl.us

**Position Title**

Executive Director

**Job Duties and Responsibilities**

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1. Oversee the Middle School principal duties.
2. Manage the school wide budget to maximize resources to improve student achievement.
3. Fundraise.

**Leadership Team Member #2****Employee's Name**

Scheib, Stephanie

Stephanie.Scheib@marion.k12.fl.us

**Position Title**

Director of Academic Excellence

**Job Duties and Responsibilities**

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Academic-Instructional Coaching for Middle & High School instructional staff.  
Coordinate the MTSS process for instructional staff and students.  
Professional development focusing on Tier I and Tier II academic growth.  
New teacher evaluator.

**Leadership Team Member #3****Employee's Name**

Posth, Elias

Elias.Posth2@marion.k12.fl.us

**Position Title**

Principal

**Job Duties and Responsibilities**

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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. Testing Coordinator.
10. Title I Coordinator.
11. Other duties as assigned by the Executive Director.

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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The school leadership team met with the Ocali Charter Middle School SAC members on April 7, 2025 to discuss the current state of the school based off of FAST PM1 and PM2 and the progress made towards the 24-25 SIP goals. A follow up SAC meeting to review adjustments made to the 25-26 SIP based off the most current FAST PM 3 and EOCs will occur on August 5th 2025.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The SIP will be monitored quarterly by analyzing the FAST PM 1, PM 2, and PM 3 data to ensure that progress towards the set forth goals is occurring. The stakeholders will also meet to determine the effectiveness of the Tier I, Tier II, and Tier III interventions. For those Tier II and Tier III, students with large achievement gaps. Weekly IXL Reading and Math data will be analyzed by the interventionist to determine its effectiveness as well as overall student growth.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>84.0%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: C</b> <b>2022-23: C</b> <b>2021-22: C</b> <b>2020-21: C</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment							61	63	63	187
Absent 10% or more school days							3	4	5	12
One or more suspensions							11	13	15	39
Course failure in English Language Arts (ELA)							0	0	1	1
Course failure in Math							1	0	0	1
Level 1 on statewide ELA assessment							8	5	10	23
Level 1 on statewide Math assessment							8	4	11	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							5	6	7	18

#### Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
Students retained two or more times							0	0	0	0



**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							4	5	3	12
One or more suspensions							16	18	17	51
Course failure in English Language Arts (ELA)								6	2	8
Course failure in Math							3	1		4
Level 1 on statewide ELA assessment							6	14	8	28
Level 1 on statewide Math assessment							5	23	7	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators								33	39	72	

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								1		1
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	51	58	50	45	53	37	40	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	61	56	59	55	52	56			
ELA Lowest 25th Percentile	56	49	52	61	48	50			
Math Achievement*	59	54	63	49	52	60	44	48	56
Math Learning Gains	63	57	62	54	57	62			
Math Lowest 25th Percentile	76	53	57	70	60	60			
Science Achievement	38	42	54	35	40	51	20	40	49
Social Studies Achievement*	87	68	73	46	57	70	60	61	68
Graduation Rate									
Middle School Acceleration	81	75	77	50	70	74	78	71	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	52	53				49	35	36	40

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	579
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	52%	48%	43%	42%		46%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	62%	No		
Black/African American Students	59%	No		
Hispanic Students	65%	No		
White Students	65%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	58%		61%	56%	59%	63%	76%	38%	87%	81%			
Students With Disabilities	34%		50%	33%	46%	63%	64%	25%	73%				
English Language Learners	60%		56%		65%	67%							
Black/African American Students	45%		68%	60%	45%	68%	90%	9%	85%				
Hispanic Students	60%		64%	50%	53%	68%	77%	42%	86%	85%			
White Students	58%		57%	56%	68%	61%	65%	50%	86%	83%			
Economically Disadvantaged Students	51%		58%	54%	56%	57%	74%	36%	87%	72%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		55%	61%	49%	54%	70%	35%	46%	50%			
Students With Disabilities	29%		46%	47%	36%	54%	60%	10%	38%				
English Language Learners	39%		50%		33%	28%							
Black/African American Students	29%		29%		43%	54%	60%		0%				
Hispanic Students	47%		61%	79%	43%	48%	75%	44%	55%	50%			
White Students	61%		62%	61%	55%	59%	69%	35%	62%	52%			
Economically Disadvantaged Students	45%		51%	58%	47%	51%	70%	39%	45%	52%			



2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%				44%			20%	60%	78%			35%
Students With Disabilities	18%				23%			0%					
English Language Learners	30%				40%								
Black/African American Students	19%				26%								
Hispanic Students	40%				54%			45%	60%	83%			
Multiracial Students	23%				31%								
White Students	45%				45%			13%	68%	68%			
Economically Disadvantaged Students	31%				42%			17%	56%	78%			

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

There is no assessment data available for this school.

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

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The data component that showed the most improvement was that the ESE, ELL, and Black African American subgroups all exceeded the 41% State proficiency threshold. This was due to the preplanning that occurred at the beginning of the year where the instructional team identified the students in those subgroups. The team then created a support plan utilizing our teacher aides to ensure that those students received additional classroom support.

##### **Lowest Performance**

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

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The lowest performing area was Science. Though we made staff changes in the science department at the beginning of the year that seemed to benefit our students, the 8th grade science teacher relocated to another state after semester 1. This had a detrimental effect on the continuity of science instruction as we could not fill the position with a certified, experienced science teacher. Despite this being our lowest performing area, we still made a 2% gain in proficiency from the previous school year.

##### **Greatest Decline**

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

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The area that showed the greatest decline was 8th grade Pre Algebra. As a whole, 8th grade made substantial improvements because of the number of accelerated students. However, isolated, the Pre Algebra students that consists entirely of non-proficient students, showed a decline of 17 percentage points. This is the same cohort of students that also dropped in proficiency during their 7th grade year, as well as the lowest performing during their 6th grade year. This decline can be attributed to a lack of foundational math skills that they needed prior to their middle school enrollment.

##### **Greatest Gap**

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.

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The biggest performance gaps when compared to the state average was in both of our math acceleration, Algebra (+23 points over the state) and Geometry (+46 points over the state). The instructional strategies utilized by the teacher have been proven highly effective and superior in both of those courses through the majority of the years that this teacher has taught at the school.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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The highest area of concern for OCMS for the 25-26 schoolyear is our science performance. During the 24-25 schoolyear we only made a 2% gain in proficiency and fell below the district and state performance.

### **Highest Priorities**

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

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1. Increase Science mastery of standards in all grade levels.
2. Maintain positive school culture and motivation to perform.
3. Continue with the progress and momentum gained in Math, Reading, and Civics during the 24-25 schoolyear in order to maintain our "A."

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

#### Instructional Practice specifically relating to Science

##### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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For the 2024-2025 School Year, OCMS will focus on improving student's mastering the science standards. This area of focus was identified through the state science assessment results over the last 3 years. Though OCMS did go up 2% points (from 36% to 38%) during the 24-25 school year, this low result demonstrates that the majority of the students have not mastered the science standards and/or are struggling with the difficulty of the state assessment since it requires students to retain information from the 6th Earth Science, 7th Life Science, and their current 8th Physical Science standards. 2% is not a substantial gain and for the 25-26 school year OCMS will focus on all science levels (6-8) to ensure that by the time they take the 8th grade science test, they will be adequately prepared.

##### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Baseline Proficiency: 38% (based off of the 24-25 8th grade state science assessment)

Midyear Proficiency Goal: 46% Proficiency

End of Year Proficiency Goal: 55% Proficiency

Since the state science assessment is only administered to the 8th grade, bi weekly teacher assessments will also be administered to all grade levels for additional data to drive instruction in science areas where students are struggling in.

##### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Grade level science data will be monitored monthly by the science department and the director of academic excellence during our collaboration meetings. During these meetings, recommendations will be made to adjust instruction/ interventions.

**Person responsible for monitoring outcome**

Mrs. Stephanie Scheib

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

OCMS will create an additional intervention period that will focus on past and present science standards. The science interventionist will review and focus on the science standards that students are not mastering as evidenced by the baseline data, midyear data, and science teacher biweekly assessments. The science interventionist will collaborate monthly with the science teacher and director of academic excellence to look at this data and create a 4 week instructional plan.

**Rationale:**

The rationale behind adding an intervention period for Science is that one period per day is insufficient to fill the student's needs of this difficult content. The 3 year span that requires students to retain information from their 6th grade Earth Science, 7th grade Life Science and 8th grade Physical Science makes this additional intervention period essential to future assessment success.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Supplementing Science instruction by adding a science intervention period that all students will participate in.

**Person Monitoring:**

Mrs. Stephanie Scheib

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Establish Baseline Data (August–September 2025) 2. Implement Frequent Formative Assessments (Biweekly) 3. Monthly Data Team Meetings 4. Quarterly Benchmarks (Every 9 Weeks) 5. Student Data Ownership 6. Targeted intervention provided by the science interventionist based off the data collected and 4 week plan created during the monthly collaboration meetings. 7. Professional Development

## IV. Positive Learning Environment

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### Area of Focus #1

Positive Behavior and Intervention System (PBIS)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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During the 24-25 school year, OCMS established an intervention that addressed early or potential course failures. We have had a very positive shift in culture, student productivity, and a jump in our school grade because we addressed these issues proactively rather than end-of-year course recovery. Students that were passing their courses would receive the privilege of participating in club day. Students that were at academic risk would have to opportunity to recover their assignments during that time. We learned since then that there were some ambiguities with our initial intervention plan as not all students were aware of assignment deadlines and club day requirements. Because we want to maintain and build on the 24-25 "A" school momentum, we confidently know that this is a crucial area that should be continuously addressed and monitored for effectiveness.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The data that supports the need for the academic intervention/club day is the reduction in course Fs by the end of the school year.

During the 24-25 School year, we had two 7th graders and eight 8th graders needing core class recovery (that's not including students failing fundamental math and intensive reading). At the start of this 25-26 schoolyear, we have two 7th graders and two 8th graders needing core class recovery.

Ideally, we would like to end this current school year with no students in core class recovery.

Monthly tracking prior to the academic intervention/ club day

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Failures in courses will be monitored every month prior to club day. Though teachers and administration will track students in jeopardy of failing, during the 25-26 schoolyear, students will monitor their own progress with the guidance of their teachers. We believe this will create and urgency and early awareness preventing long term course failure and immediate recovery. This means students will achieve academically early in the schoolyear and earn the privilege to participate

in the positive activities club day has to offer.

**Person responsible for monitoring outcome**

Elias Posth

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

At the start of the 25-26 schoolyear all grade levels will be walked through the academic intervention/ club day requirements. Parents and students will receive both upcoming activities/ rewards, dates, qualifications, as well as the opportunity for academic recovery. This information will be shared through google classroom. All club day participants must be current with their assignments and passing all of their courses. Staff and students will use skyward to create their own accountability for progress made towards completed assignment prior to the club day cutoff. Students that meet the academic threshold (no Fs in any courses) participate in the club of their choice, while those that don't, use the 3 hour window to complete the academic tasks. Monthly data will track both number of club participants by grade level as well as intervention participants by grade.

**Rationale:**

The rationale behind combining the intervention along with a fun school wide activity like club day is multi-purposeful. First, it rewards students for staying current with their assignments. It sends a clear message and expectations that OCMS will reward effort but holds students accountable for not meeting the minimum standard because of work ethic. From the previous 24-25 we strongly believe that club day had a positive impact on school culture and motivation. Building on that momentum and further clarifying the parameters along with returning students' positive perception, our second year trying this will yield earlier and better outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Create monthly academic intervention groups by course failure and use club daytime to give those groups the opportunity to get caught up with their peers.

**Person Monitoring:**

Elias Posth

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Notify all stake holders of the academic expectation required for club day participation. 2. Track grades 1 week prior to club day. Teachers will do this with students. 3. Create a list of club day



participants and academic intervention groups. 4. Ensure that teachers submit missed or incomplete assignments in individual student folders. 5. 2 days prior to club day, remove any students from intervention groups that completed their responsibilities. 6. On club day, send academic intervention groups to set locations. 7. Deliver completed student work to teachers. 8. Intervention teachers discuss with intervention groups the expectations that they need to meet before next month's club day. 9. The impact of these steps will be monitored by administration to see the reduction of the number of students needing the intervention for future club days, resulting in less course failures by the end of the school year.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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Prepared messages related to progress reports, and upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Skylert to registered phone numbers, and email addresses of our families. Additional communications will be relayed through medias such as: social media, the site-based website, google classrooms, school newsletters, and fliers.

For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.

By including families in the development of our PFEP, we ensure that the plan is written in an understandable format. The variety of formats and methods mentioned will also tell families the location of the plan and encourage them to reach out for additional information.

[www.ocalicharter.com/title-one](http://www.ocalicharter.com/title-one)

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made

publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Additional strategies will be applied as the need arises on a case-by-case basis.

Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members.

[www.ocalicharter.com/title-one](http://www.ocalicharter.com/title-one)

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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- OCMS will strength its academic program in science by utilizing district science assessment data to create Tiered interventions for students to master the science standards in all grade levels.
- OCMS will strengthen its math program by not only enrolling all students in fundamental math, but also enrolling all students in financial literacy which supports math in a relevant, real word approach.
- OCMS will also have monthly club days that all students that are passing their classes can participate in to enrich their learning experience.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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This plan requires parent support which OCMS incorporates through its parent engagement events held throughout the school year. Coupled with the Title I Resources, parents are able to support the initiatives of OCMS from home.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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For the 25-26 Schoolyear OCMS hired a full time guidance counselor to provide students with a human link to the community outside of OCMS. The Guidance Counselor will utilize the Marion County School Districts resources when needed. The OCMS guidance counselor meets with the outgoing 8th graders to plan for High School as well as looking at career options. OCMS also uses Habitudes as school based social emotional learning/ mental health skills curriculum.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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NA

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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OMCS utilizes positive rewards for both academic and behavioral accomplishments. Student earn privileges to attend school social events as well as status cards that allow them to dress down, use electronic devices during lunch, and purchase treats. We utilize a classroom management system called "Time To Teach" to redirect students to wanted tasks vs. unwanted tasks without reverting to office referrals.

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV)).

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OCMS teachers and paras have deep data digs to identify our Tier 2-3 students and provide tailored instruction. In addition, OCMS teachers attend district In-Services that focus on standards and lesson planning that address depth of knowledge.

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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NA

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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As part of the school improvement process, our funding and resources are reviewed with the OCMS board, leadership team, and SAC to ensure that our areas of focus are supported and intervention needs for our ESSA groups are funded.

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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Current data indicates that we are exceeding the 41% threshold in all ESSA subgroups. Therefore, we will continue to provide the same level of support we did during the 24-25 school year by progress monitoring through small assessments as well as the FAST assessments. Based off that data we will provide additional personnel support to those subgroups.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00