

Marion County Public Schools

# Francis Marion Charter School



2015-16 School Improvement Plan

## Francis Marion Charter School

3233 SE MARICAMP RD STE 300, Ocala, FL 34471

[ no web address on file ]

### School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate<br>(As Reported on Survey 2) |
|-------------|------------------------|----------------------------------------------------------------------------|
| Middle      | No                     | 77%                                                                        |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate<br>(Reported as Non-white on Survey 2) |
|------------------------|----------------|--------------------------------------------------------------|
| No                     | Yes            | 39%                                                          |

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

| DA Category | Region            | RED                         |
|-------------|-------------------|-----------------------------|
| Not In DA   | 2                 | <a href="#">Wayne Green</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Francis Marion Charter School is to provide middle school students an opportunity to secure the highest quality education that embraces core values.

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

The vision of Francis Marion Charter School is to enable our students to become exemplary citizens, enjoy learning, be able to engage in critical thinking, and to demonstrate mastery of educational benchmarks and leadership skills to become successful, productive, and contributing graduates.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

At Francis Marion Charter School, we value and embrace all our students and their cultures. We create a link between home and school that allows us to become familiar with a child's cultural background, their dialect, their family, and their home life. Each time a new family comes to our school, they are welcomed to our school personally by the principal who gives them a tour and invites them to share information about their family. Family information is shared with the new student's teachers so they are familiar with the student. Opportunities are provided for parents and students to share their cultural backgrounds during our family celebration times. Students have the opportunity to learn and sample items from different cultures and to share with others. This allows the students to feel valued. We provide multiple avenues of communicating with non-English speaking families, such as translated letters, interpreters, and pictures at meetings and conferences.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

FMCS creates an environment where students feel safe and respected before, during and after school by welcoming them with a smile each day. Teachers and staff members communicate positive expectations, provide constructive correcting, and positive classroom learning to the students. Students hear positive announcements each morning to begin their day of learning. FMCS has an Anti-Bullying Policy in place so students feel safe when coming to school. Students may request to meet with the principal if they have a concern that cannot be addressed by a teacher. Additionally, we conduct emergency drills throughout the school year so that students know how to respond safely in case of an emergency.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school-wide behavioral system in place minimizes distractions to keep students engaged during instructional time. FMCS has clear protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced. FMCS has established classroom expectations and consequences school-wide. Expectations: 1. Positive Attitude. Respectful of others. Use your manners. 2. Follow the directions the first time given. 3. Keep



hands, feet and objects to yourself. 4. Complete all assigned work to the best of your ability. 5. Be on time and prepared for class. Consequences: If choose to break the rules: 1st time: Guidance Infraction notice and conference after class with teacher. 2nd time: Same as 1 plus parent phone call. 3rd time: Same as 2 plus conference with teacher. 4th time: Same as 3 plus possible Referral. (Physical contact is immediate conference with the Principal.) Campus Expectations: Keep voices appropriate inside and outside. Pass appropriately. Do not litter.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

All students are very important to FMCS. Their well-being emotionally and socially, especially at the middle school level is vital to their success. Our goal is to enable our students to become productive, contributing members of our school, society, and their community with an appreciation and acceptance of diversity. Administration works as a team with the school faculty, staff, parents and the community to create a climate and culture of caring and positiveness. FMCS 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. If additional programs are needed, the student will be referred to other services to meet their needs.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

School is in the first year of operation. Data is not available.

**Provide the following data related to the school's early warning system**

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

| Indicator                       | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent     |             |       |
| One or more suspensions         |             |       |
| Course failure in ELA or Math   |             |       |
| Level 1 on statewide assessment |             |       |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator                                  | Grade Level | Total |
|--------------------------------------------|-------------|-------|
| Students exhibiting two or more indicators |             |       |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The strategy is to engage parents to effectively engage their student to attend school and to be academically successful via phone calls, face to face contact, parent conferences, alerts, notes home, parent signatures on work, parent-student activities. The strategy is to utilize the Title I Parent Resource Van the Parent Resource center to enhance learning in the home.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/173187>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Please see the Title I Parent Involvement Plan.

Additionally, we believe that community builders and schools share a common goal of ensuring a positive future for our children, their families, and their communities. Francis Marion Charter School builds positive relationships with members of the community by inviting the community to activities such as our yearly National Junior Honor Society Induction and Honor Roll Celebration and Medieval Faire. FMCs promotes the school through a mail-out postcard to all 5th graders in the district and will provide information at the Marion Charter School graduation reception in June each year.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

| Name                | Title                  |
|---------------------|------------------------|
| Pinson, Mary        | Principal              |
| Patterson, Courtney | Teacher, K-12          |
| Rickett, Judith     | Teacher, K-12          |
| Devine, Nicole      | Administrative Support |

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

First year of the school:

The team members are Mary Pinson - Principal, who is responsible for providing resources, instructional support, training to implement student interventions; Judy Rickett - Dean/Math teacher, who is responsible for providing support for behavioral interventions and student motivation activities; Courtney Patterson - Reading Coach/teacher, who is responsible for assisting teachers in promoting and extending reading strategies across the curriculum. Nicole Devine - Receptionist, who is

responsible for providing support for behavioral interventions and data collection. We share the responsibility for writing the MTSS/Rtl plans and identifying appropriate goals. The team shares data with the School Leadership Team to identify areas of concern for professional development, instructional strategies, and behavioral concerns.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

First year of the school:

The MTSS team meets pre-school week to review all the incoming and returning student information to flag students who require interventions or additional support in reading, math or science. Teachers will receive folders of student names with interventions listed and accommodations for 504 and ESE students.

Weekly meetings are held for the first month to review all students for support and interventions. Data is collected and shared with the School Advisory council and the Board of Directors at regular Board Meetings. The Board meetings are open to the public and parents are encouraged to provide input on our school improvement plan. Data from the MTSS/Rtl process is used to guide budget decisions on materials and staff professional development.

### School Advisory Council (SAC)

#### Membership:

| Name            | Stakeholder Group          |
|-----------------|----------------------------|
| Mary Pinson     | Principal                  |
| Nicole Devine   | Education Support Employee |
| Judy Rickett    | Teacher                    |
| George Benitez  | Parent                     |
| Zachary Donahue | Student                    |
| John Donahue    | Business/Community         |
| Devon McGee     | Student                    |

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

NA

*Development of this school improvement plan*

The development of the school improvement plan (SIP) occurred through brainstorming with the faculty, staff and parents, The ideas were compiled by Mrs. Devine, then Mrs. Pinson, Principal, wrote the SIP. Once the SIP was written, it was presented to the Board of Trustees and the Board voted to accept the SIP.

*Preparation of the school's annual budget and plan*

Initially, the school's annual budget was generated by the Board Chair. Starting in 2015, the school's annual budget was generated by the Principal, Mary Pinson with input from faculty and staff regarding resources and instructional materials. The budget was presented to the Board of Trustees for approval. The budget was approved and signed off on. The FMCS annual budget will be monitored and updated as needed, then voted on for approval by the Board.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Not applicable, due to first year of school operation as a Title I school.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

| Name                | Title                  |
|---------------------|------------------------|
| Pinson, Mary        | Principal              |
| Devine, Nicole      | Administrative Support |
| Patterson, Courtney | Teacher, K-12          |
| Rickett, Judith     | Teacher, K-12          |

**Duties**

**Describe how the LLT promotes literacy within the school**

The school based Literacy Leadership Team will meet quarterly. Meeting dates and times will be posted on annual calendar. Agendas are created based on the topics identified occurring at the school in the interim months. Group members will be given the Agenda ahead of time to be prepared for discussion at the meetings. Team members will confer with teachers and staff regarding literacy on campus.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Positive working relationships between teachers include a common lunch time with an end session for collaborative planning and instruction. FMCS appreciates their teachers with monthly Teacher Appreciation activities and reminders. All FMCS teachers like to go fishing, so we meet twice a year to fish. At the end of the school year, FMCS holds a Medieval Faire which is a whole school collaborative cross-curricular festival, in which the students put into practice the real world skills they have learned during the school year. The teachers have collaborated in developing the lessons and activities of all grade levels to accomplish the creation, generation, and success of the Faire in which the public is invited.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

FMCS strategies for recruiting, developing and retaining highly qualified, certified-in-field, effective teachers to the school include posting to district website open positions, participating in the Great Florida Teach In, contacting University of Florida and St. Leo college for Education graduates. Teachers will continue with certification requirements as set forth by FLDOE and the District. FMCS provides along with MCPS professional development opportunities for continued certification. Additionally, to retain HQ teachers, FMCS will comply with class size reduction requirements. For accountability the Student and Parent sign a contract for academic and behavioral expectations when new and returning students apply for admission. Students and Parents are held accountable for their actions.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentoring program at FMCS is top down. The Principal mentors all teachers, both new and veteran teachers. In the future, mentoring will be top down and include the Leadership team to mentor teachers and each other. All teachers are evaluated via Classroom observations each month. Areas of need are discussed that day and a new observation is rescheduled. Mentoring and coaching is on-going, so all teachers can improve their teaching practices to be come effective and highly-effective. Documentation will be kept and compiled for the Year end evaluation.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All instructional materials are on the approved Florida Standards curriculum list and approved by the Board of Directors for FMCS and Marion County Public School district Curriculum department and administration.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

In a combined effort, Administration and FMCS Staff use evidence from the analysis of FSA results, End of Course Exams (EOCs), FCAT (science) results and Benchmark tests to determine professional development needs and areas of concern. In addition, administrators also use classroom walk-through/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.

Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers. Based on an analysis of the data, best practices are identified and shared. Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction. Instructional software programs, along with internet based instructional web sites such as Khan Academy and Digits Online, are also utilized. In a Professional Learning Community, teachers discuss best practices and research different methods of providing instruction to students on non-mastered skills.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

Core Academic Instruction to accelerate learning before and after school for selected students.  
Enrichment for students who want to excel academically.

**Strategy Rationale**

To provide the students as many opportunities as possible to perform at grade level and beyond.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Pinson, Mary, mary.pinson@marion.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Pre and Post assessments, student grades, FSA scores, student survey data on self-esteem, student behavior data

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

FMCS employs the strategies to support incoming 6th graders through our Open House presentation and Interview process, and Summer Orientation program for incoming 6th graders.

All rising students participate in the End of the Year program for rising students and Summer Orientation Project program for rising 7th and 8th graders.

The rising 9th graders participate in a Shadowing program for rising 9th graders, as well as the End of the Year program to celebrate their success.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

FMCS uses many strategies to advance college and career awareness all year long. FMCS invites Guest speakers, holds college and career readiness talks, has established business partners who are STEM oriented. The most tangible college and career awareness strategy is the Induction of worthy students into National Junior Honor Society in the spring.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

NA



**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
  - Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
  - Independent and collaborative research projects embedded in the curricula.
  - Collaboration, communication
- FMCS offers Lego Robotics and bi-monthly hands-on science labs to support student achievement in technical and career education.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we have a Title I paraprofessional to support the science teacher with a focus on reading in the content area and differentiated instruction, then student achievement will increase.
  
- G2.** If we have a Title I paraprofessional to support the math teacher with a focus on reading in the content area and differentiated instruction, then student achievement will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*



**G1.** If we have a Title I paraprofessional to support the science teacher with a focus on reading in the content area and differentiated instruction, then student achievement will increase. 1a

G073836

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency |               |

**Resources Available to Support the Goal** 2

- A Title I paraprofessional support instruction and student learning in science

**Targeted Barriers to Achieving the Goal** 3

- Students are performing below grade level expectations in science.

**Plan to Monitor Progress Toward G1.** 8

Learning checks

**Person Responsible**

Mary Pinson

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Learning check scores, lesson plans, conference notes, walk throughs and observations

**G2.** If we have a Title I paraprofessional to support the math teacher with a focus on reading in the content area and differentiated instruction, then student achievement will increase. 1a

G073837

**Targets Supported** 1b

| Indicator  | Annual Target |
|------------|---------------|
| Math Gains |               |

**Resources Available to Support the Goal** 2

- A Title I paraprofessional support instruction and student learning in math.

**Targeted Barriers to Achieving the Goal** 3

- Students are performing below grade level expectations in math.

**Plan to Monitor Progress Toward G2.** 8

Learning checks

**Person Responsible**

Mary Pinson

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Learning check scores, lesson plans, conference notes, walk throughs and observations

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we have a Title I paraprofessional to support the science teacher with a focus on reading in the content area and differentiated instruction, then student achievement will increase. **1**

 G073836

**G1.B1** Students are performing below grade level expectations in science. **2**

 B192843

**G1.B1.S1** The Para will support the science teacher by providing 100 minutes a day of focus on reading in the content area and differentiated instruction for students who need acceleration five days a week.

**4**

 S204345

### Strategy Rationale

To provide additional support to students that need small group and one-on-one instruction in order to improve student achievement.

### Action Step 1 **5**

Hire a HQ paraprofessional for science

#### Person Responsible

Mary Pinson

#### Schedule

On 9/30/2015

#### Evidence of Completion

Hiring of HQ paraprofessional and classroom lesson plans and para schedule

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Walk throughs, monitor schedules, and logs, and teacher lesson plans

**Person Responsible**

Mary Pinson

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Completed logs, increased student engagement, increased student achievement, and teacher lesson plans.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Increased student performance on assessments and grades, greater self-esteem of students

**Person Responsible**

Mary Pinson

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Conference notes from meeting with teacher and Title I paraprofessional, improved student achievement

**G2.** If we have a Title I paraprofessional to support the math teacher with a focus on reading in the content area and differentiated instruction, then student achievement will increase. 1

G073837

**G2.B1** Students are performing below grade level expectations in math. 2

B192844

**G2.B1.S1** The Para will support the math teacher by providing 100 minutes a day of focus on reading in the content area and differentiated instruction for students who need acceleration five days a week 4

S204346

### Strategy Rationale

To provide additional support to students that need small group and one-on-one instruction in order to improve student achievement.

### Action Step 1 5

Hire a Title I paraprofessional for math

#### Person Responsible

Mary Pinson

#### Schedule

On 9/30/2015

#### Evidence of Completion

Hiring of HQ paraprofessional and classroom lesson plans and para schedule

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Walk throughs, monitor schedules, and logs, and teacher lesson plans

#### Person Responsible

Mary Pinson

#### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Completed logs, increased student engagement, increased student achievement, and lesson plans.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Increased student performance on assessments and grades, greater self-esteem of students

**Person Responsible**

Mary Pinson

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Conference notes from meeting with teacher and Title I paraprofessional, improved student achievement

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source       | Task, Action Step or Monitoring Activity                                                 | Who          | Start Date (where applicable) | Deliverable or Evidence of Completion                                                                  | Due Date/ End Date |
|--------------|------------------------------------------------------------------------------------------|--------------|-------------------------------|--------------------------------------------------------------------------------------------------------|--------------------|
| G1.B1.S1.A1  | Hire a HQ paraprofessional for science                                                   | Pinson, Mary | 8/20/2015                     | Hiring of HQ paraprofessional and classroom lesson plans and para schedule                             | 9/30/2015 one-time |
| G2.B1.S1.A1  | Hire a Title I paraprofessional for math                                                 | Pinson, Mary | 8/20/2015                     | Hiring of HQ paraprofessional and classroom lesson plans and para schedule                             | 9/30/2015 one-time |
| G1.MA1       | Learning checks                                                                          | Pinson, Mary | 8/24/2015                     | Learning check scores, lesson plans, conference notes, walk throughs and observations                  | 6/3/2016 monthly   |
| G1.B1.S1.MA1 | Increased student performance on assessments and grades, greater self-esteem of students | Pinson, Mary | 8/24/2015                     | Conference notes from meeting with teacher and Title I paraprofessional, improved student achievement  | 6/3/2016 monthly   |
| G1.B1.S1.MA1 | Walk throughs, monitor schedules, and logs, and teacher lesson plans                     | Pinson, Mary | 8/24/2015                     | Completed logs, increased student engagement, increased student achievement, and teacher lesson plans. | 6/3/2016 biweekly  |
| G2.MA1       | Learning checks                                                                          | Pinson, Mary | 8/24/2015                     | Learning check scores, lesson plans, conference notes, walk throughs and observations                  | 6/3/2016 monthly   |
| G2.B1.S1.MA1 | Increased student performance on assessments and grades, greater self-esteem of students | Pinson, Mary | 8/24/2015                     | Conference notes from meeting with teacher and Title I paraprofessional, improved student achievement  | 6/3/2016 monthly   |
| G2.B1.S1.MA1 | Walk throughs, monitor schedules, and logs, and teacher lesson plans                     | Pinson, Mary | 8/24/2015                     | Completed logs, increased student engagement, increased student achievement, and lesson plans.         | 6/3/2016 biweekly  |

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

|                                                                        |                    |                                                 |                                      |                |     |                    |
|------------------------------------------------------------------------|--------------------|-------------------------------------------------|--------------------------------------|----------------|-----|--------------------|
| <b>1</b>                                                               | <b>G1.B1.S1.A1</b> | <b>Hire a HQ paraprofessional for science</b>   |                                      |                |     | <b>\$15,000.00</b> |
|                                                                        | Function           | Object                                          | Budget Focus                         | Funding Source | FTE | 2015-16            |
|                                                                        |                    |                                                 | 9695 - Francis Marion Charter School | Title I Part A |     | \$15,000.00        |
| <i>Notes: Paraprofessional for math and science</i>                    |                    |                                                 |                                      |                |     |                    |
| <b>2</b>                                                               | <b>G2.B1.S1.A1</b> | <b>Hire a Title I paraprofessional for math</b> |                                      |                |     | <b>\$399.00</b>    |
|                                                                        | Function           | Object                                          | Budget Focus                         | Funding Source | FTE | 2015-16            |
|                                                                        |                    |                                                 | 9695 - Francis Marion Charter School |                |     | \$399.00           |
| <i>Notes: Activity copies to support science and math instruction.</i> |                    |                                                 |                                      |                |     |                    |
|                                                                        |                    |                                                 | 9695 - Francis Marion Charter School |                |     | \$0.00             |
| <b>Total:</b>                                                          |                    |                                                 |                                      |                |     | <b>\$15,399.00</b> |