

Marion County Public Schools

Marion Charter School



2016-17 Schoolwide Improvement Plan

Marion Charter School

39 CEDAR RD, Ocala, FL 34472

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	57%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	C	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Marion Charter School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Marion Charter School, we will strive to guide students to become respectful citizens, successful problem solvers, and life long learners who value themselves and others.

b. Provide the school's vision statement.

At Marion Charter School, we envision a school that supports and nourishes the unique personality and gifts of each child, where students and staff members greet each day with enthusiasm, and where success and challenges are expected and enjoyed.

2. School Environment

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

At Marion Charter, we value and embrace all of 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, our Guidance Counselor and Principal welcomes them into our school, gives them a private tour, and invite them in to share information about themselves. We then share the information with the child's teacher so that the teacher is familiar with the child. Marion Charter School provides opportunities for parents and students to share their cultural backgrounds such as when we have our cultural carnival in the winter. Here, parents visit each classroom and share information about their cultures, such as dances, clothing, and food. Afterwards, students get an opportunity to participate in sampling food from different countries. Teachers also allow students time to share their experiences and interests in the classroom, so that the teacher and student can create a bond. This also allows the student to feel valued and cared about. When communicating with students and parents, we provide multiple avenues, such as bilingual newsletters and interpreters at meetings and conferences.

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

We provide an environment that is welcoming and nurturing to our students. Teachers and staff members communicate positive expectations, provide constructive correcting, and positive classroom pride to the students. Each day, Mrs. Axson, the Principal, greets every student as they are getting out of their cars. Teachers stand at their doors and greet their students with a smile and/or hug as a way to start out the day on a positive note. Marion Charter also has an Anti-Bullying Policy in place so that students feel safe when coming to school. We also hold daily Morning Meetings in each classroom where students practice giving true compliments, as well as learning how to effectively deal with conflicts. Our school also has a Wall of Fame Word each week that focus on "Character" words, such as Positive Attitude, Eye Contact, Responsibility. Each week the teachers choose a student in their classroom who has demonstrated the characteristics of that word. Then the Guidance Counselor takes pictures of the students who were chosen for the week and their picture is placed on the Wall of Fame board outside of the office. We also conduct emergency drills throughout the school year so that students know how to respond safely in case of an emergency.

c. 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.

Our discipline policy is based on our core philosophy that all children are loveable and in need of positive feedback and clear limits. We define behavior as either helpful or hurtful, so our overriding school rule is: "Make all of your actions and words helpful!" If a student chooses a hurtful action there will be a logical consequence, ie: call someone a hurtful name and lose the privilege of being around people for a period of time (time-out). Because we believe that we are partners with our parents and/or guardians as we endeavor to create helpful citizens of the future, we will maintain close communication regarding each child's behavioral and academic growth.

For classrooms to be most effective and for the most successful learning to occur, students must be able to demonstrate age appropriate behavior on a regular basis. The staff of Marion Charter School will strive to help children learn and use appropriate behavior. If the child continually struggles to demonstrate appropriate behavior on a consistent basis, the teacher, parent, child and guidance counselor will create a behavior plan to address the student's behavioral challenges. All parties to this plan will have specific responsibilities.

At our school, we have 5 school wide rules. They are as follows:

1. We are respectful toward all people and property.
2. We follow directions the first time.
3. We listen to the one person who is speaking.
4. We show a positive and kind attitude with our words and our actions.
5. We complete all our tasks with high quality.

We also have behavioral systems in place so that distractions are minimized in the classroom. They are as follows:

CLASSROOM DISCIPLINE PLAN

Grades K-2

Teachers and students will follow these steps in order to create and maintain a strong, safe, orderly and positive learning environment.

Behavior Levels:

Diamond: This is behavior that is above and beyond what would be expected for a child of this age.

Gold: This is behavior that is expected and follows the rules of the school. All students begin their day on gold.

Silver: When a student is moved to this level it is because they are not following the class rules, despite teacher reminders. It is an opportunity to take a time out and get back on track.

Bronze: When a student chooses not to get back on track and follow the class rules after repeated reminders, their clip is moved to bronze. They may be sent to the office for further help getting back on track.

Students can be expected to move between levels throughout the day. When a child is on silver or bronze and shows expected behavior for thirty minutes, then he or she will be moved to the next higher level.

Corrective Steps at each level

1. GOLD: (Expected Behavior)

If a student is not exhibiting expected behavior they will receive a reminder of what the expected behavior is. This is a reminder, not a reprimand. It may be directed to the whole class at once. It may be directed to one or two students. The teacher does not need to approach an individual student

when using this step. The teacher needs to take the opportunity to remind students early enough so that the situation does not progress beyond a point where a simple reminder is no longer appropriate. Please remember that children need to be reminded often, simply because they are children and their impulse control is still developing.

If the student does not respond to the reminder, they will be moved to the Silver level.

2. SILVER: This IS a reprimand. The individual student is spoken to directly, and the verbal warning will not be delivered across the classroom. The teacher moves in close to the student and reminds him/her what is expected. The student is asked to identify the next step.

Example: During a class discussion, Tammy suddenly speaks out, "Boy this really stinks!" The teacher walks up, makes eye contact, and respectfully, but firmly, says, "Tammy, you are not showing a positive attitude. Why don't you say something like 'This is hard; maybe you could help me with this.'" Then the teacher might say something like: "Please take a short time out and adjust your attitude. This is your warning. What is the next step?"

The teacher may choose to provide a written warning that is sometimes more effective. The student is approached and handed an infraction slip. The teacher has checked an item on the slip and may ask the student to fill in the top. She is told that if no further problem occurs, she will be able to throw the slip away at the end of the day. If the misbehavior continues, the slip will be saved and utilized in determining whether or not a move to the BRONZE level is warranted. It is important that the student has control of the slip and that she realizes she is also in charge of her behavior. This encourages an internal locus of control, rather than an external locus of control.

Silver level= 5 minutes off of recess

If the student does not regain control on the Silver Level, and continues to exhibit inappropriate behaviors, they will be moved to the Bronze level.

3. BRONZE: (Occurs following a minimum of three (3) infraction/reminders on silver)

The student is approached again. He/she is reminded that he/she has already received 3 warnings, either verbal or written. Ask him/her to identify the next step. Complete the infraction slip and the student is required to experience the already established classroom consequence for moving to the Bronze Level.

At this point, the student is told that if his/her behavior does not improve, he/she may be sent to the office.

Bronze level= No Recess

If the student does not regain control on the Bronze level and continues to exhibit inappropriate behaviors, they will be sent to the office.

4. GOING TO THE OFFICE: (Following a minimum of 15 minutes on BRONZE level).

The teacher will call the office and ask for the student to be removed from the room. Ms. Wells or Mrs. Axson will escort the child to the office. After all steps have been followed, the parent will be called and appropriate consequences will be imposed. These consequences may include, but won't be limited to, after school detention, office time out, counseling, out of school suspension, etc.

DIAMOND (Exhibiting above expected Marion Charter School Behaviors)-

For K-2 students who end the day with a Diamond status, they will be allowed to visit their classroom "Treasure Box," at the end of their school day.

DIAMOND for one week(or as determined on an individual basis for extra incentives)- Students may visit the treasure box in the office at the end of the week (Friday afternoon)

CLASSROOM BEHAVIOR SYSTEM

3RD, 4TH AND 5TH GRADES

Third, fourth, and fifth grades use a modified version of our leveled behavior system. We will be strongly emphasizing the Marion Charter School Way, which consists of 5 school rules:

1. We are respectful toward all people and property.
2. We follow directions the first time.
3. We listen to the one person who is speaking.
4. We show a positive and kind attitude with our words and actions.
5. We complete all our tasks with high quality.

At Marion Charter School we strongly believe that student success is a direct result of a positive learning environment. In order to create a safe learning environment, we expect all students to follow the Marion Charter School way. We will be using a stick chart to keep track of daily behavior. We will use color-coded popsicle/paper "tickets" to represent each of the 5 school rules. When a student breaks a rule, they will be given a verbal warning and redirection to help correct the behavior. If the behavior continues, students will put a "ticket" that corresponds to the rule they broke, in their assigned pocket of the wall chart. Students will have a chance to correct their behavior and remove the ticket; any tickets remaining at the end of the day will be recorded on the student's behavior chart for parent review. We are asking that parents please discuss ways to help their child understand the importance of following the rules. Consequences for pulling tickets are as follows:

- 1 ticket: 5 minutes off recess
- 2 tickets: 10 minutes off recess
- 3 tickets: Silent Lunch
- 4 tickets: Direct parent contact or Phone call home
- 5 or more: Office referral depending on behavior and phone call home

• Parents will need to initial the behavior chart every day (even if your child has followed the rules) so you are aware of your child's behavior at school and are able to discuss any behavioral issues with your child at home. Students who are successfully following the Marion Charter School Way will have nothing noted on their chart. Students who had difficulty following the rules will have the rule/rules they broke listed along with a teacher comment as needed. There is space available for any parent that wishes to comment. It is the student's responsibility to be prepared for school each day, including bringing in their binder/agenda with their initialed behavior chart. If a student does not return their behavior chart daily, after warning, the student may receive appropriate consequence and parent contact will be made to remedy the situation.

We have also implemented PBS (Positive Behavior System) school wide. Marion Charter is now the home of the S.H.A.R.K.S. (Smart, High Achieving, Responsible, Kind Students). We reward positive behavior with our SHARK BUCKS where students can use them for different incentives such as treasure box, special treats, or special activities such as game day. Students who are having difficulty with behavior issues are retaught our school wide and classroom rules and expectations through modeling activities.

d. 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.

School counselors are vital members of the educational team. They help all students in areas of academic achievement, personal/social development and career development. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals, and realize full academic potential. Our goal is to enable our students to become productive, contributing members of the community with an appreciation and acceptance of diversity. Marion Charter School's Guidance Counselor works as a team with the school staff, parents, and the community in order to create a caring climate and atmosphere. By

providing education, prevention, early identification and intervention, our school counselor, Ms. Wells can help all students achieve academic, emotional, and behavioral success. Ms. Wells meets with parents and teachers in order to assess a student's social and emotional needs. She provides individual, as well as, classroom guidance sessions, pairs students with both adult and student mentors. If needed, Ms. Wells refers students to additional programs or services in order to meet the needs of all of our students.

3. Early Warning Systems

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

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

At Marion Charter School, we closely monitor attendance, as well as tardies and early check-outs, so that our students can get the best education possible. In order to do, attendance everyday is a MUST. Our school follows the county's attendance policy and it is found in our Student and Conduct Handbooks. We also have the parents sign our attendance policy at the beginning of the school year. If we notice that a student has more than 5 absences, then we meet with the parents and student to brainstorm strategies so that the parents can get the student to school on time everyday. We also monitor suspensions at MCS. If a student has a suspension, we try to opt for ISS(In School Suspension) so that the student does not miss out on completing the class assignments. As for the early warning system for course failure and for students who score a Level 1 on the state assessment, we work closely with both the student and their families in order to provide remediation, as well as strategies, so that these students can get the assistance that they need, If we notice that a child continually has struggled year after year, then we meet as a team in order to proceed with MTSS options.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	5	3	2	2	2	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	5	2	3	0	0	0	0	0	0	0	10

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	0	2	2	2	0	0	0	0	0	0	0	7

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

Marion Charter School's Administrative Staff, Teachers, students, and parents work closely together in order to meet the best needs of the students. The Administrative Staff and teachers are closely monitoring student data on a weekly basis. If there are students that are struggling, or lagging behind their peers, then we meet as a team in order to come up with strategies and materials to use with the

student in order to help them succeed. We hold PMPS, MTSS, and data chats on a regular basis at Marion Charter School which allows us to meet the academic needs of all of our students.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304767>.

2. Description

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

2. 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.

We believe that community builders and schools share a common goal of ensuring a positive future for children, their families, and their communities. Marion Charter School builds positive relationships with members in the community by inviting the community to activities such as our yearly carnival, as well as going out into the community to share information about our school and how we can work together to ensure the best education for the youth in our communities. We visit churches, day cares, and attend community events such as the Strawberry and Blueberry Festivals in order to promote our school and the importance of student success. We also have meetings several times a year that are open to community members on such topics as "Helping Your Child Succeed", "Preparing for State Tests", and "Make and Take Game Night".

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Axson, Michelle	Principal
Ashby, Rhonda	Instructional Coach
Wells, Valerie	School Counselor

b. Duties

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

The team members perform the following roles/functions- Michelle Axson, who is the Principal, is responsible for providing resources, instructional support, training to implement student interventions. Rhonda Ashby, who is the ESE, Gifted, and RTI Coordinator, is responsible for assisting teachers in writing the MTSS/RTI plan and identifying appropriate goals. Valerie Wells, who is our school's Dean and Guidance Counselor, is responsible for providing support for behavioral interventions and student motivation activities. The MTSS/RTI team shares data with the School Leadership Team to identify areas of concern ie professional development, instructional strategies, and behavioral concerns.

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

The MTSS team meets during pre-school to prepare student folders from the prior year and review incoming cumulative folders to flag students who may need additional support. Teachers receive folders showing last year's interventions and performance data for their students who were in the RTI process. Our ESE consultant meets with classroom teachers during the first 2 weeks of school to review the folders. During the first 2 weeks of school, students may be identified as needing additional support based on last year's end of year data or beginning of the year assessment testing. After the initial 2 week review, the MTSS/RTI team is called to review the students who are struggling and initial interventions are created and implemented. Teachers begin graphing data (1 data point per week) in the areas of concern. This data will be evaluated at least three times per year during child study team meetings of the MTSS/RTI team. The MTSS/RTI leadership team provides data to the our School Advisory Council, which, as a charter school, is our Board of Directors, in regular Board meetings. These meetings are open to the public and parents are encouraged to provide input on our School Improvement Plan. Data from the MTSS/RTI process is used to guide budget decisions on materials and staff professional development.

Title I, Part A

Our Title 1 funds provide 2 teacher paraprofessionals to work with our students in reading and math.

Title I, Part C- Migrant

Currently we do not have any migrant students. If migrant students do enroll, we will utilize the services provided by the district to assist the student. These services include school supplies and a migrant liaison who works with families to provide referrals to services available to them.

Title I, Part D

We do not currently have any students who are funded by Title 1, Part D . If students enroll, we will utilize the services provided by the district.

Title II

The Marion County School District provides a variety of staff development activities that our staff can access, including training in new curriculums, using technology and serving students with special needs.

Title III

The Marion County School district provides services to support ELL students. We will utilize the district services including bi-lingual paraprofessionals, ELL materials, and family support.

Title X- Homeless

Currently we do not have any homeless students. If homeless students enroll, we will utilize the services provided by the district for these students.

Supplemental Academic Instruction (SAI)

Our SAI funds are used to fund teacher salaries and an ESE consultant due to our large ESE numbers (approximately 36% of our student population).

Violence Prevention Programs

We use a school wide Positive Discipline program that incorporates daily morning meetings, character education vocabulary and modeling and guidance classes on bullying and positive peer relationships.

Nutrition Programs

Our school participates in the National School Lunch Program, getting our meals from the school district. Our students are eligible for free and reduced price breakfasts and lunches, the same as all district students.

Housing Programs

Not applicable

Head Start

Not Applicable

Adult Education

Not applicable

Career and Technical Education

Not applicable

Job Training

Not applicable

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dawn Coquillard	Education Support Employee
Rodney Phillips	Business/Community
Kelley Spears	Education Support Employee
Michelle Axson	Principal
Sonya Williams	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC evaluates last year's school improvement plan to see what changes need to be made in order to meet the needs of our students. We carefully look at student achieve levels to see our student's strengths and weakness so that for the following school year we can make sure that we are

providing and implementing appropriate strategies and materials so that our students can be successful. We also look to see how we can better serve our teachers and staff members. This information allows us to provide for more meaningful and productive professional development classes.

b. Development of this school improvement plan

Once the SAC has had an opportunity to evaluate last year's SIP, then we work together to come up with strategies to help better serve our students during a "brainstorming" session. After the brainstorming sessions, we begin to create a new SIP plan. Michelle Axson, the principal, then takes the information that was generated at the work session, and begins to write up the new SIP. Once the new SIP is written, it is presented to the board and the board will vote to accept the SIP and if any changes need to made.

c. Preparation of the school's annual budget and plan

At Marion Charter School, Michelle Axson, the principal creates the yearly budget. Once the draft budget is created, it is presented to the SAC, which is also our School Governing Board, where it is reviewed. After the review, the members will present any changes that need to be made and then the members will vote to approve the budget. Throughout the year, the budget is updated, if needed, and then it must again be approves by the board.

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

Any funds provided would be used to provide inservice materials to the teachers.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Axson, Michelle	Principal
Ashby, Rhonda	Instructional Coach
Wells, Valerie	Attendance/Social Work

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The school based LLT meets on at least a quarterly basis. Meeting dates and times are posted in the annual staff calendar. Agendas are created at the end of each meeting to identify topics of discussion and tasks for group members before the next meeting. Each team member works on data collectively and then takes the data and works on separate projects, ie one team member might focus on intervention programs, one on motivation ideas, etc.. Team members confer with our other teachers to gather information and share team projects/initiatives.

This year we will work on the following initiatives-

1. Implementing and extending our intervention camps after school
2. Assisting teachers on graphing MTSS/RTI data and analyzing intervention data
3. Continuing to develop our motivation initiatives
4. Strengthening student competence in non-fiction reading strategies.
5. Focused assistance to 3rd, 4th and 5th grades in order to improve state testing performance.
6. Implementing the Florida Standards effectively.
7. Improving student performance in science and writing

For promoting literacy in the school, we use different motivational strategies and activities such as the "Book-It" program, the "100 Book Club", and by having teachers and staff members, as well as the principal, going and reading to every class.

D. Public and Collaborative Teaching

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

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

Here at Marion Charter School, we have the feeling of a big family. We encourage and welcome each other's ideas and suggestions. We allow the teachers to create their own classroom schedules providing that it meets the bell schedule requirements. We provide time on a daily basis so that grade level partners can plan together. We also conduct team building activities on a monthly basis so that our working relationships can stay positive. We also have pot luck lunches on half days so that as a staff, we can sit down, enjoy a meal together, and collaborate as a team.

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

In years when we need to recruit new teachers, we use Teachers to Teachers to advertise positions as well as advertising locally. We pay our teachers the same rate for years of experience and degree that the district does. In addition, we provide full health coverage and are part of the Florida Retirement System. Our teachers do not lose anything working for us. We provide our teachers with a \$200 classroom budget, an ESE consultant, Guidance Counselor, and teacher assistants at every grade level. Our goal is to provide as much support and resources as possible. Teachers are empowered and encouraged to develop school improvement ideas and additional curriculum components which, if approved, are fully funded. Michelle Axson, Principal of Marion Charter, is the person responsible for overseeing these projects.

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

This year, we do not have any new teachers at Marion Charter School. When we do have new teachers, we pair them with another teacher who has several years of experience, who will act as a mentor to the new teacher. Mentors will be assigned at each grade level to ensure that these teachers are supported and informed of school procedures and policies. We have the mentee and mentor meet on a weekly basis to discuss strengths and weaknesses as well as having the new teacher work closely with Principal.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

To provide the best possible education for our students, our staff members use a variety of programs and materials. We ensure that all of our classroom materials and curriculum are aligned to Florida's standards. We also follow the county's curriculum choices so that for students who are moving to or from our school, they will be familiar with the same curriculum. Our basic reading program is Macmillan/McGraw-Hill Wonders reading which addresses all 5 of the essential reading components - phonological awareness, phonics, vocabulary, comprehension and fluency. Our math program is Houghton Mifflin Harcourt Go Math!. Science instruction is provided by National Geographic Science and Social Studies by Scott Foresman Social Studies. Also, all of our remediation and enrichment workbooks are aligned to Florida's standards. In addition to our basic programs, our students may also be working with one or more of the following programs:

- *Great Leaps - a program designed to increase fluency for readers at all levels
- *Successmaker software-reading, math, science
- *SRA Reading Mastery - a program designed to address all 5 areas of reading using differing instructional strategies.
- *Leap Pads - auditory support for phonological awareness and phonics
- *Corrective Reading
- *Read Naturally
- *V-Math
- *Tune into Reading
- *Waterford Reading

b. Instructional Strategies

1. 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.

Here at Marion Charter, we have the flexibility to choose curriculum and other materials that will benefit students and their unique learning styles. We also modify instruction when needed in order to provide the best education possible to our students. The MTSS team meets during pre-school to prepare student folders from the prior year and review incoming cumulative folders to flag students who may need additional support in remediation, as well as, enrichment. At the beginning of the year, every teacher receives a student "profile" card that lists the students performance on the previous year's reading and math assessments, as well as if they are on or below grade level, and any remediation and enrichment activities that they receive. Special Programs, i.e. ESOL, ESE, and Gifted are also noted on the cards. Additionally teachers in 4th and 5th grade use the previous years state testing scores and levels for reading and math to help discern where the student fell within the level. By doing this, it helps the teacher in setting up their differentiated groups. It also targets those students who are non proficient and who will be requiring iii support. At a glance, it also provides those students needing enrichment. Teachers receive folders showing last year's interventions and performance data for their students who were in the RTI process. The folder contains updated accommodations and modification information for students in their classroom.

Our ESE/RTI/Gifted consultant meets with classroom teachers during the first 2 weeks of school to review the folders. During the first 2 weeks of school, students may be identified as needing additional support based on last year's end of year data or beginning of the year assessment testing. After the initial 2 week review, the MTSS/RTI team is called to review the students who are struggling and initial interventions are created and implemented. Teachers begin graphing data (1 data point per week) in the areas of concern. This data will be evaluated at least three times per year during child study team meetings of the MTSS/RTI team. Here at our school, our ESE/Gifted/RTI consultant works with students through out the day. Rhonda Ashby conducts gifted classes first thing in the

morning, and afterwards, she provides support facilitation for the student who need it based on their IEP. After that, she then works with struggling students who need remediation outside of the classroom.

The MTSS/RTI leadership team provides data to the our School Advisory Council, which, as a charter school, is our Board of Directors, in regular Board meetings. These meetings are open to the public and parents are encouraged to provide input on our School Improvement Plan. Data from the MTSS/RTI process is used to guide budget decisions on materials and staff professional development. When looking at our individual students, we look at data that is gathered from district assessments, Focus Calendar assessments, classroom assessments, last year's FCAT and Stanford 10 testing results, FAIR assessments, individual psychological/achievement testing and behavioral checklists/observations. Some data (Benchmarks, Focus Calendar Assessments and FCAT data) are stored in the district management system. Other data is maintained in our electronic web based gradebook (GradeQuick).

2. 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: 600

Marion Charter provides free after school tutoring for an hour two times a week as well as conducting extracurricular clubs for 30 minutes twice a week. The after school tutoring works with students in grades 3-5 who are struggling in the areas of reading and math. Marion Charter School also provides time for teachers on a daily basis for 30 minutes to meet and collaborate with peer teachers, plan, and engage in professional development.

Strategy Rationale

Providing after school remediation in a fun, yet learning environment, allows students to strengthen their skills. The more practice the child receives, the stronger their skills will be.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Axson, Michelle, michelle.axson@marion.k12.fl.us

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

For the after school tutoring sessions, the tutor/teacher is provided with current student data and is notified about areas of weaknesses. Students are remediated and are provided with practice opportunities during tutoring. Pre-tests and post-tests are also given to students so that progress can be monitored. Also, both students and teachers track the progress on a data chart. This information is given to the student's teacher as well as the parent. For the extra-curricular clubs, such as the science club, students are involved in hands-on learning experiments. Student data is observed through KWL Charts and through student reflection worksheets.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Although we do not have a head start or a VPK program, we do work with private providers in facilitating the transitioning of our Pre-Kindergarten students into our school. We have frequent parent meetings and prior to the first week of school, we have a special orientation for just our Kindergarten parents. We also meet one-on-one with incoming students and their parents to help so that we can provide strategies to use with their children to improve their readiness skills. Families with pre-school children are provided materials to help their child transition to the elementary school level. Our guidance counselor is available to parents to answer questions and meet with them to help their child make a smooth transition to school. Over the summer before they enroll in kindergarten, informational literature is mailed to all incoming kindergarten students. Information is available to parents to inform them about VPK for younger siblings.

b. College and Career Readiness

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

Marion Charter School, as well as all Marion County Public Schools implement standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so that they will be prepared to succeed in college, careers, and life.

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

N/A

3. 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 support the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion Charter School, along with all Marion County Public Schools, implement the Florida Standards which consists of:

1. A curriculum driven by problem solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
2. Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
3. Independent and collaborative research projects embedded in the curricula.
4. Collaboration, communication, and critical thinking skills threaded throughout the curricula.
5. Real-world, problem based applications.
6. Content rich instruction.

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

NA

B. 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.

NA

C. Strategic Goals

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.** Marion Charter will provide both the teachers and students with meaningful, "hands on" inservices that will improve their science performance. We will be having Dr. Diana Wehrell-Grabowski, who is a Science Consultant, come out to the school to provide STEM trainings for all staff members, as well as providing "hands on" instruction to the students. Also, Marion Charter will increase the amount of time for science instruction from 30 minutes to at least 45 minutes or more a day.
- G2.** Teachers at Marion Charter will improve their LPQ student's reading performance by developing and implementing CCSS lessons that differentiate reading instruction, as well as increasing intervention opportunities for all students. Teachers will also attend professional development sessions that will provide strategies on how to differentiate instruction.
- G3.** Teachers at Marion Charter will improve their student's math performance by developing and implementing CCSS lessons that differentiate mathematical instruction, as well as increasing intervention opportunities for all students. On going professional development sessions will be provided to teachers on a monthly basis, as a way to help the teachers to present effective and motivating instructional lessons to their students. We will also extend the amount of instructional time for math for the upper grade levels from 90 minutes, to 120 minutes. Teachers are also provided with materials that will support a more rigorous learning experience for the students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Marion Charter will provide both the teachers and students with meaningful, "hands on" inservices that will improve their science performance. We will be having Dr. Diana Wehrell-Grabowski, who is a Science Consultant, come out to the school to provide STEM trainings for all staff members, as well as providing "hands on" instruction to the students. Also, Marion Charter will increase the amount of time for science instruction from 30 minutes to at least 45 minutes or more a day. **1a**

G087347

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0

Targeted Barriers to Achieving the Goal **3**

- Teacher effectiveness when teaching science was a barrier in student success last year. Also, the lack of hands on experiments for the students also caused a barrier for our students.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- All teachers will be provided with on going professional development in the area of science in order to help the teachers to become more proficient in teaching science, especially in the upper grades. This year, teachers will attend 3 inservices on effective and motivating instructional strategies in science that support the Florida Standards, as well as STEM, and NGSSS. Teachers will be supplied with materials to support more rigorous and motivating instruction, and will be expected to incorporate many of the strategies that are shared. The cost of the staff development classes and teaching materials will cost around \$4,000.00 this year.

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

Teacher observations and student data checks.

Person Responsible

Michelle Axson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Successful completion of staff development classes as well as the teacher created Science Teacher Resource Notebook.

G2. Teachers at Marion Charter will improve their LPQ student's reading performance by developing and implementing CCSS lessons that differentiate reading instruction, as well as increasing intervention opportunities for all students. Teachers will also attend professional development sessions that will provide strategies on how to differentiate instruction. **1a**

G087348

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal **3**

- Almost 70% (112) of our students qualify for free or reduced lunch. Many students lack a wide variety of reading material at home. Also, students are not using online remediation programs as effectively as possible. With a population of students with high percentages of students in ESE programs and with RTI interventions, students need additional time to increase student achievement. With 33% of our students being ESE students, many are performing below grade level but meeting their IEP goals. The IEP goals do not always indicate an expected grade level performance in reading, so even if they increase achievement, they are unable to move up in FCAT levels. Many students come to us in the upper elementary grades when they have not met success at other schools. They often have many gaps in their reading skills. In which they need additional time spent to catch up and master grade level skills. Also, there was an insufficient amount of time allotted for intense reading intervention.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Teachers will provide more intensive instruction in non-fiction reading, an area of particular need from our examination of the data. Non-fiction libraries have been purchased for all classrooms and additional teacher materials have also been provided. A computer lab was set up this year for all students to access researched reading activities on a daily basis. Also, we have created a Parent Resource Room where parents can check out leveled readers, books, games, workbooks, and manipulatives in order to help their child continue to be successful in school. We have also set up after school tutoring programs with our teachers to assist students in reading. Marion County has provided Marion Charter with a Reading Coach one time a week on a weekly basis. Also, teachers will attend staff development classes at least 3 times a year, or as needed as was provided with updated reading curriculum and materials. Also, our ESE/Gifted/RTI Coordinator will meet with reading intervention students on a daily basis in grades 3rd-5th in order to provide additional reading instruction and intervention. Teachers will attend monthly professional development sessions that will provide strategies on how to differentiate reading instruction as well as how to effectively transition the students, as well as themselves, to the FSA. The amount of the reading professional development sessions will be approximately \$5,000.00.

Plan to Monitor Progress Toward G2. 8

Pre/mid/post school selected tests, FAIR/AIMS Web, as well as teacher observation of students.

Person Responsible

Michelle Axson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Close analysis of weekly, Pre/mid/post school selected tests, FAIR/AIMS Web, and teacher observations of students.

G3. Teachers at Marion Charter will improve their student's math performance by developing and implementing CCSS lessons that differentiate mathematical instruction, as well as increasing intervention opportunities for all students. On going professional development sessions will be provided to teachers on a monthly basis, as a way to help the teachers to present effective and motivating instructional lessons to their students. We will also extend the amount of instructional time for math for the upper grade levels from 90 minutes, to 120 minutes. Teachers are also provided with materials that will support a more rigorous learning experience for the students. **1a**

G087349

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	75.0

Targeted Barriers to Achieving the Goal **3**

- With a high percentage of ESE students, approximately 35% (56), additional time and support to master skills is needed. With a large percentage of our students in ESE programs, providing additional time for our advanced students in math has been challenging. With a population of students with high percentages of students in ESE programs and with RTI interventions, students need additional time to increase student achievement. Also our large number of economically disadvantage students often lack resources at home to support academic growth in math.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Title 1 paraprofessionals will assist the teacher with small groups and individual tutoring directed by the classroom teacher. Instructional paraprofessionals will work with students in small group and one on one. After school tutoring is provided 2 days a week by our 5th grade teacher. Selected teachers will hold Math Camp after school 2 days per week starting in September. Selected students in the lowest quartile will be invited to attend. The sessions will take place directly after school and last for 30 minutes. Snack and free extended day care will be provided. Title I funds will be used to help pay the salary for 3 of our Paraprofessionals this year that will provide remediation to our students in order to meet our goal for this area. The cost for this is approximately \$20,000.00 A computer lab was set up this year for students to access researched based math activities on a daily basis. Teachers were also provided with a current math curriculum and materials that are aligned with the Common Core State Standards, as well as being provided with staff development opportunities at least 3 times a year, or as needed. These new items and staff development opportunities will cost around \$5,000.00 this year.

Plan to Monitor Progress Toward G3. **8**

Pre/mid/post classroom math assessments, as well as teacher observation of students.

Person Responsible

Michelle Axson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Pre/mid/post classroom math assessments, and other student data.

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. Marion Charter will provide both the teachers and students with meaningful, "hands on" inservices that will improve their science performance. We will be having Dr. Diana Wehrell-Grabowski, who is a Science Consultant, come out to the school to provide STEM trainings for all staff members, as well as providing "hands on" instruction to the students. Also, Marion Charter will increase the amount of time for science instruction from 30 minutes to at least 45 minutes or more a day. 1

G087347

G1.B1 Teacher effectiveness when teaching science was a barrier in student success last year. Also, the lack of hands on experiments for the students also caused a barrier for our students. 2

B232132

G1.B1.S1 On going professional development will be provided to teachers at least 3 times a year as a way to help the teachers to present effective and motivating instructional lessons to their students. We will also extend the amount of instructional time for science for the upper grade levels in order to provide ample time for hands on science experiments and lessons. Teachers are also provided with materials that will support a more rigorous learning experience for the students. 4

S244983

Strategy Rationale

By providing additional professional development opportunities as well as providing additional materials will increase student knowledge in the area of science, which will increase test scores.

Action Step 1 5

Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of science instruction.

Person Responsible

Michelle Axson

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Michelle Axson, the Principal, is responsible for showing evidence of completion by having teachers create a Science Teacher Resource Notebook that will contain sample activities and lessons for each science domain. Also, teachers must attend all science staff development workshops.

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

On going staff development opportunities

Person Responsible

Michelle Axson

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Completion of the staff development classes as well as a completed Science Teacher Resource Notebook.

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

Classroom observations, student data, teacher created Science Resource Notebook.

Person Responsible

Michelle Axson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Successful completion of staff development courses and successful completion of the teacher created Science Teacher Resource Notebook.

G2. Teachers at Marion Charter will improve their LPQ student's reading performance by developing and implementing CCSS lessons that differentiate reading instruction, as well as increasing intervention opportunities for all students. Teachers will also attend professional development sessions that will provide strategies on how to differentiate instruction. 1

G087348

G2.B1 Almost 70% (112) of our students qualify for free or reduced lunch. Many students lack a wide variety of reading material at home. Also, students are not using online remediation programs as effectively as possible. With a population of students with high percentages of students in ESE programs and with RTI interventions, students need additional time to increase student achievement. With 33% of our students being ESE students, many are performing below grade level but meeting their IEP goals. The IEP goals do not always indicate an expected grade level performance in reading, so even if they increase achievement, they are unable to move up in FCAT levels. Many students come to us in the upper elementary grades when they have not met success at other schools. They often have many gaps in their reading skills. in which they need additional time spent to catch up and master grade level skills. Also, there was an insufficient amount of time allotted for intense reading intervention. 2

B232133

G2.B1.S1 On going professional development will be provided to teachers on a monthly basis as a way to help the teachers present effective and motivating instructional lessons to their students. Teachers are also provided with materials that will support a more rigorous learning experience for the students. Teachers will provide more intensive instruction in non-fiction reading, an area of particular need from our examination of the data. Non-fiction libraries have been purchased for all classrooms and additional teacher materials have also been provided. Teachers will be provided with resources and professional development sessions that will allow both the teachers and students to effectively transition to the FSA. A computer lab was set up this year for all students to access researched reading activities on a daily basis. Our ESE/Gifted/RTI Coordinator will continue to work with all teachers to insure students are meeting their IEP goals and developing effective strategies to move towards grade level proficiency. She will monitor ESE student achievement and meet at least monthly with teachers to help them modify instructional strategies. Students in need of improvement will also be provided corrective reading instruction. She will also meet with reading intervention students on a daily basis in order to provide additional instruction to these struggling learners. Teachers were also provided with updated common core reading curriculum and materials that will be beneficial to both the students and staff. 4

S244984

Strategy Rationale

By providing additional support to our teachers in the areas of reading through continuous trainings, teacher effectiveness will increase, which will allow students to increase their reading skills, as well as their test scores.

Action Step 1 **5**

Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of reading instruction for all students, especially our LPQ students.

Person Responsible

Michelle Axson

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Close analysis of student data from FAIR, pre/mid/and post school selected tests, Benchmarks, FCA's and FCAT.

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

Pre/mid/post school selected tests, FAIR/AIMS Web, as well as teacher observation of students.

Person Responsible

Michelle Axson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Close analysis of weekly, Pre/mid/post school selected tests, FAIR/AIMS Web, and teacher observations of students.

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

Pre/mid/post school selected tests, FAIR/AIMS Web, as well as teacher observation of students.

Person Responsible

Michelle Axson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Close analysis of weekly, Pre/mid/post school selected tests, FAIR/AIMS Web, and teacher observations of students.

G3. Teachers at Marion Charter will improve their student's math performance by developing and implementing CCSS lessons that differentiate mathematical instruction, as well as increasing intervention opportunities for all students. On going professional development sessions will be provided to teachers on a monthly basis, as a way to help the teachers to present effective and motivating instructional lessons to their students. We will also extend the amount of instructional time for math for the upper grade levels from 90 minutes, to 120 minutes. Teachers are also provided with materials that will support a more rigorous learning experience for the students. 1

G087349

G3.B1 With a high percentage of ESE students, approximately 35% (56), additional time and support to master skills is needed. With a large percentage of our students in ESE programs, providing additional time for our advanced students in math has been challenging. With a population of students with high percentages of students in ESE programs and with RTI interventions, students need additional time to increase student achievement. Also our large number of economically disadvantage students often lack resources at home to support academic growth in math. 2

B232134

G3.B1.S1 On going professional development will be provided to teachers on a monthly basis, as a way to help the teachers to present effective and motivating instructional lessons to their students. We will also extend the amount of instructional time for math for the upper grade levels from 90 minutes to 120 minutes. Teachers are also provided with materials that will support a more rigorous learning experience for the students. Title 1 paraprofessionals will assist the teacher with small groups and individual tutoring directed by the classroom teacher. After school tutoring is provided 2 days a week by our 5th grade teacher. A computer lab was set up this year for students to access researched based math activities on a daily basis. 4

S244985

Strategy Rationale

Provide students with rigorous instruction addressing Florida standards.

Action Step 1 5

Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of math instruction.

Person Responsible

Michelle Axson

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Pre/mid/post classroom math assessments, FCAs, District Benchmark tests, and FCAT tests

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Pre/mid/post classroom math assessments, as well as teacher observations of students.

Person Responsible

Michelle Axson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Pre/mid/post classroom math assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Pre/mid/post classroom math assessments, as well as teacher observation of students.

Person Responsible

Michelle Axson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Pre/mid/post classroom math assessments, and other student data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M329828	Teacher observations and student data checks.	Axson, Michelle	8/15/2016	Successful completion of staff development classes as well as the teacher created Science Teacher Resource Notebook.	5/26/2017 weekly
G2.MA1 M329831	Pre/mid/post school selected tests, FAIR/AIMS Web, as well as teacher observation of students.	Axson, Michelle	8/15/2016	Close analysis of weekly, Pre/mid/post school selected tests, FAIR/AIMS Web, and teacher observations of students.	5/26/2017 weekly
G3.MA1 M329834	Pre/mid/post classroom math assessments, as well as teacher observation of students.	Axson, Michelle	8/15/2016	Pre/mid/post classroom math assessments, and other student data.	5/26/2017 weekly
G1.B1.S1.MA1 M329826	Classroom observations, student data, teacher created Science Resource Notebook.	Axson, Michelle	8/15/2016	Successful completion of staff development courses and successful completion of the teacher created Science Teacher Resource Notebook.	5/26/2017 weekly
G1.B1.S1.MA1 M329827	On going staff development opportunities	Axson, Michelle	8/15/2016	Completion of the staff development classes as well as a completed Science Teacher Resource Notebook.	5/26/2017 monthly
G1.B1.S1.A1 A317167	Implementation of staff development courses as well as providing instructional materials that will...	Axson, Michelle	8/15/2016	Michelle Axson, the Principal, is responsible for showing evidence of completion by having teachers create a Science Teacher Resource Notebook that will contain sample activities and lessons for each science domain. Also, teachers must attend all science staff development workshops.	5/26/2017 monthly
G2.B1.S1.MA1 M329829	Pre/mid/post school selected tests, FAIR/AIMS Web, as well as teacher observation of students.	Axson, Michelle	8/15/2016	Close analysis of weekly, Pre/mid/post school selected tests, FAIR/AIMS Web, and teacher observations of students.	5/26/2017 weekly
G2.B1.S1.MA1 M329830	Pre/mid/post school selected tests, FAIR/AIMS Web, as well as teacher observation of students.	Axson, Michelle	8/15/2016	Close analysis of weekly, Pre/mid/post school selected tests, FAIR/AIMS Web, and teacher observations of students.	5/26/2017 weekly
G2.B1.S1.A1 A317168	Implementation of staff development courses as well as providing instructional materials that will...	Axson, Michelle	8/15/2016	Close analysis of student data from FAIR, pre/mid/and post school selected tests, Benchmarks, FCA's and FCAT.	5/26/2017 monthly
G3.B1.S1.MA1 M329832	Pre/mid/post classroom math assessments, as well as teacher observation of students.	Axson, Michelle	8/15/2016	Pre/mid/post classroom math assessments, and other student data.	5/26/2017 weekly
G3.B1.S1.MA1 M329833	Pre/mid/post classroom math assessments, as well as teacher observations of students.	Axson, Michelle	8/15/2016	Pre/mid/post classroom math assessments	5/26/2017 weekly
G3.B1.S1.A1 A317169	Implementation of staff development courses as well as providing instructional materials that will...	Axson, Michelle	8/15/2016	Pre/mid/post classroom math assessments, FCAs, District Benchmark tests, and FCAT tests	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Marion Charter will provide both the teachers and students with meaningful, "hands on" inservices that will improve their science performance. We will be having Dr. Diana Wehrell-Grabowski, who is a Science Consultant, come out to the school to provide STEM trainings for all staff members, as well as providing "hands on" instruction to the students. Also, Marion Charter will increase the amount of time for science instruction from 30 minutes to at least 45 minutes or more a day.

G1.B1 Teacher effectiveness when teaching science was a barrier in student success last year. Also, the lack of hands on experiments for the students also caused a barrier for our students.

G1.B1.S1 On going professional development will be provided to teachers at least 3 times a year as a way to help the teachers to present effective and motivating instructional lessons to their students. We will also extend the amount of instructional time for science for the upper grade levels in order to provide ample time for hands on science experiments and lessons. Teachers are also provided with materials that will support a more rigorous learning experience for the students.

PD Opportunity 1

Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of science instruction.

Facilitator

Michelle Axson, Principal

Participants

All K-5th grade teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G2. Teachers at Marion Charter will improve their LPQ student's reading performance by developing and implementing CCSS lessons that differentiate reading instruction, as well as increasing intervention opportunities for all students. Teachers will also attend professional development sessions that will provide strategies on how to differentiate instruction.

G2.B1 Almost 70% (112) of our students qualify for free or reduced lunch. Many students lack a wide variety of reading material at home. Also, students are not using online remediation programs as effectively as possible. With a population of students with high percentages of students in ESE programs and with RTI interventions, students need additional time to increase student achievement. With 33% of our students being ESE students, many are performing below grade level but meeting their IEP goals. The IEP goals do not always indicate an expected grade level performance in reading, so even if they increase achievement, they are unable to move up in FCAT levels. Many students come to us in the upper elementary grades when they have not met success at other schools. They often have many gaps in their reading skills. In which they need additional time spent to catch up and master grade level skills. Also, there was an insufficient amount of time allotted for intense reading intervention.

G2.B1.S1 On going professional development will be provided to teachers on a monthly basis as a way to help the teachers present effective and motivating instructional lessons to their students. Teachers are also provided with materials that will support a more rigorous learning experience for the students. Teachers will provide more intensive instruction in non-fiction reading, an area of particular need from our examination of the data. Non-fiction libraries have been purchased for all classrooms and additional teacher materials have also been provided. Teachers will be provided with resources and professional development sessions that will allow both the teachers and students to effectively transition to the FSA. A computer lab was set up this year for all students to access researched reading activities on a daily basis. Our ESE/Gifted/RTI Coordinator will continue to work with all teachers to insure students are meeting their IEP goals and developing effective strategies to move towards grade level proficiency. She will monitor ESE student achievement and meet at least monthly with teachers to help them modify instructional strategies. Students in need of improvement will also be provided corrective reading instruction. She will also meet with reading intervention students on a daily basis in order to provide additional instruction to these struggling learners. Teachers were also provided with updated common core reading curriculum and materials that will be beneficial to both the students and staff.

PD Opportunity 1

Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of reading instruction for all students, especially our LPQ students.

Facilitator

Michelle Axson, the Principal

Participants

All K-5th Grade teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G3. Teachers at Marion Charter will improve their student's math performance by developing and implementing CCSS lessons that differentiate mathematical instruction, as well as increasing intervention opportunities for all students. On going professional development sessions will be provided to teachers on a monthly basis, as a way to help the teachers to present effective and motivating instructional lessons to their students. We will also extend the amount of instructional time for math for the upper grade levels from 90 minutes, to 120 minutes. Teachers are also provided with materials that will support a more rigorous learning experience for the students.

G3.B1 With a high percentage of ESE students, approximately 35% (56), additional time and support to master skills is needed. With a large percentage of our students in ESE programs, providing additional time for our advanced students in math has been challenging. With a population of students with high percentages of students in ESE programs and with RTI interventions, students need additional time to increase student achievement. Also our large number of economically disadvantage students often lack resources at home to support academic growth in math.

G3.B1.S1 On going professional development will be provided to teachers on a monthly basis, as a way to help the teachers to present effective and motivating instructional lessons to their students. We will also extend the amount of instructional time for math for the upper grade levels from 90 minutes to 120 minutes. Teachers are also provided with materials that will support a more rigorous learning experience for the students. Title 1 paraprofessionals will assist the teacher with small groups and individual tutoring directed by the classroom teacher. After school tutoring is provided 2 days a week by our 5th grade teacher. A computer lab was set up this year for students to access researched based math activities on a daily basis.

PD Opportunity 1

Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of math instruction.

Facilitator

Michelle Axson, the Principal

Participants

All K-5th grade teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of science instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$4,000.00
2	G2.B1.S1.A1	Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of reading instruction for all students, especially our LPQ students.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$5,000.00
3	G3.B1.S1.A1	Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance in the area of math instruction.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$25,000.00
Total:						\$34,000.00