

Fort McCoy School



2017-18 Schoolwide Improvement Plan

Fort McCoy School

16160 NE HIGHWAY 315, Fort Mc Coy, FL 32134

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	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	No	11%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**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 is pending approval by the Marion County School Board.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Fort McCoy School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Through a caring and inviting environment, Fort McCoy School will provide an engaging, quality education to all students every day.

b. Provide the school's vision statement.

Fort McCoy endeavors to reach all children where they are and advance them by at least one grade level.

2. School Environment

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

Teachers spend the first week getting to know their students through ice breaker activities and conversations with students. Classrooms are organized to allow students the most access to the teacher and to each other.

Teachers employ learning strategies and set up cooperative learning groups to assist students in building relationships and rapport with the teacher and other students.

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

Fort McCoy provides supervision in all areas of the school, from the time they step on campus, there are adults to greet them and answer any questions or concerns they have. As they pass between classes, teachers either walk with them or will be able to see them until they reach the next adult on campus. Students are able to approach any adult with information they may have that could lead to the harming of themselves or others.

Our resource officer builds good rapport with students by being a positive influence on them. He is often seen on campus handing out stickers or having genuine conversations with students. Each morning he wishes each child who has a birthday that day, a happy birthday.

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.

Fort McCoy uses the PBS (positive behavior support) system throughout the school. Students receive cougar cash or coins for positive actions and behaviors that exemplify the Big 3: Do what's right. Do your best. Treat others as you would like to be treated.

Students then can use their cougar cash or cougar coins to purchase things from the Cougar Cash Thrift Store or to attend special events on or off campus.

Teachers have posted the clear expectations of positive behavior in all areas of the school. Students are reminded of the "Big 3" each morning on the morning announcements.

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.

Students have access to the guidance office, where we have two guidance counselors to assist them. Teachers are made aware of any sensitive issues with students on a need to know basis. Teachers are on the lookout for targeted behaviors and seek assistance when and where necessary.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The indicators we use for Fort McCoy's early warning system are attendance below 90%, 5 or more referrals, suspensions, 3+ failures in any course, course failure in ELA or Math, Level 1 on state assessments, students with 2 or more Early Warning indicators to identify students in need of extra support.

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	19	12	15	15	13	15	34	51	51	0	0	0	0	225
One or more suspensions	0	3	3	5	4	5	12	28	27	0	0	0	0	87
Course failure in ELA or Math	0	0	0	0	0	0	6	24	26	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
5 or more referrals	0	1	2	0	1	2	6	16	20	0	0	0	0	48
3+ failures in any course	0	0	0	0	0	3	9	29	21	0	0	0	0	62

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	1	2	1	1	5	1	16	16	15	0	0	0	0	58

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

Behavior Intervention Plan: students with referrals and or suspensions may begin a check in/check out plan. Teachers will sign a log for each student each day to let the child and/or administration know what happened in class. This continues until it is deemed unnecessary.

Students with a level one in math are placed in intervention classes. Many of the students, however, are already in an intervention for reading that takes up two periods.

Attendance issues are handled through the district guidelines for attendance: call home, letter home, social work referral.

We will be implementing Student Success Time or Power Hour in which teachers will remediate

throughout the year during a particular time of day. The remediation will depend upon the score results on RWL, learning checks, AIMSweb, DBQ, classroom checks, classroom observations, etc. In addition, that time will be spent on enrichment for those students who are reaching or exceeding their goals.

One of the goals of the Student Success Time for the middle school side is to improve attendance by offering an "all enrichment" time once a month for all students, particularly those students who would normally receive remediation each and every Power Hour. These are generally our level 1 and 2 students who have a double block of reading.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/419153>.

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.

Our business partner is Adena Springs donated property to the school which includes outdoor picnic tables. This area is utilized for nature walks, science discovery activities and other academics. Through this partnership our school is able to give students access for hands on experiences that foster student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hearn, Mike	Principal
Smith, Mitzi	Assistant Principal
Dobbins, Matthew	School Counselor
Favors, Jackie	Dean
McGovern, James	Dean
Taschenberger, Mary	School Counselor
Jones, Renee	Assistant Principal

b. Duties

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

The members of the school-based leadership team will consist of the Principal, assistant principals, the guidance counselors, and the instructional coach.

The Principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. The assistant principals will meet monthly with the counselors, school psychologist, compliance resource specialist, and social worker in order to discuss any school wide issues. This team will be called the synergy team and will determine the plan for issues as they arise with struggling students.

Responsibilities of team members:

Social worker, school psychologist, resource specialist, guidance counselors: evaluate students and put them in the appropriate Tier and followup with students to be sure they are progressing well.

Elementary teachers are involved in progress monitoring meetings three times a year for students in need.

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 school based leadership team consistently monitors student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the continuous improvement monitoring system (CIMS). An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations of students growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I Part A - Most of our Title I budget pays for para professionals and instructional personnel.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need

referrals for families referrals to an after school tutorial program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.

Title I –Part D- NA

Title II – Part A: - Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Abstinence Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: information and safety programs through the School Resource Officer.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Renee Ashbaugh	Parent
Michael Hearn	Principal
Mitzi Smith	Education Support Employee
Kristin Johnson	Parent
Pete Peterson	Parent
Mary Peterson	Parent
April Rountree	Parent
Duke Rountree	Parent
Michelle Taylor	Parent
Angela Woerner	Education Support Employee
Jacqueline Favors	Education Support Employee
Amy Shaw	Teacher
Renee Jones	Education Support Employee
Adrianne Manning	Teacher
Kinley Manning	Student
William Lasseter	Parent
Shona Cook	Parent
Renee Ashbaugh	Parent
Lora Lindsey	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC members are provided a copy of the plan and asked to evaluate the plan based on activities that were done during the school year. Their feedback is used to write the plan and make any updates or changes based on the SAC suggestions and student achievement data.

b. Development of this school improvement plan

Members are asked to give input on the areas the school needs to improve. Those ideas are incorporated into the plan.

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

We use our budget to pay salaries of teachers and para professionals who assist in providing support in our classrooms.

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

Funds from last year were rolled over to this year's budget. This year the funds will be used to provide teachers some grant funds for their classrooms. Each teacher grant will be 250 or above depending on the number of requests. The budgeted amount for this is \$3,000.

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
Duval, Deborah	Other
Smith, Mitzi	Assistant Principal
Hearn, Mike	Principal
Manning, Adrienne	Teacher, K-12
Jones, Renee	Assistant Principal

b. Duties

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

To increase the percent of students proficient in reading through the use of MTSS processes, PLCs, data team meetings, effective professional development, meaningful at-home literacy strategies, and frequent review of achievement data (FCAs, Learning Checks, RWAs, SSRWAs, DBQs, CSEs, Benchmark, Success Maker). To successfully implement Vocabulary, Essential Questions, Graphic Organizers, Summarizing Strategies, Differentiating and Scaffolding instructional strategies.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Our teachers work well in groups. Our teachers officially meet bimonthly to discuss student work, student and parent engagement activities, data and student success time/power hour activities.

About once a month, the spirit committee puts on a potluck luncheon prior to an early release training. Teachers win prizes and have time to collaborate over a nice meal.

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

1. Conduct a school orientation: to curriculum materials and school policies and procedures
2. Appoint a mentor teacher
3. Arrange for classroom visitations to observe exemplary strategies and techniques
4. Provide necessary training (Tools for Teaching, Strategy of the Month, Harry Wong, Kagan Strategies)
5. Include on a committee (business partner, spirit, technology assistance, etc.)
6. To recruit teachers, the district receives applications and we will review them as the need arises to hire the most appropriate, highly qualified teachers.
7. Meet with new teachers every 5 weeks to be sure they are on track with grades, schedules, curriculum

maps and answer any questions that may have arisen.

Administrative staff is responsible for this piece.

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

We have seven newer teachers on campus this year. We have paired them with teachers in the same subject area for support with lesson plans and feedback on classroom management. Teachers also have access to the resident "tech teacher", who assists them with School Wires and Skyward questions.

Paula Ward, 8th grade LA Teacher is paired with Mrs. Weaver, experienced Teacher. Mrs. Weaver is a long time employee of Fort McCoy, knows many of the families and will be able to assist Mrs. Ward any questions about MCS and classroom needs. Mrs. Ward is also supported by Mrs. Duval our CAS.

Margaret Johnson, Support Facilitator, will be paired Traci McCarthy, Testing Facilitator. Mrs. McCarthy is a veteran employee of Fort McCoy, was previously the support facilitator and can assist with Fort McCoy procedures and programs.

Mrs. Sheryl Noel, intensive reading teacher, is partnered with Ms. Deb Duval, Content Area Specialist, to support her curricular needs. As a long time employee of Fort McCoy, she knows the school and community needs.

Mr. Chase Hearn, PLATO teacher, is partnered with Mrs. McCarthy. As a veteran employee, she is able to support the teacher needs and support the technology requirements.

Mrs. Katie Douglass, our Agriscience teacher, is supported by the vocational department at the school and district level.

Ms. Idelle Bradley, math teacher, is being supported with a peer assignment and Mrs. McCarthy is providing additional support through the district plan.

Cynthia Gray, 5th grade teacher, is working with her 5th grade team. They are experienced at Ft. McCoy. She is a veteran teacher with recognition from the state for her students' achievements.

There is also a district mentoring program that any category one teachers are required to attend and complete. These sessions are facilitated by district and school personnel.

The teachers meet with their mentors as needed to discuss any classroom issues or school climate questions, as well as technical support that is needed.

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.

The district provides curriculum maps for the entire district for each subject and grade level. Teachers are involved in the process of adopting the materials that go along with these curriculum maps and the Florida Standards. Our focus will be on the Essential Five, specifically common boards and collaborative planning.

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.

Test scores are used to provide the baseline data for differentiation. As the year progresses, we use student success time/power hour to further differentiate the needs of the students, by breaking them up into smaller groups and concentrating on more specific skills. Students who do not need the more intense services are encouraged to sign up for enrichment activities, such as science club, math club, FFA, music, beta club, etc.

In addition, FMS uses para professionals, support facilitators and coteachers to assist in classrooms of highest need.

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: After School Program

Minutes added to school year: 43,200

Extended day is provided for a fee after school. During this time, the students can participate in homework activities and some physical activity.

Strategy Rationale

Parents need a place for their children to go after school and the district provides it. Meanwhile, the staff does a great job in providing instructional assistance to those students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hearn, Mike, michael.hearn@marion.k12.fl.us

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

NA

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

STAGGER START is a district initiative designed to assist students in transitioning to Kindergarten. Five to eight students per day attend school the first week to give teachers an opportunity to administer assessments, develop one-on-one relationships with students, and eliminate student anxiety. FLKRS, IDEL are the assessment tools used to determine readiness needs.

Florida's Voluntary PreK, Headstart are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.

The Brigance Preschool Screen and the TERA-3 (Test of Early Reading Abilities) are administered to identify students with low readiness skills, to target instruction, and to evaluate success of the program.

Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs.

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.

Our 8th grade students use the Florida Shines website to facilitate their thinking about the future.

Students are given choices as which electives they want to take each year during the registration process.

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

We offer a variety of Agriculture and Technology classes for 6th-8th grade students. Each of these classes is designed to expose students to career opportunities in the specific fields commiserate with the class. FFA is a club that is offered after school and during our Student Success Time for interested students.

We will be offering certification exams in Agriculture this year.

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

Marion County Public Schools implements 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 they will be prepared to succeed in college, careers and life.

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, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- 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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide staff development to increase student and parent engagement, then students and parents will be more involved in their learning and student achievement will increase in all core subject areas.

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. If we provide staff development to increase student and parent engagement, then students and parents will be more involved in their learning and student achievement will increase in all core subject areas. 1a

G095854

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	58.0
FSA ELA Achievement	56.0

Targeted Barriers to Achieving the Goal 3

- Lack of Parent involvement is a large part of the problem with student engagement.
- Large class sizes
- Lack of Student Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic coach
- Expert teachers who have been trained in effective PLC implementation.
- Remind Texting and emailing program used by many of the grade levels
- Engaged Classroom Equipment

Plan to Monitor Progress Toward G1. 8

Disaggregate the data from each assessment and plan next steps based on results

Person Responsible

Mitzi Smith

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student scores on Iready, FCA, DBMA, DBQ, and LEOCE will show evidence of student understanding. Minutes from data/planning meetings.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide staff development to increase student and parent engagement, then students and parents will be more involved in their learning and student achievement will increase in all core subject areas. 1

G095854

G1.B1 Lack of Parent involvement is a large part of the problem with student engagement. 2

B258018

G1.B1.S1 We will invite parents to join us for evening activities, such as a parent read night, pastries for parents, etc. (as listed in our parent involvement plan). 4

S273120

Strategy Rationale

If we gain some parent interest in their child's education then we can work as a team to provide as much support as possible.

Action Step 1 5

Invite parents to come to our school and take an interest in the education of their child.

Person Responsible

Anne Wittock

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Parent sign in logs and invited feedback

Action Step 2 5

Invite parents to attend Title One Funded Activities with their children.

Person Responsible

Anne Wittock

Schedule

Monthly, from 8/30/2017 to 5/15/2018

Evidence of Completion

Parent sign in sheets for each event

Action Step 3 5

Provide parents with Home School Compacts

Person Responsible

Mitzi Smith

Schedule

On 8/30/2017

Evidence of Completion

Returned forms signed by parent

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

Updated websites, inviting parents to events.

Person Responsible

Mike Hearn

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Website updates

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

Student engagement in the classroom and the student connecting from home.

Person Responsible

Mitzi Smith

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student grade reports and test scores; walk-through observations

G1.B1.S2 Some teachers will use REMIND texting and emailing service to notify the parents of upcoming homework and events. 4

 S273121

Strategy Rationale

If parents are informed of their child's assignments, then they will be able to ask their child about and help them with assignments that are due soon.

Action Step 1 5

We will use REMIND to alert parents to homework and events happening at the school.

Person Responsible

Matthew Dobbins

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

The Grade chairs will be able to pull reports on who is receiving the information sent home. From this, teachers will compare it to the students turning in and completing homework.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will run reports from Remind

Person Responsible

Mitzi Smith

Schedule

Quarterly, from 9/30/2017 to 5/18/2018

Evidence of Completion

Reports will be compared to the number of parent contacts and student success in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers will pull reports to review.

Person Responsible

Renee Jones

Schedule

Quarterly, from 9/30/2017 to 5/18/2018

Evidence of Completion

Student grades and record of turning in homework compared to those parents not using REMIND.

G1.B1.S3 Providing substitutes for professional development for teachers to learn best practices for engaging students and families. 4

S273122

Strategy Rationale

If student and parent engagement increase, then student achievement will increase.

Action Step 1 5

Professional Development for Teachers

Person Responsible

Mike Hearn

Schedule

Monthly, from 8/4/2017 to 5/18/2018

Evidence of Completion

PLC minutes, student work samples, observation data

Action Step 2 5

Collaborative Planning for Teachers

Person Responsible

Mitzi Smith

Schedule

Quarterly, from 8/10/2017 to 6/4/2018

Evidence of Completion

Working in groups to develop engaging activities for students as evidenced through lesson plans and provide district calibration support for writing

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will collaborate on Unit Plans and calibrate the grading across the grade level/subjects for items such as DBQ, CRL, RWA.

Person Responsible

Renee Jones

Schedule

Quarterly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Lesson plans, student grades, student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers will pull reports from Unify.

Person Responsible

Renee Jones

Schedule

Biweekly, from 8/29/2017 to 5/18/2018

Evidence of Completion

Student work, grades, assessment results

G1.B2 Large class sizes 2

 B258019

G1.B2.S1 Use of Paras, academic coaches, and support facilitators in the classrooms. 4

 S273123

Strategy Rationale

If students are monitored more closely, they will remain on task and learn more.

Action Step 1 5

During the scheduling process, teachers, paras, support facilitators will be placed on classrooms of the greatest need throughout the year.

Person Responsible

Renee Jones

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student time on task as shown with para/teacher observation. Student grades and scores on assessments.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walkthroughs, feedback from teacher/paras, professional conversations.

Person Responsible

Mike Hearn

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

MCIES, student grades

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walkthroughs, teacher observations, professional conversations.

Person Responsible

Mike Hearn

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

MCIES, student grades

G1.B3 Lack of Student Engagement 2

 B258020

G1.B3.S1 Install Engaged classroom equipment 4

 S273124

Strategy Rationale

If we have more engaged classrooms, then we will engage students more.

Action Step 1 5

Facilitating online lessons simulations using installed engaged classroom equipment

Person Responsible

Mike Hearn

Schedule

On 5/18/2018

Evidence of Completion

Lesson plans and observations and student product

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor classroom engagement

Person Responsible

Mike Hearn

Schedule

Weekly, from 8/31/2017 to 5/18/2018

Evidence of Completion

Student engagement through observation, grade improvement, assessments

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Talk with students while conducting walkthroughs to find out their level of engagement

Person Responsible

Mike Hearn

Schedule

Weekly, from 8/31/2017 to 5/18/2018

Evidence of Completion

Student responses about the lesson, grades

G1.B3.S2 Engage teachers and paraprofessionals in common board training. 4

 S273125

Strategy Rationale

If we educate teachers and paraprofessionals about what research says engages students, we will be able to employ these strategies in the classroom and improve student achievement.

Action Step 1 5

Materials and supplies for use in studies and classrooms

Person Responsible

Mitzi Smith

Schedule

On 8/31/2017

Evidence of Completion

Papers and items used during instruction

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Feedback on observations

Person Responsible

Mike Hearn

Schedule

Quarterly, from 8/31/2017 to 5/18/2018

Evidence of Completion

Framing the lesson, student engagement in small group talk

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Home talk between students and parents to increase parents' involvement in child's education

Person Responsible

Mike Hearn

Schedule

Weekly, from 8/31/2017 to 5/18/2018





Evidence of Completion

Talking to students to find out what parents are doing with them on their school work.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A3 A366559	Provide parents with Home School Compacts	Smith, Mitzi	8/10/2017	Returned forms signed by parent	8/30/2017 one-time
G1.B3.S2.A1 A366565	Materials and supplies for use in studies and classrooms	Smith, Mitzi	8/10/2017	Papers and items used during instruction	8/31/2017 one-time
G1.B1.S1.A2 A366558	Invite parents to attend Title One Funded Activities with their children.	Wittock, Anne	8/30/2017	Parent sign in sheets for each event	5/15/2018 monthly
G1.MA1 M392944	Disaggregate the data from each assessment and plan next steps based on results	Smith, Mitzi	8/10/2017	Student scores on Iready, FCA, DBMA, DBQ, and LEOCE will show evidence of student understanding. Minutes from data/planning meetings.	5/18/2018 monthly
G1.B1.S1.MA1 M392932	Student engagement in the classroom and the student connecting from home.	Smith, Mitzi	8/10/2017	Student grade reports and test scores; walk-through observations	5/18/2018 biweekly
G1.B1.S1.MA1 M392933	Updated websites, inviting parents to events.	Hearn, Mike	8/10/2017	Website updates	5/18/2018 monthly
G1.B1.S1.A1 A366557	Invite parents to come to our school and take an interest in the education of their child.	Wittock, Anne	8/10/2017	Parent sign in logs and invited feedback	5/18/2018 monthly
G1.B2.S1.MA1 M392938	Classroom walkthroughs, teacher observations, professional conversations.	Hearn, Mike	8/10/2017	MCIES, student grades	5/18/2018 weekly
G1.B2.S1.MA1 M392939	Classroom walkthroughs, feedback from teacher/paras, professional conversations.	Hearn, Mike	8/10/2017	MCIES, student grades	5/18/2018 weekly
G1.B2.S1.A1 A366563	During the scheduling process, teachers, paras, support facilitators will be placed on classrooms...	Jones, Renee	8/10/2017	Student time on task as shown with para/teacher observation. Student grades and scores on assessments.	5/18/2018 daily
G1.B3.S1.MA1 M392940	Talk with students while conducting walkthroughs to find out their level of engagement	Hearn, Mike	8/31/2017	Student responses about the lesson, grades	5/18/2018 weekly
G1.B3.S1.MA1 M392941	Monitor classroom engagement	Hearn, Mike	8/31/2017	Student engagement through observation, grade improvement, assessments	5/18/2018 weekly
G1.B3.S1.A1 A366564	Facilitating online lessons simulations using installed engaged classroom equipment	Hearn, Mike	9/1/2017	Lesson plans and observations and student product	5/18/2018 one-time
G1.B1.S2.MA1 M392934	Teachers will pull reports to review.	Jones, Renee	9/30/2017	Student grades and record of turning in homework compared to those parents not using REMIND.	5/18/2018 quarterly
G1.B1.S2.MA1 M392935	Teachers will run reports from Remind	Smith, Mitzi	9/30/2017	Reports will be compared to the number of parent contacts and student success in the classroom.	5/18/2018 quarterly
G1.B1.S2.A1 A366560	We will use REMIND to alert parents to homework and events happening at the school.	Dobbins, Matthew	8/10/2017	The Grade chairs will be able to pull reports on who is receiving the information sent home. From this, teachers will compare it to the students turning in and completing homework.	5/18/2018 weekly
G1.B3.S2.MA1 M392942	Home talk between students and parents to increase parents' involvement in child's education	Hearn, Mike	8/31/2017	Talking to students to find out what parents are doing with them on their school work.	5/18/2018 weekly
G1.B3.S2.MA1 M392943	Feedback on observations	Hearn, Mike	8/31/2017	Framing the lesson, student engagement in small group talk	5/18/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1  M392936	Teachers will pull reports from Unify.	Jones, Renee	8/29/2017	Student work, grades, assessment results	5/18/2018 biweekly
G1.B1.S3.MA1  M392937	Teachers will collaborate on Unit Plans and calibrate the grading across the grade level/subjects...	Jones, Renee	8/29/2017	Lesson plans, student grades, student work	5/18/2018 quarterly
G1.B1.S3.A1  A366561	Professional Development for Teachers	Hearn, Mike	8/4/2017	PLC minutes, student work samples, observation data	5/18/2018 monthly
G1.B1.S3.A2  A366562	Collaborative Planning for Teachers	Smith, Mitzi	8/10/2017	Working in groups to develop engaging activities for students as evidenced through lesson plans and provide district calibration support for writing	6/4/2018 quarterly

V. Professional Development Opportunities

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

G1. If we provide staff development to increase student and parent engagement, then students and parents will be more involved in their learning and student achievement will increase in all core subject areas.

G1.B1 Lack of Parent involvement is a large part of the problem with student engagement.

G1.B1.S1 We will invite parents to join us for evening activities, such as a parent read night, pastries for parents, etc. (as listed in our parent involvement plan).

PD Opportunity 1

Invite parents to come to our school and take an interest in the education of their child.

Facilitator

Deb Duval, Content Area Specialist; Anne Wittock, Parent Liaison

Participants

All teachers and para-professionals

Schedule

Monthly, from 8/10/2017 to 5/18/2018

G1.B1.S3 Providing substitutes for professional development for teachers to learn best practices for engaging students and families.

PD Opportunity 1

Professional Development for Teachers

Facilitator

Deb Duval, Renee Jones, Mitzi Smith

Participants

All Teachers

Schedule

Monthly, from 8/4/2017 to 5/18/2018

G1.B2 Large class sizes

G1.B2.S1 Use of Paras, academic coaches, and support facilitators in the classrooms.

PD Opportunity 1

During the scheduling process, teachers, paras, support facilitators will be placed on classrooms of the greatest need throughout the year.

Facilitator

Content Area Specialist

Participants

All teachers/paras involved in the classes.

Schedule

Daily, from 8/10/2017 to 5/18/2018

VI. Technical Assistance Items

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

G1. If we provide staff development to increase student and parent engagement, then students and parents will be more involved in their learning and student achievement will increase in all core subject areas.

G1.B1 Lack of Parent involvement is a large part of the problem with student engagement.

G1.B1.S1 We will invite parents to join us for evening activities, such as a parent read night, pastries for parents, etc. (as listed in our parent involvement plan).

TA Opportunity 1

Invite parents to attend Title One Funded Activities with their children.

Facilitator

Federal Programs

Participants

Parent Involvement Liaison-Anne Wittcock

Schedule

Monthly, from 8/30/2017 to 5/15/2018

VII. Budget

1	G1.B1.S1.A1	Invite parents to come to our school and take an interest in the education of their child.				\$0.00
2	G1.B1.S1.A2	Invite parents to attend Title One Funded Activities with their children.				\$8,889.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0531 - Ft. McCoy School	Title I, Part A		\$8,889.00
Notes: Partial Salary for Parent involvement Liaison						
3	G1.B1.S1.A3	Provide parents with Home School Compacts				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0531 - Ft. McCoy School	Title I, Part A		\$100.00
Notes: Parent Compacts						
4	G1.B1.S2.A1	We will use REMIND to alert parents to homework and events happening at the school.				\$0.00
5	G1.B1.S3.A1	Professional Development for Teachers				\$87,961.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	6400	750-Other Personal Services	0531 - Ft. McCoy School	Title I, Part A		\$87,961.00
			<i>Notes: Subs for professional development.</i>			
6	G1.B1.S3.A2	Collaborative Planning for Teachers				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0531 - Ft. McCoy School			\$0.00
			<i>Notes: Subs for collaborative planning</i>			
7	G1.B2.S1.A1	During the scheduling process, teachers, paras, support facilitators will be placed on classrooms of the greatest need throughout the year.				\$439,447.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0531 - Ft. McCoy School	Title I, Part A		\$439,447.00
			<i>Notes: 5100 Paras and teachers</i>			
8	G1.B3.S1.A1	Facilitating online lessons simulations using installed engaged classroom equipment				\$4,594.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0531 - Ft. McCoy School	Title I, Part A		\$0.00
			<i>Notes: Whiteboards</i>			
	5100	644-Computer Hardware Non-Capitalized	0531 - Ft. McCoy School	Title I, Part A		\$879.00
			<i>Notes: SMART slate with bluetooth</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0531 - Ft. McCoy School	Title I, Part A		\$3,715.00
			<i>Notes: TV and shields</i>			
9	G1.B3.S2.A1	Materials and supplies for use in studies and classrooms				\$24,951.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0531 - Ft. McCoy School	Title I, Part A		\$24,951.00
			<i>Notes: Paper, highlighters, school subscriptions</i>			
					Total:	\$565,942.00