

Marion County Public Schools

Marion Technical Institute



2017-18 Schoolwide Improvement Plan

Marion Technical Institute

1614 E FORT KING ST, Ocala, FL 34471

[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)
High School 8-12	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	39%

School Grades History

Year	2016-17	2010-11
Grade	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 Marion Technical Institute

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission for MTI is strengthening academics and combining classroom activities with careers through interdisciplinary projects. Teachers and students diligently work to increase the number of national certifications earned. The school gives students the opportunity to learn in the workplace – putting skills to work – and learning much more than what can be taught within four walls. MTI is dedicated to offering rigor, relevance and relationship. Rigor is the challenge offered to students in academics and career education, relevance tying together what the students are learning based on their expressed interests, and relationship is building positive connections between teachers, students, parents, school, and community.

b. Provide the school's vision statement.

To be a nationally recognized school of choice by providing the highest quality academic and technical education for emerging careers in order to advance the future of our community.

2. School Environment

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

Students choose to come to MTI to be part of a learning community that offers unique and high-quality learning experiences based on the following:

PREPARATION FOR SUCCESS. All students are rigorously prepared to apply to and be accepted by employers, technical schools, community colleges, and/or four-year post-secondary institutions. In support of this objective, highly qualified and passionate teachers set high expectations for students, incorporating a dynamic, rigorous curriculum with a career focus and technology integrated into all subjects.

PERSONALIZED LEARNING. MTI's learning environment requires students to have a learning plan and career map. Research shows that smaller schools, like MTI, allow students and teachers to develop intensive, long-term relationships that maximize teaching and learning.

INTERACTIVE AND PROJECT BASED LEARNING. Connecting classroom instruction with real-world experience, students apply learning through projects and classroom assignments that lead to internships and employment while completing coursework for graduation and national industry/business certifications.

CAREER FOCUS. MTI integrates technical methodology into all subjects and students take career information into all classes - this focus engages students in active learning.

TECHNOLOGICAL PROFICIENCY. Students are prepared to advance in a fast-paced, technologically driven world by offering multiple opportunities utilizing tech-based skills and internet research experiences.

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

MTI has campus and school-wide core expectations that are shared with all stakeholders: students, parents, faculty and community members that utilize our facility. Safety checks and discipline data reviews are done regularly to ensure that it is a safe and respectful campus atmosphere.

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.

MTI's behavior system is two-part. We utilize a positive behavior support system and a character development program that is richly immersed in the culture of our school. Students and staff utilize the core values of D.R.I.V.E (Dedication, Respect, Integrity, Vision and Endurance). When students do not adhere to the core values we use Tier 2 interventions and the MTSS model to reteach acceptable behaviors. When consequences are required, there is a behavior flowchart (posted in all classrooms) that specifically shows which behaviors will be addressed in the classroom and which behaviors warrant a referral to the discipline office. We use a four-step process that includes step 1 - Warning and restating expectation; Step 2 - Reteach expectation and parent contact ; Step 3 - Apply intervention and parent contact; Step 4 - Office discipline referral. Behavioral contracts are put in place for students who consistently fail to comply with school policy. Throughout the procedure, parents and teachers are involved to maintain the integrity of the interventions before consequences are issued.

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.

MTI has a great student-adult ratio which allows us to foster relationships with students that are supportive and encouraging. Our Student Services staff members work together to provide students with access to assistance throughout their day as well as provide a connection to additional help such as social work, mental health counseling and other needs in the community. Students who are in need of additional Tier 2 interventions are assigned mentors who monitor and assist with grades, attendance and behavioral concerns. Data is collected and reviewed quarterly to address these students.

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 county's early warning system includes attendance, migrant students, office discipline referrals, low GPA, course failures and low test scores. MTI has additional warning indicators: specifically, four or more referral points, less than 90% attendance and any failing courses.

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	0	0	0	0	0	0	0	0	14	0	3	5	9	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	18	0	3	3	18	42
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	17	7	10	23	19	76

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	0	0	0	0	0	0	0	0	0	0	0	10	10

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

MTI follows the Multi Tiered System of Support (MTSS) framework. MTSS is based on a tiered model of instructional services that provides students with core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3), while documenting changes in student learning and/or behavior. The three-tiered approach provides ALL students with the opportunity for effective, evidence-based core instruction, as well as the provision of supplemental and intensive instruction, if necessary, to ensure attainment of state-approved grade-level standards.

- 1.) Identify there is a problem using universal screener, assessment data, etc. in a group of students/individuals.
- 2.) Send proficiency letter/MTSS Parent Letter.
- 3.) Evaluate Tier 1 instruction.
- 4.) Progress Monitor using probes/data collection.
- 5.) Implement Tier 2 intervention and follow intervention protocol.
- 6.) Identify intervention to be used for group based on problem solving process. Complete Documentation of Tier 2 Supports.
- 7.) Meet with Tier 2 Problem Solving team to evaluate effectiveness of intervention by reviewing data (fidelity-check of intervention, determine group response using graphs/charts vs individual student response).
- 8.) Plan for next step (e.g., continue intervention, fade intervention, move to next Tier based on peer comparison data). Complete Documentation of Tiered Supports.
- 9.) Have first parent conference to discuss outcome and next steps. Complete Parent Conference form.
- 10.) Continue Tier 2 or implement new Tier 2/Tier 3 intervention.
- 11.) Progress Monitor at increased frequency where necessary.
- 12.) Meet with Tier 2/Tier 3 Problem Solving Team to analyze results using charts/graphs, fidelity checks, and peer-comparisons.
- 13.) Plan for next step (e.g., continue intervention, fade intervention, move to referral process based on data and decision of problem solving team). Complete Documentation of Tiered Supports.

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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Information for parents will be increased with an emphasis on parents being involved. Each month school-wide meetings are held to include parents and help parents understand their students' school work and the resources available to them. This meeting will also include celebrating their students' achievements. A quarterly newsletter will go home to showcase events, and inform of upcoming events.

We encourage all parents to be involved with their child through the use of the Parent Portal. We will host Orientation, Open House, Parent Conferences, Senior Project Presentations and other school events.

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.

MTI is fortunate to have community businesses and organizations offering their time, expertise, and resources as partners with each of our academies. A district wide Advisory Board will meet regularly to discuss topics that greatly impact our programs. Each of our academies communicate regularly with four to five local business partners to discuss students accomplishments and the needs of the workforce. Academy curriculum is reviewed and the partners provide solutions for ways they can provide support to reinforce each of the curriculums. Once a month, each program teacher will meet with MTI's administration to discuss and share accomplishments of each academy and offer support for school and 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
Trapp, January	Assistant Principal
Antley, Jessica	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 school based leadership team should consistently monitor 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 SIP. 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 conversation of student 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.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team meets twice a month to engage in the following activities:

Review Universal Screening Data (Response to Intervention strategies) and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The teachers will also be part of the process and included in any meeting that deals with their students. .

Title I Part A - Not a Title I school.

Title I – Part C – Migrant Program:
District funds are used to purchase:

- School supplies,

.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

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

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 Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department

Other agencies that we may collaborate with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Patty Schaeffer	Business/Community
January Trapp	Principal
Dale Toney	Teacher

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 was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

b. Development of this school improvement plan

We will have a discussion and planning for our academy programs and their future, scheduling classes, extra-curricular activities, and teacher appreciation week. We will contact our community contacts and partners to raise monies for special projects.

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

The SAC meets three times a year to discuss, revise, and recommend updates to the school improvement plan and budget.

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

There are no funds allocated for SAC.

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

No

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

Multiple modes of communication are being used to invite members to join SAC. On-going efforts are made monthly to increase the involvement of SAC members.

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
Antley, Jessica	School Counselor
Miros, Kim	Teacher, K-12
Trapp, January	Assistant Principal

b. Duties

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

Incorporation of reading strategies (Reading Plus, AIMS Web, and Audacity) across the curriculum, use of Florida Standards Assessments strategies in alignment with District initiatives, integrated projects and curriculum mapping.

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.

The teachers have a shared planning time. Teachers will have opportunities to collaborate and work on professional development during early release dates. Data is shared with staff in regards to attendance, discipline, academics, and parent contact.

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

Teachers seeking employment apply on-line to the Marion County Public School Personnel Office. The Personnel Office posts available positions. The teachers apply for the positions in which they have an interest and qualifications. The school level principal selects a group of highly qualified persons to interview.

Principal is responsible for: The interview process includes the principal and assistant principal. A faculty member may be added as deemed appropriate. In an effort to retain highly qualified teachers, the Principal and Assistant Principal select new and beginning teachers and pair them with an experienced staff member. The AP implements the MCIES throughout the year.

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

MTI implements its mentoring program by selecting veteran teachers that are highly qualified to pair up with our beginning teachers for guidance. They are usually paired up by subject areas that are being taught, but this is not mandatory. They will meet at least bi-weekly before or after school hours. The mentors will discuss the new concepts given through the District. (FSA's, Fundamental 5, teacher evaluation system, reading and writing), along with everyday procedures, our MTSS programs, and classroom management. Beginning teachers are also encouraged to visit other classrooms during their planning time or the administration utilizing a substitute. They are required by the district to keep a log of hours that they have met with each other.

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 curriculum utilized in the school is based on the Florida Standards and grade level expectations and supported by curriculum guides that have been completed through a vertically aligned and facilitated process. Each teacher has access to state standards and makes notes as he/she progresses through the curriculum. Professional Development Days are utilized to ensure alignment. All classes are taught using state adopted texts. Curriculum alignment occurs on varying levels within the high school. Annual assessment data from state and national standardized tests drives the instructional focus for each course.

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.

MTI utilizes the Florida Standards and grade level expectations as foundations for instruction. Short, frequent learning checks and assessments are in place to determine student mastery in subject and vocational academy. Instructional and organizational effectiveness are evaluated by standardized tests, informal class assessments, MTSS meetings, observations and other forms of inquiry.

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

SkillsUSA is the Career and Technical Related Student Organization that each of our academy programs participate in. SkillsUSA is an applied method of instruction for preparing America's high performance workers in public career and technical programs. It provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work—high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

Strategy Rationale

This helps prepare our students for College and Career Readiness.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Trapp, January, january.trapp@marion.k12.fl.us

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

MTI tracks the number of students participating in the activity and the number of students who advance through the multiple levels of competitions eventually reaching the National SkillsUSA competition.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

MTI focuses on the students' career pathways through developing those skills needed to successfully attain national industry certifications, college credit (through dual enrollment) and in program related internships. Each student's course selection is carefully reviewed through the student services office and a counselor discusses options available to each student. Scholarship and employment opportunities are compared with course selections and students are given recommendations based on their selected career pathway and/or identified college program. A daily focus for the school is for

teachers and students to question, "Why are we learning this?" to ensure that instruction is relevant. Teachers are also provided reading materials based on students need. MTI also offers classes in career development, integrates business partners in program development, interview practice sessions and parent-student presentations regarding academic and career planning.

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

MTI uses project based learning and connects academics with career academies. This allows student to experience their academic lessons with their career pathways. MTI uses integrated lessons and real world experiences to broaden and strengthen students' learning. In addition, MTI provides school-wide initiatives to focus on students' job skill training and employment, career coaching, internships, job shadowing and senior projects all offer students opportunities to see relationships between classes and their future career paths.

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

Students are encouraged to enroll in multiple dual enrollment options that are offered on MTI's campus and on the College of Central Florida's campus. MTI's leadership is currently collaborating with MTC's (Marion Technical College) to develop opportunities for students to increase their employability skills and to offer college readiness programs. Generally 60 or more students enroll in these classes. MTI students are encouraged to take dual enrollment and honors courses. This includes sharing information on Bright Future and Gold Seal scholarships. During faculty meetings, teachers discuss graduation requirements and where students are in their credits and classes. Students are individually counseled and advised regarding course selection and college requirements.

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.

School based team reviews and provides assistance to specific students as needed. Counselors conduct classroom guidance and individual counseling sessions with students and meetings are held with parents to explain their role in assisting students with being ready for college. Currently MTI staff is pursuing opportunities for post-secondary counselors to meet with groups of students to discuss academic success in the college/university setting.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide teachers with high quality staff development, content specific, focused on reading instruction and writing across the curriculum, then student achievement will improve on all assessments.

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 teachers with high quality staff development, content specific, focused on reading instruction and writing across the curriculum, then student achievement will improve on all assessments.

1a

G096338

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	99.0
Attendance rate	99.0
FSA ELA Achievement	99.0
Writing Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of high quality professional development in Writing for all teachers.
- Lack of high quality professional development in Reading instruction for all teachers.
- Poor daily student attendance rate.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Staff Development
- Reading Plus, AIMS Web, and Audacity
- Business Partners
- Student Services

Plan to Monitor Progress Toward G1. 8

Student grades, Assessment Data, Certification completions

Person Responsible

January Trapp

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Faculty Meeting Minutes, Teacher Lesson Plans with focus on the reading/writing implementation

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide teachers with high quality staff development, content specific, focused on reading instruction and writing across the curriculum, then student achievement will improve on all assessments. **1**

 G096338

G1.B1 Lack of high quality professional development in Writing for all teachers. **2**

 B259234

G1.B1.S1 Provide teachers with monthly professional development in Writing across all content areas.

4

 S274545

Strategy Rationale

To improve instructional delivery and increase student performance on all assessments.

Action Step 1 **5**

Provide monthly professional development in Writing for all teachers.

Person Responsible

January Trapp

Schedule

Monthly, from 9/27/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs, review of lesson plans to determine level of implementation.

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

Classroom walkthroughs

Person Responsible

January Trapp

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom teacher observations and lesson plans.

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

Informal assessment of student writing in every classroom.

Person Responsible

January Trapp

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Quarterly Writing Assessments

G1.B2 Lack of high quality professional development in Reading instruction for all teachers. 2

B259235

G1.B2.S1 To provide monthly professional development to all teachers in the area of differentiating reading instruction and developing appropriate reading assessments. 4

S274546

Strategy Rationale

To improve classroom instruction and informed decision making with respect to improving reading achievement on all assessments.

Action Step 1 5

Monthly professional development with a focus on reading instruction.

Person Responsible

January Trapp

Schedule

Monthly, from 9/27/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs, review of lesson plans to determine level of implementation.

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

Classroom walkthroughs and learning checks

Person Responsible

January Trapp

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom teacher observations, lesson plans, and student assessment data.

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

Student reading assessment results (formal and informal tests)

Person Responsible

January Trapp

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

FSA results and EOC results, and in-class assessments

G1.B3 Poor daily student attendance rate. 2

 B259236

G1.B3.S1 The effective use of Student Services to work with all staff and students in monitoring attendance and it's impact on improving student achievement. 4

 S274547

Strategy Rationale

To improve student attendance as it relates to increasing student instructional time.

Action Step 1 5

Develop a systematic approach for monitoring student attendance

Person Responsible

Jessica Antley

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Weekly attendance report pulled, analyzed, student/parent contact made and CST scheduled if needed

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

The Attendance Clerk monitors attendance logs, computerized summary reports that includes tardies, excused and unexcused absences, and student sign-outs.

Person Responsible

Jessica Antley

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Computer generated reports.

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

District generated attendance report for each school site.

Person Responsible

Jessica Antley

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

A reduction in the number of student absences, tardies, and sign outs.

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.MA1 M396206	Student grades, Assessment Data, Certification completions	Trapp, January	9/1/2017	Faculty Meeting Minutes, Teacher Lesson Plans with focus on the reading/writing implementation	5/25/2018 monthly
G1.B1.S1.MA1 M396200	Informal assessment of student writing in every classroom.	Trapp, January	8/14/2017	Quarterly Writing Assessments	5/25/2018 quarterly
G1.B1.S1.MA1 M396201	Classroom walkthroughs	Trapp, January	8/14/2017	Classroom teacher observations and lesson plans.	5/25/2018 weekly
G1.B1.S1.A1 A368569	Provide monthly professional development in Writing for all teachers.	Trapp, January	9/27/2017	Classroom walkthroughs, review of lesson plans to determine level of implementation.	5/25/2018 monthly
G1.B2.S1.MA1 M396202	Student reading assessment results (formal and informal tests)	Trapp, January	8/14/2017	FSA results and EOC results, and in-class assessments	5/25/2018 quarterly
G1.B2.S1.MA1 M396203	Classroom walkthroughs and learning checks	Trapp, January	8/14/2017	Classroom teacher observations, lesson plans, and student assessment data.	5/25/2018 weekly
G1.B2.S1.A1 A368570	Monthly professional development with a focus on reading instruction.	Trapp, January	9/27/2017	Classroom walkthroughs, review of lesson plans to determine level of implementation.	5/25/2018 monthly
G1.B3.S1.MA1 M396204	District generated attendance report for each school site.	Antley, Jessica	8/14/2017	A reduction in the number of student absences, tardies, and sign outs.	5/25/2018 daily
G1.B3.S1.MA1 M396205	The Attendance Clerk monitors attendance logs, computerized summary reports that includes tardies,...	Antley, Jessica	8/14/2017	Computer generated reports.	5/25/2018 daily
G1.B3.S1.A1 A368571	Develop a systematic approach for monitoring student attendance	Antley, Jessica	8/14/2017	Weekly attendance report pulled, analyzed, student/parent contact made and CST scheduled if needed	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. If we provide teachers with high quality staff development, content specific, focused on reading instruction and writing across the curriculum, then student achievement will improve on all assessments.

G1.B1 Lack of high quality professional development in Writing for all teachers.

G1.B1.S1 Provide teachers with monthly professional development in Writing across all content areas.

PD Opportunity 1

Provide monthly professional development in Writing for all teachers.

Facilitator

Michele Sellers/Kim Miros

Participants

MTI Teachers

Schedule

Monthly, from 9/27/2017 to 5/25/2018

G1.B2 Lack of high quality professional development in Reading instruction for all teachers.

G1.B2.S1 To provide monthly professional development to all teachers in the area of differentiating reading instruction and developing appropriate reading assessments.

PD Opportunity 1

Monthly professional development with a focus on reading instruction.

Facilitator

Trapp/Miros

Participants

MTI Staff

Schedule

Monthly, from 9/27/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. If we provide teachers with high quality staff development, content specific, focused on reading instruction and writing across the curriculum, then student achievement will improve on all assessments.

G1.B3 Poor daily student attendance rate.

G1.B3.S1 The effective use of Student Services to work with all staff and students in monitoring attendance and it's impact on improving student achievement.

TA Opportunity 1

Develop a systematic approach for monitoring student attendance

Facilitator

Jessica Antley/Tara Johnson

Participants

Students

Schedule

Weekly, from 8/14/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Provide monthly professional development in Writing for all teachers.	\$0.00
2	G1.B2.S1.A1	Monthly professional development with a focus on reading instruction.	\$0.00
3	G1.B3.S1.A1	Develop a systematic approach for monitoring student attendance	\$0.00
Total:			\$0.00