

Marion County Public Schools

Marion Charter School



2018-19 Schoolwide Improvement Plan

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Marion Charter School

39 CEDAR RD, Ocala, FL 34472

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	60%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	C*

School Board Approval

N/A

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Axson, Michelle	Principal
Wells, Valerie	School Counselor
Hinerman, Alison	Teacher, K-12

Duties

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

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

Early Warning Systems

Year 2017-18

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	3	0	1	2	1	0	0	0	0	0	0	0	0	7
One or more suspensions	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	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/13/2018

Year 2016-17 - As Reported

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

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

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

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

Year 2016-17 - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Only 19% of our ELA Lowest 25 Percentile students showed growth and our ELA Learning Gains were the second lowest with only 32%.

Which data component showed the greatest decline from prior year?

ELA Lowest 25 Percentile and ELA Learning Gains again showed the greatest decline from the prior year.

Which data component had the biggest gap when compared to the state average?

ELA Lowest 25 Percentile showed the biggest gap compared to the state average.

Which data component showed the most improvement? Is this a trend?

Science and Math showed the most improvement this year.

Describe the actions or changes that led to the improvement in this area.

Last year at the end of the school year, we began to implement the STEAM program.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	51%	46%	56%	60%	47%	52%
ELA Learning Gains	32%	44%	55%	58%	49%	52%
ELA Lowest 25th Percentile	19%	37%	48%	71%	47%	46%
Math Achievement	71%	49%	62%	76%	48%	58%
Math Learning Gains	68%	46%	59%	55%	47%	58%
Math Lowest 25th Percentile	50%	35%	47%	43%	40%	46%
Science Achievement	66%	51%	55%	50%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3 (6)	0 (5)	1 (3)	2 (2)	1 (2)	0 (2)	7 (20)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (1)
Course failure in ELA or Math	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (5)	0 (2)	0 (3)	0 (10)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	58%	46%	12%	57%	1%
	2017	66%	50%	16%	58%	8%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	43%	43%	0%	56%	-13%
	2017	63%	52%	11%	56%	7%
Same Grade Comparison		-20%				
Cohort Comparison		-23%				
05	2018	48%	46%	2%	55%	-7%
	2017	53%	47%	6%	53%	0%
Same Grade Comparison		-5%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	48%	24%	62%	10%
	2017	54%	48%	6%	62%	-8%
Same Grade Comparison		18%				
Cohort Comparison						
04	2018	64%	47%	17%	62%	2%
	2017	74%	55%	19%	64%	10%
Same Grade Comparison		-10%				
Cohort Comparison		10%				
05	2018	77%	50%	27%	61%	16%
	2017	61%	45%	16%	57%	4%
Same Grade Comparison		16%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	68%	49%	19%	55%	13%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	7		36	47		60				
BLK	38	21		52	43						
HSP	21	15		68	69						
WHT	61	38		78	74		69				
FRL	48	35	15	73	73	50	64				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	41	36		35	45						
BLK	59	79		55	57						
HSP	42	63		58	47		43				
WHT	71	58		69	58		60				
FRL	62	59	55	68	61	29	48				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Reading
Rationale	By providing additional support to our teachers in the area of reading standard based instruction through continuous trainings, teacher effectiveness will increase, which will allow students to increase their reading skills, as well as their test scores.
Intended Outcome	If we increase our knowledge of standards based instruction to effectively plan, teachers will then implement targeted instruction using student data and content rich resources. As a result, we will raise all subgroup student achievement by 10 percent.
Point Person	Michelle Axson (michelle.axson@marion.k12.fl.us)
Action Step	
Description	On going professional development will be provided to teachers on a monthly basis as a way to help the teachers present effective and motivating instructional lessons to their students. Teachers are also provided with materials that will support a more rigorous learning experience for the students. Teachers will provide more intensive instruction in non-fiction reading, an area of particular need from our examination of the data. Non-fiction libraries have been purchased for all classrooms and additional teacher materials have also been provided. Teachers will be provided with resources and professional development sessions that will allow both the teachers and students to effectively transition to the FSA. A computer lab was set up this year for all students to access researched reading activities on a daily basis. Our ESE/Gifted/RTI Coordinator will continue to work with all teachers to insure students are meeting their IEP goals and developing effective strategies to move towards grade level proficiency. She will monitor ESE student achievement and meet at least monthly with teachers to help them modify instructional strategies. Students in need of improvement will also be provided corrective reading instruction. She will also meet with reading intervention students on a daily basis in order to provide additional instruction to these struggling learners. Teachers were also provided with updated common core reading curriculum and materials that will be beneficial to both the students and staff
Person Responsible	Michelle Axson (michelle.axson@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored through Pre/Mid/Post School Selected Tests, I-Ready, and through teacher observation of students for differentiation needs.
Person Responsible	Michelle Axson (michelle.axson@marion.k12.fl.us)

Activity #2

Title ELA Reading

Rationale By providing additional support to our lowest 25th percentile students in Reading on a daily basis through rigorous remediation, the student's scores will increase.

Intended Outcome If we increase the amount of time for daily support, along with the use of rigorous and standard based materials, then our lowest 25th percentile scores will increase by 25 percent.

Point Person Michelle Axson (michelle.axson@marion.k12.fl.us)

Action Step

Description Students who are struggling in Reading, as well as those students who fall into the lowest 25th percentile category will be given rigorous remediation on a daily basis using researched programs such as Reading Mastery and I-Ready.

Person Responsible Alison Hinerman (alison.hinerman@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description Our ESE/Gifted/RTI Teacher and/or Aide will monitor student progress on a daily basis through teacher observations for fidelity of curriculum outcome, and on a weekly basis using assessment data from IREADY.

Person Responsible Alison Hinerman (alison.hinerman@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Marion Charter provides several opportunities throughout the school year in order for parents and families to volunteer. We hold annual Title I parent meetings, Open House, as well as Reading and Math FSA and Science FCAT presentations to the families of 3rd-5th graders. We also hold several afterschool carnivals in which the families participate and volunteer for, as well as requiring our parents to meet with their child's teacher at least 3 times during the school year. In the 2017-18 school year, we had 95% of our parents/grandparents attend the required parent conferences and 50 parents/grandparents who volunteered, representing about 60% of our school families. Marion Charter tries to make helpful connections with the parents and guardians and encourages them to be actively involved. Strategies include making initial phone calls to invite parents/guardians out to meet with the teacher and counselor and following up with suggestions and materials to support the family. Marion Charter School uses Edline and Skyward as our parent connection tools. Parents can access their child's grades, assignments and support materials through the parent website. Parents are given an access code that they can activate to allow them access to grades and class information. Additionally, all forms from school, including field trip permission forms, class and school newsletters, calendars, etc are all found at our website. It is a one stop place for all information about the school. Marion Charter also has a Parent

Resource Room where parents/guardians are allowed to check out resources such as games, manipulatives, and workbooks, to use at home with their children. We are also starting our PTO back up this year as another way to get parents involved in their child's education.

PFEP Link

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

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

School counselors are vital members of the educational team. They help all students in areas of academic achievement, personal/social development and career development. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals, and realize full academic potential. Our goal is to enable our students to become productive, contributing members of the community with an appreciation and acceptance of diversity. Marion Charter School's Guidance Counselor works as a team with the school staff, parents, and the community in order to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, our school counselor, Ms. Wells can help all students achieve academic, emotional, and behavioral success. Ms. Wells meets with parents and teachers in order to assess a student's social and emotional needs. She provides individual, as well as, classroom guidance sessions, pairs students with both adult and student mentors. If needed, Ms. Wells refers students to additional programs or services in order to meet the needs of all of our students.

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

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

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

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

which, as a charter school, is our Board of Directors, in regular Board meetings. Data from the MTSS/ RTI process is used to guide budget decisions on materials and staff professional development.

Title I, Part A

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

Title I, Part C- Migrant

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

Title II

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

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

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

Part V: Budget

Total:	\$85,594.00
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