

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Marion Charter School  
39 CEDAR RD  
Ocala, FL 34472  
352-687-2100

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 55%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 51%

### School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> D	<b>2009-10</b> B
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Marion Charter School

##### Principal

Michelle Axson

##### School Advisory Council chair

Gina Evers

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michelle Axson	Principal
Valerie Wells	Guidance Counselor
Kelly Kaminski	ESE Consultant
Alison Hinerman	5th grade Teacher

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D Tomy

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

By law, the Board serves as the SAC of a charter school. The Board/SAC of Marion Charter are: Gina Evers-Chairperson, Wayne Livingston-High School Principal, Becky Wolf-Retired Guidance Counselor, and Michelle Axson, new Principal of Marion Charter.

#### Involvement of the SAC in the development of the SIP

Once the SIP is written, it is presented to the board and the board will vote to accept the SIP and if any changes need to be made.

#### Activities of the SAC for the upcoming school year

The board will monitor the School Improvement Plan, budget, student performance, and will assist the new Principal/Director of Marion Charter School.

#### Projected use of school improvement funds, including the amount allocated to each project

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

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

By law, the Board serves as the SAC of a charter school.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Michelle Axson**

Principal

Years as Administrator: 0

Years at Current School: 12

**Credentials**

Master of Education in Educational Leadership, Elementary Education, and ESOL

**Performance Record**

N/A

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Elizabeth Lazar</b>		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Mrs. Lazar's credentials and degrees are that she has a BA in Elementary Education and a MA in Educational Leadership. She is being provided to Marion Charter School on a part-time basis through the county. She comes to the school 1 day a week and assists our teachers in the area of reading.	
<b>Performance Record</b>	N/A	

**Classroom Teachers**

<b># of classroom teachers</b>	10
<b># receiving effective rating or higher</b>	10, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	10, 100%
<b># ESOL endorsed</b>	9, 90%
<b># reading endorsed</b>	1, 10%
<b># with advanced degrees</b>	3, 30%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	1, 10%
<b># with 1-5 years of experience</b>	1, 10%
<b># with 6-14 years of experience</b>	6, 60%
<b># with 15 or more years of experience</b>	2, 20%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	4
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**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

This year, we have 1 new teacher at Marion Charter School. Even though she has a Masters in Education and has successfully completed all education courses, she is being provided a mentor to help her with her first year of teaching. She is currently paired with a seasoned teacher who has 15+ years of teaching experience and is labeled as a highly effective teacher. We have the mentee and mentor meet on a weekly basis to discuss strengths and weaknesses as well as having the new teacher work closely with Principal.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS team meets during pre-school to prepare student folders from the prior year and review incoming cumulative folders to flag students who may need additional support. Teachers receive folders showing last year's interventions and performance data for their students who were in the RTI process. Our ESE consultant meets with classroom teachers during the first 2 weeks of school to review the folders. During the first 2 weeks of school, students may be identified as needing additional support based on last year's end of year data or beginning of the year assessment testing. After the initial 2 week review, the MTSS/RTI team is called to review the students who are struggling and initial interventions



are created and implemented. Teachers begin graphing data (1 data point per week) in the areas of concern. This data will be evaluated at least three times per year during child study team meetings of the MTSS/RTI team. The MTSS/RTI leadership team provides data to the our School Advisory Council, which, as a charter school, is our Board of Directors, in regular Board meetings. These meetings are open to the public and parents are encouraged to provide input on our School Improvement Plan. Data from the MTSS/RTI process is used to guide budget decisions on materials and staff professional development.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The team members perform the following roles/functions- Michelle Axson- responsible for providing resources, instructional support, training to implement student interventions. Kelly Kaminski is responsible for assisting teachers in writing the MTSS/RTI plan and identifying appropriate goals. Valerie Wells 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

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.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Our data is gathered from district Benchmark assessments, Focus Calendar assessments, classroom assessments, FCAT and Stanford 10 testing results, FAIR assessments, individual psychological/ achievement testing and behavioral checklists/observations. Some data (Benchmarks, Focus Calendar Assessments and FCAT data) are stored in the district management system. Other data is maintained in our electronic web based gradebook (GradeQuick).

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Our ESE consultant, Kelly Kaminski, will meet with the school psychologist on a monthly basis and review all students in the MTSS process. She will meet with individual teachers on a monthly basis to evaluate data collection and interventions. Administration will review the data and discuss needed support, ie materials, training, interventions. Parents are notified of the results and are involved in meeting with the teachers at least 3 times a school year in order to review their child's progress

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:** 600

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

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

The teachers who tutor and the teachers who run the afterschool extra-curricular clubs are responsible for monitoring the implementation of the strategies. Michelle Axson, the principal of Marion Charter School is also responsible for monitoring the implementation of this strategy as well as determining the effectiveness of the strategies being used.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Michelle Axson	Principal
Valerie Wells	Guidance Counselor
Kelly Kaminski	ESE Consultant
Alison Hinerman	5th grade teacher

**How the school-based LLT functions**

The school based LLT meets on at least a quarterly basis. Meeting dates and times are posted in the annual staff calendar. Agendas are created at the end of each meeting to identify topics of discussion and tasks for group members before the next meeting. Each team member works on data collectively

and then takes the data and works on separate projects, ie one team member might focus on intervention programs, one on motivation ideas, etc.. Team members confer with our other teachers to gather information and share team projects/initiatives.

### **Major initiatives of the LLT**

This year we will work on the following initiatives-

1. Implementing and extending our intervention camps after school
2. Assisting teachers on graphing MTSS/RTI data and analyzing intervention data
3. Continuing to develop our motivation initiatives
4. Strengthening student competence in non-fiction reading strategies.
5. Focused assistance to 4th and 5th grade to improve FCAT performance.
6. Transitioning to Common Core Standards.
7. Improving student performance in science and writing
8. Transitioning to the new reading series

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

N/A seeing that Marion Charter is an Elementary School with grades K-5th.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

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.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

N/A

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

N/A

### **Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	54%	Yes	57%
American Indian				
Asian				
Black/African American	31%	38%	Yes	38%
Hispanic				
White	63%	53%	No	66%
English language learners				
Students with disabilities	43%	33%	No	48%
Economically disadvantaged	48%	48%	Yes	54%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	53%	57%
Students scoring at or above Achievement Level 4	22	30%	40%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	27	59%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		30%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		88%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		0%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	10	40%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	58%	Yes	63%
American Indian				
Asian				
Black/African American	34%	31%	No	41%
Hispanic				
White	66%	63%	No	69%
English language learners				
Students with disabilities	48%	50%	Yes	54%
Economically disadvantaged	54%	55%	Yes	59%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	58%	68%
Students scoring at or above Achievement Level 4	23	32%	42%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	22	48%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		<i>[data excluded for privacy reasons]</i>	50%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	0%
Middle school performance on high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	0%

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	63%
American Indian				
Asian				
Black/African American	34%		No	41%
Hispanic				
White	66%		No	69%
English language learners				
Students with disabilities	48%		No	54%
Economically disadvantaged	54%		No	59%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	0%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	0%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**High School Science**



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	0%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	30%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	54	35%	25%
Students retained, pursuant to s. 1008.25, F.S.	5	0%	0%
Students who are not proficient in reading by third grade	4	12%	8%
Students who receive two or more behavior referrals	14	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	1%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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 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 2012-13 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 GradeQuick 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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Required Parent Conferences	148	95%	100%
Participation in at least 1 more activity other than Conferences	108	70%	80%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** For the 2013-14 school year, Marion Charter will show an increase of 10% or higher in the percentage of students scoring a level 3 or higher on the FCAT Science test. Last year, Marion Charter only had 45% of students scoring a level 3 or higher.
- G2.** For the 2013-2014 school year, it is the goal of Marion Charter to achieve an increase of 10% or higher (63%) in the percentage of students in grades 3-5 who achieve a Level 3 or above on their FCAT reading tests as compared to the 2012-2013 school year.
- G3.** In the 2013-14 school year, our goal is to achieve an increase of 10% or higher (68%) in the percentage of students in grades 3-5 who achieve a Level 3 or above on their mathematics FCAT tests as compared to the 2012-2013 school year.
- G4.** In the 2013-14 school year, Marion Charter will show at least a 10% increase or higher (75%) of students scoring proficient (3.5 or higher) in writing. Last year, Marion Charter School only had 40% of the students scoring a proficient rating.

## Goals Detail

**G1.** For the 2013-14 school year, Marion Charter will show an increase of 10% or higher in the percentage of students scoring a level 3 or higher on the FCAT Science test. Last year, Marion Charter only had 45% of students scoring a level 3 or higher.

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

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

## Plan to Monitor Progress Toward the Goal

teacher observations, student data checks

### Person or Persons Responsible

Michelle Axson, the Principal

### Target Dates or Schedule:

monthly

### Evidence of Completion:

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

**G2.** For the 2013-2014 school year, it is the goal of Marion Charter to achieve an increase of 10% or higher (63%) in the percentage of students in grades 3-5 who achieve a Level 3 or above on their FCAT reading tests as compared to the 2012-2013 school year.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

### Resources Available to Support the Goal

- Teachers will provide more intensive instruction in non-fiction reading, an area of particular need from our examination of the data. Non-fiction libraries have been purchased for all classrooms and additional teacher materials have also been provided. A computer lab was set up this year for all students to access researched reading activities on a daily basis. Also, we have created a Parent Resource Room where parents can check out leveled readers, books, games, workbooks, and manipulatives in order to help their child continue to be successful in school. We have also set up afterschool tutoring programs with our teachers to assist students in reading. Marion County has provided Marion Charter with a Reading Coach one time a week on a weekly basis. Also, teachers will attend staff development classes at least 3 times a year, or as needed as was provided with updated reading curriculum and materials. The tentative cost of updated curriculum and materials is roughly \$15,000.00 this year.

### Targeted Barriers to Achieving the Goal

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

## Plan to Monitor Progress Toward the Goal

FAIR, District Benchmarks, FCAs, FCAT, school selected pre/post tests

### Person or Persons Responsible

Michelle Axson, Principal will monitor reading data pre/mid/and post year to determine effectiveness of non-fiction reading materials.

### Target Dates or Schedule:

Pre/mid/and post year

### Evidence of Completion:

FAIR, District Benchmarks, FCAs, FCAT, and school related pre/post tests will be used to determine student success.

**G3.** In the 2013-14 school year, our goal is to achieve an increase of 10% or higher (68%) in the percentage of students in grades 3-5 who achieve a Level 3 or above on their mathematics FCAT tests as compared to the 2012-2013 school year.

### Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Title 1 paraprofessionals will assist the teacher with small groups and individual tutoring directed by the classroom teacher. Instructional paraprofessionals will work with students in small group and one on one. After school tutoring is provided 2 days a week by our 5th grade teacher. Selected teachers will hold Math Camp after school 2 days per week starting in September. Selected students in the lowest quartile will be invited to attend. The sessions will take place directly after school and last for 30 minutes. Snack and free extended day care will be provided. A computer lab was set up this year for students to access researched based math activities on a daily basis. Teachers were also provided with a current math curriculum and materials that are aligned with the Common Core State Standards, as well as being provided with staff development opportunities at least 3 times a year, or as needed. These new items and staff development opportunities will cost around \$10,000.00 this year.

### Targeted Barriers to Achieving the Goal

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

### Plan to Monitor Progress Toward the Goal

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

#### Person or Persons Responsible

Michelle Axson, the Principal, and Kelly Kaminski, the ESE Consultant, will monitor for progress toward meeting the goals.

#### Target Dates or Schedule:

Pre/Mid/ and Post year as well as after any assessments

#### Evidence of Completion:

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

**G4.** In the 2013-14 school year, Marion Charter will show at least a 10% increase or higher (75%) of students scoring proficient (3.5 or higher) in writing. Last year, Marion Charter School only had 40% of the students scoring a proficient rating.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- All classroom teachers in grades K-5th will use a new common writing curriculum- "Writer's Workshop" to instruct students in writing. Teachers will also be provided staff development opportunities at least 3 times this year, or as needed. The cost of the new materials as well as staff development opportunities will cost around \$4,000.00 this year.

#### Targeted Barriers to Achieving the Goal

- The effectiveness of instructional strategies for teaching writing was a barrier. Different teachers were using different curriculums to teach writing. This caused a barrier from grade level to grade level on the effectiveness of writing strategies that were taught. Many of our low achieving students struggle with the writing process, which causes them to score a non-proficient score on the FCAT writing test.

### Plan to Monitor Progress Toward the Goal

weekly and monthly writing assessments, FCAT Writing tests, and County Demand Writings

#### Person or Persons Responsible

Michelle Axson, Principal, and Kelly Kaminski, the ESE and Gifted Consultant

#### Target Dates or Schedule:

weekly and monthly assessments

#### Evidence of Completion:

weekly and monthly writing assessments, FCAT Writing tests, and County Demand Writings



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** For the 2013-14 school year, Marion Charter will show an increase of 10% or higher in the percentage of students scoring a level 3 or higher on the FCAT Science test. Last year, Marion Charter only had 45% of students scoring a level 3 or higher.

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

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

### Action Step 1

Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance.

#### Person or Persons Responsible

Michelle Axson, Principal will be providing staff development opportunities and materials to the teachers.

#### Target Dates or Schedule

at least 3 times a year if not more.

#### Evidence of Completion

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

#### Facilitator:

Michelle Axson, Principal

#### Participants:

All K-5th grade teachers

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

On going staff development opportunities

#### **Person or Persons Responsible**

all classroom teachers

#### **Target Dates or Schedule**

3 times a year if not more

#### **Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G1.B1.S1**

Classroom observations, student data, Teacher created Science Resource Notebook

#### **Person or Persons Responsible**

Michelle Axson, the Principal

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

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

**G2.** For the 2013-2014 school year, it is the goal of Marion Charter to achieve an increase of 10% or higher (63%) in the percentage of students in grades 3-5 who achieve a Level 3 or above on their FCAT reading tests as compared to the 2012-2013 school year.

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

**G2.B1.S1** Teachers will provide more intensive instruction in non-fiction reading, an area of particular need from our examination of the data. Non-fiction libraries have been purchased for all classrooms and additional teacher materials have also been provided. A computer lab was set up this year for all students to access researched reading activities on a daily basis. Our ESE consultant 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. Teachers were also provided with updated common core reading curriculum and materials that will be beneficial to both the students and staff.

### **Action Step 1**

FCAT, Pre/mid/post school selected tests, FAIR, County Benchmarks, FCAs

#### **Person or Persons Responsible**

Michelle Axson, Principal, Kelly Kaminski, ESE Consultant, and teachers will monitor reading data to determine effectiveness of reading programs and strategies.

#### **Target Dates or Schedule**

Pre/mid/ and post year

#### **Evidence of Completion**

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

#### **Facilitator:**

Michelle Axson, the Principal

#### **Participants:**

All K-5th Grade teachers

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

FCAT, Pre/mid/post school selected tests, FAIR, County Benchmarks, FCAs

#### **Person or Persons Responsible**

Michelle Axson, Principal, Kelly Kaminski, ESE Consultant, and teachers will monitor reading data to determine effectiveness of reading programs and strategies.

#### **Target Dates or Schedule**

Pre/mid/and post year

#### **Evidence of Completion**

Close analysis of FCAT, Pre/mid/post school selected tests, FAIR, County Benchmarks, FCAs

### **Plan to Monitor Effectiveness of G2.B1.S1**

FCAT, Pre/mid/post school selected tests, FAIR, County Benchmarks, FCAs

#### **Person or Persons Responsible**

Michelle Axson, Principal, Kelly Kaminski, the ESE Consultant, and teachers will monitor for effectiveness

#### **Target Dates or Schedule**

Pre/mid/and post year

#### **Evidence of Completion**

FCAT, Pre/mid/post school selected tests, FAIR, County Benchmarks, FCAs

**G3.** In the 2013-14 school year, our goal is to achieve an increase of 10% or higher (68%) in the percentage of students in grades 3-5 who achieve a Level 3 or above on their mathematics FCAT tests as compared to the 2012-2013 school year.

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

**G3.B1.S1** Title 1 paraprofessionals will assist the teacher with small groups and individual tutoring directed by the classroom teacher. After school tutoring is provided 2 days a week by our 5th grade teacher. A computer lab was set up this year for students to access researched based math activities on a daily basis.

### **Action Step 1**

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

#### **Person or Persons Responsible**

Michelle Axson, the Principal, and Kelly Kaminski, the ESE Consultant will be responsible for implementing and monitoring the action step.

#### **Target Dates or Schedule**

Pre/Mid/and Post year

#### **Evidence of Completion**

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

#### **Facilitator:**

Michelle Axson, the Principal

#### **Participants:**

All K-5th grade teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

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

#### **Person or Persons Responsible**

Michelle Axson, the Principal, and Kelly Kaminski, the ESE Consultant, will monitor for fidelity of implementation.

#### **Target Dates or Schedule**

Pre/Mid/and Post year

#### **Evidence of Completion**

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

### **Plan to Monitor Effectiveness of G3.B1.S1**

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

#### **Person or Persons Responsible**

Michelle Axson, the Principal, and Kelly Kaminski, the ESE Consultant, will monitor for effectiveness as well as the classroom teacher.

#### **Target Dates or Schedule**

Pre/Mid/ and Post year and after any assessments

#### **Evidence of Completion**

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

**G4.** In the 2013-14 school year, Marion Charter will show at least a 10% increase or higher (75%) of students scoring proficient (3.5 or higher) in writing. Last year, Marion Charter School only had 40% of the students scoring a proficient rating.

**G4.B1** The effectiveness of instructional strategies for teaching writing was a barrier. Different teachers were using different curriculums to teach writing. This caused a barrier from grade level to grade level on the effectiveness of writing strategies that were taught. Many of our low achieving students struggle with the writing process, which causes them to score a non-proficient score on the FCAT writing test.

**G4.B1.S1** All classroom teachers will be provided "Writer's Workshop" curriculum to instruct students in writing. This curriculum meets all criteria of the writing process and allows students on all levels to be successful at writing.

### **Action Step 1**

Teachers will be provided a school wide writing curriculum called "Writer's Workshop".

#### **Person or Persons Responsible**

All classroom teachers

#### **Target Dates or Schedule**

Currently

#### **Evidence of Completion**

Teachers will submit student data to Michelle Axson, the principal, on a monthly basis so that she can monitor the overall effectiveness of the program. Teachers will monitor student success on a weekly basis.

#### **Facilitator:**

Michelle Axson, the Principal

#### **Participants:**

All K-5th grade teachers

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Weekly Writing assessments, county Demand Writing tests, FCAT Writing tests.

#### **Person or Persons Responsible**

Michelle Axson, Principal, and Kelly Kaminski, the ESE and Gifted Consultant

#### **Target Dates or Schedule**

weekly and monthly

#### **Evidence of Completion**

Weekly writing assessment scores, County Demand Writings, teacher observations, and FCAT Writing scores

### **Plan to Monitor Effectiveness of G4.B1.S1**

Weekly and monthly writing assessments, FCAT Writing tests, and County Demand Writing scores.

#### **Person or Persons Responsible**

Michelle Axson, Principal, and Kelly Kaminski, the ESE and Gifted consultant

#### **Target Dates or Schedule**

weekly and monthly

#### **Evidence of Completion**

Weekly and monthly writing assessments, FCAT Writing tests, and County Demand Writing scores.



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

#### Nutrition Programs

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

#### Housing Programs

Not applicable

#### Head Start

Not Applicable

#### Adult Education

Not applicable

#### Career and Technical Education

Not applicable

#### Job Training

Not applicable

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** For the 2013-14 school year, Marion Charter will show an increase of 10% or higher in the percentage of students scoring a level 3 or higher on the FCAT Science test. Last year, Marion Charter only had 45% of students scoring a level 3 or higher.

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

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

### PD Opportunity 1

Implementation of staff development courses as well as providing instructional materials that will enhance lessons and student performance.

#### Facilitator

Michelle Axson, Principal

#### Participants

All K-5th grade teachers

#### Target Dates or Schedule

at least 3 times a year if not more.

#### Evidence of Completion

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

**G2.** For the 2013-2014 school year, it is the goal of Marion Charter to achieve an increase of 10% or higher (63%) in the percentage of students in grades 3-5 who achieve a Level 3 or above on their FCAT reading tests as compared to the 2012-2013 school year.

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

**G2.B1.S1** Teachers will provide more intensive instruction in non-fiction reading, an area of particular need from our examination of the data. Non-fiction libraries have been purchased for all classrooms and additional teacher materials have also been provided. A computer lab was set up this year for all students to access researched reading activities on a daily basis. Our ESE consultant 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. Teachers were also provided with updated common core reading curriculum and materials that will be beneficial to both the students and staff.

### **PD Opportunity 1**

FCAT, Pre/mid/post school selected tests, FAIR, County Benchmarks, FCAs

#### **Facilitator**

Michelle Axson, the Principal

#### **Participants**

All K-5th Grade teachers

#### **Target Dates or Schedule**

Pre/mid/ and post year

#### **Evidence of Completion**

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

**G3.** In the 2013-14 school year, our goal is to achieve an increase of 10% or higher (68%) in the percentage of students in grades 3-5 who achieve a Level 3 or above on their mathematics FCAT tests as compared to the 2012-2013 school year.

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

**G3.B1.S1** Title 1 paraprofessionals will assist the teacher with small groups and individual tutoring directed by the classroom teacher. After school tutoring is provided 2 days a week by our 5th grade teacher. A computer lab was set up this year for students to access researched based math activities on a daily basis.

### **PD Opportunity 1**

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

#### **Facilitator**

Michelle Axson, the Principal

#### **Participants**

All K-5th grade teachers

#### **Target Dates or Schedule**

Pre/Mid/and Post year

#### **Evidence of Completion**

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

**G4.** In the 2013-14 school year, Marion Charter will show at least a 10% increase or higher (75%) of students scoring proficient (3.5 or higher) in writing. Last year, Marion Charter School only had 40% of the students scoring a proficient rating.

**G4.B1** The effectiveness of instructional strategies for teaching writing was a barrier. Different teachers were using different curriculums to teach writing. This caused a barrier from grade level to grade level on the effectiveness of writing strategies that were taught. Many of our low achieving students struggle with the writing process, which causes them to score a non-proficient score on the FCAT writing test.

**G4.B1.S1** All classroom teachers will be provided "Writer's Workshop" curriculum to instruct students in writing. This curriculum meets all criteria of the writing process and allows students on all levels to be successful at writing.

### **PD Opportunity 1**

Teachers will be provided a school wide writing curriculum called "Writer's Workshop".

#### **Facilitator**

Michelle Axson, the Principal

#### **Participants**

All K-5th grade teachers

#### **Target Dates or Schedule**

Currently

#### **Evidence of Completion**

Teachers will submit student data to Michelle Axson, the principal, on a monthly basis so that she can monitor the overall effectiveness of the program. Teachers will monitor student success on a weekly basis.

## Appendix 2: Budget to Support School Improvement Goals