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Marion Technical Institute

1614 E FORT KING ST, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Gary Smallridge

Start Date for this Principal: 8/23/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission for MTI is to strengthen academics through classroom activities that engage students in learning. Teachers, and students, diligently work to increase the number of national certifications earned in the CTE courses enabling students to be more employable. The school gives students the opportunity to apply their learning through a variety of authentic experiences. MTI is dedicated to offering rigor, relevance and relationships. Rigor is the challenge offered to students in academics and career education. Relevance is tying together what the students are learning based on their expressed interests. The last is relationship which is building positive connections between teachers, students, parents, school and community.

Provide the school's vision statement.

To be a nationally recognized school of choice by providing the highest quality academic and technical education for all of our students in order to positively influence our community.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Marion Technical institute consists of a population that ranges from students that are deficient in middle school units to students that are graduating that are on a vocational track. Marion Technical Institute also has student that are dual enrolled in Career and Technical Education through Marion Technical College. In order to meet our mission and vision, the school has implemented a process of cross curricular learning. Teachers are encouraged to find the relevance in their standards and how they can help within the scope of the school. Teachers are given the tools to help increase their content area expertise to deliver meaningful instruction to students that are focused on CTE instruction.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Smallridge, Gary	Principal	Provide leadership needed to support the management necessary to administer and supervise all programs, policies and activities of the school to ensure high-quality educational experiences and services for the students in a safe and enriching environment.
Jones, Ronald	Assistant Principal	Oversee and provide coaching to ensure the day-to-day management necessary to administer and supervise all programs, policies and activities of the school to ensure high-quality educational experiences and services for the students in a safe and enriching environment. To provide professional development to teachers and staff to support the growth of student.
Oliver, Natasha	School Counselor	Oversee students progress to fulling their graduation requirements along making sure that their social emotional learning. Mrs. Oliver will monitor the progression of students to ensure that they have the opportunity to be successful beyond high school. Mrs. Oliver serves as the school testing coordinator, and will be responsible for overseeing the training and implementation of state progress monitoring and local testing.
Butler, Daphne	Instructional Coach	Help teachers to provide quality lessons that are standards based and grade appropriate. Instructional Coach will also be responsible for maintaining behavioral standards for students and coaching teachers within the win win philosophy to lesson classroom disruption.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Tuesday 8/23/2022, Gary Smallridge

Total number of students enrolled at the school.

278

Total number of teacher positions allocated to the school.

22

Number of teachers with professional teaching certificates?

19

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

11

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	55	1	42	24	94	216
Attendance below 90 percent	0	0	0	0	0	0	0	0	37	0	4	11	16	68
One or more suspensions	0	0	0	0	0	0	0	0	16	0	3	6	1	26
Course failure in ELA	0	0	0	0	0	0	0	0	55	0	3	10	1	69
Course failure in Math	0	0	0	0	0	0	0	0	32	0	3	10	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	23	0	12	6	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	25	0	11	5	0	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	48	1	33	15	62	159

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	55	1	0	3	0	59
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	0	0	3

Date this data was collected or last updated

Monday 8/29/2022

2021-22 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	41	2	6	12	46	107
Attendance below 90 percent	0	0	0	0	0	0	0	0	32	2	4	7	8	53
One or more suspensions	0	0	0	0	0	0	0	0	4	0	1	4	2	11
Course failure in ELA	0	0	0	0	0	0	0	0	20	1	1	4	3	29
Course failure in Math	0	0	0	0	0	0	0	0	15	0	1	3	1	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	22	2	1	7	1	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	24	2	2	9	1	38
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	33	2	2	7	2	46

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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		46%	51%					46%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								39%	42%
Math Achievement		38%	38%					40%	51%
Math Learning Gains								43%	48%
Math Lowest 25th Percentile								37%	45%
Science Achievement		31%	40%					61%	68%
Social Studies Achievement		41%	48%					71%	73%

Grade Level Data Review - State Assessments

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
08	2022					
	2019	25%	50%	-25%	56%	-31%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	9%	41%	-32%	46%	-37%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	13%	44%	-31%	48%	-35%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
BLK	25	42		9	36						
HSP	30										
WHT	40	47		12	28			40			
FRL	23	41	60	10	27						

2021 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 2019-20	C & C Accel 2019-20
SWD				10			10				
BLK		45			18						
WHT	24	40		18	18		23				
FRL	13	35		8	25		17				

2019 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 2017-18	C & C Accel 2017-18
SWD	15	30		8	9						
BLK	8	64			17						
HSP	45			27			27				
WHT	24	50		8	24		13				
FRL	24	51		11	26	40	14				

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

The Areas of Focus from the 21-22 school year were increasing engagement of students with deficiencies in academics. Progress monitoring for low-performing ESSA groups included instructional walks by the administration to ensure that teachers were aligning the curriculum with tasks that were engaging for the students to show success.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement during the 21-22 school year was ELA Achievement. This area increased in all subgroups from the previous school year. The new action was empower the ELA teacher to use standards based instruction aligned to the students learning needs. Teacher was provided the ability to collaborate with content area teachers that were not on MTI campus.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The greatest need for improvement was in Math with the state average being above 50% and the school being at 11%. The component that is most problematic is the students' misconceptions about what is being asked of them to accomplish. While reviewing the FSA scores of students from the 21-22 school year, there is a pattern of students not being able to apply the appropriate strategies that were taught for mathematical reasoning.

What trends emerge across grade levels, subgroups and core content areas?

The trend that emerged across grade levels, subgroups and core content areas was the students' attendance. Student attendance below 90% was at 31%. This number did include MTI part-time students. When you add in the students that have been retained in the 8th grade those numbers are currently above 80%.

What strategies need to be implemented in order to accelerate learning?

MTI will focus on improving teachers pedagogy. By focusing on the teacher an their content knowledge, it would allow the teacher to help students improve upon skills that they have entered into MTI missing. Teachers will focus on creating lessons that allow students to show mastery of the standard. Teacher collaboration with colleagues of the same content area will be vital for this implementation.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

MTI will offer professional development that will allow for teachers to collaborate with other teachers that are outside of our school. Teachers will be involved with learning walks on other campuses to help teacher give content area instruction that is grade level appropriate.

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students enter MTI with noted deficiencies in their academics. MTI students have been successful when it comes to passing industry certifications tests. The school has identified collaborative planning for its teachers in order for students to have the opportunity to improve in their academic foundation. Teachers understanding the standards and how to implement strategies that will help students improve their knowledge. By giving teachers the opportunity to collaborate with teachers that are in their content area it will improve their lessons. This will help our subgroups that did not have an overall federal index above 41%, those groups were our entire population (Students with Disabilities, Black/African American, Hispanics, White students, Free & Reduced Lunch Students).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers engage in meaningful collaborative planning with peers within their content area, math scores will increase from 9% to 16%. In addition, ELA scores will increase from 11% to 16%. In addition, the federal index for the following subgroups will also increase: Black 8% to 11%, White 24% to 29%, Students with Disabilities 15% to 21%, Economically Disadvantaged 24% to 29%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored through bi-weekly academic meetings with teachers. These meeting will entail lesson plan reviews and comparing those lessons to the district curriculum maps. The goal is to ensure the instruction of standards-based strategies that produce an outcome that can be monitored. Administrators will review district progress monitoring assessments to ensure that students are gaining the knowledge they need to reduce the academic gaps that they have.

Person responsible for monitoring outcome:

Ronald Jones (ronald.jones@marion.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will focus on concept mapping with teacher.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teacher will need to have an understanding of what the students need to learn for each standard. One of the components of concept mapping is to identify major ideas, themes, and interrelationships. This will allow for or teachers to identify what students need to know to master the standard. Then can then scaffold their instruction to ensure that students have the background knowledge to be successful, but still have the tools to master grade level content.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Collaborative Planning with Content Area Peers monthly
2. Bi-monthly curriculum alignment with coach
3. Learning Walks with teachers peer reviewing instruction

These action steps will be monitored at the end of each marking period by looking at students common assessments using the district quarterly assessments for their subject to evaluate if there needs to be any adjustments made to the plan.

Person Responsible Ronald Jones (ronald.jones@marion.k12.fl.us)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

We will progress monitor all ESSA subgroups not meeting the 41% threshold according to the Federal Index by having weekly meetings on each subgroup. This is done by our mentoring program that was established to provide each student access to tools to make them successful.

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students that enter Marion Technical Institute have a goal of being to obtain industry certification through the Career and Technical Education Pathway, or have been retained and enter MTI through the IGNITE program. The school has identified engagement as a critical area because we want students to find the Relevance of the lessons, which in turn will help student engagement. This will help our subgroups that did not have an overall federal index above 41%, those groups were the entire student population (Students with Disabilities, Black/African American, Hispanics, White Students, Free and Reduced Lunch Students).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers engage the students with relevant lessons that incorporate cross-curricular learning based on standards, math scores will increase from 9% to 16%. In addition, ELA scores will increase from 11% to 16%. In addition, the federal index for the following subgroups will also increase: Black 8% to 11%, White 24% to 29%, Students with Disabilities 15% to 21%, Economically Disadvantaged 24% to 29%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through bi-weekly academic and vocational meetings with teachers. These meetings will entail lesson plan reviews to ensure that instruction is standards-based using strategies that producing measurable outcomes. Teachers will have meetings with administration to go over lesson plans and ideas to improve engagement. Administration will be compiling a list of items that will be used during classroom walk through's that will help teachers address the relevance and engagement of the lessons they observe.

Person responsible for monitoring outcome:

Natasha Oliver (natasha.oliver@marion.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will focus on framing the lesson and authentic student engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will need to introduce the students to the standard that they are teaching. This introduction will follow similar patterns that students learn when they are in their Career Technical Education classes. By framing the lesson teacher can relate the lesson to something that is relevant to the students. This will in turn foster authentic student engagement within the lesson.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monthly Professional Development (1st Understanding the Standards- Curriculum Maps)
2. Bi-monthly curriculum alignment with a program specialist
3. Learning Walks with teachers outside of MTI

Teachers have been assigned classroom to visit outside of our campus. Mr. Jones arrange for teachers to visit other schools to see teachers that are strong in engagement within there curriculum. This will help teacher build the capacity they need to give students the help with relevance and engagement. We will monitor this action by providing administration with a monitoring form that can calculate these area's by teacher. This will help the teacher to notice what lessons they need more engagement on, and administration notice any schoolwide practices that need to be adjusted.

Person Responsible

Ronald Jones (ronald.jones@marion.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

We will progress monitor all ESSA subgroups not meeting the 41% threshold according to the Federal Index by having weekly meetings on each subgroup. This is done by our mentoring program that was established to provide each student access to tools to make them successful.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

MTI has implemented mentors for students in the IGNITE program. These mentors meet with students each week and also contact parents on a weekly basis. The data that will be collected to help with parent engagement will be the tracking of the parent conferences via phone that occur. We will also monitor parent engagement by the attendance at our parent workshops that will take place on a monthly basis that will be open to the public.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

This area will be communicated to stakeholders by monthly MTI new letters that will inform parents of events happening and attendance issues. This will also give parents a forum to give feedback through survey that will be included in the newsletter. Students will have the opportunity to display positive accomplishments within the news letter.

Describe how implementation will be progress monitored.

The implementation will be monitored on a weekly basis with the mentor meetings that happen with students. The mentors meet with administration on a bi-weekly basis to update them on concerns that they have with students. Teacher leaders will meet once a month to ensure that a great newsletter is provided to the stakeholders to ensure that we are creating a warm and inviting environment.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
<ol style="list-style-type: none"> 1. Create Mentor/Mentee Groups 2. Introduce these groups to staff, students, parents 3. Meet with staff to explain the purpose of mentor groups 	Butler, Daphne, daphne.butler@marion.k12.fl.us
<p>MTI Newsletter</p> <p>The newsletter will be the basis for providing families with updated information about programs and community engagement events happening. We will be prepared to give all students the opportunity to participate in these events with their parents.</p>	Oliver, Natasha, natasha.oliver@marion.k12.fl.us