

North Marion High School

151 W HIGHWAY 329, Citra, FL 32113

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">79%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">44%</p>

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for North Marion High School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To prepare our students in an atmosphere of encouragement, enthusiasm, and excellence for further education, future employment, and effective citizenship.

b. Provide the school's vision statement.

Engaging, enriching, and empowering today's students to become tomorrow's leaders.

2. School Environment

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

The following are some of the school wide means used to encourage relationship building between teachers and students: the administration conducts climate surveys; each student completes a student information sheet for each class; staff members volunteer as club sponsors, athletic coaches, and after-school tutors; staff members also volunteer at dances, Grad Bash, and prom. In addition to each of these, individual teachers each have unique ways they go about building relationships with our students. Administration and staff are maintaining a consistent focus on building relationships with students by spending time in PLCs discussing positive relationships and keeping track on a Google Sheets document of relationships established between staff and students.

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

North Marion High School provides students with a safe environment by ensuring adequate supervision at all times. School wide behavioral expectations are taught, modeled, and reinforced throughout the school year.

There are thorough plans for responses to emergency situations that may occur including fire, inclement weather, weapons on campus, dangerous person on campus, bomb threats, etc. Drills are conducted multiple times during the school year.

A discipline committee is established and meets regularly for the purpose of examining policy, procedures, and making recommendations for any changes as necessary.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

North Marion High School has school-wide expectations which are:

Do What's Right!

Do Your Best!

Treat Others the way you want to be Treated!

Students are encouraged to follow these school-wide expectations throughout the school day in any

given situation. When students follow the school-wide expectations, they will be successful at North Marion High School in all facets of their school life. These expectations can apply to any situation, even at home. Parents are encouraged to discuss these expectations with their children. Expectations are consistent with the feeder schools and are taught from an early age within the feeder school pattern.

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

North Marion High Synergy Team meets every Thursday to discuss current data on at risk students as well as positives/challenges from the previous week. The Synergy Team consists of school psychologist, assistant principals, deans, guidance counselors, behavioral specialist, resource compliance specialist, and social workers. The ultimate goal for each meeting is to walk away from the table with identifiable needs and an action plan for any struggling student.

3. Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	35	43	62	60	200
One or more suspensions	0	0	0	0	0	0	0	0	0	21	23	17	25	86
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	60	50	42	15	167
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	117	121	52	24	314

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	75	74	78	55	282

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

Student Success Time: This is allocated time that is provided each Friday during which students receive additional assistance in any academic area(s) as needed.

Problem Solving Team (Synergy Team): Members of this team mentor seniors that are at risk academically.

Intensive Courses: Students are placed in an intensive reading and/or math class if they score a level 1 or 2 on the state assessment.

Interventions used in the classroom setting include:

Reading: Reading Plus, Fastforward, Rewards

Math: Algebra Nation, Successmaker

Writing: DBQ and Demand Writing

Behavior: Character Development Academy, Check in/ Check out, Mentor

Piloting Write Score program that will assess FSA Writing student samples consistent with the state FSA rubric and provide feedback to teachers while also providing support with lesson plans and data analysis plans.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

To increase parental involvement North Marion High school uses the school website, Connect 5 system, Twitter, and School Way application as a communication tool. Parents are encouraged to attend conferences, open houses, SAC meetings, and orientations. Student reports cards are distributed quarterly and parents can utilize Parent Portal to track student academic progress along with state assessment scores and attendance. The school mission and vision are listed on our website and are included on a number of documents provided to parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The administration actively seeks communication with local business leaders in an effort to establish business partnerships. The principal meets regularly with local community leaders to share the goals and progress of the school and to seek input and support from the community. Members of the community are encouraged to participate in the School Advisory Committee and are offered ways in which they can provide resources to support the school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Brown, Elizabeth	Principal
Spencer, Dana	Other
Miller, William	Other
Tucker, Donald	Other
Stover, Stephanie	Instructional Media
Galvan, David	School Counselor
Hisey, Allan	Assistant Principal
Fritch, Michael	Assistant Principal
Pope, John	Dean
Casciato, Cristina	Dean

b. Duties

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

School Administration provides a common vision for understanding data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Guidance Counselors participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; and provide professional development and technical assistance for problem-solving activities.

The Assistant Principal of Discipline participate in collection, interpretation, and analysis of data, facilitate development of intervention plans, provide support for intervention fidelity and documentation, and provide professional development and technical assistance for problem-solving activities.

Select General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with SAT team to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as lesson planning and co-teaching.

Professional Development Specialist provide guidance on the K-12 reading plan; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning for teachers.

Social Workers/Social Worker Assistants provide interventions for students. They work with child-serving community agencies to support the child's academic, emotional, behavioral, and social success.

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

Members of the MTSS leadership team at North Marion High School are directly involved in the development of the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The MTSS Leadership Team at NMHS provides support in the following ways: (1) provides strong administrative support to ensure commitment and resources (2) facilitates strong teacher support to share in the common goal of improving student performance and/or behavior and (3) leads in building staff support, internal capacity, and sustainability over time.

Title I Part A - N/A

Title I – Part C – Migrant Program:

District funds are used to purchase:

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

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

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

Title I –Part D- Neglected and Delinquent

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

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

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

Supplemental Academic Instruction (SAI)

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

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

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

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

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

Head Start: Pre-Kindergarten program offered at selected school sites

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

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julie Vaden	Parent
Lori Roberts	Parent
Ola Brown	Teacher
Melinda Brown	Parent
Kimberly James	Parent
Tamara Givner	Parent
James Mosher	Parent
Carrie Mosher	Parent
Karen Moats	Parent
Cordell Moats	Student
Justin Shirley	Student
John Shirley	Parent
Barry Mansfield	Business/Community
Stacy Monroe	Parent
Mitzi Smith	Parent
April Rountree	Parent
Elizabeth Brown	Principal
John Pope	Education Support Employee
Michael Fritch	Education Support Employee
Cristina Casciato	Education Support Employee
Alan Hisey	Education Support Employee
Eric Ostanik	Education Support Employee
Dianna Thompson	Education Support Employee
David Gool	Teacher
Tammy Alvarez	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC members will participate in a workshop in which we will brainstorm the best strategies for the goals addressed in the School Improvement Plan.

b. Development of this school improvement plan

The School Advisory Council (SAC) will actively participate in the creation and revision of the School Improvement Plan. They will make suggestions and give feedback about the programs that are currently being utilized at North Marion High School.

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

SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change.

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

N/A

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

Yes

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

The school will schedule and conduct monthly SAC meetings at times when parents are able to attend. We will continue to send out voice message recordings that invites and encourages parents to come be a part of the SAC committee.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Elizabeth	Principal
Heck, Stacey	Psychologist
Ostanik, Eric	Dean
	Dean
Ross, Jessica	School Counselor
Galvan, David	School Counselor
Stover, Stephanie	Instructional Media
Brown, Ola	Teacher, K-12
Fritch, Michael	Assistant Principal
Hisey, Allan	Assistant Principal
Pope, John	Dean
Casciato, Cristina	Dean

b. Duties

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

The LLT actively provides students with instruction/tutoring during the school day based on specific student needs. They incorporate differentiated instruction and utilize strategies to connect the diverse learners to the material while equipping students with the skills to become proficient in reading. They maximize community support by incorporating events/activities that provide opportunities for parents to participate in the learning with their child.

D. Public and Collaborative Teaching

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

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

Collaborative planning is scheduled so there is a school-wide commitment to teacher planning. Planning time is set aside for teachers by grade, subject, and course. In the event that there is a need for training or collaboration that involves an entire grade level or subject area this time will be used so that individual planning time will not be encroached.

- Horizontal Collaboration (1st Tuesday of the month) – Grade levels will work together in areas that the grade level identifies in order to support all teachers and students at the grade level. Grade levels will collaborate according to the posted Horizontal Collaboration chart detailing the list of teachers for each grade and the location of each grade.
- Focused Collaboration (2nd and 4th Tuesday) – Course specific collaboration will be scheduled every other week to facilitate planning for instruction at the course level. If there is more than one teacher teaching a course the teachers are to get together to review curriculum maps, instructional material, etc. Teachers who teach more than one course should alternate Focused Collaboration dates so that maximum collaboration can be achieved. Focused Collaboration is scheduled planning time. Absence from school is the only reason a teacher would not attend.
- Vertical Collaboration (3rd Tuesday of the month) – Subject areas will work together to share best practices, work on incorporating effective reading strategies in the subject areas and ensure that there are common expectations from 9th to 12th grade. Teachers will be grouped according to Common Core subjects and Lead Teachers will conduct district required training during this time.

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

Teachers seeking employment complete an online application through the Marion County Public School Personnel Office. Once the Personnel office posts available positions, prospective teachers can then apply for the positions in which they have an interest and qualifications. School level principals select a group of highly qualified persons to interview. The interview process includes the principal and an assistant principal. The interview team may also include a representative from the department.

In an effort to retain highly qualified teachers, the district provides a mentorship program for new and beginning teachers where they are paired with an experienced staff member. In addition, we provide additional support at the school level. The Assistant Principal of Instruction, Elizabeth Brown , oversees the new teacher mentoring program at North Marion High School.

With a focus on continuous improvement for each member of the instructional staff, implementation of the MCIES teacher evaluation system is monitored by the Administrative team on an ongoing basis.

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

All returning staff members are encouraged to support and meet the needs of teachers who are joining our staff.

Staff Mentors are staff members who are paired with new or experienced teachers who have transferred to North Marion High School. Their role is to be available to assist with general procedures and directions for teachers. They are assigned by proximity and/or subject area depending on the experience of the teacher new to North Marion High School. During the summer months, professional development is offered to all new teachers in the form of a new teacher academy that consists of sessions concerning classroom management, writing effective lesson plans, and a general orientation to the school.

TBD

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Through committees, there is a district review of multiple research based instructional materials and programs which align with the Florida standards. In addition classroom instruction and lesson plans are monitored by school based administration and mentor/lead teachers.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Administration in a combined effort with staff uses evidence from the analysis of FCA results, District Benchmark Assessment results, Learning Checks, End of Course Exams, FSA results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.

Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers. Based on an analysis of the data, best practices are identified and shared. Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction. Instructional software programs along with internet based instructional web sites such as Rewards, ReadingPlus, Write Score, and Achieve 3000 are also utilized. In a PLC, teachers discuss best practices and research different methods of providing instruction to students on non-mastered skills.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 8,625

With a focus on graduating students in a timely manner, we utilize the PLATO program. It is an online credit recovery program used to provide credit or GPA deficient students the opportunity to recover credits and/or earn grade forgiveness as necessary.

Strategy Rationale

This allows credit or grade deficient students the opportunity to graduate from high school in a timely manner.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

The number of students who earned credit during the summer session along with the number of total credits generated.

Strategy: Summer Program

Minutes added to school year: 3,000

Algebra I Boot Camp is a program designed to give additional support to students who did not successfully pass the Algebra I End of Course Exam.

Strategy Rationale

To give additional support to students to prepare them for the Algebra I End of Course Exam retakes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Attendance records for the Algebra 1 Boot Camp and Algebra I End of Course Exam scores.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

North Marion High School has developed a comprehensive program that encompasses 9th Grade Preview Day which is held annually for incoming 9th grade students. It allows them to become familiar with the campus and meet key members of the administrative team. During the preview, students are assigned to ambassadors that are selected by staff member. Students are given pertinent information about graduation requirements, the AICE program, student network accounts, school-wide expectations, school culture, and extracurricular sports/activities.

Throughout attendance at NMHS, all students are carefully monitored in an effort to ensure college readiness. Guidance Counselors and Deans are assigned by grade levels which assist in the monitoring of students academically and/or behaviorally. Deans work with students to develop a post-graduation plan so that each student has a plan before leaving NMHS.

The district hosts an annual Career and College Expo specifically designed for 12th grade students and parents. In addition all 12th Grade students at NMHS are provided the opportunity to attend presentations from a variety of colleges/universities throughout the school year.

b. College and Career Readiness

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

Guidance counselors are assigned to students by graduation class and move up with students during their time at NMHS. This allows students to develop a relationship with their guidance counselor and allows the guidance counselor to closely monitor and support each student's course of study.

North Marion High School offers the following:

- College and Career Lab that helps coordinate all college and career activities
- Senior page on the school website that shares pertinent information about scholarships
- College bulletin board that displays pertinent college information
- Guest Speakers from Universities and Colleges

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

The vocational classes offered at NMHS provide a variety of opportunities for students to see relationships between subjects and relevance to their future.

The career and technical educations and industry certifications programs are the following:

- Agriscience and Natural Resources Education - Animal Science and Services
- Diversified Education (Cooperative Education) - Job Preparatory
- Business and Information Technology - Digital Design and Web Design
- Health Science Education - Allied Health Assisting
- Industrial Education - Automotive Service Technology and Television Production
- Public Service Education - Criminal Justice

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

North Marion High School has taken the following initiatives to integrate career and technical education with academic courses which has supported student achievement.

- Biotechnology classes support Biology and Chemistry
- Agriculture classes integrate with Biology and Environmental Science
- Joint projects between Allied Health and Television Production are being formed

Students are scheduled into more challenging courses based on their ability. Student are given PERT to determine Career and College Readiness and are scheduled accordingly. Student are encouraged to complete 3 years of vocational classes to complete industry certification.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded through out the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

All students are carefully monitored to ensure all students have an opportunity to be college ready upon graduation. Deans work with students on their post-graduation plan so that each student who graduates has a plan before leaving NMHS.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** North Marion High School will continue the school-wide emphasis on rigorous instruction to improve student performance on state assessments, and ensure the opportunity for academic success for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. North Marion High School will continue the school-wide emphasis on rigorous instruction to improve student performance on state assessments, and ensure the opportunity for academic success for all students. 1a

G095858

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Algebra I EOC Pass Rate	35.0
Geometry EOC Pass Rate	58.0
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Follow up on rigorous instruction professional development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration
- Professional Development Specialist

Plan to Monitor Progress Toward G1. 8

Teachers will use rigorous instruction in the classrooms to include literacy, collaboration, and differentiation.

Person Responsible

Elizabeth Brown

Schedule

Weekly, from 8/10/2017 to 5/1/2018

Evidence of Completion

Weekly classroom walkthroughs, FCA data, quarterly benchmark assessments, learning checks, Florida Assessments, End of Course exams, and FSA data.

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. North Marion High School will continue the school-wide emphasis on rigorous instruction to improve student performance on state assessments, and ensure the opportunity for academic success for all students.

1

G095858

G1.B1 Follow up on rigorous instruction professional development 2

B258032

G1.B1.S1 Teachers will be provided professional development that will address rigorous instruction. 4

S273136

Strategy Rationale

If teachers receive professional development on rigorous instructions they can apply what they have learned into their lesson plans and lesson delivery.

Action Step 1 5

Teachers will participate in a book study focusing on relationship building between educators and students.

Person Responsible

Elizabeth Brown

Schedule

Biweekly, from 8/10/2017 to 5/1/2018

Evidence of Completion

Weekly walkthroughs

Action Step 2 5

Teachers will be provided professional development training on rigorous instruction.

Person Responsible

Elizabeth Brown

Schedule

Quarterly, from 8/10/2017 to 5/1/2018

Evidence of Completion

Student work

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

Administrators will conduct weekly walkthroughs to ensure that teachers are using rigorous instruction.

Person Responsible

Elizabeth Brown

Schedule

Weekly, from 8/10/2017 to 5/1/2018

Evidence of Completion

Engagement and focus on student learning in the classrooms and student work.

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

Monitor FSA and Benchmark data

Person Responsible

Michael Fritch

Schedule

Weekly, from 8/10/2017 to 5/1/2018

Evidence of Completion

Improved scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M392980	Teachers will use rigorous instruction in the classrooms to include literacy, collaboration, and...	Brown, Elizabeth	8/10/2017	Weekly classroom walkthroughs, FCA data, quarterly benchmark assessments, learning checks, Florida Assessments, End of Course exams, and FSA data.	5/1/2018 weekly
G1.B1.S1.MA1 M392978	Monitor FSA and Benchmark data	Fritch, Michael	8/10/2017	Improved scores	5/1/2018 weekly
G1.B1.S1.MA1 M392979	Administrators will conduct weekly walkthroughs to ensure that teachers are using rigorous...	Brown, Elizabeth	8/10/2017	Engagement and focus on student learning in the classrooms and student work.	5/1/2018 weekly
G1.B1.S1.A1 A366594	Teachers will participate in a book study focusing on relationship building between educators and...	Brown, Elizabeth	8/10/2017	Weekly walkthroughs	5/1/2018 biweekly
G1.B1.S1.A2 A366595	Teachers will be provided professional development training on rigorous instruction.	Brown, Elizabeth	8/10/2017	Student work	5/1/2018 quarterly

V. Professional Development Opportunities

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

G1. North Marion High School will continue the school-wide emphasis on rigorous instruction to improve student performance on state assessments, and ensure the opportunity for academic success for all students.

G1.B1 Follow up on rigorous instruction professional development

G1.B1.S1 Teachers will be provided professional development that will address rigorous instruction.

PD Opportunity 1

Teachers will participate in a book study focusing on relationship building between educators and students.

Facilitator

Elizabeth Brown

Participants

All teachers

Schedule

Biweekly, from 8/10/2017 to 5/1/2018

PD Opportunity 2

Teachers will be provided professional development training on rigorous instruction.

Facilitator

School base administrators

Participants

All Teachers

Schedule

Quarterly, from 8/10/2017 to 5/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in a book study focusing on relationship building between educators and students.				\$1,618.68
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - North Marion High School	Title II		\$1,618.68
2	G1.B1.S1.A2	Teachers will be provided professional development training on rigorous instruction.				\$0.00
					Total:	\$1,618.68