Marion County Public Schools

North Marion Middle School

2018-19 Schoolwide Improvement Plan

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North Marion Middle School

2085 W HIGHWAY 329, Citra, FL 32113

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

North Marion Middle School will provide a quality academic program that prepares students to become responsible and successful in our global society.

Provide the school's vision statement.

Striving for academic excellence in student performance through empowering students to take ownership of their learning.

School Leadership Team

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

Name	Title
Norton, Keven	Assistant Principal
Mobley, Dawn	Principal
Gamoneda, Sheila	Assistant Principal
Smith, Donna	Dean
Jones, Cynthia	Instructional Coach

Duties

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

Dawn Mobley - Principal - The role and responsibility of the principal is to analyze and monitor progress of students and staff as it relates to daily activities.
Sheila Gamoneda - APC - works with teachers, students and parents to promote instructional strategies that will meet the needs of all students
Cynthia Jones - CAS - The Content Area Specialist will serve as support for our teachers in curriculum mapping and instructional strategies.
Keven Norton - APD - works with teachers, students and parents to promote instructional strategies, and elicit behavioral support that will meet the needs of all students.
Donna Smith - Dean - The dean will serve as support for our teachers in intervention and behavior strategies.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	26	39	36	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	30	24	22	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	6	28	69	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	0	0	0	172	181	175	0	0	0	0	528

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	102	167	160	0	0	0	0	429

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	11	0	0	0	0	11
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 8/10/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	12	18	21	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	30	22	24	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	11	30	23	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	0	0	0	92	100	99	0	0	0	0	291

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	60	58	46	0	0	0	0	164

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	12	18	21	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	30	22	24	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	11	30	23	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	0	0	0	92	100	99	0	0	0	0	291

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	60	58	46	0	0	0	0	164

Part II: Needs Assessment/Analysis

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

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

Data from the 8th grade FCAT science assessment reveals that we have declined by 10% in the past three years. In 2015/16, 43% of our students were proficient. In 2016/2017, we fell to 35% and then again in 2017/2018 we dropped to 33% proficiency. With this declining trend, this is our direct area of focus for the 2018/2019 school year.

Which data component showed the greatest decline from prior year?

The greatest decline from the 16-17 school year to the 17-18 school year came from 8th grade FCAT science which was 2% (35% to 33% proficiency) however, it is an overall 10% drop from the 2015/2016 school year.

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

Our 8th grade FCAT Science scores have declined from 35% proficiency in 2017 to 33% proficiency in 2018 This is the largest gap compared to the state's 50% proficiency rating.

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

ELA in grades 6-8 has shown the most improvement. The trend for ELA has been increasing in the past three years. For 6th grade we have improved from 38% proficiency in 2015-2016, with that percentage the same in 2016-2017; however in 2017-2018 we improved to 40% proficiency. For 7th grade we have improved from 31% proficiency in 2015-2016, to 35% in 2016-2017; and then 38% in 2017-2018. In 8th grade for 2015-2016 we were 44% proficient, 2016-2017 40% proficiency and then 2017-2018 improved to 42% proficiency. Overall, our subgroups and lowest quartile improved 5% in learning gains.

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

The use of iReady diagnostic assessments, in addition to other data points, allowed for continuous monitoring of students' progression. This data is used to promote assessment of student placement of

appropriate reading levels. Lessons were tailored to the meet the needs of the students based on the indicators found from the diagnostic assessment. In addition, all science and social studies teachers were trained in Content Area Reading Professional Development (CARPD). Teachers used these strategies to work on reading comprehension within the subject area. After school tutoring was made available for all students struggling in all core subject areas.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	40%	47%	53%	38%	44%	52%
ELA Learning Gains	52%	50%	54%	42%	46%	53%
ELA Lowest 25th Percentile	46%	45%	47%	35%	39%	45%
Math Achievement	41%	52%	58%	37%	47%	55%
Math Learning Gains	55%	61%	57%	44%	50%	55%
Math Lowest 25th Percentile	41%	52%	51%	40%	38%	47%
Science Achievement	33%	46%	52%	43%	45%	50%
Social Studies Achievement	60%	66%	72%	46%	58%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	26 (12)	39 (18)	36 (21)	101 (51)
One or more suspensions	30 (30)	24 (22)	22 (24)	76 (76)
Course failure in ELA or Math	6 (11)	28 (30)	69 (23)	103 (64)
Level 1 on statewide assessment	172 (92)	181 (100)	175 (99)	528 (291)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	44%	-4%	52%	-12%
	2017	38%	44%	-6%	52%	-14%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	38%	43%	-5%	51%	-13%
	2017	35%	42%	-7%	52%	-17%
Same Grade Comparison		3%				
Cohort Comparison		0%				
08	2018	42%	49%	-7%	58%	-16%
	2017	40%	48%	-8%	55%	-15%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		2%				
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	31%	42%	-11%	52%	-21%
	2017	31%	37%	-6%	51%	-20%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	37%	49%	-12%	54%	-17%
	2017	28%	47%	-19%	53%	-25%
Same Grade Comparison		9%				
Cohort Comparison		6%				
08	2018	39%	43%	-4%	45%	-6%
	2017	28%	43%	-15%	46%	-18%
Same Grade Comparison		11%				
Cohort Comparison		11%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	33%	46%	-13%	50%	-17%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	61%	64%	-3%	71%	-10%
2017	66%	64%	2%	69%	-3%
Compare	-5%				

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	57%	36%	62%	31%
2017	82%	53%	29%	60%	22%
Compare		11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	54%	46%	56%	44%
2017	90%	48%	42%	53%	37%
Compare		10%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	35	35	10	36	32	10	30			
ELL	15	40	55	10	41	47	13	31			
BLK	26	47	43	27	48	37	20	46	82		
HSP	46	52	50	44	59	50	43	57	79		
MUL	51	44		51	63		25	85			
WHT	46	55	47	48	56	40	36	68	72		
FRL	37	49	44	38	53	40	32	56	73		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	39	39	5	33	31	10	34			
ELL	13	35	42	10	31	39	13	52			
BLK	22	37	37	20	41	41	17	49	40		
HSP	42	50	38	32	39	32	33	76	55		
MUL	43	54		39	57		30	62			
WHT	49	51	42	46	51	40	57	75	61		
FRL	33	45	38	29	45	40	30	63	48		

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

Areas of Focus:

Activity #1	
Title	Science - 8th grade
Rationale	Previous data on FCAT Science indicates that there has been a steady decline in proficiency on the 8th grade FCAT Science assessment. In 2016, NMMS proficiency was at 43%. In 2017, it dropped to 35% and in 2018 to 33%.
Intended Outcome	If North Marion Middle teachers consistently review and engage students in the FCAT Science Standards for 8th grade by infusing the 6th and 7th grade standards, we will see growth from 33% to 50% proficiency on the 8th grade FCAT science assessment.
Point Person	Donna Smith (donna.smith@marion.k12.fl.us)

Action Step	
Description	As a department, along with our Content Area Specialist and Administration, the current curriculum will be revised to align the 6th and 7th grade standards within the 8th grade curriculum. A deeper understanding of these standards will be reviewed throughout the school year in 8th grade science.
Person Responsible	Dawn Mobley (dawn.mobley@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Teachers will continue to assess students using the QSMA and routine standards based quizzes to ensure that the standards that are taught are then mastered. Item Specifications will be reviewed quarterly for alignment and depth of knowledge for standards taught.
Person Responsible	Donna Smith (donna.smith@marion.k12.fl.us)

Activity #2	
Title	Math 6-8
Rationale	Based on data from previous years, math has shown a decline overall. Basic skills in 6th grade are found to be lacking. For this reason we are implementing iReady online as an intervention.
Intended Outcome	If NMMS math teachers consistently deliver the Florida Standards aligned instruction in math, utilize iReady with fidelity, monitor students' progress, and have data chats with the students, then student understanding and proficiency will increase in the following grades as measured by FSA data. Grade 6 - baseline 31% with target 52% Grade 7 - baseline 37% with target 54% Grade 8 - baseline 39% with target 45%
Point Person	Cynthia Jones (cynthia.jones@marion.k12.fl.us)

Action Step	
Description	Implementation of iReady diagnostic assessments (AP1, AP2, and AP3) and online intervention (minimum of 45 minutes per week) in class will be conducted in grades 6, 7, and 8. Progress monitoring will be continued weekly as to determine areas of weakness or concern.
Person Responsible	Cynthia Jones (cynthia.jones@marion.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Progress monitoring will be continued weekly from the online interventions as to determine areas of weakness or concern.
Person Responsible	Cynthia Jones (cynthia.jones@marion.k12.fl.us)

Part IV: Title I Requirements

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

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

North Marion Middle School uses the following to open the lines of communication with parents and stakeholders of the school: parent liaison, parent family nights, Skylert, school and teacher websites, and the Middle School Years quarterly newsletter. In our Guidance Office, there is a resource room full of information and ways to help parents with the open line of communication with the school. These resources help to build positive relationships with all stakeholders.

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

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

NMMS offers a variety of means for students dealing with social-emotional needs. The Guidance Office can refer students/parents to outside counseling agencies. The Guidance Office also identifies students who are in need of small-group counseling sessions, for a variety of reasons that take place on school campus/during school hours. In collaboration with the Student Management Office, the Guidance Office identifies students who need to participate in our mentor program. We have several teachers who volunteer to act as mentors to students throughout the year.

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

NMMS visits the feeder-pattern elementary schools during the month of May, to speak to the incoming 6th graders about the expectations of our school. We also invite the incoming 6th graders to an orientation event, in the month of May, in order to allow them a chance to acclimate with their surroundings. In August, we host an orientation event where the students receive their schedule and have an opportunity to visit their classes in addition to meeting their teachers. Students who are transitioning to the 9th grade are presented with information in regards to the many opportunities available to them for their high school choices. An assembly is held where the magnet program is discussed. During the month of May, North Marion High School's administrative team and guidance counselors come to NMMS to discuss options at NMHS and to select classes for their 9th grade year.

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.

NMMS utilizes information from staffings, data meetings, synergy meetings, parent conferences, information from Grants and Federal Programs, and district office information to align all available resources. Person Responsible – Mrs. Mobley. Meetings will take place as needed and as part of our Intervention Strategies. Mrs. Mobley will track inventory of support, assignment of funding support, expenditures, and outcomes as it relates to problem solving activities.
Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

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

NMMS provides a "Look into Your Future" night for parents and students in our community. The counselors review requirements for middle school and opportunities that are offered at the high schools in Marion County. In addition, this year we have invited those from the community to come in and talk with our students about their career. It is called "STEAMspirations".
NMMS obtains information from the various high schools to deliver the multitude of opportunities for our students as they leave us and move on to high school. The high schools present their offerings to our students, and then a parent night is provided at each high school for parents to become educated in the variety of opportunities for their child.
At NMMS we believe it is our responsibility to open our students' eyes to the various careers, so we offer the prerequisites in Business, Computers Applications, Coding, Health Occupations, Agriculture, TV production, Art and Music.

Part V: Budget

Total:	$226,505.00