

Marion County Public Schools

North Marion Middle School



2019-20 Schoolwide Improvement Plan

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North Marion Middle School

2085 W HIGHWAY 329, Citra, FL 32113

[no web address on file]

Demographics

Principal: James Johnson

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (49%) 2016-17: C (44%) 2015-16: C (41%) 2014-15: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<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	Job Duties and Responsibilities
Jones, Cynthia	Instructional Coach	The Content Area Specialist will serve as support for our teachers in curriculum mapping and instructional strategies. MDT member.
Mobley, Dawn	Principal	The role and responsibility of the principal is to analyze and monitor progress of students and staff as it relates to daily activities.
Gamoneda, Sheila	Assistant Principal	Assistant Principal for Curriculum works with teachers, students, and parents to promote instructional strategies that will meet the needs of all students. MDT member.
Tucker, Tamara	Dean	The dean will serve as support for our teachers in intervention and behavior strategies. MDT team member.
Norton, Keven	Assistant Principal	The Assistant Principal for Discipline works with teachers, students and parents to promote instructional strategies, and elicit behavioral support that will meet the needs of all students. Lead facilitator for MTSS process and MTD.

Early Warning Systems

Current Year

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	258	267	270	0	0	0	0	795	
Attendance below 90 percent	0	0	0	0	0	0	23	42	33	0	0	0	0	98	
One or more suspensions	0	0	0	0	0	0	37	41	33	0	0	0	0	111	
Course failure in ELA or Math	0	0	0	0	0	0	9	21	20	0	0	0	0	50	
Level 1 on statewide assessment	0	0	0	0	0	0	64	89	59	0	0	0	0	212	

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	133	130	181	0	0	0	0	444	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - 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	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 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	102	167	160	0	0	0	0	429	

Prior Year - 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	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 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	102	167	160	0	0	0	0	429

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	49%	54%	38%	45%	52%
ELA Learning Gains	51%	54%	54%	46%	48%	54%
ELA Lowest 25th Percentile	43%	46%	47%	39%	36%	44%
Math Achievement	49%	54%	58%	34%	47%	56%
Math Learning Gains	56%	58%	57%	45%	54%	57%
Math Lowest 25th Percentile	45%	50%	51%	39%	45%	50%
Science Achievement	34%	46%	51%	35%	44%	50%
Social Studies Achievement	65%	70%	72%	67%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	258 (0)	267 (0)	270 (0)	795 (0)
Attendance below 90 percent	23 (26)	42 (39)	33 (36)	98 (101)
One or more suspensions	37 (30)	41 (24)	33 (22)	111 (76)
Course failure in ELA or Math	9 (6)	21 (28)	20 (69)	50 (103)
Level 1 on statewide assessment	64 (172)	89 (181)	59 (175)	212 (528)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	45%	-6%	54%	-15%
	2018	40%	44%	-4%	52%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	40%	46%	-6%	52%	-12%
	2018	38%	43%	-5%	51%	-13%
Same Grade Comparison		2%				
Cohort Comparison		0%				
08	2019	48%	50%	-2%	56%	-8%
	2018	42%	49%	-7%	58%	-16%
Same Grade Comparison		6%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	46%	-2%	55%	-11%
	2018	31%	42%	-11%	52%	-21%
Same Grade Comparison		13%				
Cohort Comparison						
07	2019	35%	49%	-14%	54%	-19%
	2018	37%	49%	-12%	54%	-17%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
08	2019	54%	41%	13%	46%	8%
	2018	39%	43%	-4%	45%	-6%
Same Grade Comparison		15%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	35%	44%	-9%	48%	-13%
	2018	33%	46%	-13%	50%	-17%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	65%	-3%	71%	-9%
2018	61%	64%	-3%	71%	-10%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	54%	42%	61%	35%
2018	93%	57%	36%	62%	31%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	51%	49%	57%	43%
2018	100%	54%	46%	56%	44%
Compare		0%			

Subgroup Data

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	10	32	26	19	45	30	9	27			
ELL	12	47	64	29	48	43		61			
BLK	24	43	38	29	51	41	18	49	38		
HSP	38	55	50	50	57	54	30	69	70		
MUL	61	54		72	68		55	70			
WHT	57	55	46	61	57	42	46	74	68		
FRL	40	50	40	46	54	43	30	64	63		
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		

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
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		

ESSA Data

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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Data from the 8th grade FCAT science assessment reveals that we have declined by 10% in the past three years. In 2015/2016 43% of our students were proficient. In 2016/2017, we fell to 35% and then again in 2017-2018 we dropped to 33% proficiency. In 2018-2019 we increased our proficiency to 35%; however, with this declining trend of low proficiency, this again is our direct area of focus for the 2019-2020 school year. Factors that contributed to the previous years' decline are representative of standards from 6th and 7th grade not infused into the 8th grade curriculum.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Data reveals that our 7th grade math had the greatest decline from the 2018-2019 school year. We dropped from 37% to 35% proficiency. We are 14% below the district average, and are aware that our students have come to us with a lack of basic knowledge in math in 6th grade. The trends that factor into this decline are lacking knowledge of time tables, and factoring. As a result, we are working on intervention strategies to support our students in all areas of math, with a focus on the two mentioned above.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Data reveals that our 7th grade math had the greatest gap which was 19% below the state average. On average we have seen a decline in basic math skills. With that said, in all 5 of the reporting categories we were deficient. However, we received 50% of the possible points earned in Number Systems (6/12) and Ratio and Proportions (4/8).

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

Data reveals that our 8th grade math students excelled this year. In comparison to the previous year, we increased by 15%. In comparison with the state average, we were 9% higher. This year we incorporated more hands-on, and inquiry based activities. Bringing in real-world activities provided the much needed incentive for learning and mastery.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

For the 2019-2020 school year, we will focus on decreasing our Level 1 students by 10%, which would account for approximately 21 students in grades 6-8.

Also, we will focus our resources on decreasing our suspension rate, by using our MDT team, by an overall 10%. This is approximately eleven students, but realizing that these are also students who scored a level 1 on FSA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 7th grade Math
2. 6th grade Reading
3. 8th grade science
4. Students With Disabilities - All categories
5. African American Students - All categories

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Math 6-8
Rationale	Based on data from previous years, math has shown a decline overall. Basic foundational skills that are necessary for higher levels of math in secondary education are lacking in 6th grade, and for this reason we are implementing iReady online as an intervention.
State the measurable outcome the school plans to achieve	<p>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 as measured by FSA data.</p> <p>Grade 6 - baseline 44% with target of 55%</p> <p>Grade 7 - baseline 35% with target of 54%</p> <p>Grade 8 - baseline 54% with target of 75%</p>
Person responsible for monitoring outcome	Keven Norton (keven.norton@marion.k12.fl.us)
Evidence-based Strategy	iReady online instruction is the evidence-based strategy that will be used as supplemental remediation for our lowest 25%.
Rationale for Evidence-based Strategy	The district provides the diagnostic assessment three times a year for us to track growth. While using the online version during the 2018-2019 school year, we had significant improvement in our 6th grade FSA math proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development will be provided through Curriculum Associates. 2. Each math teacher will be provided a chromebook cart for use with iReady. 3. All students will complete a diagnostic assessment to target areas in need of improvement. 4. Students will then complete supplemental iReady instruction for 45 minutes per week with fidelity. 5. Teachers will use iReady data to provide small group support as needed by individual students.
Person Responsible	Cynthia Jones (cynthia.jones@marion.k12.fl.us)

#2	
Title	Reading 6-8
Rationale	For the 2018-2019 school year, data revealed that reading proficiency dropped. In reporting categories, it reveals that in the area of integration of knowledge and ideas, and key ideas and details students were less than 50% proficient.
State the measurable outcome the school plans to achieve	<p>If ALL NMMS teachers consistently deliver the Florida Standards aligned instruction in reading/content, monitor students' progress through iReady diagnostic, QSMA's, and writing; and have data chats with their students, then student understanding and proficiency will increase in the area of "Integration of Knowledge and Ideas" as measured by FSA data.</p> <p>6th grade - 39% - with target of 54%</p> <p>7th grade - 40% - with target of 52%</p> <p>8th grade - 48% - with target of 56%</p>
Person responsible for monitoring outcome	Dawn Mobley (dawn.mobley@marion.k12.fl.us)
Evidence-based Strategy	Higher order questioning and discussion strategies will be implemented in all subject areas.
Rationale for Evidence-based Strategy	Use of Higher Order Questioning will increase rigor to assist students in moving through Costa's Three Levels of Thinking to Increase Inquiry; which requires integration of knowledge and ideas.
Action Step	
Description	<ol style="list-style-type: none"> 1. District Professional Development 2. Monthly school-based professional development 3. Weekly collaboration planning by subject, and grade level 4. Instructional Coaching 5. Review of lesson plans and use of learning walks
Person Responsible	Cynthia Jones (cynthia.jones@marion.k12.fl.us)

#3	
Title	8th Grade Science
Rationale	Previous data on FCAT science indicates that there has been a steady decline in proficiency on the 8th grade FCAT science assessment. In 2018, it dropped to 33% proficiency. With the state average at 48%, we need to improve our proficiency.
State the measurable outcome the school plans to achieve	If NMMS science 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 35% to 48% on the 8th grade FCAT science assessment.
Person responsible for monitoring outcome	Sheila Gamoneda (sheila.gamoneda@marion.k12.fl.us)
Evidence-based Strategy	As a department, along with our Content Area Specialist and Administration, and District support, the current curriculum will followed and 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.
Rationale for Evidence-based Strategy	By utilizing various resources, teachers will be better able to infuse the standards that are usually not taught within the 8th grade physical science curriculum. District program specialist will assist teachers with evidence-based strategies that may be found in other schools for student success. Content area specialist will work with teachers on reading strategies for science comprehension.
Action Step	
Description	<ol style="list-style-type: none"> 1. Convene all science teachers 2. Break down standards with test item specifications 3. Work together during subject area and grade level collaboration - 2x per month 4. Evaluate success on QSMA for Earth Space, Life, and Physical Science to determine any review needed 5. Look at data from CSMA to determine review for overall success
Person Responsible	Sheila Gamoneda (sheila.gamoneda@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Federal Index Subgroups: ELL, SWD, and African American students are included in this priority. For ELL students, ESOL paraprofessionals will work one-on-one with students in deficient areas. Our students with disabilities will also have one on one time with paraprofessionals and Inclusion teachers. In all classes, our African American students will receive support from teachers and paraprofessionals in their areas of weakness.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Our site-based Parent & Family Engagement Plan (PFEP) will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Title I Annual Meeting

To provide an explanation of Title I and begin the ongoing discussion of school-wide participation and of its link to student achievement.

August 2019

Parent Math Information Night

Parents are taught strategies so they can work with their students at home.

October 2019

Reading, Writing, and Study Skills

Parents are taught strategies so they can work with their students at home.

September 2019

Parent Science Information Night with on campus-student day activities

Discovery Science Center will present various engaging activities relating to earth/space, life, and physical science.

January 2020

Trip Around the WorldSS teachers will provide a "virtual fieldtrip" which will provide "real world" experiences to various places in the world.

March 2020

PFEP Goal: If we provide capacity building strategies to parents and families that address and promote positive home environments, then the at home environment will foster continued learning linked to core subjects and social emotional learning (SEL) strategies as measured by local assessments and data.

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.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.

Crisis Response Resources:

Information and resources to assist parents and educators help students through a time of crisis:

Talking to Children About Violence: Tips for Parents and Teachers

Bullies and Victims: A Primer for Parents

When Grief/Loss Hits Close to Home: Tips for Caregivers

Care for the Caregiver: Tips for Families and Educators

What You CAN Do - Meaningful Action Matters in the Face of Violence
Helping Children Cope With Traumatic Events
Trauma Informed Care Resources
Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide
Prevención del Suicidio Juvenil: Consejos para Padres y Educadores?

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.

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

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.

MCPS Progression Plan: Middle School: Overall student performance on state/district curriculum content is based on proficiency utilizing district-adopted textbooks and supplemental materials approved for the assigned grade level, as well as district and state assessments. Parents may access their student's electronic instructional materials through the MCPS student desktop portal by using the student's login credentials. Each middle school student should earn three units in middle grades or higher courses in ELA which may include courses earning high school credit. Each middle school student should earn three units in middle school mathematics which may include courses for high school credit. Each middle school student should earn three units in middle grades or higher courses in science including instruction in Earth Science, Life Science, and Physical Science. Each middle school student should earn three units in middle grades or higher courses in social studies, which shall include the study of government, economics, geography, and history (including World, US, and Florida History).

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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.

MCPS Student Progression Plan: Middle school CTE programs are open to all students and do not discriminate on the basis of race, color, national origin, religion, sex, age, disability, marital status, pregnancy, sexual orientation, or genetic information in its educational programs, services, or activities. Middle school CTE courses are designed to provide an articulated link between the career awareness programs of the middle school and the comprehensive CTE programs of the high school. Middle school CTE programs shall adhere to course descriptions and student performance standards as established by the Florida Department of Education (FLDOE).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math 6-8	\$0.00
2	III.A.	Areas of Focus: Reading 6-8	\$0.00
3	III.A.	Areas of Focus: 8th Grade Science	\$0.00
Total:			\$0.00