

Marion County Public Schools

North Marion High School



2020-21 Schoolwide Improvement Plan

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North Marion High School

151 W HIGHWAY 329, Citra, FL 32113

[no web address on file]

Demographics

Principal: Carol Sales

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 (52%) 2017-18: C (52%) 2016-17: C (45%) 2015-16: C (43%)
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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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>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">68%</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;">47%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Livengood, Danielle	Principal	<p>The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need; and communicates with parents as necessary.</p>
Spencer, Dana	School Counselor	<p>The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.</p>
Stover, Stephanie	Instructional Media	<p>The Media Specialist has the ability to use skills necessary in curriculum design and alignment, planning, organizing, and analyzing data, supervision, problem-solving, and public relations. Selects, organizes, administers, and utilizes instructional media, equipment, and technology. Integrates the resources and services of the library media program with the ongoing instructional program. Assists students and school personnel in the effective use of media. Groups dynamic skills in the context of cultural diversity. Has knowledge of subject content, teaching theories, methods and practice, current research, and trends, and knowledge of the unique needs, growth patterns, and characteristics of the students served.</p>
Galvan, David	School Counselor	<p>The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.</p>
Fritch, Michael	Assistant Principal	<p>The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.</p>

Name	Title	Job Duties and Responsibilities
Pope, John	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Curtis, Debra	Dean	The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families
Waters, David	Dean	The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families
Sales, Carol	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Ross, Jessica	School Counselor	The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Name	Title	Job Duties and Responsibilities
Bush, Stacey	Instructional Coach	The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

Demographic Information

Principal start date

Sunday 7/1/2018, Carol Sales

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 (52%) 2017-18: C (52%) 2016-17: C (45%) 2015-16: C (43%)
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 .	

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	0	0	0	0	353	370	347	317	1387
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	102	74	78	17	271
One or more suspensions	0	0	0	0	0	0	0	0	0	0	73	52	49	40	214
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	12	88	118	107	325
Course failure in Math	0	0	0	0	0	0	0	0	0	0	12	96	132	115	355
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	91	87	82	90	350
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	4	35	114	153

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	39	16	23	23	101

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

Date this data was collected or last updated

Wednesday 8/19/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	367	307	317	257	1248
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	94	102	104	394
One or more suspensions	0	0	0	0	0	0	0	0	0	87	82	76	55	300
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	60	14	8	12	94
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	81	89	62	311

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	235	179	178	138	730

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

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	367	307	317	257	1248
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	94	94	102	104	394
One or more suspensions	0	0	0	0	0	0	0	0	0	87	82	76	55	300
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	60	14	8	12	94
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	81	89	62	311

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	235	179	178	138	730

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

Part II: Needs Assessment/Analysis

School Data

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	41%	46%	56%	37%	43%	53%
ELA Learning Gains	46%	48%	51%	41%	46%	49%
ELA Lowest 25th Percentile	41%	39%	42%	38%	40%	41%
Math Achievement	36%	40%	51%	32%	37%	49%
Math Learning Gains	46%	43%	48%	32%	38%	44%
Math Lowest 25th Percentile	42%	37%	45%	29%	37%	39%
Science Achievement	54%	61%	68%	49%	59%	65%
Social Studies Achievement	73%	71%	73%	68%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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
09	2019	42%	50%	-8%	55%	-13%
	2018	40%	46%	-6%	53%	-13%
Same Grade Comparison		2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	36%	46%	-10%	53%	-17%
	2018	40%	46%	-6%	53%	-13%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	64%	-12%	67%	-15%
2018	49%	61%	-12%	65%	-16%
Compare		3%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	70%	1%	70%	1%
2018	71%	69%	2%	68%	3%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	54%	-26%	61%	-33%
2018	44%	57%	-13%	62%	-18%
Compare		-16%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	51%	-14%	57%	-20%
2018	34%	54%	-20%	56%	-22%
Compare		3%			

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	18	39	38	21	29	17	35	45		72	32
ELL	13	34	36	13			18				
BLK	24	40	40	18	31	29	35	59		86	52
HSP	49	50	35	38	48	50	49	76		69	67
MUL	38	46		25	18		54	50			
WHT	47	47	44	43	52	50	64	80		79	71
FRL	36	44	39	30	41	33	49	67		74	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	16	35	29	15	25	27	16	46		86	50
ELL	12	35	40							80	
BLK	19	37	33	19	28	26	28	54		95	53
HSP	47	53	43	45	50		50	68		85	73
MUL	13	45		40							
WHT	51	49	31	48	49	35	60	85		88	81
FRL	35	44	33	34	41	29	43	70		85	67
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	5	29	29	7	22	29	9	33		71	13
ELL	20	50			36					60	
BLK	18	30	31	20	26	23	33	50		89	21
HSP	42	49	52	33	41	46	46	70		83	33
MUL	32	22		22	20					100	50
WHT	45	44	38	37	33	30	56	72		80	48
FRL	31	38	38	28	31	30	48	63		81	33

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

ESSA Federal Index	
OVERALL Federal Index – All Students	52
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	524
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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.

The lowest performance component is math proficiency - algebra and geometry. Of the students tested in algebra and geometry, only 36% scored a level 3-5. 23% of the 493 assessed students entered the 18-19 school year (no state assessments were taken in 19-20 due to COVID-19) as a level 1 based on the 17-18 assessment. The proficient 9th graders took algebra (and sometimes geometry) in 7th and 8th grade.

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

The data component which showed the greatest decline is the graduation rate. The graduation rate decreased from 90% in 17-18 to 79% in 18-19. The graduation rate used to determine the 18-19 school grade (no state assessments were taken in 19-20 due to COVID-19) is

based on year lag data from the student cohort that began high school in the 2014-2015 school year. We attribute the decrease in graduation rate for that cohort to a shortage of relevant, engaging instruction over the last few school years. This is why we are focusing on increasing relevance and engagement this school year.

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.

The component with the greatest gap when compared to state average is grade 10 ELA. The state average for grade 10 ELA is 53%, while North Marion High's grade 10 ELA proficiency rate is 36%, a difference in 17 percentage points. Lessons were not consistently aligned to state standards.

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

The data component which showed the most improvement was math learning gains in the lowest quartile, which grew by 10 percentage points. These improvements were made because our inclusion teachers collaborated diligently with our math teachers to provide adequate support and monitor progress.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The three subgroups that did not meet the minimum performance criteria set (41%) by ESSA are students with disabilities (35%), english language learners (23%), and minority students (39%).

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

1. Increase attendance rate
2. Increase learning gains in math and ELA.
3. Increase achievement level in biology
4. Deliver quality instruction aligned to standards through relevance and reflection.
5. Reading, writing, and speaking with purpose in every class, every day.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

All North Marion High School students will routinely engage in rigorous and relevant learning through WICOR strategies in all content areas during this current school year.

Measurable Outcome:

The AVID Site team and at least 50% of teachers throughout the school will routinely use WICOR strategies in the AVID Elective, AVID-Site-Team instructed, and core academic courses by the end of the school year 2020-2021. The use of these strategies with fidelity will lead to increases in the following target areas: Math learning gains will increase from 46% to 50%, ELA learning gains will increase from 46% to 50%, and student achievement on the Biology EOC will increase from 52% proficiency to 55%. Furthermore, the three subgroups that did not meet the minimum performance criteria (41%) set by ESSA, which are students with disabilities (35%), English language learners (23%) and minority students (39%), will increase to 41%.

Person responsible for monitoring outcome:

Danielle Livengood (danielle.livengood@marion.k12.fl.us)

Evidence-based Strategy:

AVID WICOR Strategies - Teachers are expected to include WICOR in instruction weekly. WICOR: Writing, inquiry, collaboration, organization and reading.

Rationale for Evidence-based Strategy:

We will collect data from all teachers that will be using WICOR through classroom observations, examples from lessons, teacher/student evidence. There is no established baseline as we haven't used WICOR in our school previously so the baseline is no WICOR being used currently. We have introduced AVID and WICOR to our faculty. We will be introducing the site team members and training teachers on Focused Note taking and WICOR strategies in pre-school. There will be trainings throughout the school year on WICOR strategies.

Action Steps to Implement

Principal, SLT or site administrators will ensure(s) processes are in place to monitor, coach, and adjust the implementation of professional learning, and professional learning is embedded in daily routines, through PLCs and mentoring. All teachers will engage in professional learning of AVID strategies and structures with an emphasis on the WICOR strategies during the current 20-21 school year.

Person Responsible

Danielle Livengood (danielle.livengood@marion.k12.fl.us)

The school promotes college going culture where AVID Elective/Excel Elective students and AVID Site Team instructed students believe their teachers expect them to attend college and be career ready, as evidenced by student surveys by the end of the current 2020-2021 school year.

Person Responsible

Stacey Bush (stacey.bush@marion.k12.fl.us)

The following budget items are directly tied to our area of focus:

- A Title I paraprofessional will target students in the lowest quartile and work with them to close achievement gaps and build morale.
- A site-based Content Area Specialist will provide frequent and ongoing professional learning to teachers for the implementation of WICOR strategies in the classroom to increase student engagement, achievement, and morale.
- Interactive panels, document cameras, and Chromebooks will serve as technology tools and resources

in the classroom enabling teachers to differentiate learning and more effectively engage students through multiple learning strategies. Chromebooks will also facilitate online learning more efficiently.

- The AVID conference provided teachers and administrators with opportunities to learn the AVID way of work, learn how to implement WICOR strategies across the curriculum, and use the learning strategies to increase student engagement and achievement.

Person Responsible Danielle Livengood (danielle.livengood@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The administrative team will conduct walk through observations to provide frequent coaching to teachers. The coaching includes the alignment of grade level lessons with state standards while providing plenty of praise and recognition.

To target student attendance rates, the school's Multi-Disciplinary Team will meet twice a month to discuss students with early warning indicators. The team will be composed of the assistant principal of discipline, guidance counselors, student service managers, school psychologist, and school social worker. To assist with increasing student attendance rates, a social worker assistant will be part of the team. The role of the social worker assistant will be to specifically monitor student attendance. Students with less than 90% attendance will be addressed by the social worker assistant in the form of parent contact, notices via mail and Skylert phone, email, and text messages, and home visits.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We plan to build positive relationships with parents, families, and other community stakeholders through a variety of initiatives. We connect with the community through the counselors in the community program, which gives students and parents the opportunity to speak with guidance counselors at local churches or community centers to discuss schedules, post-secondary opportunities, and action plans. We also host family nights at our feeder elementary and middle schools, and have several local church members providing mentorship programs to students. Parents and business owners are also active in our School Advisory Council.

A positive culture for students and staff at North Marion High is built through our continued focus on our school-wide expectations known as The Big Three: Do what's right, do your best, and treat others the way you want to be treated. These principles are broadcast every morning on the morning announcements, modeled in the classroom by teachers, and posted throughout the school. They foster an environment of collaboration and trust among students and staff.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00