

Marion County Public Schools

Forest High School



2022-23 Schoolwide Improvement Plan

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Forest High School

5000 SE MARICAMP RD, Ocala, FL 34480

[no web address on file]

Demographics

Principal: Lamar Rembert

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2021-22 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: B (56%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Forest High School

5000 SE MARICAMP RD, Ocala, FL 34480

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Forest High School Community is committed to providing the skills and education necessary for students to reach their full potential.

Provide the school's vision statement.

The Forest High School educational environment encourages school-to-career skill development and post-secondary education by providing a wide variety of core and elective courses, as well as sports and activities.

Forest High School provides a safe learning environment in which students can be successful as individuals, as members of a team, and within the community.

Forest High School fosters open communication between the school and home, and encourages family involvement.

Forest High School teachers are provided staff development opportunities to master technologies and instructional strategies to improve student performance.

Forest High School promotes an equal opportunity learning environment and encourages all students to respect the cultural diversity of others.

Forest High School provides motivation and encouragement to students to help them achieve their goals.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Rembert, Bernard	Principal	<p>The Principal is the driving force and instructional leader of the school. The Principal provides a common vision for the use of data-based decision-making. The Principal 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. Also, the Principal facilitates 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. The Principal is a resource for the community and communicates with parents as necessary.</p>
Wade, 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, they assist the Principal in the assessment of school staff, assist with the monitoring of implementation of intervention and necessary documentation, and assist 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>
Willis, Tara	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, they assist the Principal in the assessment of school staff, assist with the monitoring of implementation of intervention and necessary documentation, and assist 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>
Stopyra, David	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, they assist the Principal in the assessment of school staff, assist with the monitoring of implementation of intervention and necessary documentation, and assist 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	Position Title	Job Duties and Responsibilities
Cook, Emily	Other	<p>The Content Area Specialist for AVID assists teachers with the interpretation and implementation of the BEST Standards in conjunction with implementation of the AVID strategies in classrooms. Instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. Also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.</p>
Crawford, John	Magnet Coordinator	<p>The Magnet Coordinator assists teachers with the interpretation and implementation of the College and Career Advanced Placement and Entrepreneurship programs and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. Also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.</p>
Powell, Steven	Dean	<p>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. 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.</p>
West, Katherine	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. 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>
Telford, Ecliff	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-</p>

Name	Position Title	Job Duties and Responsibilities
		based decision making activities. 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.
Moody, Tracy	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. 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.
Stopyra, Courtney	Other	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. Also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development. Will also facilitate our new teacher orientation induction program.

Demographic Information

Principal start date

Friday 7/1/2022, Lamar Rembert

Number of teachers with a 2022 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.*

5

Number of teachers with a 2022 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.*

29

Total number of teacher positions allocated to the school

108

Total number of students enrolled at the school

2,357

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

18

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

18

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	556	599	510	475	2140	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	89	118	131	149	487	
One or more suspensions	0	0	0	0	0	0	0	0	0	142	131	128	71	472	
Course failure in ELA	0	0	0	0	0	0	0	0	0	202	146	114	103	565	
Course failure in Math	0	0	0	0	0	0	0	0	0	258	211	215	89	773	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	109	120	85	1	315	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	161	162	92	1	416	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	230	196	206	148	780

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Tuesday 7/12/2022

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	0	610	534	513	498	2155
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	169	206	184	173	732
One or more suspensions	0	0	0	0	0	0	0	0	0	0	134	114	85	59	392
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	214	215	119	85	633
Course failure in Math	0	0	0	0	0	0	0	0	0	0	293	221	158	77	749
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	122	94	71	95	382
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	91	73	120	124	408
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	270	249	195	143	857

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	22	22	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	610	534	513	498	2155	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	169	206	184	173	732	
One or more suspensions	0	0	0	0	0	0	0	0	0	134	114	85	59	392	
Course failure in ELA	0	0	0	0	0	0	0	0	0	214	215	119	85	633	
Course failure in Math	0	0	0	0	0	0	0	0	0	293	221	158	77	749	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	122	94	71	95	382	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	91	73	120	124	408	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	270	249	195	143	857	

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	22	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	46%	51%				58%	46%	56%
ELA Learning Gains	53%						50%	48%	51%
ELA Lowest 25th Percentile	41%						42%	39%	42%
Math Achievement	40%	38%	38%				49%	40%	51%
Math Learning Gains	45%						43%	43%	48%
Math Lowest 25th Percentile	46%						25%	37%	45%
Science Achievement	59%	31%	40%				75%	61%	68%
Social Studies Achievement	69%	41%	48%				73%	71%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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
2022					
2019	74%	64%	10%	67%	7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	70%	2%	70%	2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	54%	-18%	61%	-25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	51%	5%	57%	-1%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	36	28	21	44	41	16	21		85	29
ELL	15	45	45	19	50	56	21	20		100	52
ASN	76	73								100	73
BLK	28	40	37	14	38	44	30	44		88	57
HSP	46	54	52	35	42	46	49	62		95	64
MUL	53	54	25	41	47		57	68		96	38
WHT	64	56	40	49	49	52	68	77		95	81
FRL	41	45	36	30	43	41	45	54		92	65
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	34	26	14	16	23	35	24		82	47
ELL	20	32	24	10	23	24	37	18		100	95
ASN	73	62					92			100	93
BLK	32	45	41	20	23	34	42	43		87	87
HSP	49	49	29	37	21	19	59	61		97	87
MUL	60	52	15	45	9		67	54		94	94
WHT	62	55	50	42	23	29	69	74		96	88
FRL	39	45	35	27	21	28	49	52		91	83
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	25	38	38	26	29	15	52	36		88	21
ELL	18	35	32	24	20		50	56			
ASN	61	35		45			91	90			
BLK	37	41	36	24	29	14	48	52		89	27
HSP	49	49	38	43	35	12	69	76		85	48
MUL	40	50	40	58	48		76	65		93	64
WHT	67	53	47	59	49	35	82	79		96	57
FRL	46	44	34	37	35	16	67	63		89	37

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	622
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
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	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	63
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Three year trend shows a decrease in proficiency levels in the Biology EOC.

Three year trend shows that Forest High School still has not reached pre-pandemic proficiency levels on all but one state assessment (10th grade ELA proficiency).

Students with disabilities fall below the 41 percent threshold as indicated by ESSA. African- American students continue to perform their peers as evidenced by achievement levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in Algebra. Twenty-seven percent of Forest High School students scored proficient on the 21-22 Algebra End of Course Exam. The two prior years prior saw proficiency rates at 37% (2019) and 28% (2021). There is also a need to increase Biology scores which fell to 58 % which is, 16 percent from the pre-pandemic total of 74 percent.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students were able to make learning gains in Math, however, providing more practice with grade level standards based instruction will push students toward proficiency.

Actions taken for improvement:

Inclusion teachers will push in to assist with our students with disabilities in specified classes.

Increase collaboration between our Math teachers to share best practices from our veteran teachers to our newer teachers to High School math.

A renewed focus through Professional Development on student tasks aligned to standards and the use of state adopted resources will help strengthen the proficiency levels for that subject area.

Required training on the new BEST standards in order to retool instructional practices.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The learning gains for students in Math as well as learning gains for students in the Math bottom quartile showed the most improvement. There was an increase 23 percent in students making learning gains and 19 percent increase in students making learning gains in the bottom quartile.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We identified and communicated which students made up the bottom quartile.

We implemented boot camps for all students during the day prior to testing.

Had super 6 planning days for algebra and geometry to focus on QSMA data.

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

Collaboration practices and planning time will be focused on task alignment and meeting the rigor of the standard. Required attendance by all ELA and Math teachers on the new BEST standards. Teachers will be supported with coaching on campus as they navigate the new standards.

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

Professional development will continue to focus on students reading and writing to learn, peer collaboration, inquiry, and organization.

Professional development will be provided on students tasks aligned to the rigor of the standards.

Professional development will be provided on formative assessment and how it can be used as a tool for measuring student mastery and adjustments to lessons.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Tutoring will be available in Math on campus before and after school.

Intensive Math instructor and specifically scheduled classes targeting the bottom quartile.

The use of district provided interventions Math 180, Read 180, Reading Plus.

Coaching cycles for selected teachers in need of extra support.

Instructional Rounds for peer collaboration and review of instructional practice.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

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

Our current level of performance is 40%, as evidenced in 2021-2022 proficiency on the FSA Geometry and Algebra assessments which is a gain of 3% from the scores we previously attained in the 2020-2021 school year. We expect our performance level to be 45% by the end of the 2022-2023 school year.

There are a high percentage of students who are scoring below the proficiency level on the FSA prior to enrollment in Geometry and Algebra when entering high school. If the rigor of instructional practices aligned to the appropriate level of standards would occur, and our teachers implement with fidelity AVID WICOR Strategies, we should notice an increase in our FSA State assessment scores from 40% to 45%.

Measurable Outcome:

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

The percent of all students achieving Geometry and Algebra proficiency will increase from 40% to 45%, as measured by the FSA Geometry and Algebra assessments. Specifically, students in the three ESSA subgroups of SWD, ELL, and Black students will increase their proficiency level by 10%.

Monitoring:

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

1. Daily formative progress monitoring tools, that will show trends across campus of instructional practices in the classrooms. This data will be shared and discussed with teachers for feedback purposes.
2. Data digs of district level progress monitoring results on a quarterly basis.
3. Non evaluative coaching classroom visits.
4. Collaborative planning focused on "how the standards will be taught and how will we know if the students achieved learning goals." These meetings will be documented and attended by administration.
5. Three subgroups will be monitored independently with a specific focus on growth from one progress monitoring period to the next.

Person responsible for monitoring outcome:

Bernard Rembert (bernard.rembert@marion.k12.fl.us)

Evidence-based Strategy:

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

Teachers will utilize collaborative teaching approaches that include higher order questioning, collaborative learning, and formative assessment to monitor progress. Extra collaborative planning time will be given to Math teachers. Data digs will be utilized often to assess progress.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting

Innovative teaching styles are proven by research to work with struggling students. Collaborative planning time for teachers is a best practice and

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

lends itself to student success in the classroom. Using data to plan next lesson steps is a research based strategy to enhance student growth.

Action Steps to Implement

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

Working with our teachers during collaborative planning sessions, data digs, and through feedback to facilitate conversations on how students will be taught and selecting tasks that are aligned to the standards.

Person Responsible

Bernard Rembert (bernard.rembert@marion.k12.fl.us)

Utilizing the AVID WICOR Strategies of; Writing, Inquiry, Collaboration, Organization, and Reading on a daily basis to push the level of rigor to the depth of the standard so that standards based mastery can be achieved.

Person Responsible

Michael Wade (michael.wade@marion.k12.fl.us)

Further develop our positive school culture with PBIS Strategies and Attendance Interventions to encourage students to be in attendance and on time. This will decrease the gaps in their standards based instruction.

Person Responsible

David Stopyra (david.stopyra@marion.k12.fl.us)

If routine feedback is given to teachers on the evidence retrieved from classroom observations in relation to task alignment with standards and higher order questioning, then improvement in instructional practices can become routine.

Person Responsible

Bernard Rembert (bernard.rembert@marion.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 55%, as evidenced in 2021-2022 proficiency on the FSA ELA assessment which is an increase of 1% from the scores we previously attained in the 2020-2021 school year. We expect our performance level to be 59% by the end of the 2022-2023 school year. The area of concern is occurring because of the high percentage of students who are scoring below the proficiency level on the FSA ELA when entering high school. If the rigor of instructional practices aligned to the appropriate level of standards would occur, and our teachers implement with fidelity AVID WICOR Strategies, we should notice an increase in our FSA State assessment scores from 55% to 59%, which is above our pre-pandemic levels.

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

The percent of all students achieving ELA proficiency will increase from 55% to 59%, as measured by the FSA ELA assessment. Specifically, students in the three ESSA subgroups of SWD, ELL, and Black students will increase their proficiency level by 8%.

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

Continuous monitoring of classroom instruction by the leadership team. Follow up with monitoring of classrooms to look for evidence of task alignment with standards and evidence of WICOR strategies. Feedback given to teachers on the evidence retrieved from classroom observations. Collaborative planning sessions facilitated by members of the leadership team and grade level instructional leads focused on student data, task alignment, and standard focused instruction. Data chats with students and all teachers on intervention data/progress for Intensive Reading. Tutoring provided for students in need for ELL and ESE students.

Person responsible for monitoring outcome:

Bernard Rembert (bernard.rembert@marion.k12.fl.us)

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

Teachers will utilize collaborative teaching approaches that include hands on learning, collaborative learning, and formative assessment to monitor progress. Extra collaborative planning time will be given to Intervention teachers. Data digs will be utilized often to assess progress.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the

Innovative teaching styles are proven to work with students approaching proficiency. Collaborative planning time for teachers is a best practice and lends itself to student success in the classroom. Using data to plan next lesson steps is a

resources/criteria used for selecting this strategy. research based strategy to enhance student achievement.

Action Steps to Implement

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

Working with our teachers during collaborative planning sessions, data digs, and through feedback to facilitate conversations on how students will be taught and selecting tasks that are aligned to the standards.

Person Responsible Tara Willis (tara.willis@marion.k12.fl.us)

Utilizing the AVID WICOR Strategies of; Writing, Inquiry, Collaboration, Organization, and Reading on a daily basis to push the level of rigor to the depth of the standard so that standards based mastery can be achieved.

Person Responsible Michael Wade (michael.wade@marion.k12.fl.us)

Provide professional development for our staff during our whole group faculty meetings and utilizing a PBIS system that will strengthen our staff's ability to develop relationships with their students so that they are accurately able to make learning relevant to our students.

Person Responsible David Stopyra (david.stopyra@marion.k12.fl.us)

Provide specific focus to the three subgroups mentioned in the area of focus by using all the strategies listed above and gearing the data chats, collaboration, and professional development to focus on these groups. Utilizing personnel that work specifically with the subgroups to motivate and monitor progress will occur. Subgroups will be discussed in relevant meetings.

Person Responsible Bernard Rembert (bernard.rembert@marion.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

We address building relationships through elevated moments, the PBIS spirit store ticket system, a wide variety of club and activities offerings, The Rock to assist students in needs, regular effective parent communication and community events, and inviting invested stakeholders into the school to work with our students in a positive way.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administrators: Set expectations and model positive school culture building strategies and support teachers and students.

Staff: Continuous daily building of relationships by sponsoring clubs, participating in school activities and mentoring students one on one each day in the classroom.

Parents: Support students at home and stay in regular communication with the school concerning student needs. Invited to attend quarterly SAC meetings.

Business Partners and Community Members: Stay involved in school community and work with school administration to promote post secondary options for all students.