

Marion County Public Schools

North Marion High School



2022-23 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 14 |
| Planning for Improvement | 18 |
| Positive Culture & Environment | 0 |
| Budget to Support Goals | 0 |

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: 7/28/2021

| | |
|--|---|
| 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 | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: C (50%) 2018-19: C (52%) 2017-18: C (52%) |
| 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 14 |
| Planning for Improvement | 18 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

North Marion High School

151 W HIGHWAY 329, Citra, FL 32113

[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 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 49% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C | | C | C |

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SIP Authority

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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 |
|-----------------|---------------------|--|
| Sales, Carol | 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, and intervention support with documentation. The Principal provides adequate professional learning opportunities, develops a culture of high expectations with the school staff; ensures resources are assigned to those areas of most need and communicates with parents as necessary.</p> |
| Watts, Columbus | 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 the 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> |
| Pete, Aisha | Assistant Principal | <p>The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, and 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 the implementation of the 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 is serving in their specified areas.</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, and 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 the 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 is serving in their specified areas.</p> |

| Name | Position 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, including preparation of lesson plans, content alignment, content delivery methods, and instructional modeling. She also assists in the design and implementation of progress monitoring, data collection, and data analysis and participates in the design and delivery of professional development. |
| Spencer, Dana | Magnet Coordinator | The Magnet Coordinator participates in the collection, interpretation, and analysis of data dealing with the Magnet program. She recruits and retains magnet students. She guides and supports them as they choose colleges and careers. She works with students on filling out the FAFSA and finding scholarships for future endeavors. |
| Stover, Stephanie | Instructional Media | 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. She selects, organizes, administers, and utilizes instructional media, equipment, and technology. She integrates the resources and services of the library media program with the ongoing instructional program and she assists students and school personnel in the effective use of media and group dynamic skills in the context of cultural diversity. She 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. |
| Hafer, Valentina | School Counselor | The Guidance Counselor participates in the collection, interpretation, and analysis of data. She facilitates the development of intervention plans provides support for intervention fidelity with documentation, assists with professional development for behavior concerns, and assists in the facilitation of data-based decision making activities. She 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. |
| Galvan, David | School Counselor | The Guidance Counselor participates in the collection, interpretation, and analysis of data. He facilitates the development of intervention plans provides support for intervention fidelity with documentation, assists with professional development for behavior concerns, and assists in the |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|------------------|---|
| | | <p>facilitation of data-based decision making activities. He provides quality services and expertise on issues ranging from IEP development to intervention with individual students. He communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.</p> |
| Hernandez, Katrina | School Counselor | <p>The Guidance Counselor participates in the collection, interpretation, and analysis of data. She facilitates the development of intervention plans provides support for intervention fidelity with documentation, assists with professional development for behavior concerns, and assists in the facilitation of data-based decision making activities. She 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> |
| Pittman, Dawn | School Counselor | <p>The Guidance Counselor participates in the collection, interpretation, and analysis of data. She facilitates the development of intervention plans provides support for intervention fidelity with documentation, assists with professional development for behavior concerns, and assists in the facilitation of data-based decision making activities. She 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> |
| Waters, David | 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. She coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. She 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> |
| Kiner, Shaunelia | 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. She coordinates efforts to use positive</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | reinforcements to encourage more positive behavior choices by students. She 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. |

Demographic Information

Principal start date

Wednesday 7/28/2021, Carol Sales

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.*

0

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.*

2

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

1,335

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

11

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

12

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 | 330 | 330 | 307 | 279 | 1246 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 79 | 98 | 95 | 333 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 78 | 59 | 42 | 270 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 156 | 107 | 125 | 82 | 470 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 174 | 173 | 149 | 106 | 602 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 133 | 125 | 81 | 6 | 345 | |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 142 | 116 | 6 | 355 | |
| 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 | 170 | 149 | 145 | 106 | 570 | |

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 | 0 | | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | |

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 | 331 | 354 | 331 | 339 | 1355 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 93 | 66 | 48 | 278 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 77 | 74 | 45 | 280 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 129 | 115 | 63 | 406 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 | 90 | 161 | 141 | 514 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 129 | 115 | 63 | 406 |
| | 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 | 132 | 159 | 121 | 117 | 529 |

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 | 47 | 47 |
| 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 | 0 | 331 | 354 | 331 | 339 | 1355 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 93 | 66 | 48 | 278 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 77 | 74 | 45 | 280 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 129 | 115 | 63 | 406 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 | 90 | 161 | 141 | 514 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 129 | 115 | 63 | 406 |
| | 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 | 132 | 159 | 121 | 117 | 529 | |

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 | 47 | 47 | |
| 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 | 36% | 46% | 51% | | | | 41% | 46% | 56% |
| ELA Learning Gains | 43% | | | | | | 46% | 48% | 51% |
| ELA Lowest 25th Percentile | 37% | | | | | | 41% | 39% | 42% |
| Math Achievement | 24% | 38% | 38% | | | | 36% | 40% | 51% |
| Math Learning Gains | 43% | | | | | | 46% | 43% | 48% |
| Math Lowest 25th Percentile | 55% | | | | | | 42% | 37% | 45% |
| Science Achievement | 45% | 31% | 40% | | | | 54% | 61% | 68% |
| Social Studies Achievement | 73% | 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 | 52% | 64% | -12% | 67% | -15% |
| 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 | 71% | 70% | 1% | 70% | 1% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 28% | 54% | -26% | 61% | -33% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 37% | 51% | -14% | 57% | -20% |

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 | 4 | 36 | 36 | 4 | 36 | 50 | 18 | | | 57 | 32 |
| ELL | 13 | 27 | 27 | 19 | 42 | | 18 | | | 62 | |
| BLK | 20 | 40 | 36 | 15 | 44 | 49 | 22 | 46 | | 83 | 40 |
| HSP | 37 | 50 | 45 | 25 | 48 | 72 | 42 | | | 80 | 67 |
| MUL | 35 | 42 | | 38 | 36 | | 30 | | | 79 | 36 |
| WHT | 42 | 42 | 33 | 28 | 41 | 52 | 56 | 84 | | 78 | 73 |
| FRL | 31 | 43 | 38 | 22 | 43 | 57 | 41 | 70 | | 77 | 57 |
| 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 | 5 | 27 | 27 | 6 | 23 | 26 | 12 | 13 | | 83 | 47 |
| ELL | 13 | 21 | 18 | | 7 | | 14 | 36 | | | |
| BLK | 19 | 34 | 31 | 9 | 15 | 26 | 26 | 34 | | 89 | 52 |
| HSP | 33 | 28 | 17 | 12 | 18 | 27 | 44 | 65 | | 93 | 72 |
| MUL | 27 | 25 | | 13 | 8 | | 38 | 30 | | 70 | |
| WHT | 39 | 38 | 35 | 28 | 21 | 32 | 51 | 63 | | 82 | 75 |
| FRL | 30 | 33 | 30 | 19 | 17 | 28 | 39 | 46 | | 83 | 66 |
| 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 |

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 | 49 |
| 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 | 40 |
| Total Points Earned for the Federal Index | 537 |

| ESSA Federal Index | |
|--|-----|
| Total Components for the Federal Index | 11 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 30 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| English Language Learners | |
| Federal Index - English Language Learners | 31 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 2 |
| 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 | |
| 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 | |
| Federal Index - Black/African American Students | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 52 |
| 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 | 42 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |

| Multiracial Students | |
|--|-----|
| 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 | 53 |
| 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 |

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?

ELA Achievement trends reflect 2018 (40%), 2019 (41%), and 2021 (33%) with an increase to 36% in 2022. This increase was also depicted in the learning gains (35% to 43%) and the lowest quartile (31% to 37%).

Math Achievement trends reflect 2018 (39%), 2019 (36%), 2021 (20%), and 2022 (24%). This trend was also noted in the learning gains, with a significant increase from 2021(19%) to 2022 (43%). In the same way, the

Math lowest quartile increased from 2021 (29%) to 2022 (55%). The three subgroups which are below 41% are Students with disabilities (30%), English Language Learners (31%), and Black students (40%).

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

The data component which showed the greatest need for improvement is math. Scores increased from 2021 (20%) to 2022 (24%); however, it is still our lowest, and we need to continue to move our students from learning gains to being proficient in the lowest quartile.

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

Though we gained in math and especially in the lowest quartile learning gains, we are still working with new teachers to increase their rigor in the classroom. Moving the entire school to Completely Cambridge has empowered our teachers and students to raise and meet expectations. We still have three new teachers who have been added to the math department since 2021. In addition, Tier 1 math instruction is increasing in rigor, and standards are becoming more consistent with the help of Mrs. Pete doing some mini PD with the Pre-AICE Math 1 and 2 teachers throughout the year. The continuing actions are the use of the Instructional Coach and Assistant Principal, who will provide professional development, facilitate data analysis for monitoring and provide regular feedback. The Administrative team will assist with the implementation of Cambridge Core curriculum implementation along with the infusion of AVID WICOR strategies embedded in instruction.

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

Learning gains in our lowest quartile in math increased from 2021 (29%) to 2022 (55%).

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

The continuing actions are the use of the Instructional Coach and Assistant Principal, who will provide professional development, facilitate data analysis for monitoring and provide regular feedback. The Administrative team will assist with the implementation of Cambridge Core curriculum implementation along with the infusion of AVID WICOR strategies embedded in instruction.

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

The math department has added an intensive math teacher (six sections) with Math 180 curriculum to support gaps in math. The Instructional Coach will work with the ELA and Math teachers collaboratively during weekly sessions to ensure that Tier 1 instruction is taught to the depth of the standards through the Cambridge Core curriculum. The Intervention Specialist will work with preidentified (subgroup) students to target their specific deficits while providing coaching to teachers and paraprofessionals. We have also increased the support for our ELL students by putting them in groups with the ESOL teacher and paraprofessional.

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.

The Professional Development will be through Cambridge Professional Learning Communities and WICOR training through AVID. Notetaking will be a focus strategy being supported through AVID. AVID modules will provide online ongoing professional development. Professional Development is also being provided through online Zooms with Cambridge University. In addition, Core ELA teachers will attend Introductory Training for AS Level English General Paper for Writing Instruction.

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

The additional math teacher in our staffing plan has allowed us to keep the enrollment down in our math classes, allowing for increased time with individual students. Cambridge training will be sustained through the AICE budget. The Intervention teacher and Instructional Coach will be provided through Title I funds.

Areas of Focus

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

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#1. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

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

The math achievement data is a critical need due to the 20% in 2021, with the learning gains at 19% and the lowest quartile at 29%. The rationale is that Tier 1 instruction will be improved to ensure that all students will increase to above 41% proficiency, including our ELL, Black, and SWD subgroups.

Measurable Outcome:

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

The math achievement level will increase from 24% to 40%, which will return to the 2018 percentages. This will be measured through the FAST data and progress monitoring with the district quarterly assessments.

Monitoring:

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

Math 180 reports will be sent to parents and will be utilized with students setting personal goals. Progress Monitoring will be done through the district's quarterly assessments. The Administrative Team will conduct walkthroughs and provide feedback to ensure fidelity with instruction.

Person responsible for monitoring outcome:

Aisha Pete (aisha.pete@marion.k12.fl.us)

Evidence-based**Strategy:**

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

The evidence-based strategy for our math Area of Focus is our WICOR Notetaking strategy along with our Professional Learning Communities for Tier 1 instruction in math through the Cambridge Core training.

Rationale for Evidence-based Strategy:

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

The WICOR strategy of Notetaking is to provide teachers with strategies to ensure student engagement with the instruction and improve retention of information. The Cambridge Math Professional Learning Communities will provide a curriculum with more rigor that will ensure that the Tier 1 instruction is taught to the depth of the B.E.S.T. math standards.

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.

Professional Learning Community coordination will be through lead teachers, AVID Site team members, and the Administrative Team. PLCs will meet bi-monthly through grade level and subject areas to share data obtained from walkthroughs, progress monitoring assessments, and formative assessments in class. Teachers will meet based on their grade level and prep and department. They will discuss the learning objectives and analyze the work students are doing in order to determine learning and next steps for improvement. Teachers will research strategies, implement them in class, collect data, and meet to discuss results.

Person Responsible

Carol Sales (carol.sales@marion.k12.fl.us)

Professional Development on WICOR strategies will be completed to support student learning as seen with productive Notetaking. All new teachers to North Marion and new to AVID will undergo the more intensive training with WICOR during the new teacher meetings, monthly. They will concentrate on focused note-taking, collaboration, and the critical reading process. Professional Learning Communities will be developed by our AVID team members and other teachers who would like to lead them as we see the need.

Person Responsible Stacey Bush (stacey.bush@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.

The Area of Focus for ELA achievement is needed due to our 36% FSA proficiency rate. This is a critical need because our three-year analysis reveals our highest percentage was 41% (2019). ELA Tier 1 instruction is the focus that will be directly aligned with the Cambridge Core Curriculum implementation. With this type of rigorous instruction, we will move all our students to a proficiency above 41%, including our ELL, black, and SWD subgroups.

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

The ELA proficiency rate will increase from 36% in 2022 to 42% in 2022. This outcome reflects an increase over our ELA proficiency trend from the past three years and will be attainable through the Professional Learning Communities with Professional Development from Cambridge, along with biweekly collaborative planning.

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

The ELA proficiency rate will be monitored through the district quarterly assessments, teacher collaborative formative assessments, and administrative walkthroughs with feedback.

Person responsible for monitoring outcome:

Carol Sales (carol.sales@marion.k12.fl.us)

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

The Evidence-based strategies being implemented through our Professional Learning Community for Cambridge Core Reading are the WICOR Notetaking and Collaborative Planning focused on Tier 1 instruction for reading.

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

The rationale for these strategies is that they both support critical thinking needed for Reading Comprehension. Teachers will be given access to Cambridge Curriculum to support their instructional needs, which will support the improvement of Tier 1 instruction across grade levels.

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.

AICE English General paper teachers were provided professional development by Cambridge International. Specifically, reading comprehension strategies, writing, and critical thinking. The implementation will be monitored by classroom walkthroughs and formative assessments in class.

Person Responsible Carol Sales (carol.sales@marion.k12.fl.us)

Professional Development on WICOR strategies will be completed to support student learning as seen with productive Notetaking. All new teachers to North Marion and new to AVID will undergo the more intensive training with WICOR during the new teacher meetings, monthly. They will concentrate on focused note-taking, collaboration, and the critical reading process. Professional Learning Communities will be developed by our AVID team members and other teachers who would like to lead them as we see the need.

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

Professional Learning Community coordination will be through lead teachers, AVID Site team members, and the Administrative Team. PLCs will meet bi-monthly through grade level and subject areas to share data obtained from walkthroughs, progress monitoring assessments, and formative assessments in class. Teachers will meet based on their grade level and prep, and department. They will discuss the learning objectives and analyze the work students are doing in order to determine learning and next steps for improvement. Teachers will research strategies, implement them in class, collect data, and meet to discuss results.

Person Responsible Carol Sales (carol.sales@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.

North Marion High School has a culture of reflecting a supportive and fulfilling environment and learning conditions that meet the needs of all students and staff who are engaged in building relationships with students. We follow the Big Three, "Do What's Right, Do Your Best and Treat Others the Way you want to be treated," as our motto.

Our Positive Behavior Intervention System ensures that students are recognized for their positive impact on the school culture through positive referrals. All staff knows their role, and we connect with the community through parent events, local church and community centers, and family nights to discuss schedules, postsecondary

opportunities, and action plans. Family nights are hosted at our feeder schools, and our business partner, Florida Express Environmental, supports us with staff incentives and provides resources for the job fair. A positive culture for students and staff at NMHS is built on our continued focus on our school-wide expectations. Our Big Three is modeled in the classroom, showcased on the announcements, and posted throughout the school. The Big Three fosters an environment of collaboration and trust among teachers and staff.

We want our students and families to believe that students are our future and they can achieve. Students will move into adulthood knowing they can attend college, enlist in the armed forces, become employed, or do any combination of these. We want to prepare our students for these future endeavors by creating an atmosphere of professionalism.

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

Florida Express Environmental is our business partner, providing incentives and support. Our staff is our main group of stakeholders who embody the ideals of The Big Three. Our students are the manifestation and testimony to our belief in the ideals of The Big Three. Our parents are the backbone of support that continues to promote "Northside Pride" throughout the community. Our Alumni offer support by volunteering, cheering on athletes, and supporting our students' needs. We understand that all of our stakeholders are an integral part of our positive culture.