

Marion County Public Schools

North Marion High School



2023-24

Schoolwide Improvement Plan (SIP)

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North Marion High School

151 W HIGHWAY 329, Citra, FL 32113

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Through our collective belief, skill, and will, each North Marion High School Student will graduate with the skills to be successful in their choice of enrollment, enlistment or employment.

Provide the school's vision statement.

North Marion High School strives to build successful citizens in all areas of their lives.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 staffing decisions based on the previous year's data, develops the master schedule and assists in making sure students have the courses and requirements for graduation. 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, 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 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. This assistant principal also organizes and carries out the testing for all students, including FAST, CSMA, WIDA, etc.</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 the implementation of intervention and necessary documentation, assists with making sure the facilities are maintained and work orders are carried out. The Assistant Principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas and manages the MDT team.</p>
Bush, Stacey	Instructional Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		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.
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 facilitating 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. He assures that all students have the opportunity to graduate on time, by advising and providing the needed resources.
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. As she works with incoming 9th graders and continues to nurture the 10th graders, she provides the needed guidance to keep them in school and moving toward graduation.
Pittman, Dawn	School Counselor	The Guidance Counselor participates in the collection, interpretation, and analysis of data. She facilitates the development of intervention plans

Name	Position Title	Job Duties and Responsibilities
		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. She works with the 11th graders to provide all the support they need to make informed decisions about high school and beyond.
Williams, Christina	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. As she works with incoming 9th graders and continues to nurture the 10th graders, she provides the needed guidance to keep them in school and moving toward graduation.
Kiner, Shaunelia	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. 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.
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. 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are invited to be involved through the variety of Parent and Family Engagement events that are structured to support our identified ESSA subgroups which include students in the following subgroups, ELL, SWD, and Black. Our School Advisory Committee, SAC, also provides input for both school improvement goals and ways to involve more families in the school. The principal also works with a Community Subcommittee to review school goals and craft next steps to more actively engage families in participation in raising student achievement in Reading and Math with a focus on the needs of our families who are ELL, black, or who have students with special needs (ESE). We are hosting four to five Parent engagement activities along with two conference nights.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP goal monitoring will be conducted through weekly classroom walkthroughs using a classroom walkthrough tool aligned to SIP goals. Data from these walkthroughs will be discussed at weekly administrative team meetings, and action steps will be planned for teachers and students that may need additional support. District support teams will also walk classrooms quarterly to lend additional insight and to discuss possible revisions to the supportive plan. Data from walkthroughs will be shared with teachers. Data from FAST progressing monitoring and District Progress Monitoring Assessments will also be used to tweak SIP goals and the supportive plan for teachers and students as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	333	
One or more suspensions	0	0	0	0	0	0	0	0	0	270	
Course failure in ELA	0	0	0	0	0	0	0	0	0	470	
Course failure in Math	0	0	0	0	0	0	0	0	0	602	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	345	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	355	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	570

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	44	50	36	46	51	33		
ELA Learning Gains				43			35		
ELA Lowest 25th Percentile				37			31		
Math Achievement*	19	32	38	24	38	38	20		
Math Learning Gains				43			19		
Math Lowest 25th Percentile				55			29		
Science Achievement*	46	59	64	45	31	40	43		
Social Studies Achievement*	61	67	66	73	41	48	55		
Middle School Acceleration					41	44			
Graduation Rate	79	86	89	80	54	61	85		
College and Career Acceleration	63	63	65	61	67	67	69		
ELP Progress		46	45	40			58		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	79

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	80

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	2
ELL	20	Yes	3	3
AMI				
ASN				
BLK	32	Yes	2	
HSP	53			
MUL	59			
PAC				
WHT	57			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	31	Yes	2	2
AMI				
ASN				
BLK	40	Yes	1	
HSP	52			
MUL	42			
PAC				
WHT	53			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			19			46	61		79	63	
SWD	9			9			5	26		19	6	
ELL	25			9			25				3	
AMI												
ASN												
BLK	16			6			17	42		36	6	
HSP	37			24			55	53		68	6	
MUL	60			40						60	4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	42			23			54	71		72	6	
FRL	31			17			40	57		60	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	36	43	37	24	43	55	45	73		80	61	40
SWD	4	36	36	4	36	50	18			57	32	
ELL	13	27	27	19	42		18			62		40
AMI												
ASN												
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	
PAC												
WHT	42	42	33	28	41	52	56	84		78	73	
FRL	31	43	38	22	43	57	41	70		77	57	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	35	31	20	19	29	43	55		85	69	58
SWD	5	27	27	6	23	26	12	13		83	47	
ELL	13	21	18	0	7		14	36				58
AMI												
ASN												
BLK	19	34	31	9	15	26	26	34		89	52	
HSP	33	28	17	12	18	27	44	65		93	72	64
MUL	27	25		13	8		38	30		70		
PAC												
WHT	39	38	35	28	21	32	51	63		82	75	
FRL	30	33	30	19	17	28	39	46		83	66	60

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	35%	44%	-9%	50%	-15%
09	2023 - Spring	37%	43%	-6%	48%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	44%	-25%	50%	-31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	43%	-22%	48%	-27%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	57%	-14%	63%	-20%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	65%	-6%	63%	-4%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Math was the lowest performing group in both Algebra and Geometry. Algebra is 31% below the state and 25% below the district average. Geometry is 27% below state and 21% below district averages. Teachers in these areas were new to NMHS in the 2021-22 and 2022-23 school year.

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

Geometry dropped 7% from last year. We have new teachers in this area.

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.

Algebra 1 has a 31% deficit with the state average for the reasons stated above. In addition, upper level math students pass the algebra 1 state test in middle school. We begin with the lower level students in algebra.

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

We did not greatly improve in any area. We had a large number of new or substitute teachers in all tested areas.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a large concern for our students. We have 34% of our students are chronically absent.

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

- 1) ELA student achievement: Special consideration will be put on the ELL subgroup, while continuing to support blacks and SWD students
- 2) Math student achievement: Special consideration will be put on the ELL subgroup, while continuing to support blacks and SWD students
- 3) Chronic absences: We will be decreasing chronic absences for both teachers and students by working on increasing our positive culture

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Area of Focus for ELA achievement is needed due to our 37% FSA proficiency rate. This is a critical need because our data 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. Teachers will utilize the Cambridge crosswalks to ensure students are presented with state standards while taking rigorous Cambridge courses focusing on critical thinking. In class, students will be engaged with the curriculum, learn that responsible learning happens with both the teacher and learner are working together to ensure mastery.

As students reflect on their work with teacher feedback and data they will be able to build confidence by collaborating with each other to learn the assessment objectives along with the BEST state standards. Working all of this together, we will move all our students to a proficiency above 41%, including our ELL, black, and SWD subgroups. In addition, we will be able to incorporate the intervention program, Lexia PowerUp to assist our ELL subgroup.

Measurable Outcome:

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

If ELA Tier 1 instruction is directly aligned with the Cambridge Core Curriculum implementation, then the following increases in proficiency will occur:

Our 37% ELA FAST proficiency rate will increase to at least 41% for all subgroups, including ELL, black, and SWD.

Monitoring:

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

The ELA proficiency rate will be monitored through the FAST PM1, FAST PM2, and FAST PM 3 tests, teacher collaborative formative assessments, and administrative walkthroughs with feedback.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Evidence-based strategies being implemented through our Professional Learning Community for Cambridge Core Reading will be to assist students to think about their thinking (metacognition). Notetaking and Collaborative Planning will be focused on Tier 1 instruction for reading and using Cambridge Assessment objectives for writing.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Analyzing Data to determine specific teachers who may need support in tier I instruction and gradual release, along with identifying specific strengths and weaknesses for subgroups. Share the data with teachers and set up PLCs as needed.

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

By When: August 2023

To better support our subgroups, we will be continuing with gradual release implementation in all classes to support tier I instruction.

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

By When: Ongoing

During Horizontal and Vertical collaboration, teachers will develop strategies to increase student metacognition and teacher using gradual release strategies. These evidence based lessons will support targeted subgroups.

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

By When: ongoing

This offering will provide ELA and Mathematics teachers with more targeted support and intervention by utilizing ongoing data analysis and reflection in their planning and instructional practices to improve student achievement and performance in ELA and Mathematics.

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

By When: Quarterly

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The math achievement data is a critical need due to only scoring 21% proficient in 2023, down from 24% in 2022. 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.

We are moving the Math Tier 1 instruction back to the Florida BEST standards. The Cambridge Core Curriculum does not align with the BEST standards, as it covers concepts and not subjects. If teachers will utilize instructional materials and formative assessments effectively to drive daily instruction, then the following increases in proficiency will occur:

Our 21% Math EOC proficiency rate will increase to at least 41% for all subgroups, including ELL, black, and SWD.

Monitoring:

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

Progress Monitoring will be done through the district's quarterly assessments and benchmarks. The Administrative Team will conduct walkthroughs and provide feedback to ensure fidelity with instruction.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Evidence-based strategies being implemented through our Professional Learning Community for Cambridge Core Reading will be to assist students to think about their thinking (metacognition). Notetaking and Collaborative Planning will be focused on Tier 1 instruction for reading and using Cambridge Assessment objectives for writing.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Analyzing Data to determine specific teachers who may need support in tier I instruction and gradual release, along with identifying specific strengths and weaknesses for subgroups. Share the data with teachers and set up PLCs as needed.

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

By When: Ongoing

To better support our subgroups, we will be continuing with gradual release implementation in all classes to support tier I instruction.

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

By When: ongoing

This offering will provide ELA and Mathematics teachers with more targeted support and intervention by utilizing ongoing data analysis and reflection in their planning and instructional practices to improve student achievement and performance in ELA and Mathematics.

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

By When: Quarterly

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

By increasing our positive environment and culture, we will increase student and teacher attendance, classroom engagement, and effectiveness of tier I instruction. If teachers are happy to be at NMHS, we will have a continuum of students attending.

Measurable Outcome:

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

We will have a 100% teacher retention.

Monitoring:

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

Monitored by letters of intent at the end of the year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Fundamental 5 book will be discussed and implemented for all of our new teachers. We will also, do a books study on The Energy Bus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teaching the concepts in these books will empower teachers to control their classrooms with a positive attitude.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide new to NMHS or first year teachers with essential skills and knowledge for their professional success through comprehensive sessions covering various topics including a gradebook overview, understanding Exceptional Student Education (ESE) requirements, effective assessment processes, integrating technology into the classroom learning environment, strategies for classroom management, creating impactful lesson plans, and cultivating positive relationships with students.

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

By When: Ongoing

Our Positive Behavior Intervention System ensures that students and teachers 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.

Person Responsible: Columbus Watts (columbus.watts@marion.k12.fl.us)

By When: ongoing

#4. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our graduation rate has continued to decrease since 2021-22 when COVID caused so many absences. We continue to monitor students and track where they go when they leave us, but unfortunately, we cannot make them stay. We are trying to encourage them to remain with us by offering many certification opportunities and courses that will lead to a trade or college prep.

Measurable Outcome:

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

By following students from ninth grade as they enter high school through twelfth grade, we will be able to raise our graduation rate from 78% to 85%.

Monitoring:

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

The school implements various actions to ensure student success and graduation:

- 1) Regularly monitoring student progress, involving meetings and mentorship.
- 2) Offering extra help through tutoring, peer mentors, and online resources.
- 3) Setting clear expectations through communications and visible reminders.
- 4) Providing credit recovery programs for failed courses or dropouts.
- 5) Encouraging college applications and employment opportunities through resources and visits.
- 6) Developing personalized graduation plans for each student.
- 7) Fostering positive relationships with teachers, social events, and emotional support.
- 8) Celebrating achievements through recognition programs and displays.
- 9) Offering career guidance via exploration activities, resources, and planning assistance.
- 10) Connecting with families through updates, parent-teacher conferences, and liaison support.

Overall, the school employs a comprehensive approach to support student success and ensure they graduate on time.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are using Edgenuity to assist students in recovery of credit that they have failed. Study sync is being used in reading classes to assist students to achieve the desired score on the communications test required for graduation. For math deficiencies, we will be using Alex to work on specific areas that are lacking.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With only twenty four chances to get twenty-four credits, some students are unable to pass courses for various reasons and will need some remediation and/or a different format.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Regularly monitoring student progress, involving meetings and mentorship.

Providing credit recovery programs for failed courses or dropouts.

Offering career guidance via exploration activities, resources, and planning assistance. Encouraging college applications and employment opportunities through resources and visits. Career Lab Specialist will assist.

Person Responsible: Columbus Watts (columbus.watts@marion.k12.fl.us)

By When: ongoing

Connecting with families through updates, parent-teacher conferences, and liaison support, through our parent family engagement Liaison.

Person Responsible: Columbus Watts (columbus.watts@marion.k12.fl.us)

By When: ongoing

Regularly monitoring student progress, involving meetings and mentorship.

Setting clear expectations through communications and visible reminders.

Developing personalized graduation plans for each student. Connecting with families through updates, parent-teacher conferences, and liaison support.

Person Responsible: David Galvan (david.galvan@marion.k12.fl.us)

By When: ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Collaborative discussions during School Advisory Council Meetings enable the school to allocate resources to meet the needs of our students and staff. Title 1 allocations are budgeted based on the Comprehensive Needs Assessment of the school, and SAC members utilize their internal funds to support teacher grant requests which are written to support Tier 1 instruction or to promote positive culture. School Title 1 fund usage and internal accounts held by the SAC are a standing agenda items at each SAC meeting.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The goals of the School Improvement Plan (SIP) are outlined and discussed at the Annual Title 1 meeting. In addition, the SIP is published to the school's webpage at www.marionschools.net/hms. The SIP can be translated into any language upon request, and bilingual staff are available to assist in translation as needed. The SIP is routinely discussed and tweaked at SAC meetings throughout the school year. The school improvement plan and PFEP can be found on the schools webpage. <https://www.marionschools.net/domain/22688>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school builds positive relationships with parents through strong communication using Skylert phone and e-mail, and text messages; parent liaison; Twitter and Instagram. The SAC is a bridge that also serves to foster positive school relationships. Parents are welcome into the school as volunteers. We will host six to seven parent engagement evenings, beginning with our NCAA informational night. Others we are hosting will be the financial aid night, NMHS Showcase, testing helps and hints, and two parent conferencing nights. We also have a standing committee of involved community members and school staff who work to strengthen positive relationships with parents and community members. Northside Champions Club is planning a large gathering to celebrate 60 years of excellence. The school improvement plan and PFEP can be found on the schools webpage. <https://www.marionschools.net/domain/22688>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Collaboration practices and planning time will be focused on task alignment and meeting the rigor of the standard. BEST Standards and Cambridge Curriculum are resources that will be utilized for best practices. Faculty meetings will be professional development opportunities, and will focus on standards alignment and use of formative assessment and UDL to support that alignment. Collaborative planning will be opportunities not only to map out the standards but also to enhance teacher understanding of the Cambridge Assessment objectives and to discuss "how" the standard will be addressed. These discussions will highlight formative assessment opportunities. Standards-based, aligned Tier 1 instruction will continue to be the focus of teacher professional development and collaboration alike. Collaborative planning will prepare teachers for classroom instruction through the design of highly effective lessons plans vetted for standards alignment by teachers with support from the administrative team. The administrative team will continue to share observations from informal walkthroughs with one another in order to devise a teacher support schedule for teachers by specific personnel based on the needs shared. Best practices for ESE and ESOL students will be shared and highlighted by coaches during instructional rounds. Targeted feedback will be provided to teachers regarding standards alignment and other best practices as outlined in the FEAPS.

Acceleration points are achieved through our CTE classes when students are able to study for and pass certification tests in their field, making them more marketable when they graduate. We also give our students the chance to earn college credit by taking and passing AICE General Paper and attending CF

for dual enrollment.

Additionally, tutoring will be provided after school for all students who need support in English, math and credit recovery.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA