

## 2013-2014 SCHOOL IMPROVEMENT PLAN

North Marion Middle School  
2085 W HIGHWAY 329  
Citra, FL 32113  
352-671-6035

### School Demographics

<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 80%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 54%

### School Grades History

<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> C
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### SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

North Marion Middle School

##### Principal

John Kerley

##### School Advisory Council chair

Lorraine Roberts

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dawn Mobley	Assistant Principal
Tara Willis	Assistant Principal
January Trapp	Title I Coordinator
Catalina Freeman	Reading Coach

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D Tomy

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

John Kerley – Principal –Keep up to date with legislation governing School Advisory Councils. Facilitates election process stated in the state by-laws. Provides testing, behavior, discipline and attendance data to the SAC. Seeks input from staff and the SAC on School Improvement Plan, Parent Involvement Plan and School Recognition Funds.

Leads revision, implementation, and evaluation of the School Improvement Plan

January Trapp – Teacher – Identify and determine School Improvement Priorities. Support School Improvement Plan implementations. Assist in the decision making process and the approval of the School Improvement Plan, Parent Involvement Plan and School Recognition Funds, as well as review School Budget

Ian Simpson – Parent - Identify and determine School Improvement Priorities. Support School Improvement Plan implementations. Assist in the decision making process and the approval of the School Improvement Plan, Parent Involvement Plan and School Recognition Funds, as well

Lori Roberts – Parent (Chair) - Sets SAC Agenda with Principal. Sends Meeting Notice, including agenda, 2 weeks prior to meeting. Facilitates meeting. Determines strategy for making plans available

Policies and Procedures for the appointment and election of members:

- o Membership of the SAC is approved by the school board.
- o 51% of the members must be parents, students, and community members.
- o The term of office for each member shall be determined by each school advisory council and is reflected in the by laws.
- o The racial, ethnic, and economic diversity of the student population MUST be represented on the SAC

Elected Members:

Parents of those who attend the school, are elected. Teachers and support staff are elected by their peers, and may not serve as a parent in the same school that they work.

Community members are appointed by the principal with input from the SAC.

The Principal may appoint other members in order to ensure appropriate representation.

Current membership is

100% white

50% school board employees and 50% non-school board employee parents

We will have SAC sign-up/recruitment opportunities at Open House and again through our school website and newsletters.

Election Process

The principal will inform the school community that nominations to the school's advisory council are invited. This will take place at Open House and through the school website/newsletter/Connect 5 message.

The invitation for nomination must clearly note a deadline, membership categories and the process (time, date, event) by which the vote shall be taken

After elections have taken place, the principal shall submit the list of members to the school board which includes name and ethnic/racial category

### **Involvement of the SAC in the development of the SIP**

During quarterly SAC meetings, progress monitoring takes place. This is to help determine how well students are progressing in their learning. Assessment data is reviewed and recommendations are made that are reflective in the SIP. In addition a School Effectiveness Survey is utilized to gather information pertaining to the perceptions of teachers, students, and parents about our school. Recommendations are then brought to SAC for implementation through the SIP. A review of the annual budget is completed with recommendations set forth. SAC will monitor the implementation of the SIP. SAC serves as an advisory board to the school principal.

### **Activities of the SAC for the upcoming school year**

SAC will meet monthly, on the first Tuesday, to review the SIP and make necessary recommendations. SAC members will also participate in the development and implementation of the Parent Involvement Plan and Home/School Compact. Review and revise school budget and Title I budget.

### **Projected use of school improvement funds, including the amount allocated to each project**

Section 1001.42(18)(c), F.S., requires district school boards to "provide funds to schools for developing and implementing school improvement plans. Such funds shall include those funds appropriated for the purpose of school improvement pursuant to Section 24.121(5)(c), F.S."

The funds must be used on programs or projects selected by the SAC, and may not be used for capital improvements or any project or program that has a duration of more than one year. However, a SAC may decide that a program or project formerly funded with school improvement funds should receive funds in a subsequent year.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**John Kerley**

Principal

Years as Administrator: 5

Years at Current School: 1

**Credentials**

Certifications - Educational Leadership (All Levels)  
 School Principal (All Levels)  
 Social Science (6-12)  
 Master of Science - Educational Leadership  
 Bachelor of Science - Social Studies

**Performance Record**

SY 2009  
 Grade D AYP N  
 SY 2010  
 Grade C AYP N  
 SY 2011  
 Grade B AYP N  
 SY 2012  
 Grade C AYP N  
 SY2013  
 Grade B AYP Y

<b>Dawn Mobley</b>		
Asst Principal	Years as Administrator: 7	Years at Current School: 2
<b>Credentials</b>	Certifications-English 6-12 Ed Leadership (K-12) School Principal (All Levels) Bachelor of Science - English Master of Science - Educational Leadership	
<b>Performance Record</b>	SY 2010 Grade C AYP N SY 2011 Grade B AYP N SY 2012 Grade B AYP N SY 2013 Grade D AYP N	

<b>Tara Willis</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	Certifications- Science 6-12 Ed Leadership (K-12) Bachelor of Science Master of Science - Educational Leadership	
<b>Performance Record</b>	SY 2012 Grade B AYP N SY 2013 Grade D AYP N	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Catalina Freeman</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Certifications-Elementary Education K-6 Reading Endorsed K-12 ESOL K-12 Bachelor Arts-Elementary Education	
<b>Performance Record</b>	First year as coach	

**Classroom Teachers**

<b># of classroom teachers</b>	50
<b># receiving effective rating or higher</b>	50, 100%
<b># Highly Qualified Teachers</b>	96%
<b># certified in-field</b>	46, 92%
<b># ESOL endorsed</b>	11, 22%
<b># reading endorsed</b>	8, 16%
<b># with advanced degrees</b>	21, 42%
<b># National Board Certified</b>	1, 2%
<b># first-year teachers</b>	4, 8%
<b># with 1-5 years of experience</b>	17, 34%
<b># with 6-14 years of experience</b>	17, 34%
<b># with 15 or more years of experience</b>	7, 14%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	9
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**# Highly Qualified**

9, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

NMMS will attempt to only interview teachers who are highly qualified and whom display the willingness to adopt our mission of a "culture of service," to the community that we serve. Additionally we will provide necessary training, collaborative planning for existing faculty. We also initiate classroom visitations to observe exemplary strategies and techniques and share them with the current instructional staff. Staff responsible for its implementation is John Kerley, Dawn Mobley, and Tara Willis.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

North Marion Middle School employs a teacher mentor program that is managed by our curriculum coach. This program provides a mentor to all teachers new to NMMS or to teaching in general. While in this program teachers will receive support in planning, instruction, student and classroom management. Additionally, we provide time for the mentee to observe in the mentor's classroom. Teachers are paired with a mentor based on years of service in teaching, department, grade level and personality as well specific areas the 'new' teacher may need assistance with. This program is monitored throughout the year by reports to the administrative team by program coordinator.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

APD, APC, guidance counselors, school psychologist, behavior specialist, social worker, ESE and regular ed. teachers. Teacher referrals and data meetings identify students. Tier 2 meetings to establish interventions. If necessary, Tier 3 meetings (Examples: Behavior – BIP, behavior tracking sheet on more regular basis. Academic - 100 minute reading block, Successmaker program)

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Teacher referrals and data meetings identify students. Tier 2 meetings to establish interventions. If necessary, Tier 3 meetings (Examples: Behavior – BIP, behavior tracking sheet on more regular basis. Academic - 100 minute reading block, Successmaker program)

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data sources used to summarize tiered data for reading, mathematics, science, writing, and behavior include FCAT, FAIR, Successmaker, FCA scores, Demand Writing scores, SMS, and anecdotal notes from staff.

Examples of Data Management Systems: Graphs (chart dog, teacher created, etc.), Inform, Benchmark, PMRN, Dibels, FAIR (2010-2011), and Aimsweb for intensive reading students starting 2013-2014. Additionally, Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (Custom Reports).

Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

MTSS support occurs at the District and School levels. The District provides support by allocating resources based on need. The district will monitor the progress at schools on a regular basis looking at student data within Performance Matters. Collaborative conversations will be scheduled during

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 21,600

NMMS utilizes the 21st Century Grant Program. This program provides after school tutoring and enrichment activities for struggling students. This program also provides assistance to improve grades, increase promotion, improve attendance and reduce the dropout rate.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

FCAT scores

**Who is responsible for monitoring implementation of this strategy?**

Ronald Jones

**Strategy:** Summer Program

**Minutes added to school year:**

NMMS utilizes the 21st Century Grant Program which extends to the summer. This program provides after school tutoring and enrichment activities for struggling students. This program also provides assistance to improve grades, increase promotion, improve attendance and reduce the dropout rate.

**Strategy Purpose(s)**

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**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

Ronald Jones

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Catalina Freeman	Reading Coach
John Kerley	Principal
Dawn Mobley	Assistant Principal
Tara Willis	Assistant Principal
January Trapp	Title I Coordinator

**How the school-based LLT functions**

The Literacy Leadership Team meets once a week to discuss and problem solve needs of our struggling students. This occurs and addresses deficiencies across a core areas but most of the focus falls on those students struggling in reading, math and science

### **Major initiatives of the LLT**

The major focus of the Literacy Leadership Team for the 13-14 school year will be those students dropping one achievement level in the 12-13 school year in reading, math and science.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

All Language Arts classes will assign a novel to each grade level. Each student in the school is assigned a Language Arts Class. Within the Language Arts classes, whole class reading time is provided so as to ensure that all students are provided with the time to read the novels. Additionally, the core teaches will incorporate the novel into their curriculum to extend the knowledge and connect the curriculum across disciplines.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

### **Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	44%	No	60%
American Indian				
Asian				
Black/African American	41%	26%	No	47%
Hispanic	64%	47%	No	68%
White	62%	54%	No	66%
English language learners	56%	15%	No	60%
Students with disabilities	31%	19%	No	38%
Economically disadvantaged	52%	40%	No	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	194	24%	32%
Students scoring at or above Achievement Level 4	106	12%	20%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	478	58%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	206	58%	66%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		90%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	92	36%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	49	19%	27%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	45%	No	58%
American Indian				
Asian				
Black/African American	38%	26%	No	45%
Hispanic	61%	50%	No	65%
White	59%	55%	No	63%
English language learners	48%	21%	No	53%
Students with disabilities	28%	16%	No	35%
Economically disadvantaged	48%	40%	No	53%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	186	22%	30%
Students scoring at or above Achievement Level 4	105	12%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	478	58%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	437	53%	61%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	17	4%	10%
Middle school performance on high school EOC and industry certifications	50	12%	20%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	52%	50%
Students scoring at or above Achievement Level 4	10	26%	30%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	40%	48%
Students scoring at or above Achievement Level 4	30	12%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%



**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	78	30%	40%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	504	61%	75%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	10	1%	3%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	10	1%	3%
CTE teachers holding appropriate industry certifications	1	33%	100%

**Area 8: Early Warning Systems****Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	100	12%	9%
Students who fail a mathematics course	35	4%	1%
Students who fail an English Language Arts course	16	1%	1%
Students who fail two or more courses in any subject	68	8%	5%
Students who receive two or more behavior referrals	66	8%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	188	22%	18%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

To increase parent involvement, by having a variety of parents representing different demographics, attend school functions, volunteer, assist and participate in committees throughout the school year. In being a Title I school we involve many parents in a variety of involvement activities.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
172 students out of 825 had a parent attend at least one of the seven events.	172	4.7%	7%

## Goals Summary

- G1.** In 2013 our school goal for students scoring at level 3 and above in reading as measured by the FCAT was 56%. Our actual percentage was 44%. Our goal for 2014 is 60% scoring at level 3 and above.
- G2.** Students scoring a 4.0 and/or above on FCAT writing will increase by 8% from 36% to 44% as measured by 2014 FCAT
- G3.** Students scoring at Level 3 and/or above in science will increase from 40% to 48% as measured by 2014 FCAT
- G4.** Students scoring at Level 3 and/or above in math will increase by 13%, from 45% to 58% for all students taking the FCAT

## Goals Detail

**G1.** In 2013 our school goal for students scoring at level 3 and above in reading as measured by the FCAT was 56%. Our actual percentage was 44%. Our goal for 2014 is 60% scoring at level 3 and above.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- School Based Reading Coach: Full time reading coach Reading Curriculum: Rread to Achieve, Read180, Successmaker 2.0, Common Core Professional Development resources

### Targeted Barriers to Achieving the Goal

- Lack of reading comprehension and vocabulary acquisition

### Plan to Monitor Progress Toward the Goal

Conduct walk-thrus, monitor reading notebooks, provide feedback to instructional delivery

### Person or Persons Responsible

Principal Assistant Principals Reading Coach

### Target Dates or Schedule:

Bi-weekly

### Evidence of Completion:

Evaluations

**G2.** Students scoring a 4.0 and/or above on FCAT writing will increase by 8% from 36% to 44% as measured by 2014 FCAT

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Professional Development on Instructional Writing Practices and rubrics, Document Based Questions, Closed Reading Lessons, Exit slips and summative writing, Writing program from Language Arts classes

**Targeted Barriers to Achieving the Goal**

- Lack of instruction in new rubrics.

**Plan to Monitor Progress Toward the Goal**

Student's individual DBQ scores will be compared with the corresponding FCAT Writes score to determine growth

**Person or Persons Responsible**

Teachers and administrators

**Target Dates or Schedule:**

End of the year

**Evidence of Completion:**

Comparison of DBQ scores with FCAT Writes scores at the end of the year

**G3.** Students scoring at Level 3 and/or above in science will increase from 40% to 48% as measured by 2014 FCAT

**Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Common Core Lead Teachers, Increased Hands on labs, and mini-labs as well as the addition of a second lab. Vocabulary building intergration into curriculum, Inquiry strategies, FCAs with written responses

**Targeted Barriers to Achieving the Goal**

- Lack of student motivation and ownership of learning. Lack of lab time on and hands on activities to connect the student to learning.

### Plan to Monitor Progress Toward the Goal

In adding a second science lab it will double the time in which teachers can bring their students to the hands on activities that are integral to the learning process.

#### Person or Persons Responsible

Science teachers, Administrators

#### Target Dates or Schedule:

Throughout the year

#### Evidence of Completion:

2014 FCAT scores

**G4.** Students scoring at Level 3 and/or above in math will increase by 13%, from 45% to 58% for all students taking the FCAT

#### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

#### Resources Available to Support the Goal

- Professional Development for Common Core Lead Teachers at the district level who will then train the remaining math teachers. This training will be on-going and continuous throughout the year
- Classroom Substitutes for math teachers to observe effective strategies by other math teachers

#### Targeted Barriers to Achieving the Goal

- Time to provide training to teachers and lack of basic math skills by incoming 6th grade students.
- Limited substitute budget and time out of classroom by teacher to observe other classes

### Plan to Monitor Progress Toward the Goal

Provide professional development to common core math lead teacher. Then have CCLT bring training to math dept. at school level during early release days and during the instructional day.

#### Person or Persons Responsible

CCLT, Math coach, Math department

#### Target Dates or Schedule:

Throughout the year

#### Evidence of Completion:

Early release days and other trainings throughout the year.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G4.** Students scoring at Level 3 and/or above in math will increase by 13%, from 45% to 58% for all students taking the FCAT

**G4.B1** Time to provide training to teachers and lack of basic math skills by incoming 6th grade students.

**G4.B1.S1** Early release days to provided training to teachers. Substitutes provided to lead teachers to spend time in other teachers classes to ensure that the training and knowledge of common core is understood and being implemented properly in class.

### Action Step 1

District level training provided to CCLT, then school level training for remainder of math dept.

#### Person or Persons Responsible

District & CCLT (Mark Lockley)

#### Target Dates or Schedule

Summer & Early release days throughout the year

#### Evidence of Completion

Admin. attendance at early release trainings

#### Facilitator:

CCLT (Mark Lockley)

#### Participants:

Math Dept.

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

School level math dept. common core trainings on early release days

#### Person or Persons Responsible

CCLT and Math dept.

#### Target Dates or Schedule

Early Release days

#### Evidence of Completion

sign in sheets at trainings and admin. attendance at trainings

### Plan to Monitor Effectiveness of G4.B1.S1

Aims Web data will be collected throughout the year to assesses the effectiveness

**Person or Persons Responsible**

CCLT, Math Coach, Administration

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

Aims Web data, sign in sheets from trainings

### G4.B2 Limited substitute budget and time out of classroom by teacher to observe other classes

**G4.B2.S1** Cover most absent teachers with staff substitute and/or para-professionals to save substitute budget for math teachers throughout the year.

**Action Step 1**

Use Staff Substitute and para-professionals to cover classes when teachers are absent to conserve substitute budges

**Person or Persons Responsible**

On staff substitute and para-professionals

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

substitute budget spreadsheet

### Plan to Monitor Fidelity of Implementation of G4.B2.S1

Monitor substitute budget

**Person or Persons Responsible**

Principal and secretary

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

Substitute budget spreadsheet

## Plan to Monitor Effectiveness of G4.B2.S1

Keep a positive substitute balance

### **Person or Persons Responsible**

Principal and secretary/bookkeeper

### **Target Dates or Schedule**

Throughout the year

### **Evidence of Completion**

Substitute budget spreadsheet



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. FMS coordinates with MCPS (District) Staff Development Department to ensure professional development needs are met.

#### Title I, Part C- Migrant

District funds are used to purchase:

- School supplies,
- Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Families must meet the federal eligibility to participate in the program.

Guidance identifies all Homeless/Migrant students; coordinates with MCPS liaison to meet entire families' physical, social, and academic needs.

Title II, Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)

Title III, Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

Homeless District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Guidance identifies all Homeless/Migrant students; coordinates with MCPS liaison to meet entire families' physical, social, and academic needs.

#### Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. At risk students are encouraged to participate in after school tutoring programs to increase proficiency in the classroom and on standardized tests.

#### Violence Prevention Programs

Anti-bullying/violence prevention addressed through middle school guidance lessons on early release days. North Marion Middle School is a Positive Behavior Support School and utilizes school-wide expectations to support harmonious relationships.

#### Nutrition Programs

In addition to a well-rounded Federal food program, the Guidance identifies families in need and coordinates "Food 4 Kids"—a weekend food backpack program providing nutrition supplements.

Career and Technical Education North Marion Middle School provides career planning for 8th grade

students and requires students to choose a major area of interest for high school enrollment. There are also courses in Agriculture, computer Technology and TV Production

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G4.** Students scoring at Level 3 and/or above in math will increase by 13%, from 45% to 58% for all students taking the FCAT

**G4.B1** Time to provide training to teachers and lack of basic math skills by incoming 6th grade students.

**G4.B1.S1** Early release days to provided training to teachers. Substitutes provided to lead teachers to spend time in other teachers classes to ensure that the training and knowledge of common core is understood and being implemented properly in class.

### PD Opportunity 1

District level training provided to CCLT, then school level training for remainder of math dept.

#### Facilitator

CCLT (Mark Lockley)

#### Participants

Math Dept.

#### Target Dates or Schedule

Summer & Early release days throughout the year

#### Evidence of Completion

Admin. attendance at early release trainings

## Appendix 2: Budget to Support School Improvement Goals