Nature Coast Middle School

2020-21 Schoolwide Improvement Plan

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Nature Coast Middle School

6830 NW 140TH ST, Chiefland, FL 32626

http://www.naturecoastmiddle.com/

Demographics

Principal: Charles Bowe   Start Date for this Principal: 7/16/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: C (50%) 2017-18: C (50%) 2016-17: C (51%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Levy County School Board on 10/27/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Nature Coast Middle School is to inspire young people to achieve their personal best through an individualized program of academic excellence combined with unique opportunities in technology, the arts, community service, and leadership.

Provide the school's vision statement

Nature Coast Middle School will achieve its mission by providing each student with highly effective, quality teaching staff. Nature Coast Middle School will also provide small class sizes to enhance educational opportunities and assistance for each student. We will allow students to experience a wide variety of electives that will pique their interest in the arts, technology, community service, and physical fitness, in order to provide a well-rounded educational program. Nature Coast Middle School will provide tutoring, accommodations, and intervention to help students overcome educational struggles and disabilities. Nature Coast Middle School will only use research-tested curriculum in each of its courses. Nature Coast Middle School will also strive to remain current in technologies that assist student learning.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Bowe, Charles	Principal	Mr. Charles Bowe is the LEA of Nature Coast Middle School. Mr. Bowe has the role of Principal. He recruits, employs, and evaluates the teaching staff at Nature Coast Middle School. He also chairs the School Leadership Team. The School Leadership Team all contribute data and behavioral information at the twice monthly meetings.
Caudill, Beth	Teacher, K-12	Mrs. Beth Caudill is the Mathematics teacher and contributes information about everything mathematics.
Donet, Robert	Teacher, K-12	Mr. Robert Donet is the Science teacher and also has his NEFEC Reading Endorsement.
Hord, Allison	Teacher, ESE	Mrs. Allison Hord is the ESE Coordinator and teaches the ELA classes and Reading Intervention classes. She meets with all the other core teachers for ESE Consults, Intervention Consults, and Problem Solving.
DeBerry, Candace	Teacher, K-12	Mrs. Candace Deberry is the Social Studies teacher and also works with our students in behavioral counseling.

Demographic Information

Principal start date
Monday 7/16/2012, Charles Bowe

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

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
6

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	32	30	27	0	0	0	0	89
Attendance below 90 percent	0	0	0	0	0	0	2	1	1	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	8	10	7	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	5	8	4	0	0	0	0	17

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 7/30/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	33	27	23	0	0	0	0	83
Attendance below 90 percent	0	0	0	0	0	0	1	2	2	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	11	8	6	0	0	0	0	25

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	33	27	23	0	0	0	0	83
Attendance below 90 percent	0	0	0	0	0	0	1	2	2	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	11	8	6	0	0	0	0	25

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	51%	54%	41%	41%	53%
ELA Learning Gains	54%	54%	54%	49%	49%	54%
ELA Lowest 25th Percentile	63%	63%	47%	43%	43%	47%
Math Achievement	37%	37%	58%	34%	34%	58%
Math Learning Gains	45%	45%	57%	54%	54%	57%
Math Lowest 25th Percentile	38%	38%	51%	73%	73%	51%
Science Achievement	76%	76%	51%	36%	36%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	0%	0%	72%	67%	67%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	41%	-8%	54%	-21%
	2018	34%	35%	-1%	52%	-18%
Same Grade Comparison	-1%					
Cohort Comparison						
07	2019	46%	37%	9%	52%	-6%
	2018	55%	41%	14%	51%	4%
Same Grade Comparison	-9%					
Cohort Comparison	12%					
08	2019	69%	36%	33%	56%	13%
	2018	31%	48%	-17%	58%	-27%
Same Grade Comparison	38%					
Cohort Comparison	14%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	18%	45%	-27%	55%	-37%
	2018	30%	41%	-11%	52%	-22%
Same Grade Comparison	-12%					
Cohort Comparison						
07	2019	69%	55%	14%	54%	15%
	2018	50%	56%	-6%	54%	-4%
Same Grade Comparison	19%					
Cohort Comparison	39%					
08	2019	18%	29%	-11%	46%	-28%
	2018	15%	38%	-23%	45%	-30%
Same Grade Comparison	3%					
Cohort Comparison	-32%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	73%	43%	30%	48%	25%
	2018	31%	44%	-13%	50%	-19%
Same Grade Comparison		42%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	67%	73%	-6%	71%	-4%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	57%	-21%	61%	-25%
2018	0%	44%	-44%	62%	-62%
Compare		36%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	28		19	45	30					
WHT	48	53	67	33	41	36	71				
FRL	47	53	62	32	38	50	80		30		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	43		17	42		29	38			
WHT	35	48	45	27	50	73	35	63			
FRL	40	48	43	34	52	71	33	64			

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

FSA Mathematics Achievement at 37%: Many of our 6th grade students enter 6th grade below grade level in mathematics and ELA. Also, half of our 8th grade students (the top performing students on the 7th grade FSA Mathematics assessment) were in Algebra 1, thus taking the FSA Algebra 1 EOC.

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

FSA Mathematics Lowest 25th Percentile: In 2018 NCMS had 73% in this category. In 2019 NCMS dropped to 38%. NCMS had a greater number of issues with absenteeism among our students. This absenteeism hinders student instruction, which in turn leads to lower learning gains.

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

FSA Mathematics Achievement at 37%: The state average was 58% - a gap of 21%. Many of our 6th grade students enter 6th grade below grade level in mathematics and ELA. Also, half of our 8th grade students (the top performing students on the 7th grade FSA Mathematics assessment) were in Algebra 1, thus taking the FSA Algebra 1 EOC.

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

Science Achievement: NCMS had 76% achievement on the 8th Grade Science FCAT compared to 36% the previous year. That is an increase of 40%. The Science Teacher and Aide at NCMS have taught the standards to these students in 6th, 7th, and 8th grade. They really cover the standards thoroughly. They also reviewed the 6th and 7th grade standards with our 8th grade students.

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

One area of concern is Attendance below 90% since this leads to decreased instructional time. Students are not able to make up instructional time missed. This leads to a greater percentage of students not making achievement or learning gains.

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

1. Increase learning gains and learning gains in the lowest 25th percentile in ELA and Mathematics.
2. Increase Achievement in ELA, Mathematics, Science, and Algebra 1.
3. Enroll every NCMS student in learning lab for mathematics and ELA for intervention/ enrichment for 104 additional minutes in mathematics and ELA.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increase student proficiency in mathematics. Rationale: MobyMax assessments and quarterly benchmark assessments indicate 40% of our 6-8th grade students lack skills in mathematical concepts such as fractions, literal equations, formulas, and algebraic expressions and equations.
Measureable Outcome:	NCMS will have a 13% increase in students showing achievement (scoring a 3, 4, or 5) on the 2021 FSA Mathematics Assessment.
Person responsible for monitoring outcome:	Charles Bowe (charles.bowe1@levyk12.org)
Evidence-based Strategy:	Students will work in small groups based on skill levels and skill gaps.
Rationale for Evidence-based Strategy:	Working in small groups with a paraprofessional will help the students to further and better develop the skills necessary to achieve proficiency on the Florida Standards.

Action Steps to Implement

1. Paraprofessional in all mathematics classes.
2. Enroll students below achievement level on 2019 FSA in 104 minutes of mathematics intervention in our Learning Lab class.
3. Utilize online resources such as MobyMax Math to help students increase mathematical skills and proficiency.
4. Students below achievement level on 2019 FSA will work individually or in small groups with Paraprofessional.

Person Responsible	Beth Caudill (camille.caudill@levyk12.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Increase student proficiency in ELA. Rationale: Successmaker scores indicate many 6-8th grade students lack comprehension in reading, fluency in decoding, and understanding of higher level reading vocabulary and technical vocabulary.
Measureable Outcome:	NCMS will show a 10% increase in student achievement on the 2021 FSA ELA. Students will increase by one grade level in their skills in writing, fluency, comprehension, and vocabulary will increase to grade level proficiency on Successmaker.
Person responsible for monitoring outcome:	Charles Bowe (charles.bowe1@levyk12.org)
Evidence-based Strategy:	Students will work in small groups with a paraprofessional based on skill levels and areas of need.
Rationale for Evidence-based Strategy:	Students scoring a level 1 or 2 on the FSA ELA will work in small groups with paraprofessional to help them increase in their ELA writing and reading proficiency.

Action Steps to Implement

1. Paraprofessional in all ELA classes.
2. Enroll students scoring a 1 or 2 on the 2019 ELA FSA in 104 minutes of ELA intervention/ enrichment in our Learning Lab class.
3. Utilize online resources such as Successmaker for reading comprehension, fluency, and grade level vocabulary, and MobyMax Language Arts to help students increase reading comprehension, fluency, vocabulary, and show ELA proficiency.
4. Students scoring a 1 or 2 on the 2019 FSA will work individually or in small groups with Paraprofessional.

Person Responsible	Allison Hord (allison.hord@levyk12.org)

Additional Schoolwide Improvement Priorities

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

Nature Coast Middle School Leadership Team will determine areas of student need in ELA, mathematics (including Algebra 1), and science. The team will work with the ELA, mathematics, and science teachers to plan specific strategies to help students in the lowest 25th percentile to increase in learning gains. The leadership team will also work with our learning lab teacher to help our students work on skill gaps in mathematics and ELA to increase in grade level and state standard proficiency. The leadership team will work with the office staff in contacting students with absenteeism greater than 10%. Letters will be sent to parents of students with excessive absenteeism beginning with the 5th absence of the quarter. The leadership team will also notify the district of student absenteeism for home visits.

Part IV: Positive Culture & Environment

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

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

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

Nature Coast Middle School will communicate with parents, families, and other community stakeholders through REMIND, Jupitergrades (email and text), the school website, and our school Facebook page. NCMS will keep parents informed about school events (Facebook, REMIND) and student progress (Jupitergrades) in a variety of ways including social media, email, text, and flyers/letters. Nature Coast Middle School will invite parents to participate in the School Advisory Council. NCMS will seek input from the SAC on communication, parental involvement opportunities, and school promotion in the community.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math				$13,223.46
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			Budget Focus	Funding Source	FTE	2020-21
			0062 - Nature Coast Middle School	Title, I Part A		$13,223.46
			Notes: Provide a Paraprofessional for all mathematics classes.			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$13,223.46**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0062 - Nature Coast Middle School	Title, I Part A		$13,223.46
			Notes: Provide a Paraprofessional for all ELA classes.			
					Total:	**$26,446.92**