

Marianna High School

3546 CAVERNS RD, Marianna, FL 32446

<http://mhs.jcsb.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Jackson County School Board on 10/20/2015.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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. 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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Motto: Inspire. Achieve. Excel

Beliefs:

- Student learning is the chief priority for the school.
- Teachers, students, administrators, parents, and the community share the responsibility for advancing the school's mission.
- Teachers, parents, and students should be involved in student learning and behavior.
- A safe, secure, and clean environment will be provided to promote learning.
- Every student can learn.
- Technological literacy is vital for a student's future success.
- Teachers positively impact student's lives in the classroom and through extra-curricular activities.
- Students learn in a variety of ways and should be provided with a variety of instructional approaches to support their learning.
- Administration, teachers and staff will consistently demonstrate respect for themselves and others, thereby creating an atmosphere in which students learn and practice respect for self and others.

Provide the school's vision statement

Purpose Statement:

Marianna High School, in partnership with parents and community, will prepare its students to achieve learning, thinking, and life skills necessary to become successful, respectful and productive citizens in today's diverse society through challenging and equitable learning experiences.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students meet with their homeroom teachers to receive reports about grades. The students know that their homeroom teacher is their "go to" person for issues related to school and anything else that is an area of concern. Our goal is to increase the amount of time that the students spend with the homeroom teacher so that deeper relationships may be fostered.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers and students are aware that respect for each other is of vital concern. Students are monitored at all times and encouraged to follow all school rules. Teachers are assigned to duty stations both before and after the school day in an effort to curb discipline issues. Teachers also use this time to interact and build relationships with students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our students are issued student handbooks with clearly defined behavioral expectations. Teachers go over these expectations with students at the beginning of each school year. This year we are implementing a Positive Behavior Support plan that includes incentives for students to behave in an appropriate manner.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance department, in conjunction with the faculty and administration at Marianna High, works to ensure that all students receive the support needed to be successful. Students who are labeled at risk for dropping out as identified by multiple failures in multiple classes, or at risk for inappropriate behavior as identified by multiple discipline referrals are put into a class that acts as group counseling. The class meets every day and is led by a Tonya Gardner, an MHS guidance counselor who is working through an internship to be a Licensed Mental Health Counselor.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

MHS uses the following data to identify students at risk:
 Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	52	79	69	77	277
One or more suspensions	0	0	0	0	0	0	0	0	0	3	3	1	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	86	39	26	24	175
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Marianna High School will strive to include parents in all aspects of their student's life - both academic and extra-curricular. Parents will be encouraged to take advantage of FOCUS, the online grade book, to monitor academic achievement. Parents will also be encouraged to monitor the school website to stay informed about Marianna High School. In addition, a monthly newsletter will be sent home with the students.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Marianna High School reaches out to the local community businesses and civic clubs through various booster clubs. Specifically, MHS sports booster clubs are building relationships within the community by placing signs around the community that announce home game information. This increases participation on the part of the community at large and builds the sports program's budgets through ticket sales. Through the Decades of Dawgs database, the administration and faculty will reach out to interested alumni through e-newsletters and digital information. One fund raising initiative that the Decades of Dawgs will tackle first is securing funding to purchase an electronic sign for the front of the school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Brisolara, Connie	Principal
Nolen, Hunter	Assistant Principal
Rivers, Sybil	Assistant Principal
Law, Luanne	Instructional Media
Whitfield, Joe	Teacher, K-12
Barber, Susie	Teacher, K-12
Gardner, Tonya	Guidance Counselor
Myrick, Kimberly	Teacher, K-12
Hughes, Bobby	Teacher, K-12
Larson, Todd	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
 - Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
 - Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
 - Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
 - Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
 - Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
 - Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
 - Teacher – of the student whose needs are being addressed
 - Parent/Guardian – of the student whose needs are being addressed
 - Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists
- The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

PURPOSE- To support the nutritional needs of students to ensure they are healthy and ready to learn.

The Jackson County School Board's Homeless Liaison, Innovative Charities of NWFL and Second Harvest Food Bank of the Big Bend have teamed together to support the nutritional needs of children.

ACCOMPLISHMENTS THIS YEAR

Started bag delivery on November 30, 2012 and will conclude weekly delivery on May 31, 2013.

Approximately 1,364 bags of food have been sent home

Approximately 100 boxes of food have been sent home (Christmas and Spring Break)

82 children served this year, with an average of 62 per week

\$5,272 donated

Cottondale Elementary, Cottondale High, Riverside Elementary, Girls Scouts of America, Graceville High and Heart Pageant have conducted food drives

Food Drive development with local grocery stores

SUMMER FOOD PROGRAM

We are currently building our capacity to support a summer program. This will be difficult to implement with school being out of session. We are looking at our ability to get the food to the families.

2013-2014 SCHOOL YEAR

Program expanded to Sneads, Grand Ridge and Graceville

Continue services to Marianna, Malone and Cottondale

Raise \$10,000 to sustain the program

2015-2016 School - Program continues

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Connie Brisolaro	Principal
Lucille Law	Teacher
Patte Hatcher	Teacher
Joe Whitfield	Teacher
Ruby Sylvester	Business/Community
Martha Pereda	Parent
Suzanne Griffin	Education Support Employee
Jane Michels	Parent
John W. Milton	Parent
Vicky Pellham	Parent
Mavis McLean	Teacher
Grace Wallace	Student
Kayleigh Temples	Student
Walter Cauldwell	Student
Riley Torbett	Student
Deeanna Holden	Student
Susie Barber	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Development of this school improvement plan

Members of the SAC analyzed data and helped draft goals for the school improvement plan. The entire SAC reviewed and revised the plan as a group.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Law, Luanne	Instructional Media
Brisolara, Connie	Assistant Principal
Addison, Cathi	Instructional Coach
Jones, Philip	Teacher, K-12
Money, Hannah	Teacher, K-12
Buice, Nicole	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will focus on encouraging independent reading, incorporating close reading, and support the implementation of the Florida Standards. The Literacy Leadership Team will encourage literacy across the content areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Math and ELA teachers will meet with district literacy coaches to plan, develop and implement curriculum maps.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Principal Connie Brisolara recruits and hires new teachers. All new teachers participate in the Jackson County New Teacher program through the district office. As a part of this program, new teachers are assigned a mentor teacher from the MHS campus. Teachers are matched based on subject area.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers participate in the Jackson County New Teacher program through the district office. All new teachers will compile a portfolio and do required professional development. Veteran teachers who are new to our school will meet with their department chairs on an as needed basis.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers use Marzano's Intentional Thinking Map for Daily Lessons to plan instruction. This map requires the use of the Florida Standards and encourages analysis of the standards when planning for lessons.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use Think Through Math, Learn Bop, and Algebra Nation to differentiate instruction in math. These programs target areas of weakness in each student.

Teachers also use data gleaned from STAR, FAIR, and district ELA progress monitoring assessments to target areas on weakness in reading.

Students who are not proficient based on state assessments are required to take intensive reading or intensive math. These courses offer remediation and help students acquire strategies to help them be successful in reading and math.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,320

Math tutoring will be offered for all students on Tuesdays and Thursdays from 3-4 in the library.

Strategy Rationale

Students may need extra help in addition to the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Whitfield, Joe, joe.whitfield@jcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from the Fall Retakes and the Spring administrations of the Algebra and Geometry EOC exams will be examined to determine the effectiveness of the tutoring program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Our students are encouraged to continue their education after high school. We partner with Chipola College and Washington Holmes Technical Center to promote their programs during the daily news show. We also encourage our juniors seniors to attend a College and Career night in which area colleges talk one on one with them. This year College and Career night will be held on November 6, 2014 and will include guests from the University of Florida, Chipola College, and Washington Holmes Technical Center.

Our students who have IEPs and/or a diagnosed disability are encouraged to seek advice from outside agencies such as Vocational Rehabilitation. We set up meetings with advisors on an as needed basis and at the request of the student.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors disseminate information to all of the students on a regular basis through classroom presentations. Homeroom teachers also act as advisors on an as needed basis. We partner with Chipola College and Washington Holmes Technical Center to promote their programs during the daily news show.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Marianna High School has four career academies: Health Science, Engineering, IT, and Culinary. The teachers in the academies work hard to build relationships with core content area teachers so that the material that is being presented across the curriculum is rigorous and relevant. Health Science students are able to sit for the CNA exam at the end of their program of study. Last year 100% of the students who took the CNA exam passed it. Engineering students take the Autodesk Inventor, Autodesk CAD, and Autodesk 3D Max. IT students take the Microsoft Office certification exams. Culinary students take the ServSafe exam through the National Restaurant Association.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

1. Students will be introduced to careers through Dawg Bytes, the morning TV show.
2. Students will be encouraged to sign up for ACT and/or SAT. English teachers will review the procedures for testing.
3. Students will be exposed to more complex text across the content areas.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Teachers deliver lessons that are rigorous, relevant and rich in content.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Summary of Reading Strategies to Improve Student Achievement:

Data:

- The percentage of students in the top quartile for the FSA 2016 will increase from 24% to 29%.
- The percentage of students in the lowest quartile for the FSA 2016 will decrease from 23% to 18%.

Strategies:

- Marianna High School teachers will follow the District ELA Map and work with Cathi Addison to successfully deliver the curriculum.
- MHS 9th and 10th grade students and those students who have not passed the State ELA assessment will be progress monitored through STAR, FAIR, and District ELA assessments. Data will be analyzed and instruction based upon identified student needs.

Marianna High School Continued

Summary of Math Strategies to Improve Student Achievement:

Data:

Algebra 1:

- The percentage of students in the top quartile for the FSA 2016 will increase from 12% to 17%.
- The percentage of students in the lowest quartile for the FSA 2016 will decrease from 33% to 29%.

Algebra 2:

- The percentage of students in the top quartile for the FSA 2016 will increase from 24% to 29%.
- The percentage of students in the lowest quartile for the FSA 2016 will decrease from 20% to 15%.

Geometry:

- The percentage of students in the top quartile for the FSA 2016 will increase from 23% to 28%.
- The percentage of students in the lowest quartile for the FSA 2016 will decrease from 21% to 16%.

Strategies to be used:

- Marianna High School teachers will help develop and follow the District Maps for all math courses.
- Free tutoring will be provided to all students in all math classes in the library from 3-4 on Tuesdays and Thursdays.
- Think Through Math will be used for Algebra 1, Algebra 2, and Geometry.
- Algebra Nation will be used for all Algebra 1 students.
- Learn Bop will be used for Algebra 1 students.
- All math teachers will meet with Missy Rogers every two weeks during their planning period.

Summary of Behavior Strategies to Improve Attendance and Decrease Suspension:

- Marianna High School will use PBS to improve attendance and decrease suspensions. The PBS team will meet and plan reward parties for students with no tardies or referrals.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** At least 70% of the students taking a math related EOC shall score in the passing range.
- G2.** • The percentage of students in the top quartile for the Reading FSA 2016 will increase from 24% to 29%. • The percentage of students in the lowest quartile for the Reading FSA 2016 will decrease from 23% to 18%.
- G3.** Students shall recognize that school is a safe environment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. At least 70% of the students taking a math related EOC shall score in the passing range. 1a

G075151

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Think Through Math: Students will receive enrichment and remediation through a computer program, Think Through Math. Teachers can set individual pathways based on individual student needs. Students are able to work on the program at school and at home.
- Teachers will use a pacing guide developed by teachers across the Jackson school district. This guide maps the Florida Standards and ensures that adequate instructional time is allocated for each standard.
- All students shall be provided free tutoring for all math subjects on Tuesdays and Thursdays for one hour after school.

Targeted Barriers to Achieving the Goal 3

- Computer labs may have limited availability.
- Students may not understand how to craft an answer in a free-response question.

Plan to Monitor Progress Toward G1. 8

Data gleaned from district math computer programs shall be collected and analyzed throughout the course of the school year to monitor progress.

Person Responsible

Joe Whitfield

Schedule

Monthly, from 9/10/2015 to 5/20/2016

Evidence of Completion

Analyzed data portfolios

G2. • The percentage of students in the top quartile for the Reading FSA 2016 will increase from 24% to 29%. • The percentage of students in the lowest quartile for the Reading FSA 2016 will decrease from 23% to 18%. **1a**

 G075152

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal **2**

- Cathi Addison, District Literacy Coach
- District Curriculum Map/Pacing Guide

Targeted Barriers to Achieving the Goal **3**

- Teachers may not incorporate all of the Florida Standards for ELA into their curriculum.
- Teachers may not understand how to choose appropriately complex text.

Plan to Monitor Progress Toward G2. **8**

District developed ELA progress monitoring assessments shall be administered to determine students' mastery of the Florida Standards at the end of each 9 week marking period.

Person Responsible

Luanne Law

Schedule

Quarterly, from 9/17/2015 to 5/25/2016

Evidence of Completion

Assessment data shall be collected and analyzed.

G3. Students shall recognize that school is a safe environment. 1a

G075153

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
4-Year Grad Rate (At-Risk)	50.0

Resources Available to Support the Goal 2

- Officer Cobb, School Resource Officer
- Marianna Police Department
-

Targeted Barriers to Achieving the Goal 3

- Students may feel unsafe at school.

Plan to Monitor Progress Toward G3. 8

Students will complete a survey at the end of the first semester and the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.

Person Responsible

Luanne Law

Schedule

Semiannually, from 8/25/2014 to 5/29/2015

Evidence of Completion

Students will complete a survey at the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. At least 70% of the students taking a math related EOC shall score in the passing range. **1**

 G075151

G1.B1 Computer labs may have limited availability. **2**

 B196228

G1.B1.S1 Teachers will work with the district technology coordinator to secure several computers for the math classrooms and mobile labs shall be utilized in the intensive math classrooms. **4**

 S207956

Strategy Rationale

Students will have opportunities to practice completing math problems on the computer.

Action Step 1 **5**

Computer stations will be added to algebra classrooms.

Person Responsible

Luanne Law

Schedule

On 5/18/2016

Evidence of Completion

Computers will be in classrooms.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data from district math programs shall be analyzed.

Person Responsible

Missy Rogers

Schedule

On 5/20/2016

Evidence of Completion

Teachers shall compile portfolios of data from district math programs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

EOC Exam data in Algebra I, Algebra 2, and Geometry shall be analyzed.

Person Responsible

Joe Whitfield

Schedule

On 5/20/2016

Evidence of Completion

EOC exam data for Algebra I, Algebra 2, and Geometry

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Lessons plans should reflect instruction.

Person Responsible

Connie Brisolaro

Schedule

Weekly, from 8/20/2014 to 5/20/2015

Evidence of Completion

Teacher Lesson plans and curriculum maps

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Progress monitoring scores and EOC exam scores shall be analyzed.

Person Responsible

Joe Whitfield

Schedule

Quarterly, from 8/20/2014 to 5/20/2015

Evidence of Completion


Progress monitoring scores and EOC exam scores

G2. • The percentage of students in the top quartile for the Reading FSA 2016 will increase from 24% to 29%. • The percentage of students in the lowest quartile for the Reading FSA 2016 will decrease from 23% to 18%.

1

 G075152

G2.B1 Teachers may not incorporate all of the Florida Standards for ELA into their curriculum. 2

 B196230

G2.B1.S1 Teachers will be offered professional learning opportunities throughout the school year. This professional development will be offered by Cathi Addison, the district's literacy coach, and Connie Brisolaro, MHS Principal. 4

 S207958

Strategy Rationale

Teachers who understand how to incorporate appropriately complex texts in their lesson plans will be more likely to challenge their students with such texts.

Action Step 1 5

ELA teachers will work with Cathi Addison, the district literacy coach, to implement a district wide pacing guide and curriculum map.

Person Responsible

Cathi Addison

Schedule

Monthly, from 8/10/2015 to 5/24/2016

Evidence of Completion

A district wide pacing guide and curriculum map shall be completed and revised throughout the school year.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Walk-through evaluations

Person Responsible

Connie Brisolaro

Schedule

Biweekly, from 9/10/2015 to 5/20/2016

Evidence of Completion

Evaluations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will work with Cathi Addison to determine the effectiveness of the pacing guide and curriculum map.

Person Responsible

Cathi Addison

Schedule

Monthly, from 9/10/2015 to 5/20/2016

Evidence of Completion

Lesson Plans that incorporated the district guide and map shall be collected.

G2.B2 Teachers may not understand how to choose appropriately complex text. 2

B196231

G2.B2.S1 Teachers will work with Connie Brisolaro and Cathi Addison to choose appropriately complex text for use with the close reading strategy and other areas of instruction. 4

S207959

Strategy Rationale

Action Step 1 5

Teachers will work with Connie Brisolaro and Cathi Addison to choose appropriately complex text.

Person Responsible

Schedule

On 5/18/2016

Evidence of Completion

Lesson Plans that reflect text that is appropriate to each course and grade level

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Mrs. Brisolaro will monitor lesson plans and make classroom visits to monitor implementation.

Person Responsible

Schedule

Biweekly, from 8/18/2015 to 5/18/2016

Evidence of Completion

Evaluations and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Computer stations will be added to algebra classrooms.	Law, Luanne	8/18/2015	Computers will be in classrooms.	5/18/2016 one-time
G2.B1.S1.A1	ELA teachers will work with Cathi Addison, the district literacy coach, to implement a district wide pacing guide and curriculum map.	Addison, Cathi	8/10/2015	A district wide pacing guide and curriculum map shall be completed and revised throughout the school year.	5/24/2016 monthly
G2.B2.S1.A1	Teachers will work with Connie Brisolara and Cathi Addison to choose appropriately complex text.		8/17/2015	Lesson Plans that reflect text that is appropriate to each course and grade level	5/18/2016 one-time
G1.MA1	Data gleaned from district math computer programs shall be collected and analyzed throughout the course of the school year to monitor progress.	Whitfield, Joe	9/10/2015	Analyzed data portfolios	5/20/2016 monthly
G1.B1.S1.MA1	EOC Exam data in Algebra I, Algebra 2, and Geometry shall be analyzed.	Whitfield, Joe	9/3/2015	EOC exam data for Algebra I, Algebra 2, and Geometry	5/20/2016 one-time
G1.B1.S1.MA1	Data from district math programs shall be analyzed.	Rogers, Missy	9/10/2015	Teachers shall compile portfolios of data from district math programs.	5/20/2016 one-time
G1.B2.S1.MA1	Progress monitoring scores and EOC exam scores shall be analyzed.	Whitfield, Joe	8/20/2014	Progress monitoring scores and EOC exam scores	5/20/2015 quarterly
G1.B2.S1.MA1	Lessons plans should reflect instruction.	Brisolara, Connie	8/20/2014	Teacher Lesson plans and curriculum maps	5/20/2015 weekly
G2.MA1	District developed ELA progress monitoring assessments shall be administered to determine students' mastery of the Florida Standards at the end of each 9 week marking period.	Law, Luanne	9/17/2015	Assessment data shall be collected and analyzed.	5/25/2016 quarterly
G2.B1.S1.MA1	Teachers will work with Cathi Addison to determine the effectiveness of the pacing guide and curriculum map.	Addison, Cathi	9/10/2015	Lesson Plans that incorporated the district guide and map shall be collected.	5/20/2016 monthly
G2.B1.S1.MA1	Walk-through evaluations	Brisolara, Connie	9/10/2015	Evaluations	5/20/2016 biweekly
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	Mrs. Brisolara will monitor lesson plans and make classroom visits to monitor implementation.		8/18/2015	Evaluations and lesson plans	5/18/2016 biweekly
G3.MA1	Students will complete a survey at the end of the first semester and the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.	Law, Luanne	8/25/2014	Students will complete a survey at the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.	5/29/2015 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. At least 70% of the students taking a math related EOC shall score in the passing range.

G1.B1 Computer labs may have limited availability.

G1.B1.S1 Teachers will work with the district technology coordinator to secure several computers for the math classrooms and mobile labs shall be utilized in the intensive math classrooms.

PD Opportunity 1

Computer stations will be added to algebra classrooms.

Facilitator

Missy Rogers

Participants

MHS Faculty

Schedule

On 5/18/2016

G2. • The percentage of students in the top quartile for the Reading FSA 2016 will increase from 24% to 29%. • The percentage of students in the lowest quartile for the Reading FSA 2016 will decrease from 23% to 18%.

G2.B1 Teachers may not incorporate all of the Florida Standards for ELA into their curriculum.

G2.B1.S1 Teachers will be offered professional learning opportunities throughout the school year. This professional development will be offered by Cathi Addison, the district's literacy coach, and Connie Brisolaro, MHS Principal.

PD Opportunity 1

ELA teachers will work with Cathi Addison, the district literacy coach, to implement a district wide pacing guide and curriculum map.

Facilitator

Cathi Addison

Participants

MHS ELA Faculty

Schedule

Monthly, from 8/10/2015 to 5/24/2016

G2.B2 Teachers may not understand how to choose appropriately complex text.

G2.B2.S1 Teachers will work with Connie Brisolaro and Cathi Addison to choose appropriately complex text for use with the close reading strategy and other areas of instruction.

PD Opportunity 1

Teachers will work with Connie Brisolaro and Cathi Addison to choose appropriately complex text.

Facilitator

Connie Brisolaro and Cathi Addison

Participants

all faculty members

Schedule

On 5/18/2016

Budget

Budget Data

1	G1.B1.S1.A1	Computer stations will be added to algebra classrooms.	\$0.00
2	G2.B1.S1.A1	ELA teachers will work with Cathi Addison, the district literacy coach, to implement a district wide pacing guide and curriculum map.	\$0.00
3	G2.B2.S1.A1	Teachers will work with Connie Brisolaro and Cathi Addison to choose appropriately complex text.	\$0.00
Total:			\$0.00