

Jackson County School Board

Marianna Middle School



2016-17 Schoolwide Improvement Plan

Marianna Middle School

4144 SOUTH ST, Marianna, FL 32448

<http://mms.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	C

**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 11/22/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Marianna Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The purpose of Marianna Middle School is to prepare all students for success as educated and caring citizens by inspiring and building good character and a passion for lifelong learning.

b. Provide the school's vision statement.

- Student learning is the chief priority for the school
- Students' learning needs should be the primary focus of all decisions impacting the work of the school.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- A safe and physically comfortable environment promotes student learning.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- The commitment to continuous improvement is imperative for our school to enable students to become confident, self-directed, lifelong learners.

2. School Environment

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

Marianna Middle School uses appropriate grade level information on different cultures and backgrounds through their instruction. This type of instruction builds knowledge, relationships, and understanding of the types of cultures such as:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Administration and school staff create a safe environment before, during and after school by being in specific locations throughout the school that is easily accessible to all students. Principals, School Counselors, and staff continually interact with students with positive verbal and non verbal cues that radiates among students that promotes confidence, self-direction, and lifelong learners. Marianna Middle School also implements a learning strategies and social skills class for students to build a positive, caring and supportive school community.

c. 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.

-During preplanning at the beginning of each school year, all faculty and staff are trained on established protocols and procedures, emphasizing clear behavioral expectations and discipline for students.

-At the beginning of the school year, all teachers teach and implement specific procedures for all students to follow within the classroom, hallways, lunchroom, media center, and entering and leaving school (bus, car areas.) These procedures are forced daily to minimize distractions/confusion in order to keep students instructionally engaged. Teachers are also responsible for teaching and implementing the County Wide Discipline plan for the year. Students are required to sign a "Code of Conduct" form stating that they have been taught the dress and discipline policy.

-Marianna Middle School Administration and teachers review the discipline plan throughout the year to monitor consistency and fairness for all students.

d. 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.

School Counselor and selected teachers meet on a regular basis to identify and address social/emotional needs of students. The School Counselor, student, parent, and selected teachers meet to assess the students needs and their barriers blocking their success. Students could also be placed in Learning Strategies and Social Personal classes in focused small groups. Teachers, Administration, and School Counselors use positive adult interaction and positive feedback throughout the school day to emphasize, give guidance, and promote success in students barriers.

3. Early Warning Systems

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

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

- a. Teachers monitor student's attendance and academic awareness on a daily basis through attendance records and assessments. Any early warning signs that arise such as: attendance below 90 percent, suspended students in or out of school, course failures, and level 1 or 2 on FSA are reported to parents, school counselors and or administration.
 - b. Students that scored level 1 on the statewide assessment test are considered for intensive classes in reading and/or math. These students will work closely with the intensive teacher in small groups. Intensive math teachers are using the "Thinkthrough Math" and "Learnbop" programs to identify and remediate specific deficient standards. Intensive Reading teachers are using the "I-Ready" and/or "MobyMax" programs to identify and remediate specific deficient standards.
- Each team of teachers monitor and meet weekly on their low performing students, attendance, and discipline. Each team discusses possible problems and interventions needed to help with early warning indicators. Constant contact with the parent, school counselor and/or administration is documented and reviewed throughout the year.

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

1. 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	31	35	39	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	2	3	3	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	16	19	22	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	0	0	0	90	87	71	0	0	0	0	248

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	28	31	28	0	0	0	0	87

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

- a. Teachers monitor student’s attendance and academic awareness on a daily basis through attendance records and assessments. Any early warning signs that arise such as: attendance below 90 percent, suspended students in or out of school, course failures, and level 1 or 2 on FSA are reported to parents, school counselors and or administration.
- b. Students that scored level 1 on the statewide assessment test are considered for intensive classes in reading and/or math. These students will work closely with the intensive teacher in small groups. Intensive math teachers are using the “Thinkthrough Math” and "Learnbop" programs to identify and remediate specific deficient standards. Intensive Reading teachers are using the “I-Ready” and/or “MobyMax” programs to identify and remediate specific deficient standards.
-Each team of teachers monitor and meet weekly on their low performing students, attendance, and discipline. Each team discusses possible problems and interventions needed to help with early warning indicators. Constant contact with the parent, school counselor and/or administration is documented and reviewed throughout the year.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

We have set a goal of having 95% of parents actively involved in our school for the 2016-2017 school year. We will advocate increased communication through progress reports, report cards, TRACKS newsletter, agenda books, phone calls, emails, parent and teacher meetings, and behavioral contracts.

2. 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 Middle School builds and sustains partnerships with the local community by inviting them to be involved in the School Advisory Council where they are able to use their resources to support the school and student achievement. Also, MMS has developed a "Public Relations Committee" who is responsible for providing information to the local media outlets regarding the success and activities at our school. Marianna Middle School is now a "digital" school where each student receives a tablet to work on during

the school day. Community businesses and individuals have donated money towards the digital devices to help promote technological intuition among students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ellis, Eddie	Principal
Martin, Carlan	Assistant Principal
Allen, Amy	Assistant Principal

b. Duties

1. 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 have 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sherri Godwin	Teacher
Lynn Hobbs	Teacher
Sheila Mader	Education Support Employee
Keywaun Bryant	Student
Parker Castleberry	Student
Eddie Ellis	Principal
Angie Cozart	Business/Community
Amanda Clark-Hussey	Parent
Mia Merrifield	Student
Emilyanne Roulhac	Student
Taryn Geffrard	Student
Elizabeth Brower	Student
Latrena Vann	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council at Marianna Middle School met to evaluate last year's school improvement plan (2015-2016) and adjusted accordingly to create and analyze new plans for the 2016-2017 school year. In this meeting we discussed new goals and strategies needed to incorporate growth and guidance for the new school year.

b. Development of this school improvement plan

The SAC committee was involved with the implementation of the School Improvement Plan as an advisory board that kept constant communication between the community and school.

c. Preparation of the school's annual budget and plan

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Godwin, Sherri	Teacher, K-12
Charles, Greta	Teacher, K-12
Sarah, Katherine	Teacher, K-12
Ellsworth, Matthew	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership promotes literacy throughout the school by emphasizing all subject areas to using close reads and small passages that adhere to reading practices. The Literacy team meets to address student resources such as i-Ready and Accelerated Reader and materials needed to accomplish grade specific goals.

D. Public and Collaborative Teaching

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

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

Marianna Middle school's administrative staff encourages and promotes positive working relationships amongst teachers by having a collaborative planning within grade teams. This enables each team to work together across curriculum to promote relationships that enhances the learning environment for each student.

-Each grade department is able to meet once a week to discuss instruction and curriculum as well as a once a month meeting between all grade departments.

-The Math and Language Arts teachers attended curriculum training over the summer and in pre planning to educate, advise, and collect materials needed for the new Florida Standards.

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

1. Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertising job openings for the District that is accessible on the world wide web.

2. Newly hired teachers are provided a mentor and District support through the beginning teacher

program.

3. Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge.

4. Provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, ect.) for teachers to obtain their professional teaching certificate; become highly qualified in subject areas taught; and renewal of professional certificates for veteran teachers.

5. Support teachers to improve instructional practices through the evaluation process developed through RACE to the TOP using the Marzano frameworks.

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

MMS partners with PAEC through the proPEL Mentor Educator (Learning Twogether) Program to assist experienced teachers as they support and mentor developing professionals and to assist beginning teachers with resources, training and guidance needed to be successful.

Planned mentoring activities include collaborate weekly; provide formal and informal observations; develop long and short term goals; analyzing data; assist with paper work.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Every teacher has identified the Florida Standards per their teaching curriculum through the Department of Education. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, and math curriculum that aligns to the standards. All ELA and Math teachers have attended a workshop within the County that helped develop a common curriculum using the Florida Standards as an alignment for core instructional programs and materials. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practices, curriculum, and the standards.

b. Instructional Strategies

1. 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.

-The school uses the most recent cumulative and summative assessments to provide differentiated instruction such as Intensive Reading and Intensive Math classes among all students' needs. Intensive reading students will be using the "I-Ready" and/or "MobyMax" programs to encourage help within specific skills and standards. Math will be using the Think Through Math and "LearnBop" programs, to help with specific skills and standards.

-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.

2. 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: After School Program

Minutes added to school year:

Students needing additional help in reading and math may attend an after school tutoring program with certified teachers.

Strategy Rationale

To increase student learning and knowledge in math and reading.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ellis, Eddie, eddie.ellis@jcsb.org

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

The end of year state wide assessment on students who attend the after school tutoring program will be reviewed for effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

1. One day during the last two weeks of school, the 5th grade students from Riverside Elementary attend an open house at Marianna Middle School. During this time, they meet School Administrators, School Counselors and Teachers. They are also introduced to the different activities, academics, and vocational opportunities available at MMS. ALL 5th grade students take a tour of the campus to familiarize them with the locations of the Front Office, Media Center, Cafeteria, Gym, and Classrooms. Parents of the 5th grade students are also encouraged to attend as well.
2. The Band Director at Marianna Middle School attends Riverside Elementary to discuss the band program with each 5th grader.
3. School Counselors at Marianna Middle School attend end of year IEP staffings/meetings at Riverside for upcoming 6th graders. This enables MMS to meet with eligible students and parents to discuss academic and behavioral transitions.
4. Marianna Middle School holds a school wide "Open House" the week before school starts. During this time, each student and guardians are able to meet teachers and are able to familiarize themselves with their upcoming schedule.
5. Early spring, MMS 8th grade students attend an open house type visit at Marianna High School. During this time they are introduced to the School Administrators, School Counselors, and Teachers.

They are also introduced to the different activities, academics and vocational opportunities at Marianna High School. MHS School Counselors review the scheduling process and encourage each student to have an individual schedule completed before summer break. Students also take a tour of Marianna High School campus to familiarize themselves with the locations of the Front Office, Media Center, Cafeteria, Gym, and Classrooms.

6. School Counselors at Marianna High school attend end of year IEP staffings/meetings at Marianna Middle School for upcoming 9th graders. This enables MHS to meet with eligible students and parents to discuss academics and behavioral transitions.

b. College and Career Readiness

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

Marianna Middle School and Marianna High School School Counselors meet with 8th grade students to advise on their individual course of study that is personally meaningful for academic and career planning.

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

In 8th grade, the school has incorporated career education within the History classes to emphasize the relationship between subjects and their future.

All students have access to a digital tablet that has many different types of lessons/activities from all areas of curriculum. The students are able to use these to enhance their individual technology needs and growth.

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

Marianna Middle School offers basic computer keyboarding classes to teach and emphasize computer skills.

All students have access to a digital tablet that has many different types of lessons/activities from all areas of curriculum. The students are able to use these to enhance their individual technology needs and growth.

4. 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.

-In 8th grade, the school has incorporated career education within the History classes to emphasize the relationship between subjects and their future. Several businesses and colleges have been invited to speak with the 8th grade students to give information on different types of careers.

-Marianna Middle School and Marianna High School Counselors meet with 8th grade students to advise on their individual course of study that is personally meaningful for academic and career planning.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If we increase the student's comprehension of the Florida Standards through the use of updated curriculum and using technology support to help guide and enhance student's individual skills, then all grade levels will have a 10% reduction in non-proficient students in math.
- G2.** If we increase the student's comprehension of the Florida Standards through the use of updated curriculum and using technology support to help guide and enhance student's individual skills, then all grade levels will have a 10% reduction in non-proficient students in reading.

Strategic Goals Detail

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

G1. If we increase the student's comprehension of the Florida Standards through the use of updated curriculum and using technology support to help guide and enhance student's individual skills, then all grade levels will have a 10% reduction in non-proficient students in math. 1a

G086647

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- Student knowledge and skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- School wide curriculum mapping
- Digging in the Data
- One on one device for each student
- Unpacking Florida Standards
- Small group setting for Level 1

Plan to Monitor Progress Toward G1. 8

Think Through Math

Person Responsible

Eddie Ellis

Schedule

Monthly, from 8/11/2016 to 3/31/2017

Evidence of Completion

Results from Progress Monitoring

G2. If we increase the student's comprehension of the Florida Standards through the use of updated curriculum and using technology support to help guide and enhance student's individual skills, then all grade levels will have a 10% reduction in non-proficient students in reading. 1a

G086648

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal 3

- Students knowledge and skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development - (Cathi Braxton) - curriculum and unpacking standards
- Digging in the Data
- One on one devices for each student
- Reading remediation teacher - remediates and supports learning for the Level 1 students in small groups
- Professional Development - (Tammy Newsome and Jean Gause) technology training on usage and programs to help support and guide students
- I-Ready - online diagnostic, curriculum and progress monitoring
- MTSS

Plan to Monitor Progress Toward G2. 8

i-Ready

Person Responsible

Eddie Ellis

Schedule

Monthly, from 8/11/2016 to 3/31/2017

Evidence of Completion

Results from Progress Monitoring

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. If we increase the student's comprehension of the Florida Standards through the use of updated curriculum and using technology support to help guide and enhance student's individual skills, then all grade levels will have a 10% reduction in non-proficient students in math. **1**

 G086647

G1.B1 Student knowledge and skills **2**

 B230321

G1.B1.S1 Math teachers will progress monitor/assess students awareness of the standards by using technology support to determine strengths and weaknesses in each subcategory. **4**

 S242977

Strategy Rationale

Action Step 1 **5**

Teacher and students will use the Think Through Math program to monitor strengths and weaknesses in Math.

Person Responsible

Eddie Ellis

Schedule

Monthly, from 8/11/2016 to 3/31/2017

Evidence of Completion

All Math teachers will collect monthly progress reports from Think Through Math that gives each students strengths and weaknesses.

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

Student conferences

Person Responsible

Eddie Ellis

Schedule

Monthly, from 8/11/2016 to 3/31/2017

Evidence of Completion

Documentation within team meetings

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

We will use the Think Through Math to progress monitor our students math skills

Person Responsible

Eddie Ellis

Schedule

Monthly, from 8/11/2016 to 3/31/2017

Evidence of Completion

Student scores and reports from the Think Through Math Program

G2. If we increase the student's comprehension of the Florida Standards through the use of updated curriculum and using technology support to help guide and enhance student's individual skills, then all grade levels will have a 10% reduction in non-proficient students in reading. 1

G086648

G2.B1 Students knowledge and skills 2

B230323

G2.B1.S1 Language and Reading teachers will progress monitor/assess students awareness of the standards by using technology support to determine strengths and weaknesses in each subcategory. 4

S242978

Strategy Rationale

Action Step 1 5

Teacher and students will use the i-Ready reading program to monitor strength and weaknesses in Language and/or Reading.

Person Responsible

Eddie Ellis

Schedule

Monthly, from 8/11/2016 to 3/31/2017

Evidence of Completion

All Reading/Language teachers will collect monthly progress reports from I-ready program that give each students strengths and weaknesses.

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

Student conferences

Person Responsible

Eddie Ellis

Schedule

Monthly, from 8/11/2016 to 3/31/2017

Evidence of Completion

Documentation within team meetings

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

We will use the i-Ready program to progress monitor our students reading, writing and language skills

Person Responsible

Eddie Ellis









Schedule

Monthly, from 8/11/2016 to 3/31/2017

Evidence of Completion

Student scores and reports from the I-Ready Program

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M325233	Think Through Math	Ellis, Eddie	8/11/2016	Results from Progress Monitoring	3/31/2017 monthly
G2.MA1  M325238	i-Ready	Ellis, Eddie	8/11/2016	Results from Progress Monitoring	3/31/2017 monthly
G1.B1.S1.MA1  M325231	We will use the Think Through Math to progress monitor our students math skills	Ellis, Eddie	8/11/2016	Student scores and reports from the Think Through Math Program	3/31/2017 monthly
G1.B1.S1.MA1  M325232	Student conferences	Ellis, Eddie	8/11/2016	Documentation within team meetings	3/31/2017 monthly
G1.B1.S1.A1  A314405	Teacher and students will use the Think Through Math program to monitor strengths and weaknesses...	Ellis, Eddie	8/11/2016	All Math teachers will collect monthly progress reports from Think Through Math that gives each students strengths and weaknesses.	3/31/2017 monthly
G2.B1.S1.MA1  M325234	We will use the i-Ready program to progress monitor our students reading, writing and language...	Ellis, Eddie	8/11/2016	Student scores and reports from the I-Ready Program	3/31/2017 monthly
G2.B1.S1.MA1  M325235	Student conferences	Ellis, Eddie	8/11/2016	Documentation within team meetings	3/31/2017 monthly
G2.B1.S1.A1  A314406	Teacher and students will use the i-Ready reading program to monitor strength and weaknesses in...	Ellis, Eddie	8/11/2016	All Reading/Language teachers will collect monthly progress reports from I-ready program that give each students strengths and weaknesses.	3/31/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase the student's comprehension of the Florida Standards through the use of updated curriculum and using technology support to help guide and enhance student's individual skills, then all grade levels will have a 10% reduction in non-proficient students in math.

G1.B1 Student knowledge and skills

G1.B1.S1 Math teachers will progress monitor/assess students awareness of the standards by using technology support to determine strengths and weaknesses in each subcategory.

TA Opportunity 1

Teacher and students will use the Think Through Math program to monitor strengths and weaknesses in Math.

Facilitator

Missy Rogers

Participants

All Math Instructors

Schedule

Monthly, from 8/11/2016 to 3/31/2017

G2. If we increase the student's comprehension of the Florida Standards through the use of updated curriculum and using technology support to help guide and enhance student's individual skills, then all grade levels will have a 10% reduction in non-proficient students in reading.

G2.B1 Students knowledge and skills

G2.B1.S1 Language and Reading teachers will progress monitor/assess students awareness of the standards by using technology support to determine strengths and weaknesses in each subcategory.

TA Opportunity 1

Teacher and students will use the i-Ready reading program to monitor strength and weaknesses in Language and/or Reading.

Facilitator

Cathi Addison

Participants

All ELA Instructors

Schedule

Monthly, from 8/11/2016 to 3/31/2017

VII. Budget

1	G1.B1.S1.A1	Teacher and students will use the Think Through Math program to monitor strengths and weaknesses in Math.	\$0.00
2	G2.B1.S1.A1	Teacher and students will use the i-Ready reading program to monitor strength and weaknesses in Language and/or Reading.	\$0.00
Total:			\$0.00