

Jackson County School Board

Marianna High School



2016-17 Schoolwide Improvement Plan

Marianna High School

3546 CAVERNS RD, Marianna, FL 32446

<http://mhs.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)
High School 9-12	Yes	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

**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 High 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.

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.

b. 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.

2. School Environment

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

Students meet with their 1st period teachers to receive reports about grades. The students know that their 1st period 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 1st period teacher so that deeper relationships may be fostered.

b. 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.

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.

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.

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.

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.

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.

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

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	0	0	0	46	27	42	51	166
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	46	35	67	68	216
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	68	67	68	271

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	41	36	30	35	142

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

Reading 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, i-Ready, District ELA assessments, and District Embedded Writing Assessments. Data will be analyzed and instruction based upon identified student needs.
- MTSS: All Marianna High School teachers will follow the guidelines outlined in the Jackson County Multi-Tiered System of Supports Teacher Handbook. Tonya Gardner will be our administrative team's contact person for teachers to express concerns. She will generate a "watch list" with teacher input.
- Free tutoring will be provided to all students in all ELA classes before school on Tuesdays and Thursdays from 7 am to 7:40 am.
- All level 1 students shall be placed in Intensive Reading classes.

Math Strategies to be used:

- Marianna High School teachers will follow the District Maps for all math courses.
- Free tutoring will be provided to all students in all math classes before school on Mondays and Wednesdays from 7 am to 7:40 am.
- Think Through Math will be used for Algebra 1, Algebra 2, and Geometry.
- Algebra Nation will be used for all Algebra 1 students.
- Algebra Boot Camp will be offered during the summer to students who do not pass the Algebra EOC exam.
- All math teachers will meet with Missy Rogers at least monthly during their planning period.
- All students who have not passed the Algebra 1 EOC exam shall be placed in an intensive math class.
- All students who have not passed the Algebra 1 EOC exam shall be required to take the PERT once a month. If the PERT is passed, the FLDOE allows students to use their PERT score in place of the Algebra 1 EOC exam.
- MTSS: All Marianna High School teachers will follow the guidelines outlined in the Jackson County Multi-Tiered System of Supports Teacher Handbook. Tonya Gardner will be our administrative team's contact person for teachers to express concerns. She will generate a "watch list" with teacher input.

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

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.

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 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.

In addition, our CTE programs will work with the community to provide opportunities for interaction among students, faculty, and community members. A specific example of such an opportunity is the Healthy Table project through the Bulldog Bistro/Culinary Program and the University of Florida's Jackson County Extension Office. This project provides an opportunity for our students to demonstrate healthy culinary techniques for members of our community.

We also have a vibrant theater program that encourages community involvement. This year's musical, Disney's Aladdin Jr., will take place in December of 2016. Elementary students from all over the district will attend our production.

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
Nolen, Hunter	Principal
Rivers, Sybil	Assistant Principal
Law, LuAnne	Instructional Media
Whitfield, Joe	Teacher, K-12
Barber, Susie	Teacher, K-12
Gardner, Tonya	School Counselor
Myrick, Kimberly	Teacher, K-12
Hughes, Bobby	Teacher, K-12
Larson, Todd	Teacher, K-12
Mitchell, Melanie	Assistant Principal
Donaldson, John	Teacher, K-12

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 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.

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.

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

Cottdale Elementary, Cottdale 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

2016-2017 School School Year - Program continues

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Hunter Nolen	Principal
Lucille Law	Teacher
Joe Whitfield	Teacher
Ruby Sylvester	Business/Community
Martha Pereda	Parent
Suzanne Griffin	Education Support Employee
Vicky Pellham	Parent
Mavis McLean	Teacher
Walter Cauldwell	Student
Susie Barber	Teacher
Glenna Barber	Teacher
Tammie Blount	Parent
John Sotiriou	Business/Community
Merian Milton	Parent
Kimberly Myrick	Teacher
Laura Lee Gause	Student
Ben Wiggins	Student
Erika Pereda	Student

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

b. 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.

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
Law, LuAnne	Instructional Media
Addison, Cathi	Instructional Coach
Jones, Philip	Teacher, K-12
Mitchell, Melanie	Assistant Principal
Myrick, Kimberly	Teacher, K-12
Hall, Sheila	Teacher, K-12

b. Duties

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

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.

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.

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

As much as possible, teachers in a particular content area shall have common planning periods, in an effort to promote collaborative conversations and planning.

ESE teachers shall co-teach with content area teachers where applicable.

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

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

3. 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.

Learning Community:

New teachers will participate in a book study on "The Art & Science of Teaching" by Robert Marzano. The book study shall be facilitated by Lucille Law. Following the study in the Fall of 2016, the new teachers will continue to meet monthly as a learning community.

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.

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

ELA teachers use the Instructional Map produced by the district that aligns to the Florida Standards.

Math teachers use the Instructional Map produced by the district that aligns to the Florida 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.

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

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

Teachers also use tutorials found at floridastudents.org to target weaknesses in reading, math, and science.

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

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: Extended School Day

Minutes added to school year: 4,320

Math and ELA tutoring will be offered for all students on Monday-Friday in the Gold lab from 7:00-7:30 each morning. Students will use iReady for reading help, and Think Through Math for math help. Students will also be able to access Khan Academy at this time.

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

Law, LuAnne, luanne.law@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.

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.

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.

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 advisers on an as needed basis and at the request of the student.

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.

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.

Our Diversified Career Training program promotes college and career exploration with hands-on work experiences within the confines of the school day, and outside of the school day.

2. 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. 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.

3. 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.

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.

Teachers deliver lessons that are rigorous, relevant, rich in content and aligned to the Florida Standards.

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.

Summary of Reading Strategies to Improve Student Achievement:

Data:

- The percentage of 9th grade students scoring at level 3 and above on the FSA ELA 2017 will increase from 38.5% to 43.2 %.
- The percentage of 10th grade students scoring at level 3 and above on the FSA ELA 2017 will increase from 50.7% to 55.8%.
- The percentage of students in lowest quartile who demonstrate learning gains shall increase from 25% to 27.5%.

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, i-Ready, District ELA assessments, and District Embedded Writing Assessments. Data will be analyzed and instruction based upon identified student needs.
- MTSS: All Marianna High School teachers will follow the guidelines outlined in the Jackson County Multi-Tiered System of Supports Teacher Handbook. Tonya Gardner will be our administrative team's contact person for teachers to express concerns. She will generate a "watch list" with teacher input.
- Our ESE department will be structured so that ESE teachers will co-teach with Intensive Reading teachers on a daily basis to encourage 1:1 instruction.
- All level 1 students shall be placed in Intensive Reading classes.

Summary of Math Strategies to Improve Student Achievement:

Data:

Algebra 1:

- The percentage of students scoring level 3 or above shall increase from 36.3% to 40%.

Algebra 2:

- The percentage of students scoring level 3 or above shall increase from 25.2% to 28%.

Geometry:

- The percentage of students scoring level 3 or above shall increase from 49.3% to 54.2%.

Strategies to be used:

- Marianna High School teachers will follow the District Maps for all math courses.
- Free tutoring will be provided to all students in all math classes before school on Mondays and Wednesdays from 7 am to 7:40 am.
- Think Through Math will be used for Algebra 1, Algebra 2, and Geometry.
- Algebra Nation will be used for all Algebra 1 students.
- Khan Academy will be used for Algebra 1 students.
- All math teachers will meet with Missy Rogers every two weeks during their planning period.
- MTSS: All Marianna High School teachers will follow the guidelines outlined in the Jackson County Multi-Tiered System of Supports Teacher Handbook. Tonya Gardner will be our administrative team's contact person for teachers to express concerns. She will generate a "watch list" with teacher input.
- All students who have not passed the Algebra 1 EOC exam shall be placed in an intensive math class.
- All students who have not passed the Algebra 1 EOC exam shall be required to take the PERT once a month. If the PERT is passed, the FLDOE allows students to use their PERT score in place of the Algebra 1 EOC exam.

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.
- MTSS: All Marianna High School teachers will follow the guidelines outlined in the Jackson County Multi-Tiered System of Supports Teacher Handbook. Tonya Gardner will be our administrative team's contact person for teachers to express concerns. She will generate a "watch list" with teacher input.
- Teachers will begin recognizing students using "Paw-sitive" notes to parents.

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.** 100% of the teachers at MHS shall implement ESOL strategies for all ELL learners.
- G2.** Algebra 1: • The percentage of students scoring level 3 or above shall increase from 36.3% to 40%. Algebra 2: • The percentage of students scoring level 3 or above shall increase from 25.2% to 28%. Geometry: • The percentage of students scoring level 3 or above shall increase from 49.3% to 54.2%.
- G3.** The percentage of students who pass the reading FSA in the 9th grade will increase from 39% to 64%. The percentage of students who pass the reading FSA in the 10th grade will increase from 51% to 76%.
- G4.** 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"), 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. 100% of the teachers at MHS shall implement ESOL strategies for all ELL learners. 1a

G086667

Targets Supported 1b

Indicator	Annual Target
Students Exiting ELL Status	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers may not be familiar with the latest ESOL teaching strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PAEC - ESOL Professional Development Opportunities

Plan to Monitor Progress Toward G1. 8

ELL student grades will be monitored throughout the year.

Person Responsible

Tonya Gardner

Schedule

Monthly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Progress reports and report cards of ELL students shall be monitored.

G2. Algebra 1: • The percentage of students scoring level 3 or above shall increase from 36.3% to 40%.
Algebra 2: • The percentage of students scoring level 3 or above shall increase from 25.2% to 28%.
Geometry: • The percentage of students scoring level 3 or above shall increase from 49.3% to 54.2%. 1a

G086668

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	40.0
Algebra II EOC Pass Rate	28.0
Geometry EOC Pass Rate	54.2

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.

Resources Available to Help Reduce or Eliminate the Barriers 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.
- Students who do not pass the Algebra 1 EOC exam will be encouraged to take part in an Algebra 1 boot camp during the summer.
- Students who do not pass the Algebra 1 EOC exam will be required to take an intensive math class.
- Students who do not pass the Algebra 1 EOC exam will be required to take the PERT on a monthly basis. If a student passes the PERT, that passing score may be used for the Algebra 1 EOC exam requirement.

Plan to Monitor Progress Toward G2. 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 9/10/2016 to 5/20/2017

Evidence of Completion

Analyzed data portfolios

G3. The percentage of students who pass the reading FSA in the 9th grade will increase from 39% to 64%. The percentage of students who pass the reading FSA in the 10th grade will increase from 51% to 76%.

1a

G086669

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0
FSA ELA Achievement	76.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Cathi Addison, District Literacy Coach
- District Curriculum Map/Pacing Guide
- An ELA Tutoring Lab will be available to students on Tuesdays and Thursdays before school.
- Intensive reading classes will be required for students who score level 1 on the FSA Reading exam.
- Accelerated Reader will be used to encourage independent reading.

Plan to Monitor Progress Toward G3. 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 10/3/2016 to 5/25/2017

Evidence of Completion

Assessment data shall be collected and analyzed.

G4. Students shall recognize that school is a safe environment. 1a

G086670

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	84.7
4-Year Grad Rate (At-Risk)	50.0

Targeted Barriers to Achieving the Goal 3

- Students may feel unsafe at school.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 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. 100% of the teachers at MHS shall implement ESOL strategies for all ELL learners. **1**

 G086667

G1.B1 Teachers may not be familiar with the latest ESOL teaching strategies. **2**

 B230372

G1.B1.S1 All teachers of ELL students will be up to date with ESOL certification requirements. If a teacher does not have enough ESOL points, he or she will participate in professional development opportunities through PAEC. **4**

 S243037

Strategy Rationale

Teachers who have access to professional development in the area of ESOL will deliver instruction in a manner that is effective for ELL students.

Action Step 1 **5**

Teachers will participate in ESOL professional development opportunities through PAEC.

Person Responsible

Melanie Mitchell

Schedule

On 5/24/2017

Evidence of Completion

Dr. Mitchell will work with the district office to identify and provide professional development opportunities through PAEC for teachers who lack the required points. Teachers will provide certificates of completion for this professional development opportunity.

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

Dr. Mitchell will make sure that all teachers who need ESOL points will participate in and complete the required PD through PAEC.

Person Responsible

Melanie Mitchell

Schedule

Semiannually, from 9/27/2016 to 5/24/2017

Evidence of Completion

Dr. Mitchell will collect certificates of completion from all PD participants.

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

The administrative team will conduct walkthroughs of teachers will ELL students. They will monitor lesson plans to make sure ESOL strategies are being used with fidelity.

Person Responsible

Hunter Nolen

Schedule

Weekly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Lesson plans and walkthrough data will be collected and analyzed for ESOL strategy implementation.

G2. Algebra 1: • The percentage of students scoring level 3 or above shall increase from 36.3% to 40%.
Algebra 2: • The percentage of students scoring level 3 or above shall increase from 25.2% to 28%. Geometry:
• The percentage of students scoring level 3 or above shall increase from 49.3% to 54.2%. 1

G086668

G2.B1 Computer labs may have limited availability. 2

B230373

G2.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

S243038

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 5/18/2017

Evidence of Completion

Computers will be in classrooms.

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

Data from district math programs shall be analyzed.

Person Responsible

Missy Rogers

Schedule

On 5/20/2017

Evidence of Completion

Teachers shall compile portfolios of data from district math programs.

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

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

Person Responsible

Joe Whitfield

Schedule

On 5/20/2017

Evidence of Completion

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

G2.B2 Students may not understand how to craft an answer in a free-response question. 2

B230374

G2.B2.S1 Teachers will increase the amount of instructional time spent on crafting appropriate answers to free response items on the Florida Standards Assessments for Algebra I, Algebra 2, and Geometry.

4

S243039

Strategy Rationale

Students will perform at a higher level on the Florida Standards Assessments if they understand the way in which to craft an answer.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Lessons plans should reflect instruction.

Person Responsible

Hunter Nolen

Schedule

Weekly, from 8/20/2016 to 5/20/2017

Evidence of Completion

Teacher Lesson plans and curriculum maps

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

Progress monitoring scores and EOC exam scores shall be analyzed.

Person Responsible

Joe Whitfield

Schedule

Quarterly, from 8/20/2016 to 5/20/2017

Evidence of Completion

Progress monitoring scores and EOC exam scores

G3. The percentage of students who pass the reading FSA in the 9th grade will increase from 39% to 64%. The percentage of students who pass the reading FSA in the 10th grade will increase from 51% to 76%. 1

G086669

G3.B1 Teachers may not incorporate all of the Florida Standards for ELA into their curriculum. 2

B230375

G3.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. 4

S243040

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 8/10/2016 to 5/24/2017

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 G3.B1.S1 6

Walk-through evaluations

Person Responsible

Hunter Nolen

Schedule

Biweekly, from 9/30/2016 to 5/19/2017

Evidence of Completion

Evaluations

Plan to Monitor Effectiveness of Implementation of G3.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 9/10/2016 to 5/20/2017

Evidence of Completion

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

G3.B2 Teachers may not understand how to choose appropriately complex text. 2

 B230376

G3.B2.S1 Teachers will work with Cathi Addison to choose appropriately complex text for use with the close reading strategy and other areas of instruction. 4

 S243041

Strategy Rationale

Action Step 1 5

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

Person Responsible

Cathi Addison

Schedule

On 5/18/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Mr. Nolen, Mrs. Rivers, and Dr. Mitchell will monitor lesson plans and make classroom visits to monitor implementation.

Person Responsible

Hunter Nolen

Schedule

Biweekly, from 8/18/2016 to 5/18/2017

Evidence of Completion

Evaluations and lesson plans



















Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

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					
G2.B2.S1.A1  A314468	[no content entered]		No Start Date		No End Date one-time
G3.B2.S1.MA1  M325374	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A1  A314467	Computer stations will be added to algebra classrooms.	Law, LuAnne	8/18/2016	Computers will be in classrooms.	5/18/2017 one-time
G3.B2.S1.MA1  M325375	Mr. Nolen, Mrs. Rivers, and Dr. Mitchell will monitor lesson plans and make classroom visits to...	Nolen, Hunter	8/18/2016	Evaluations and lesson plans	5/18/2017 biweekly
G3.B2.S1.A1  A314470	Teachers will work with Cathi Addison to choose appropriately complex text.	Addison, Cathi	8/17/2016	Lesson Plans that reflect text that is appropriate to each course and grade level	5/18/2017 one-time
G3.B1.S1.MA1  M325373	Walk-through evaluations	Nolen, Hunter	9/30/2016	Evaluations	5/19/2017 biweekly
G2.MA1  M325371	Data gleaned from district math computer programs shall be collected and analyzed throughout the...	Whitfield, Joe	9/10/2016	Analyzed data portfolios	5/20/2017 monthly
G2.B1.S1.MA1  M325367	EOC Exam data in Algebra I, Algebra 2, and Geometry shall be analyzed.	Whitfield, Joe	9/3/2016	EOC exam data for Algebra I, Algebra 2, and Geometry	5/20/2017 one-time
G2.B1.S1.MA1  M325368	Data from district math programs shall be analyzed.	Rogers, Missy	9/10/2016	Teachers shall compile portfolios of data from district math programs.	5/20/2017 one-time
G2.B2.S1.MA1  M325369	Progress monitoring scores and EOC exam scores shall be analyzed.	Whitfield, Joe	8/20/2016	Progress monitoring scores and EOC exam scores	5/20/2017 quarterly
G2.B2.S1.MA1  M325370	Lessons plans should reflect instruction.	Nolen, Hunter	8/20/2016	Teacher Lesson plans and curriculum maps	5/20/2017 weekly
G3.B1.S1.MA1  M325372	Teachers will work with Cathi Addison to determine the effectiveness of the pacing guide and...	Addison, Cathi	9/10/2016	Lesson Plans that incorporated the district guide and map shall be collected.	5/20/2017 monthly
G1.MA1  M325366	ELL student grades will be monitored throughout the year.	Gardner, Tonya	10/3/2016	Progress reports and report cards of ELL students shall be monitored.	5/24/2017 monthly
G1.B1.S1.MA1  M325364	The administrative team will conduct walkthroughs of teachers will ELL students. They will monitor...	Nolen, Hunter	10/3/2016	Lesson plans and walkthrough data will be collected and analyzed for ESOL strategy implementation.	5/24/2017 weekly
G1.B1.S1.MA1  M325365	Dr. Mitchell will make sure that all teachers who need ESOL points will participate in and complete...	Mitchell, Melanie	9/27/2016	Dr. Mitchell will collect certificates of completion from all PD participants.	5/24/2017 semiannually
G1.B1.S1.A1  A314466	Teachers will participate in ESOL professional development opportunities through PAEC.	Mitchell, Melanie	9/27/2016	Dr. Mitchell will work with the district office to identify and provide professional development opportunities through PAEC for teachers who lack the required points. Teachers will provide certificates of completion for this professional development opportunity.	5/24/2017 one-time
G3.B1.S1.A1  A314469	ELA teachers will work with Cathi Addison, the district literacy coach, to implement a district...	Addison, Cathi	8/10/2016	A district wide pacing guide and curriculum map shall be completed and revised throughout the school year.	5/24/2017 monthly
G3.MA1  M325376	District developed ELA progress monitoring assessments shall be administered to determine students'...	Law, LuAnne	10/3/2016	Assessment data shall be collected and analyzed.	5/25/2017 quarterly

V. Professional Development Opportunities

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

G1. 100% of the teachers at MHS shall implement ESOL strategies for all ELL learners.

G1.B1 Teachers may not be familiar with the latest ESOL teaching strategies.

G1.B1.S1 All teachers of ELL students will be up to date with ESOL certification requirements. If a teacher does not have enough ESOL points, he or she will participate in professional development opportunities through PAEC.

PD Opportunity 1

Teachers will participate in ESOL professional development opportunities through PAEC.

Facilitator

PAEC

Participants

Marianna High School teachers

Schedule

On 5/24/2017

G2. Algebra 1: • The percentage of students scoring level 3 or above shall increase from 36.3% to 40%.
Algebra 2: • The percentage of students scoring level 3 or above shall increase from 25.2% to 28%. Geometry:
• The percentage of students scoring level 3 or above shall increase from 49.3% to 54.2%.

G2.B1 Computer labs may have limited availability.

G2.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 5/18/2017

G3. The percentage of students who pass the reading FSA in the 9th grade will increase from 39% to 64%. The percentage of students who pass the reading FSA in the 10th grade will increase from 51% to 76%.

G3.B1 Teachers may not incorporate all of the Florida Standards for ELA into their curriculum.

G3.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.

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 8/10/2016 to 5/24/2017

G3.B2 Teachers may not understand how to choose appropriately complex text.

G3.B2.S1 Teachers will work with 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 Cathi Addison to choose appropriately complex text.

Facilitator

Cathi Addison

Participants

all faculty members

Schedule

On 5/18/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in ESOL professional development opportunities through PAEC.	\$0.00
2	G2.B1.S1.A1	Computer stations will be added to algebra classrooms.	\$0.00
3	G2.B2.S1.A1		\$0.00
4	G3.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
5	G3.B2.S1.A1	Teachers will work with Cathi Addison to choose appropriately complex text.	\$0.00
Total:			\$0.00