

Jackson County School Board

Marianna High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	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	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	11
Effective Leadership	12
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	46
Professional Development Opportunities	46
Technical Assistance Items	49
Appendix 3: Budget to Support Goals	49

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Marianna High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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 = MHS Strong

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. An extra 10 minutes per day is added to first period so that teachers may impart information to students and/or build relationships.

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.

MHS has the following documents up-to-date:

School Safety Plan

Student Code of Conduct

MHS conducts monthly emergency drills.

Students are exposed to PSA related to Bullying Prevention, Child Abuse Prevention; Hazing, Internet Safety, Teen Dating Violence Prevention, Underage Drinking Prevention, and Zero Tolerance through the daily morning show: Dawg Bytes.

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 tied to the District Student Code of Conduct and Marianna High School's 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.

The Administrative Team collects data on race, age, and gender as it relates to the number of Requests for Assistance and official referrals. The data is analyzed and disseminated to teachers to make them aware of any equity issues that may be found. Consequences for disciplinary actions are clearly defined in the code of student conduct, and are applied in a fair and consistent manner. When a student is disciplined in a manner that takes them out of the physical classroom setting and places them in an alternative setting, teachers provide work for that student to do in the alternative setting in an effort to minimize the impact of lost instructional time. A student who needs more intervention is placed in the RtI process. As part of the RtI process, a Behavior Intervention Plan may be developed as a Tier 3 intervention. A functional behavior assessment (FBA) is completed prior to developing a BIP. If the student is ESE, a BIP can be addressed as part of the IEP process.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	52	59	67	84	262
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	1	1	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	41	17	26	106
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	41	67	63	70	241

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	24	47	33	55	159

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. Charlene Wiggins will be our administrative team’s contact person for teachers to express concerns. She will generate a “watch list” in the data room with teacher input.
- Free tutoring will be provided to all students in all ELA classes before school on Tuesdays and Thursdays from 7:15 am to 7:45 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.
- Students scoring in the lowest 25% for Algebra 1 will be pulled out 1 time a week for intensive tutoring with Missy Rogers, the District Math Resource Teacher. They will receive tutoring tailored to their individual needs.
- Free tutoring will be provided to all students in Algebra after school on Mondays and Thursdays from 3:15 PM - 3:45 PM
- Imagine Learning 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. Ashley Harvey will be our administrative team’s

contact person for teachers to express concerns. She will generate a “watch list” with teacher input.

Current Tier I Instructional Interventions:

Reading Core Curriculum

Accelerated Reader

Whole Class and Small Group Instructional Strategies

o Direct Instruction in the areas of reading based on class data and course standards and aligned to the area of need (PA, phonics, fluency, vocabulary, comprehension, oral language) Examples:

Spelling patterns, word work, repeated readings, choral reading, poetry connections, roots and affixes, retelling/story mapping, text structure for literary and informational text

- Close Reading with Text-based Writing
- Word Wall
- Computer-Assisted Instruction (CAI) - iReady
- Kagan Structures, Whole-Brain Teaching, Universal Design for Learning (UDL)
- Differentiated Instruction
- Shared Writing; Craft and Structure

Math Core Curriculum

Think Through Math

- 6-12 Curriculum Maps with adopted instructional materials

Whole Class and Small Group Instructional Strategies

- Math Manipulatives
- Modeling
- Explicit Math Instruction
- Automaticity of Recall of Basic Facts (addition, subtraction, multiplication, division) as aligned to course standards
- Problem Solving with Students Explaining Answers; Higher Order Thinking Skills

Progress Monitoring

- School and district-wide assessments
- Assessments associated with the Core programs

Current Tier I Behavioral Interventions:

- School-wide expectations and rules

o Stated in observable, measurable, and positive terms

o Positive Behavioral Interventions and Supports (PBIS)

- Social Skills o Model and teach acceptable ways to obtain attention and how to ask for assistance

o Teach communication skills

o Model respect

o Whole group social stories/scenarios

- Classroom Management Techniques

o Model and teach routines

o Classroom Behavior Plan

o Greet students by name at the door

o Provide frequent positive attention

o Ignore inappropriate behavior while reinforcing a peer who is practicing expected behavior

o Build “wiggle” breaks into schedule

o Alternate teaching strategies to maintain attention span

o Cooperative Learning Structures (i.e., Whole Brain Teaching, Kagan Structures)

o Develop clear procedures for classroom tasks

o Change seating

o Reduce stimuli

o Close proximity

- Character Education Curriculum

- Positive Parent Contacts

Current Tier II Instructional Interventions:

Tier II instruction is delivered in addition to the 90-minute reading block or the required math block. It must be in a small group setting within the classroom. The intervention must be delivered no less than 60 minutes per week. Tier II instruction includes all of the following components:

- Continuation of differentiated Tier I instruction
- Monitoring and support of the School Student Support Team
- Elimination of vision or hearing as root causes of the problem
- Additional or more in-depth review of diagnostics to determine the root cause of the problem.
- Research/evidence-based resources used with fidelity.
- Additional small-group instruction directly aligned to the targeted area of need
- A minimum of bi-weekly progress monitoring
- Increased parent involvement

Reading Strategic Intervention:

- iReady Reading – use the iReady small group lessons for a minimum of 60 minutes per week in addition to the 45 minutes of computer use

Math Strategic Intervention:

- Imagine Learning Math
- After School Math Tutoring

Small Group Instructional Strategies Specifically targeted to a small group, which includes the Tier II student:

- Decoding intervention (letter/sound relationship, spelling patterns, word work, affix and root word study)
- Reading Vocabulary interventions (affix study, root words, KIM, Frazer Model, etc.)
- Reading fluency interventions (choral reading, paired reading, repeated reading, prosody work) • Reading Comprehension (summarizing, repeated reading, use of graphic organizers, Cornell Notes, Think Aloud, etc.)
- Math: Increased use of math manipulatives, including virtual manipulatives
- Generic use of flashcards is not an acceptable intervention

Progress Monitoring

- iReady
- Maintain data on Ongoing Progress Monitoring Documentation Chart and Fidelity Tool

Tier II Behavioral Interventions

If after ongoing Tier I intervention, a student continues to exhibit behaviors that are disruptive or that are interfering with the learning of self or others, strategic intervention becomes necessary. All Tier II interventions occur in addition to interventions in place from Tier I. At Tier II, the focus for behavior is on the following:

- Determination of the function of the behavior – why is the student exhibiting this behavior?
- Focus on one or two behaviors, rather than on overall behavior
- Explicit communication, modeling, and practice of the desired behaviors (replacement behavior)
- Removal of stimuli, as possible, that may be accelerating the behavior
- Support for learning needs to prevent frustration and defeat
- Individualized weekly/daily communication with the home, still attempting to focus on positives
- Learning strategies that align with the learning and developmental needs of the student
- Problem solving with the Intervention Support Team to determine effective interventions
- Narrow the focus or time interval of the intervention to build in success for the student.

Must administer at least a simple FBA.

- The focus is on identifying the function of the behavior and training/modeling/reinforcing expected behaviors Small Group Behavior Intervention Plan (BIP)

- Relaxation/stress relieving strategies (calm counts, deep breaths)
- Positive Behavior Interventions and Supports (PBIS) Tier 2 targeted interventions <http://www.pbisworld.com/tier-2>
- Bullying Prevention
- Check In/Check Out (CICO)
- Board/Card games with small groups to teach social skills (e.g. Various Card Games, chess, Monopoly)
- Mentor
- Social Stories scenarios Classroom Management
- Individualized weekly note home
- Specialized Goal Chart or Written Out Schedule (e.g., Daily Behavior Expectation Sheets, Behavior Report Cards)
- Share control by offering choice (Ex., 'Can you be a better listener here or here?')

Tier III Instructional Interventions

Tier III instruction occurs outside the period of time designated for core instruction. It is in addition to targeted instruction offered during the period of time designated for core instruction. Instruction must be targeted to data identified needs based on progress monitoring and diagnostic information. Instruction should address one area at a time to insure the ability to progress monitor response. A blanket approach with many targeted areas is not appropriate for Tier III. Tier III instruction is offered daily (5 x per week).

Specific Intensive Interventions Reading:

- Increased Frequency, Duration, and Monitoring of Interventions
- 6 – 12: Intensive Reading with approved materials Specific Intensive Interventions Math:
- Increased Frequency, Duration, and Monitoring of Interventions
- iReady – targeted intervention lessons additional 120 to 150 minutes per week
- 6 – 12: Intensive Math with approved materials Progress Monitoring Tools
- Cold Reads

Tier III Behavioral Interventions

If student is not receiving counseling, consider counseling referral.

Behavior Intervention Plan (BIP) BASED ON formal Functional Behavioral Assessment (FBA) data

- Replacement behaviors must be taught and monitored.
- Individual Counseling
- Increased use of Check In/Check Out (CICO) – Ex. Daily versus weekly
- Continuing use of Tier I and Tier II strategies.
- Positive Behavior Interventions and Support (PBIS) Tier III Interventions <http://www.pbisworld.com/tier-3/>

Note: Suspension and referral are not interventions. When they cannot be avoided, their frequency may be used as data in the process.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/446183>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

C. Effective Leadership

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
Blanton, Travis	Assistant Principal
Donaldson, John	Teacher, K-12
Law, LuAnne	Instructional Media
Harvey, Ashley	School Counselor
Wiggins, Charlene	School Counselor
Dryden, Debbie	Teacher, K-12
Cobb, David	Other

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.

This year, our school leadership team will use UniSIG funds to hire additional instructional support for intensive reading classrooms, Title I Part A funds to purchase laptops to improve access to technology and instructional tools, and general funds to improve access to quality curriculum in the form of Spring Board for ELA classrooms. In addition, our leadership team is working closely with Missy Rogers and Cathi Addison, our district ELA and Math support.

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

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

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

ACCOMPLISHMENTS THIS YEAR

Started bag delivery on November 30, 2012 and will conclude weekly delivery on May 31, 2013.
 Approximately 1,364 bags of food have been sent home
 Approximately 100 boxes of food have been sent home (Christmas and Spring Break)
 82 children served this year, with an average of 62 per week
 \$5,272 donated
 Cottondale Elementary, Cottondale High, Riverside Elementary, Girls Scouts of America, Graceville High and Heart Pageant have conducted food drives
 Food Drive development with local grocery stores

SUMMER FOOD PROGRAM

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

2013-2014 SCHOOL YEAR

Program expanded to Sneads, Grand Ridge and Graceville
 Continue services to Marianna, Malone and Cottondale
 Raise \$10,000 to sustain the program
 2017-2018 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
Susie Barber	Teacher
Glenna Barber	Teacher
Tammie Blount	Parent
John Sotiriou	Business/Community
Merian Milton	Parent
Kimberly Myrick	Teacher
Laura Lee Gause	Student
Darla Stewart	Parent
Riley Torbett	Student
Diamond Vann	Student
Olivia Cornwell	Student
Mallory Barber	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

MHS increased achievement in 8 out of the 10 areas used to determine the school grade.

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

N/A

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

No funds were allocated.

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
Myrick, Kimberly	Teacher, K-12
Hall, Sheila	Teacher, K-12
Rivers, Sybil	Assistant Principal
Barber, Susie	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. In addition, the team will increase student achievement as measured by the FSA ELA by fostering an understanding of how literacy standards are assessed.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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.

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 2017, 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 Imagine Learning 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.

Students in the Lowest 25% in Math are being offered target instruction during a special class held one hour per week that is led by Missy Rogers, the Jackson County Math Resource Teacher.

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 Library from 7:15-7:45 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 or floridastudents.org 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

8th grade to 9th grade transition:

We are committed to helping our incoming 9th grade students transition to MHS with ease. The incoming 9th graders visit MHS during the spring of their 8th grade year. We have a parent night for these students in the spring of their 8th grade year. In addition, we have a special 9th grade open house for both students and parents in August prior to the start of school. During this open house, graduation requirements are introduced, a tour of the school is offered, and schedules are disseminated. Students, parents, administrators, guidance counselors, and teachers interact and

begin establishing relationships.

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.

All seniors are encouraged to attend Chipola College's Senior Day, that will be held on November 8, 2017.

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.

12th to Career- MHS encourages our students to:

- complete a student job survey

- participate in Industry Certification Programs, and earn industry certification prior to graduation
- attend the College and Career Fair at Eastside Baptist Church
- participate in OJT/DCT

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** The graduation rate will increase to 75%.

- G2.** At least 75% of the students who take the US History EOC exam shall score at level 3 or above.

- G3.** At least 90% of the students who take the Biology EOC exam shall score at level 3 or above.

- G4.** 100% of the teachers at MHS shall implement ESOL strategies for all ELL learners.

- G5.** Algebra 1: • The percentage of students scoring level 3 or above shall increase from 49% to 54%. Geometry: • The percentage of students scoring level 3 or above shall increase from 46% to 51%.

- G6.** The percentage of students who pass the reading FSA in the 9th grade will increase from 48% to 64%. The percentage of students who pass the reading FSA in the 10th grade will increase from 47% to 76%.

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. The graduation rate will increase to 75%. 1a

G095829

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	10.0

Targeted Barriers to Achieving the Goal 3

- Students are not passing the ELA FSA exam.
- Teachers do not have enough access to computers to help with remediation efforts that center around computer programs like floridastudents.org, iReady, Imagine Math, and Spring Board.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Khan Academy
- floridastudents.org
- iReady Reading
- Imagine Math
- Spring Board
- Instructional Technology

Plan to Monitor Progress Toward G1. 8

Graduation Requirements Checklist

Person Responsible

Charlene Wiggins

Schedule

Semiannually, from 12/12/2017 to 5/11/2018

Evidence of Completion

FOCUS Student Management Systems Graduation Requirements updated

G2. At least 75% of the students who take the US History EOC exam shall score at level 3 or above. 1a

G095830

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

U.S. History EOC Pass

Targeted Barriers to Achieving the Goal 3

- Students do not have enough content knowledge to do well on the US History EOC exam.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Visions and Pursuits History Course
- Professional Development with Cathi Addison or PAEC for Content Area Reading Endorsement
- Michael DiPierro, the Social Studies Education Specialist at FLDOE http://www.fldoe.org/core/fileparse.php/12083/urlt/US_History_toolkit.pdf
- Peggy Renihan - USF

Plan to Monitor Progress Toward G2. 8

The Master Schedule shall be analyzed to make sure that the course was included.

Person Responsible

Hunter Nolen

Schedule

On 8/1/2017

Evidence of Completion

Master Schedule 2017-2018

G3. At least 90% of the students who take the Biology EOC exam shall score at level 3 or above. 1a

G095831

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	90.0

Targeted Barriers to Achieving the Goal 3

- Students do not have a strong enough background in science concepts to take take Biology in the 9th grade.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G3. 8

Biology EOC Exam data shall be collected.

Person Responsible

Hunter Nolen

Schedule

Semiannually, from 8/10/2017 to 6/22/2018

Evidence of Completion

Biology EOC exam data shall be analyzed and used to make instructional/curricular decisions.

G4. 100% of the teachers at MHS shall implement ESOL strategies for all ELL learners. 1a

G095832

Targets Supported 1b

Indicator	Annual Target
Students Exiting ELL Status	75.0

Targeted Barriers to Achieving the Goal 3

- Some teachers are not 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 G4. 8

ELL student grades will be monitored throughout the year.

Person Responsible

Debbie Dryden

Schedule

Monthly, from 10/3/2017 to 5/24/2018

Evidence of Completion

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

G5. Algebra 1: • The percentage of students scoring level 3 or above shall increase from 49% to 54%.
Geometry: • The percentage of students scoring level 3 or above shall increase from 46% to 51%. **1a**

G095833

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	54.0
Geometry EOC Pass Rate	51.0

Targeted Barriers to Achieving the Goal **3**

- Computer labs have limited availability.
- Students do 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. If a student passes the PERT, that passing score may be used for the Algebra 1 EOC exam requirement.
- Students in the Lowest 25% in Algebra I will meet with Missy Rogers for 50 minutes per week for intensive target tutoring in Algebra I.

Plan to Monitor Progress Toward G5. **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 9/10/2017 to 5/20/2018

Evidence of Completion

Analyzed data portfolios

G6. The percentage of students who pass the reading FSA in the 9th grade will increase from 48% to 64%. The percentage of students who pass the reading FSA in the 10th grade will increase from 47% to 76%.

1a

G095834

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0
FSA ELA Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not assess the Florida Standards for ELA in the classroom in the way that they are assessed on the FSA ELA assessment.
- Teachers do not understand how to choose appropriately complex text.
- Intensive Reading teachers are not able to spend enough time on one-to-one instruction.

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 G6. 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 10/3/2017 to 5/25/2018

Evidence of Completion

Assessment data shall be collected and analyzed.

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. The graduation rate will increase to 75%. **1**

 G095829

G1.B1 Students are not passing the ELA FSA exam. **2**

 B257952

G1.B1.S1 MHS will offer School Day ACT to 11th and 12th graders who have not passed the ELA FSA.

4

 S273031

Strategy Rationale

Students need the opportunity to earn a concordant score on the ACT to graduate with a standard diploma.

Action Step 1 **5**

MHS Guidance will administer the School Day ACT.

Person Responsible

Ashley Harvey

Schedule

On 10/3/2017

Evidence of Completion

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

Ashley Harvey will identify the students who need to take the school day ACT.

Person Responsible

Ashley Harvey

Schedule

On 8/10/2017

Evidence of Completion

A list of students who shall take the school day ACT shall be generated.

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

Administrators will make sure that the School Day ACT is administered.

Person Responsible

Hunter Nolen

Schedule

On 10/3/2017

Evidence of Completion

Administrators will document that the test was administered.

G1.B2 Teachers do not have enough access to computers to help with remediation efforts that center around computer programs like floridastudents.org, iReady, Imagine Math, and Spring Board. 2

 B257953

G1.B2.S1 A mobile lab of 25 Dell laptops shall be purchased for use in the ELA and Math classrooms.

4

 S273032

Strategy Rationale

Students who have access to targeted remediation in ELA and Math shall pass the FSA ELA exam, Algebra I or Geometry EOC exams, or achieve a comparable score.

Action Step 1 5

Request purchase of computers

Person Responsible

Hunter Nolen

Schedule

On 9/7/2017

Evidence of Completion

Action Step 2 5

Board Approves Request

Person Responsible

Hunter Nolen

Schedule

On 10/17/2017

Evidence of Completion

Board Minutes

Action Step 3 5

Purchase computers

Person Responsible

Hunter Nolen

Schedule

On 10/18/2017

Evidence of Completion

Invoice

Action Step 4 5

Install Computers

Person Responsible

Hunter Nolen

Schedule

On 12/1/2017

Evidence of Completion

Help Desk Ticket completed

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

Computer program usage

Person Responsible

Hunter Nolen

Schedule

Monthly, from 12/1/2017 to 5/25/2018

Evidence of Completion

Program usage reports, classroom walkthrough data.

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

Progress Monitoring Tools, Summative Assessments

Person Responsible

Hunter Nolen

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data results from progress monitoring tools and summative assessment results, meeting notes.

G2. At least 75% of the students who take the US History EOC exam shall score at level 3 or above. 1

G095830

G2.B1 Students do not have enough content knowledge to do well on the US History EOC exam. 2

B257956

G2.B1.S1 A 9th grade history course, Visions and Pursuits, shall be added to the curriculum. All 9th grade students shall be encouraged to take the course. 4

S273033

Strategy Rationale

Students will be introduced to the US History standards. Teachers will incorporate complex texts. Teachers will also use FSA style question stems to assess students' knowledge.

Action Step 1 5

Visions and Pursuits, a 9th grade history course, shall be added to the course selections at MHS.

Person Responsible

Hunter Nolen

Schedule

On 5/18/2018

Evidence of Completion

Course offering worksheets that reflect the change shall be collected.

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

Members of the administrative team shall walk through classes to monitor instructional techniques.

Person Responsible

Hunter Nolen

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Marzano walk through data shall be collected and analyzed.

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

US History EOC exam data shall be analyzed for effectiveness.

Person Responsible

Hunter Nolen

Schedule

On 6/26/2020

Evidence of Completion

Exam data shall be analyzed over the course of several years to monitor for effectiveness.

G3. At least 90% of the students who take the Biology EOC exam shall score at level 3 or above. 1

G095831

G3.B1 Students do not have a strong enough background in science concepts to take take Biology in the 9th grade. 2

B257960

G3.B1.S1 Biology shall be offered in the 10th grade. Students who wish to take Biology in the 9th grade will be required to have Algebra I in the 8th grade. 4

S273034

Strategy Rationale

Many students need a year of environmental science in the 9th grade to help prepare for biology in the 10th grade.

Action Step 1 5

Biology shall be offered as a 10th grade course selection.

Person Responsible

Ashley Harvey

Schedule

On 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Environmental Science and Biology teachers shall work together to make sure that students are prepared to take the Biology EOC exam as 10th graders.

Person Responsible

Sybil Rivers

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson Plans shall be monitored on a weekly basis.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lesson Plans will be monitored and analyzed, and EOC exam data shall be analyzed.

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson Plans and Biology EOC exam data shall be collected and analyzed.

G4. 100% of the teachers at MHS shall implement ESOL strategies for all ELL learners. 1

G095832

G4.B1 Some teachers are not familiar with the latest ESOL teaching strategies. 2

B257961

G4.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

S273035

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

Sybil Rivers

Schedule

On 5/24/2018

Evidence of Completion

Ms. Rivers 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 G4.B1.S1 6

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

Person Responsible

Sybil Rivers

Schedule

Semiannually, from 8/27/2017 to 5/24/2018

Evidence of Completion

Ms. Rivers will collect certificates of completion from all PD participants.

Plan to Monitor Effectiveness of Implementation of G4.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 10/3/2017 to 5/24/2018

Evidence of Completion

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

G5. Algebra 1: • The percentage of students scoring level 3 or above shall increase from 49% to 54%.
Geometry: • The percentage of students scoring level 3 or above shall increase from 46% to 51%. 1

G095833

G5.B1 Computer labs have limited availability. 2

B257962

G5.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

S273036

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 5/18/2018

Evidence of Completion

Computers will be in classrooms.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Data from district math programs shall be analyzed.

Person Responsible

Missy Rogers

Schedule

Monthly, from 9/10/2017 to 5/20/2018

Evidence of Completion

Teachers shall compile portfolios of data from district math programs.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

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

Person Responsible

Joe Whitfield

Schedule

Semiannually, from 9/3/2017 to 5/20/2018

Evidence of Completion

EOC exam data for Algebra I and Geometry

G5.B2 Students do not understand how to craft an answer in a free-response question. 2

B257963

G5.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 and Geometry. Teachers will also incorporate lessons on the District Math Resource Maps. 4

S273037

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

Teachers will incorporate instruction based on the standards that is research based and mimics the way in which students will be assessed on the EOC Algebra I and Geometry exams.

Person Responsible

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Lessons plans should reflect instruction.

Person Responsible

Hunter Nolen

Schedule

Weekly, from 8/20/2017 to 5/20/2018

Evidence of Completion

Teacher Lesson plans and curriculum maps

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Progress monitoring scores and EOC exam scores shall be analyzed.

Person Responsible

Joe Whitfield

Schedule

Quarterly, from 8/20/2017 to 5/20/2018

Evidence of Completion

Progress monitoring scores and EOC exam scores

G6. The percentage of students who pass the reading FSA in the 9th grade will increase from 48% to 64%. The percentage of students who pass the reading FSA in the 10th grade will increase from 47% to 76%. 1

G095834

G6.B1 Teachers do not assess the Florida Standards for ELA in the classroom in the way that they are assessed on the FSA ELA assessment. 2

B257964

G6.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

S273038

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 8/10/2017 to 5/24/2018

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 G6.B1.S1 6

Walk-through evaluations

Person Responsible

Hunter Nolen

Schedule

Biweekly, from 9/30/2017 to 5/19/2018

Evidence of Completion

Evaluations

Plan to Monitor Effectiveness of Implementation of G6.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 9/10/2017 to 5/20/2018

Evidence of Completion

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

G6.B2 Teachers do not understand how to choose appropriately complex text. 2

 B257965

G6.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

 S273039

Strategy Rationale

Action Step 1 5

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

Person Responsible

Cathi Addison

Schedule

On 5/18/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Mr. Nolen, Ms. Rivers, and Mr. Blanton will monitor lesson plans and make classroom visits to monitor implementation.

Person Responsible

Hunter Nolen

Schedule

Biweekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Evaluations and lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Person Responsible


Schedule

Evidence of Completion

G6.B3 Intensive Reading teachers are not able to spend enough time on one-to-one instruction. 2

 B257966

G6.B3.S1 Hourly paraprofessionals will be hired to assist Intensive Reading teachers. 4

 S273040

Strategy Rationale

Intensive reading teachers shall be able to spend more time on individualized instruction if they are assisted by a paraprofessional.

Action Step 1 5

A paraprofessional shall be hired to assist Intensive Reading teachers.

Person Responsible

Hunter Nolen

Schedule

On 5/25/2018

Evidence of Completion

Personnel records shall demonstrate that a paraprofessional was hired.

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Administrators shall monitor the work of the paraprofessional.

Person Responsible

Hunter Nolen

Schedule

Biweekly, from 10/6/2017 to 5/31/2018

Evidence of Completion

Evaluation data

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Administrators shall evaluate data collected from quarterly district assessments and the FSA ELA exam.

Person Responsible

Sybil Rivers

Schedule

Quarterly, from 11/6/2017 to 5/25/2018

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
2018					
G6.B2.S1.MA1 M392759	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M392745	The Master Schedule shall be analyzed to make sure that the course was included.	Nolen, Hunter	7/10/2017	Master Schedule 2017-2018	8/1/2017 one-time
G1.B1.S1.MA1 M392739	Ashley Harvey will identify the students who need to take the school day ACT.	Harvey, Ashley	8/10/2017	A list of students who shall take the school day ACT shall be generated.	8/10/2017 one-time
G1.B2.S1.A1 A366396	Request purchase of computers	Nolen, Hunter	9/7/2017		9/7/2017 one-time
G1.B1.S1.MA1 M392738	Administrators will make sure that the School Day ACT is administered.	Nolen, Hunter	10/3/2017	Administrators will document that the test was administered.	10/3/2017 one-time
G1.B1.S1.A1 A366395	MHS Guidance will administer the School Day ACT.	Harvey, Ashley	10/3/2017		10/3/2017 one-time
G1.B2.S1.A2 A366397	Board Approves Request	Nolen, Hunter	10/17/2017	Board Minutes	10/17/2017 one-time
G1.B2.S1.A3 A366398	Purchase computers	Nolen, Hunter	10/18/2017	Invoice	10/18/2017 one-time
G1.B2.S1.A4 A366399	Install Computers	Nolen, Hunter	11/13/2017	Help Desk Ticket completed	12/1/2017 one-time
G1.MA1 M392742	Graduation Requirements Checklist	Wiggins, Charlene	12/12/2017	FOCUS Student Management Systems Graduation Requirements updated	5/11/2018 semiannually
G2.B1.S1.MA1 M392744	Members of the administrative team shall walk through classes to monitor instructional techniques.	Nolen, Hunter	9/4/2017	Marzano walk through data shall be collected and analyzed.	5/18/2018 weekly
G2.B1.S1.A1 A366400	Visions and Pursuits, a 9th grade history course, shall be added to the course selections at MHS.	Nolen, Hunter	7/20/2017	Course offering worksheets that reflect the change shall be collected.	5/18/2018 one-time
G3.B1.S1.MA1 M392746	Lesson Plans will be monitored and analyzed, and EOC exam data shall be analyzed.		8/10/2017	Lesson Plans and Biology EOC exam data shall be collected and analyzed.	5/18/2018 weekly
G3.B1.S1.MA1 M392747	Environmental Science and Biology teachers shall work together to make sure that students are...	Rivers, Sybil	8/10/2017	Lesson Plans shall be monitored on a weekly basis.	5/18/2018 monthly
G3.B1.S1.A1 A366401	Biology shall be offered as a 10th grade course selection.	Harvey, Ashley	8/10/2017		5/18/2018 one-time
G5.B1.S1.A1 A366403	Computer stations will be added to algebra classrooms.	Law, LuAnne	8/18/2017	Computers will be in classrooms.	5/18/2018 one-time
G5.B2.S1.A1 A366404	Teachers will incorporate instruction based on the standards that is research based and mimics the...		8/10/2017		5/18/2018 daily
G6.B2.S1.MA1 M392760	Mr. Nolen, Ms. Rivers, and Mr. Blanton will monitor lesson plans and make classroom visits to...	Nolen, Hunter	8/18/2017	Evaluations and lesson plans	5/18/2018 biweekly
G6.B2.S1.A1 A366406	Teachers will work with Cathi Addison to choose appropriately complex text.	Addison, Cathi	8/17/2017	Lesson Plans that reflect text that is appropriate to each course and grade level	5/18/2018 one-time
G6.B1.S1.MA1 M392758	Walk-through evaluations	Nolen, Hunter	9/30/2017	Evaluations	5/19/2018 biweekly

Jackson - 0021 - Marianna High School - 2017-18 SIP
Marianna High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1 M392756	Data gleaned from district math computer programs shall be collected and analyzed throughout the...	Whitfield, Joe	9/10/2017	Analyzed data portfolios	5/20/2018 monthly
G5.B1.S1.MA1 M392752	EOC Exam data in Algebra I and Geometry shall be analyzed.	Whitfield, Joe	9/3/2017	EOC exam data for Algebra I and Geometry	5/20/2018 semiannually
G5.B1.S1.MA1 M392753	Data from district math programs shall be analyzed.	Rogers, Missy	9/10/2017	Teachers shall compile portfolios of data from district math programs.	5/20/2018 monthly
G5.B2.S1.MA1 M392754	Progress monitoring scores and EOC exam scores shall be analyzed.	Whitfield, Joe	8/20/2017	Progress monitoring scores and EOC exam scores	5/20/2018 quarterly
G5.B2.S1.MA1 M392755	Lessons plans should reflect instruction.	Nolen, Hunter	8/20/2017	Teacher Lesson plans and curriculum maps	5/20/2018 weekly
G6.B1.S1.MA1 M392757	Teachers will work with Cathi Addison to determine the effectiveness of the pacing guide and...	Addison, Cathi	9/10/2017	Lesson Plans that incorporated the district guide and map shall be collected.	5/20/2018 monthly
G4.MA1 M392751	ELL student grades will be monitored throughout the year.	Dryden, Debbie	10/3/2017	Progress reports and report cards of ELL students shall be monitored.	5/24/2018 monthly
G4.B1.S1.MA1 M392749	The administrative team will conduct walkthroughs of teachers will ELL students. They will monitor...	Nolen, Hunter	10/3/2017	Lesson plans and walkthrough data will be collected and analyzed for ESOL strategy implementation.	5/24/2018 weekly
G4.B1.S1.MA1 M392750	Ms. Rivers will make sure that all teachers who need ESOL points will participate in and complete...	Rivers, Sybil	8/27/2017	Ms. Rivers will collect certificates of completion from all PD participants.	5/24/2018 semiannually
G4.B1.S1.A1 A366402	Teachers will participate in ESOL professional development opportunities through PAEC.	Rivers, Sybil	8/27/2017	Ms. Rivers 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.	5/24/2018 one-time
G6.B1.S1.A1 A366405	ELA teachers will work with Cathi Addison, the district literacy coach, to implement a district...	Addison, Cathi	8/10/2017	A district wide pacing guide and curriculum map shall be completed and revised throughout the school year.	5/24/2018 monthly
G6.MA1 M392763	District developed ELA progress monitoring assessments shall be administered to determine students'...	Law, LuAnne	10/3/2017	Assessment data shall be collected and analyzed.	5/25/2018 quarterly
G1.B2.S1.MA1 M392740	Progress Monitoring Tools, Summative Assessments	Nolen, Hunter	8/10/2017	Data results from progress monitoring tools and summative assessment results, meeting notes.	5/25/2018 quarterly
G1.B2.S1.MA1 M392741	Computer program usage	Nolen, Hunter	12/1/2017	Program usage reports, classroom walkthrough data.	5/25/2018 monthly
G6.B3.S1.MA1 M392761	Administrators shall evaluate data collected from quarterly district assessments and the FSA ELA...	Rivers, Sybil	11/6/2017		5/25/2018 quarterly
G6.B3.S1.A1 A366407	A paraprofessional shall be hired to assist Intensive Reading teachers.	Nolen, Hunter	9/29/2017	Personnel records shall demonstrate that a paraprofessional was hired.	5/25/2018 one-time
G6.B3.S1.MA1 M392762	Administrators shall monitor the work of the paraprofessional.	Nolen, Hunter	10/6/2017	Evaluation data	5/31/2018 biweekly
G3.MA1 M392748	Biology EOC Exam data shall be collected.	Nolen, Hunter	8/10/2017	Biology EOC exam data shall be analyzed and used to make instructional/curricular decisions.	6/22/2018 semiannually
G2.B1.S1.MA1 M392743	US History EOC exam data shall be analyzed for effectiveness.	Nolen, Hunter	5/10/2018	Exam data shall be analyzed over the course of several years to monitor for effectiveness.	6/26/2020 one-time

V. Professional Development Opportunities

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

G1. The graduation rate will increase to 75%.

G1.B1 Students are not passing the ELA FSA exam.

G1.B1.S1 MHS will offer School Day ACT to 11th and 12th graders who have not passed the ELA FSA.

PD Opportunity 1

MHS Guidance will administer the School Day ACT.

Facilitator

PAEC Khan Academy (Train the trainer: ACT Prep through Khan Academy)

Participants

Lucille Law

Schedule

On 10/3/2017

G4. 100% of the teachers at MHS shall implement ESOL strategies for all ELL learners.

G4.B1 Some teachers are not familiar with the latest ESOL teaching strategies.

G4.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 5/24/2018

G5. Algebra 1: • The percentage of students scoring level 3 or above shall increase from 49% to 54%.
Geometry: • The percentage of students scoring level 3 or above shall increase from 46% to 51%.

G5.B1 Computer labs have limited availability.

G5.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 5/18/2018

G5.B2 Students do not understand how to craft an answer in a free-response question.

G5.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 and Geometry. Teachers will also incorporate lessons on the District Math Resource Maps.

PD Opportunity 1

Teachers will incorporate instruction based on the standards that is research based and mimics the way in which students will be assessed on the EOC Algebra I and Geometry exams.

Facilitator

Missy Rogers

Participants

Math Teachers

Schedule

Daily, from 8/10/2017 to 5/18/2018

G6. The percentage of students who pass the reading FSA in the 9th grade will increase from 48% to 64%. The percentage of students who pass the reading FSA in the 10th grade will increase from 47% to 76%.

G6.B1 Teachers do not assess the Florida Standards for ELA in the classroom in the way that they are assessed on the FSA ELA assessment.

G6.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 8/10/2017 to 5/24/2018

G6.B2 Teachers do not understand how to choose appropriately complex text.

G6.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 5/18/2018

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	MHS Guidance will administer the School Day ACT.				\$6,705.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0021 - Marianna High School	Title, I Part A	0.0	\$6,705.00
			<i>Notes: ACT cost at 45.00 per student.</i>			
2	G1.B2.S1.A1	Request purchase of computers				\$13,538.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0021 - Marianna High School	Title, I Part A	0.0	\$13,538.00
3	G1.B2.S1.A2	Board Approves Request				\$0.00
4	G1.B2.S1.A3	Purchase computers				\$0.00
5	G1.B2.S1.A4	Install Computers				\$0.00
6	G2.B1.S1.A1	Visions and Pursuits, a 9th grade history course, shall be added to the course selections at MHS.				\$0.00
7	G3.B1.S1.A1	Biology shall be offered as a 10th grade course selection.				\$0.00
8	G4.B1.S1.A1	Teachers will participate in ESOL professional development opportunities through PAEC.				\$0.00
9	G5.B1.S1.A1	Computer stations will be added to algebra classrooms.				\$0.00
10	G5.B2.S1.A1	Teachers will incorporate instruction based on the standards that is research based and mimics the way in which students will be assessed on the EOC Algebra I and Geometry exams.				\$0.00
11	G6.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
12	G6.B2.S1.A1	Teachers will work with Cathi Addison to choose appropriately complex text.				\$0.00
13	G6.B3.S1.A1	A paraprofessional shall be hired to assist Intensive Reading teachers.				\$28,722.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0021 - Marianna High School	UniSIG	1.0	\$26,533.00
			<i>Notes: Hourly paraprofessionals to provide support for small group instruction in intensive reading classes.</i>			
	5100	220-Social Security	0021 - Marianna High School	UniSIG	0.0	\$2,030.00

Jackson - 0021 - Marianna High School - 2017-18 SIP
Marianna High School

			<i>Notes: at 7.65% for hourly paraprofessionals providing support to intensive reading classes.</i>			
	5100	240-Workers Compensation	0021 - Marianna High School	UniSIG	0.0	\$159.00
					Total:	\$48,965.00