

Jackson County School Board

Marianna Middle School



2018-19 Schoolwide Improvement Plan

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Marianna Middle School

4144 SOUTH ST, Marianna, FL 32448

<http://mms.jcsb.org>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Middle School 6-8 | Yes | 94% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 48% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| Year | | | | |
| Grade | B | C | C | B* |

School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will establish a strong educational foundation for lifelong learning by nurturing, guiding, and challenging each individual student in a safe productive environment.

Provide the school's vision statement.

The Marianna Middle School Team joins the parents and community to assist all students to become productive members of society.

School Leadership Team

Membership

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

| Name | Title |
|----------------------|---------------------|
| Ellis, Eddie | Principal |
| Mitchell, Melanie | Assistant Principal |
| Godwin, Sherri | Other |
| Merrifield, Charlene | Other |
| Brown, Buddy | Assistant Principal |
| Basford, Sydney | Teacher, K-12 |
| Haid, Jessica | Teacher, K-12 |
| Long, Kim | Teacher, K-12 |
| Brown, Charles | Teacher, K-12 |
| James, Courtney | Teacher, K-12 |
| Elliott, Carla | School Counselor |
| Cumbie, Jennifer | School Counselor |

Duties

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

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

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives

- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists.

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

Early Warning Systems

Year 2017-18

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 | 52 | 43 | 56 | 0 | 0 | 0 | 0 | 151 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 29 | 49 | 0 | 0 | 0 | 0 | 107 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 68 | 47 | 0 | 0 | 0 | 0 | 173 |

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 | 31 | 35 | 40 | 0 | 0 | 0 | 0 | 106 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 10 | 0 | 0 | 0 | 0 | 18 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 38 | 55 | 0 | 0 | 0 | 0 | 143 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 7 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 33 | 24 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 45 | 70 | 0 | 0 | 0 | 0 | 183 |

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 | 13 | 17 | 13 | 0 | 0 | 0 | 0 | 43 |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 38 | 55 | 0 | 0 | 0 | 0 | 143 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 7 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 33 | 24 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 68 | 45 | 70 | 0 | 0 | 0 | 0 | 183 |

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 | 13 | 17 | 13 | 0 | 0 | 0 | 0 | 43 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELA lowest 25th percentile was the lowest school grade component however, stayed the same from previous year

Which data component showed the greatest decline from prior year?

The math learning gains dropped from 57% in 2017 to 51% in 2018

Which data component had the biggest gap when compared to the state average?

The Social Studies/Civics had a deficient gap of six percent in comparison to the state average.

Which data component showed the most improvement? Is this a trend?

Math achievement scoring level 3 and above gained five percent from previous school year. Math scores have fluctuated in past years.

Describe the actions or changes that led to the improvement in this area.

The math department implemented tutoring in the mornings before school to help reteach and remediate specific skills for individual students.

School Data

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

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 57% | 57% | 53% | 53% | 53% | 52% |
| ELA Learning Gains | 55% | 55% | 54% | 50% | 50% | 53% |
| ELA Lowest 25th Percentile | 46% | 46% | 47% | 31% | 31% | 45% |
| Math Achievement | 56% | 56% | 58% | 46% | 46% | 55% |
| Math Learning Gains | 51% | 51% | 57% | 43% | 43% | 55% |
| Math Lowest 25th Percentile | 49% | 49% | 51% | 37% | 37% | 47% |
| Science Achievement | 54% | 54% | 52% | 53% | 53% | 50% |
| Social Studies Achievement | 66% | 66% | 72% | 53% | 53% | 67% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|---------|---------|-----------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 52 (50) | 43 (38) | 56 (55) | 151 (143) |
| One or more suspensions | 1 (2) | 1 (3) | 1 (7) | 3 (12) |
| Course failure in ELA or Math | 29 (16) | 29 (33) | 49 (24) | 107 (73) |
| Level 1 on statewide assessment | 58 (68) | 68 (45) | 47 (70) | 173 (183) |

Grade Level Data

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

| ELA | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 60% | 58% | 2% | 52% | 8% |
| | 2017 | 53% | 50% | 3% | 52% | 1% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 44% | 45% | -1% | 51% | -7% |
| | 2017 | 60% | 51% | 9% | 52% | 8% |
| Same Grade Comparison | | -16% | | | | |
| Cohort Comparison | | -9% | | | | |
| 08 | 2018 | 66% | 59% | 7% | 58% | 8% |
| | 2017 | 54% | 53% | 1% | 55% | -1% |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | 6% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 50% | 52% | -2% | 52% | -2% |
| | 2017 | 49% | 50% | -1% | 51% | -2% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 53% | 49% | 4% | 54% | -1% |
| | 2017 | 45% | 49% | -4% | 53% | -8% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | 4% | | | | |
| 08 | 2018 | 51% | 45% | 6% | 45% | 6% |
| | 2017 | 49% | 50% | -1% | 46% | 3% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 6% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | 53% | 45% | 8% | 50% | 3% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |

| CIVICS EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 65% | 57% | 8% | 71% | -6% |
| 2017 | 68% | 62% | 6% | 69% | -1% |
| Compare | | -3% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 100% | 61% | 39% | 62% | 38% |
| 2017 | 98% | 67% | 31% | 60% | 38% |
| Compare | | 2% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 0% | 57% | -57% | 56% | -56% |
| 2017 | | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 19 | 32 | 31 | 23 | 37 | 38 | 35 | 29 | | | |
| BLK | 35 | 46 | 43 | 31 | 39 | 41 | 29 | 49 | 36 | | |
| HSP | 60 | 54 | | 58 | 52 | | | 73 | | | |
| MUL | 59 | 65 | | 54 | 46 | | | 64 | | | |
| WHT | 71 | 60 | 49 | 71 | 59 | 58 | 67 | 76 | 67 | | |
| FRL | 45 | 49 | 41 | 42 | 46 | 45 | 45 | 56 | 42 | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 15 | 37 | 38 | 11 | 42 | 40 | | 43 | | | |
| ELL | 30 | 58 | | 40 | 20 | | | | | | |
| BLK | 35 | 46 | 45 | 26 | 47 | 48 | 26 | 48 | 44 | | |
| HSP | 50 | 45 | | 50 | 55 | | | | | | |
| MUL | 56 | 46 | | 57 | 48 | | | 70 | | | |
| WHT | 69 | 61 | 46 | 67 | 65 | 41 | 62 | 82 | 55 | | |
| FRL | 43 | 49 | 48 | 40 | 51 | 44 | 35 | 56 | 27 | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Large achievement gap between minority and non-minority peers

Rationale 36 point gap in ELA
 40 point gap in Math
 38 Point gap in Science
 27 Point gap in Civics

Intended Outcome Close the achievement gap with consistent and measurable gains of 3%

Point Person Eddie Ellis (eddie.ellis@jcsb.org)

Action Step

Description Marianna Middle School will use research based intervention components such as I-Ready and Imagine Math to reteach and remediate deficient skills.
 Hired an MTSS Specialist to implement and monitor interventions.
 Intensive Reading classes
 iCivics computer-based supplemental program
 Intergration of technology in classroom
 i-Ready ELA and math supplement
 Access to secondary math and ELA resource teacher

Person Responsible Eddie Ellis (eddie.ellis@jcsb.org)

Plan to Monitor Effectiveness

Description iReady Diagnostics
 Standard benchmark assessments
 MTSS process

Person Responsible Eddie Ellis (eddie.ellis@jcsb.org)

| Activity #2 | |
|-------------------------------|--|
| Title | Civics Achievement |
| Rationale | Civics assessment scores show a longitudinal decline. |
| Intended Outcome | 6% increase to match current state performance rate. |
| Point Person | Eddie Ellis (eddie.ellis@jcsb.org) |
| Action Step | |
| Description | iCivics supplemental program PAEC training |
| Person Responsible | Eddie Ellis (eddie.ellis@jcsb.org) |
| Plan to Monitor Effectiveness | |
| Description | Standard Benchmark Assessments iCivics Assessments |
| Person Responsible | Eddie Ellis (eddie.ellis@jcsb.org) |
| Activity #3 | |
| Title | Math Learning Gains |
| Rationale | Math learning gains have decreased by 6% |
| Intended Outcome | Raise math learning gains by 3% |
| Point Person | Eddie Ellis (eddie.ellis@jcsb.org) |
| Action Step | |
| Description | Imagine Math RtI services to students who scored a level 1 on FSA |
| Person Responsible | Eddie Ellis (eddie.ellis@jcsb.org) |
| Plan to Monitor Effectiveness | |
| Description | Standard Benchmark Assessments Imagine Math Assessments |
| Person Responsible | Eddie Ellis (eddie.ellis@jcsb.org) |

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We have set a goal of having 100% of parents actively involved in our school for the 2018-2019 school year. We will advocate increased communication through progress reports, report cards, TRACKS newsletter, agenda books, phone calls, emails, parent and teacher meetings, and behavioral contracts.

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

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

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

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

1. During the last two weeks of school, the 5th grade students from Riverside Elementary attend an open house at Marianna Middle School. During this time, they meet School Administrators, School Counselors and Teachers. They are also introduced to the different activities, academics, and vocational opportunities available at MMS. ALL 5th grade students take a tour of the campus to familiarize them with the locations of the Front Office, Media Center, Cafeteria, Gym, and Classrooms. Parents of the 5th grade students are also encouraged to attend.
2. The Band Director at Marianna Middle School attends Riverside Elementary to discuss the band program with each 5th grader.
3. School Counselors at MMS attend end of year IEP staffings/meetings at Riverside for upcoming 6th graders. This enables MMS to meet with eligible students/parents to discuss academic and behavioral transitions.
4. Marianna Middle School holds a school-wide "Open House" the week before school starts. During this time, each student and guardians are able to meet teachers and are able to familiarize themselves with their upcoming schedule.
5. MMS 8th grade students attend an open house visit at Marianna High School. During this time they are introduced to the School Administrators, School Counselors, and Teachers. They are also introduced to the different activities, academics and vocational opportunities at Marianna High School. MHS School Counselors review the scheduling process and encourage each student to have an individual schedule completed before summer break. Students also take a tour of Marianna High School campus to familiarize themselves with the locations of the Front Office, Media Center, Cafeteria, Gym, and Classrooms.
6. School Counselors at Marianna High school attend end of year IEP staffings/meetings at Marianna Middle School for upcoming 9th graders. This enables MMS to meet with eligible students and parents to discuss academics and behavioral transitions.

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.

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

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

Part V: Budget

| | |
|---------------|---------------------|
| Total: | \$105,314.98 |
|---------------|---------------------|