

Jackson County School Board

Marianna High School



2019-20 Schoolwide Improvement Plan

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Marianna High School

3546 CAVERNS RD, Marianna, FL 32446

<http://mhs.jcsb.org>

Demographics

Principal: Kerry Gilmore

Start Date for this Principal: 8/20/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: A (62%) 2016-17: C (49%) 2015-16: C (45%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Jackson County School Board on 10/15/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	A	C	C

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<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.

Motto: Making "A" Difference

Beliefs:

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

Provide the school's vision statement.

Purpose Statement:

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Martin, Carlan	Principal	Data review; strategies
Blanton, Travis	Assistant Principal	
Donaldson, John	Teacher, K-12	
Law, LuAnne	Instructional Media	SAC Chair
Wiggins, Charlene	School Counselor	Grad checks; data; scheduling
Dryden, Debbie	Teacher, K-12	ESE Specialist
Godwin, Sherri	School Counselor	Grad checks; data; scheduling

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	177	186	177	158	698
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	31	27	30	111
One or more suspensions	0	0	0	0	0	0	0	0	0	14	4	5	3	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	55	36	10	10	111
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	48	41	52	44	185

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	35	31	20	29	115

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	0	0	0	18	9	4	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	13	20	15	61

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - 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	0	0	0	52	72	83	168	375
One or more suspensions	0	0	0	0	0	0	0	0	0	4	1	0	3	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	31	13	21	6	71
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	62	43	43	23	171

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	42	24	33	29	128

Prior Year - 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	0	0	0	52	72	83	78	285
One or more suspensions	0	0	0	0	0	0	0	0	0	4	1	0	3	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	31	13	21	6	71
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	62	43	43	23	171

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	42	24	33	29	128

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	56%	56%	48%	52%	53%
ELA Learning Gains	46%	49%	51%	45%	50%	49%
ELA Lowest 25th Percentile	39%	41%	42%	38%	48%	41%
Math Achievement	41%	43%	51%	41%	47%	49%
Math Learning Gains	35%	39%	48%	39%	43%	44%
Math Lowest 25th Percentile	25%	33%	45%	25%	25%	39%
Science Achievement	65%	66%	68%	60%	61%	65%
Social Studies Achievement	60%	69%	73%	55%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	177 (0)	186 (0)	177 (0)	158 (0)	698 (0)
Attendance below 90 percent	23 (52)	31 (72)	27 (83)	30 (168)	111 (375)
One or more suspensions	14 (4)	4 (1)	5 (0)	3 (3)	26 (8)
Course failure in ELA or Math	55 (31)	36 (13)	10 (21)	10 (6)	111 (71)
Level 1 on statewide assessment	48 (62)	41 (43)	52 (43)	44 (23)	185 (171)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	63%	59%	4%	55%	8%
	2018	52%	50%	2%	53%	-1%
Same Grade Comparison		11%				
Cohort Comparison						
10	2019	47%	49%	-2%	53%	-6%
	2018	55%	55%	0%	53%	2%
Same Grade Comparison		-8%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	61%	3%	67%	-3%
2018	95%	82%	13%	65%	30%
Compare		-31%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	65%	-7%	70%	-12%
2018	58%	66%	-8%	68%	-10%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	50%	-19%	61%	-30%
2018	52%	61%	-9%	62%	-10%
Compare		-21%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	44%	4%	57%	-9%
2018	54%	57%	-3%	56%	-2%
Compare		-6%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	42	39	15	23		26	58		65	27
BLK	30	35	33	18	24	19	35	25		80	43
HSP	90										
MUL	45	18		45							
WHT	72	56	52	57	39	24	80	79		86	82
FRL	45	39	36	32	32	26	54	45		76	53
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	14	44	39	33	64	33		28		36	
BLK	28	52	56	34	44	27	83	37		68	56
MUL	77	50		55							
WHT	69	64	55	70	58	44	98	76		77	80
FRL	36	54	62	40	46	22	84	50		61	63
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	18	36	36	19	57		33			56	20
BLK	21	29	27	18	27	25	39	36		64	57
HSP	73	55		30	30						
MUL	45	36		40	29						
WHT	65	56	55	56	48	31	72	76		66	78
FRL	33	38	38	29	34	26	48	39		58	57

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	90

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance was demonstrated by the lowest 25th% in Math. With only 25% demonstrating learning gains, the students in this subgroup need of support.

This data paints a distorted view of the cohort. When Marianna Middle School began encouraging the highest performing math students to take Algebra I in the 8th grade, it distorted our data. Nearly 90 students are enrolled in Algebra I at MMS this year. When a large number of the highest performing students are no longer included in the testing cohort, the lowest 25% of the students now includes a larger number of students who struggle with math and have traditionally been a level 1 or 2 in math as assessed by the FSA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science Achievement showed the greatest decline from the prior year. While they demonstrated a significant drop, our students still scored within 3% points of the state average. During the 2017-2018 school year, we placed all 9th grade students who were level scored level 4 or 5 of the FSA ELA exam in the 8th grade in Biology. Students who scored a level 1, 2, or 3 were placed in environmental science for their 9th grade year to build their background/content knowledge prior to entering biology in their 10th grade year. The only students who tested during the 2017-2018 school year were these honors level biology students. During the 2018-2019 school year, the honors level biology students in the 9th grade and the regular level biology students in the 10th grade tested.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Math Lowest 25th Percentile has the greatest gap when compared to the state average. This data paints a distorted view of the cohort. When Marianna Middle School began encouraging the highest performing math students to take Algebra I in the 8th grade, it distorted our data. Nearly 90 students are enrolled in Algebra I at MMS this year. When a large number of the highest performing students are no longer included in the testing cohort, the lowest 25% of the students now includes a larger number of students who struggle with math and have traditionally been a level 1 or 2 in math as assessed by the FSA. If we were actually assessing 100% of the cohort, these results could be different.

Which data component showed the most improvement? What new actions did your school take in this area?

The area that demonstrated the greatest improvement was ELA Achievement. It increased by 1%. We collaborated with Cathi Addison to improve the district curriculum map.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and class failures are areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Universal Design for Learning
2. Free tutoring in all of the content areas for all students
3. floridastudents.org
4. Curriculum Mapping
5. Course Failure tracking and intervention

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>Increased academic achievement among subgroups</p> <p>There are three subgroups who have been identified as needs Federal Index - Students With Disabilities 35% Students With Disabilities Subgroup Below 41% in the Current Year? YES</p>
Rationale	<p>Black/African American Students Federal Index - Black/African American Students 34% Black/African American Students Subgroup Below 41% in the Current Year? YES</p> <p>Federal Index - Multiracial Students 36% Multiracial Students Subgroup Below 41% in the Current Year? YES</p>
State the measurable outcome the school plans to achieve	<p>The Federal Index indicator of achievement for Students with Disabilities shall be at 42% or higher.</p> <p>The Federal Index of indicator of achievement for Black/African American students shall be at 42% or higher.</p> <p>The Federal Index of indicator of achievement for Multiracial students shall be at 42% or higher.</p>
Person responsible for monitoring outcome	Carlan Martin (carlan.martin@jcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Universal Design for Learning will be implemented 2. Free tutoring will be offered in all content areas by all teachers prior to school from 7:25 - 8:00 3. Supplemental programs such as ImagineMath, iReady, floridastudents.org, etc. shall be used with our students 4. The MTSS process will be used to identify and scaffold students to ensure success
Rationale for Evidence-based Strategy	<p>Paper on UDL: https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a school-wide approach for planning and implementing Universal Design for Learning across all academic content areas and career and technical courses. 2. Provide free tutoring for students before school from 7:25-8:00 across all content areas. 3. Advising teachers will identify students who are failing classes and encourage those students to attend morning tutoring. The teachers will compile a Ds and Fs list to monitor progress and whether or not the students are attending tutoring. If they do not attend tutoring, they will be remediated during elective periods. (MTSS) 4. Teachers will use content area planning time once a week to make sure that students' needs are being met. Data shall be analyzed and used to drive instruction.
Person Responsible	Carlan Martin (carlan.martin@jcsb.org)

#2	
Title	Increased achievement on the Biology EOC exam
Rationale	MHS students are performing below the state average on the Biology EOC.
State the measurable outcome the school plans to achieve	At least 69% of students tested will score at level 3 or above on the Biology EOC.
Person responsible for monitoring outcome	Carlan Martin (carlan.martin@jcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standardized curriculum mapping that aligns with standards 2. Increased access to information <p>Curriculum mapping in the science department is a district initiative.</p>
Rationale for Evidence-based Strategy	http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/271/pdf?source=post_page-----
Action Step	
Description	<ol style="list-style-type: none"> 1. All biology teachers will use the curriculum map created by the district. 2. All teachers will implement the floridastudents.org tutorials. Our teachers have aligned the tutorials with each chapter in their books. 3. New textbooks were purchased so that each student would have access to a book at home. 4. Teachers will progress monitor to determine areas for remediation. 5. Teachers will use Triumph Coach books to increase student access to information.
Person Responsible	Kathy McCrary (kathy.mccrary@jcsb.org)

#3	
Title	Increased Achievement of the lowest 25% in ELA
Rationale	Students in the lowest 25% impact our school grade in three areas: ELA Achievement, ELA Learning Gains, and ELA Lowest 25%. When the students in the lowest 25% demonstrate learning gains, it has a positive impact on our school grade.
State the measurable outcome the school plans to achieve	At least 60% of our students in the lowest 25% for ELA will demonstrate learning gains as assessed by the ELA FSA in the Spring of 2020.
Person responsible for monitoring outcome	Philip Jones (philip.jones@jcsb.org)
Evidence-based Strategy	Teachers will work to implement Universal Design for Learning.
Rationale for Evidence-based Strategy	Many of our students in the Lowest 25% are also in the SWD subgroup. Lessons designed with UDL in mind make content more accessible. https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will work together to research UDL strategies. 2. Teachers will incorporate UDL in lessons. 3. Teachers will progress monitor students in the Lowest 25% using iReady and STAR. 4. Teachers will use Accelerated Reader to encourage independent reading. 5. Teachers will work with Cathi Addison to incorporate intentional learning strategies to engage students.
Person Responsible	Carlan Martin (carlan.martin@jcsb.org)

#4	
Title	Increased achievement on the US History EOC exam
Rationale	Marianna High School students are scoring below the state average on the US History EOC exam.

State the measurable outcome the school plans to achieve	At least 74% of the students who are assessed by the US History EOC exam will score level 3 or higher. This would exceed the state average of 73% in 2019.
Person responsible for monitoring outcome	Patte Hatcher (patte.hatcher@jcsb.org)
Evidence-based Strategy	Curriculum Mapping
Rationale for Evidence-based Strategy	Bay District Schools developed and shared a curriculum map and shared it with our teachers. This map has been used with success in Bay County. Their students consistently score at or above the state average on the US History Exam. They also developed progress monitoring assessments that correlate with the curriculum map, which they have also shared with us that align with the map. http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/271/pdf?source=post_page----- -----

Action Step	
Description	<ol style="list-style-type: none"> 1. Use the Bay District Schools curriculum map for US History courses. 2. Design lessons that are aligned with the map and the Florida Standards. 3. Progress monitor to identify areas in need of remediation. 4. Offer remediation prior to school from 7:25-8:00 AM.
Person Responsible	Patte Hatcher (patte.hatcher@jcsb.org)

#5	
Title	Increased achievement of the lowest 25% in math
Rationale	Students in the lowest 25% impact our school grade in three areas: Math Achievement, Math Learning Gains, and Math Lowest 25%. When the students in the lowest 25% demonstrate learning gains, it has a positive impact on our school grade.
State the measurable outcome the school plans to achieve	At least 46% of the lowest 25% shall demonstrate learning gains as assessed by the Algebra 1 and Geometry EOC exams in the spring of 2020.
Person responsible for monitoring outcome	Sheila Hall (sheila.hall@jcsb.org)
Evidence-based Strategy	Teachers will work to implement Universal Design for Learning.
Rationale for Evidence-based Strategy	Many of our students in the Lowest 25% are also in the SWD subgroup. Lessons designed with UDL in mind make content more accessible. https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will progress monitor using Imagine Math and teacher constructed progress monitoring assessments. 2. Teachers will work together to research UDL strategies. 3. Teachers will incorporate UDL in lessons. 4. Teachers will use ImagineMath to encourage independent math study.
Person Responsible	Carlan Martin (carlan.martin@jcsb.org)

#6	
Title	Increased percentage of students achieving industry certification
Rationale	Students who are not planning to attend college need to be career ready upon graduation from high school.
State the measurable outcome the school plans to achieve	At least 70% of the students who graduate from MHS will earn an industry certification through our career and technical programs. This would be an increase from the 66% of the students who achieved industry certification during the 2017-2018 school year. (This data component lags one school year.) The percentage earned during the 2019-2020 school year will impact the school grade for 2020-2021.
Person responsible for monitoring outcome	Susie Barber (susie.barber@jcsb.org)
Evidence-based Strategy	Differentiated Instruction
Rationale for Evidence-based Strategy	The career and technical education teachers understand that students need instruction that is designed to meet the needs of different learning styles. By making sure that instruction is differentiated, they are more likely to meet the needs of a larger number of students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Do a learning style diagnostic assessment. 2. Craft lessons that include differentiated instruction. 3. Assess knowledge using progress monitoring tools. 4. Give students an opportunity to take the industry certification exam associated with the course. 5. Offer remediation as needed.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Our school fosters positive relationships with parents, families, and other community stakeholders by frequently posting positive moments of campus life on our JCSB Facebook page.

We work hard to open lines of communication with all of our parents through Title I parent nights held twice a year.

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.

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 "Working Lunches." 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.

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

This year, all school staff will offer tutoring programs related to their course or content area before school every day from 7:25 - 8:00 AM.

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 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.

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.

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

We offer a "Working Lunch" program that offers students a chance to have lunch and learn from representatives from various careers and representatives from our local college. This is the third year we have offered the program. The students love it. They sign up to participate in the working lunches that highlight careers that they are interested in learning more about.

Career Lineup for 2019-2020

Engineering (Chipola College Representatives)

Teaching (Chipola College and Future Educators Club)

Dental Hygiene

Medicine (Ophthalmology - specifically)

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increased academic achievement among subgroups	\$0.00
2	III.A.	Areas of Focus: Increased achievement on the Biology EOC exam	\$0.00
3	III.A.	Areas of Focus: Increased Achievement of the lowest 25% in ELA	\$0.00
4	III.A.	Areas of Focus: Increased achievement on the US History EOC exam	\$0.00
5	III.A.	Areas of Focus: Increased achievement of the lowest 25% in math	\$0.00
6	III.A.	Areas of Focus: Increased percentage of students achieving industry certification	\$0.00
Total:			\$0.00