

Jackson County School Board

Marianna High School



2020-21 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: 9/11/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2019-20 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%)
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 10/20/2020.

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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Marianna High School

3546 CAVERNS RD, Marianna, FL 32446

<http://mhs.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	63%
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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	A	C

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Martin, Carlan	Principal	Data review; strategies
Blanton, Travis	Assistant Principal	Discipline Safety and Risk Management
Gilmore, Kerry	Assistant Principal	Curriculum and Instruction Data Analysis
Law, LuAnne	Instructional Media	SAC Chair
Wiggins, Charlene	School Counselor	scheduling; testing; data analysis
Godwin, Sherri	School Counselor	scheduling; testing; data analysis
Dryden, Debbie	Teacher, ESE	IEP development; scheduling; data analysis
Donaldson, John	Teacher, K-12	data analysis

Demographic Information

Principal start date

Friday 9/11/2020, Kerry Gilmore

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

44

Demographic Data

2020-21 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

2019-20 Title I School	Yes
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2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	224	164	179	170	737
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	13	22	32	43	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	20	28	13	9	70
Course failure in Math	0	0	0	0	0	0	0	0	0	0	20	21	4	44	89
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	27	27	24	42	120
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	44	30	30	26	130

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	46	44	35	42	167

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	54	32	35	54	175
Students retained two or more times	0	0	0	0	0	0	0	0	0	16	12	34	54	116

Date this data was collected or last updated

Friday 9/18/2020

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	
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	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

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	
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	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

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	
	(0)	(0)	(0)	(0)	0 (0)

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
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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.

Our students with disabilities demonstrated the lowest performance (22% proficient), specifically in the area of ELA. This is one of the reasons that we began implementing Universal Design for Learning. This best practice for lesson design emphasizes using methods of instruction that improve achievement for students with disabilities and also have a positive impact all students.

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

Science achievement dropped from 95% to 65% scoring level 3 or above as tested by the EOC Biology Exam. The reason for this drastic drop in achievement was due to the enrollment shift for students who did not demonstrate proficiency in reading and/or science in the 8th grade in 2018 to an environmental science class. Because we placed all of those students in an environment science

class, they did not take the Biology EOC exam in 2018. The only students who were tested were the students who were placed in Honors Biology because of their demonstrated aptitude in science. In 2019, all students were tested. It is our hope that our science scores will improve as students who need a stronger foundation in science receive it via the environmental science class prior to taking Biology.

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.

Our math achievement level of the lowest 25% is 11% lower than the state average. The reason for this is many of our 9th graders who demonstrate proficiency in math take Algebra in the 8th grade. The trend indicates that lowest 25% of our tested 9th grade students have failed to demonstrate proficiency prior to entering 9th grade. These students have large gaps in their understandings that must be overcome prior to mastering the standards assessed on the Algebra 1 EOC exam.

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

Our 2019 graduation rate showed the most improvement. This is a year lagging, so it actually reflects the percentage of students who graduated in 2018. The grad rate increased 15% from 74% to 84%. This was achieved by careful analysis of each student in the cohort. Each student was presented with a plan for success by our administrative team. Many accepted the plan.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Poor attendance is a specific area of concern that is now being exacerbated by Covid 19. We are looking for ways in which to reach students who are out of school for quarantine or accessing content virtually through iJackson to insure an uninterrupted flow of instruction. We are tackling this issue through the use of Canvas, a learning management system.
2. Another area of concern is the number of retentions and course failures. We believe that these are indicative of students who are not attending school and also not performing while at school. We are shaping goals to improve lesson delivery and student performance in the classroom setting, so that these students can successfully earn the credits needed for promotion.

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

1. Safety of all stakeholders
2. Increased proficiency in areas assessed by statewide assessments
3. Increased attendance
4. Increased performance in classes that lead to promotion to the next grade level
5. Decreased behavioral issues

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Teachers will incorporate Universal Design for Learning (UDL) strategies into their deliveries of the ELA curricula at each grade level. The aim of UDL is to remove barriers that may impede understanding.

The percentage of students demonstrating proficiency by scoring a level 3 or above will increase from 56% to 63% as tested by the ELA FSA in the Spring of 2021.

Measurable Outcome: The percentage of students demonstrating learning gains will increase from 46% to 56% on the ELA FSA in the Spring of 2021.

The percentage of students in the lowest 25% who score a level 3 or above on the ELA FSA in the Spring of 2021 shall increase from 39% to 50%.

Person responsible for monitoring outcome:

LuAnne Law (luanne.law@jcsb.org)

Focused UDL strategies for the ELA department:

Foster Collaboration and Community

Create cooperative learning groups with clear goals, roles, and responsibilities

Provide prompts that guide learners in when and how to ask peers and/or teachers for help

Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)

Construct communities of learners engaged in common interests or activities

Create expectations for group work (e.g., rubrics, norms, etc.)

Evidence-based Strategy:

Illustrate Through Multiple Media

Present concepts in one form of symbolic representation (e.g., an expository text) with an alternative form (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative)

Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams

Provide Options for Language and Symbols

Clarify vocabulary and symbols

Clarify syntax and structures

Support decoding of text

Support understanding across languages

UDL was selected as a specific evidence based strategy, because of its positive impact on both students who are striving and students who are thriving. The following websites are our guides:

<http://udlguidelines.cast.org/>

Rationale for Evidence-based Strategy:

https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works?gclid=EAlaIqObChMIwaw_I4Tq6wIVlorlCh0RbgAPEAAAYASAAEgJtlvD_BwE

Action Steps to Implement

The ELA department will work to foster collaboration and community through the DISCUSSION feature in Canvas. This feature offers opportunities for students to interact and cooperate with one another even

though they are not in the same building. We will clearly define roles for students in those discussions, including the requirement to not only post, but to respond to the posts of others. We will also explore using a shared document in Google Classroom to encourage cooperative writing.

Person Responsible Jill Berquist (jill.berquist@jcsb.org)

In an effort to illustrate through multiple media, the ELA department will use the Canvas platform to both introduce and review material through multiple media options: including a lecture or lesson from a teacher on video, allowing students to upload videos instead of papers in response to a prompt, offering clips from stage plays and films, listening to recording of poets reading their own poetry out loud, matching contemporary music to themes or literary devices in exemplar texts.

Person Responsible Jill Berquist (jill.berquist@jcsb.org)

In an effort to provide options for language and symbols, the ELA department will incorporate the FLVS curriculum into the district maps. This curriculum features strong methods for decoding language and symbols which we will use to model and encourage students in their decoding. Rollover features which brings up definitions of difficult vocabulary, a feature to read and/or listen simultaneously to an information page, drop down menus which help students go deeper, graphics and pictures which are interactive, and even graphic organizers provided in the lessons will all strengthen learning.

Person Responsible Jill Berquist (jill.berquist@jcsb.org)

Teachers will continue to study UDL and the ways in which it can be successfully incorporated into their lessons as part of a PLC.

Person Responsible LuAnne Law (luanne.law@jcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus	Teachers will incorporate Universal Design for Learning (UDL) strategies into their deliveries of the math curricula at each grade level. The aim of UDL is to remove barriers that may impede understanding.
Description and Rationale:	The percentage of students demonstrating proficiency by scoring a level 3 or above will increase from 41% to 51% as tested by the End of Course Exams in Algebra I and Geometry in the Spring of 2021.
Measurable Outcome:	<p>The percentage of students demonstrating learning gains will increase from 35% to 50% on the End of Course Exams in Algebra I and Geometry in the Spring of 2021.</p> <p>The percentage of students in the lowest 25% who score a level 3 or above on the End of Course Exams in Algebra I and Geometry in the Spring of 2021 shall increase from 25% to 35%.</p>
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<p>Increase mastery-oriented feedback</p> <p>Assessment is most productive for sustaining engagement when the feedback is relevant, constructive, accessible, consequential, and timely. But the type of feedback is also critical in helping learners to sustain the motivation and effort essential to learning. Mastery-oriented feedback is the type of feedback that guides learners toward mastery rather than a fixed notion of performance or compliance. It also emphasizes the role of effort and practice rather than “intelligence” or inherent “ability” as an important factor in guiding learners toward successful long-term habits and learning practices. These distinctions may be particularly important for learners whose disabilities have been interpreted, by either themselves or their caregivers, as permanently constraining and fixed.</p> <p>Source: https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-sustaining-effort-and-persistence/increase-mastery-oriented-feedback</p>
Rationale for Evidence-based Strategy:	<p>UDL was selected as a specific evidence based strategy, because of its positive impact on both students who are striving and students who are thriving. The following websites are our guides:</p> <p>http://udlguidelines.cast.org/</p> <p>https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works?gclid=EAlaIQobChMIwav_I4Tq6wIVlorlCh0RbgAPEAAYASAAEgJtIvD_BwE</p>

Action Steps to Implement

In an effort to promote mastery oriented feedback, teachers will use Canvas to:

Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge.

Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance.

Provide feedback that is frequent, timely, and specific.

Provide feedback that is substantive and informative rather than comparative or competitive

Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success.

Source: <https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-sustaining-effort-and-persistence/increase-mastery-oriented-feedback>

Person Responsible Sheila Hall (sheila.hall@jcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Teachers will incorporate Universal Design for Learning (UDL) strategies into their deliveries of the science curricula at each grade level. The aim of UDL is to remove barriers that may impede understanding.
Measurable Outcome:	Science Achievement = 65% to 80% The percentage of students demonstrating proficiency by scoring a level 3 or above will increase from 65% to 80% as tested by the Biology EOC in the Spring of 2021.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers in the science department are going to integrate the following UDL guideline that falls under Representation: Activate or supply background knowledge Science teachers have recognized that much of the state assessment in science is heavily dependent on a student's ability to read and comprehend complex text. Many students do not come to MHS with a strong background in science. Teachers supply much of the background knowledge needed for students to comprehend content needed to pass state exams.
Rationale for Evidence-based Strategy:	According to CAST, "Information is more accessible and likely to be assimilated by learners when it is presented in a way that primes, activates, or provides any pre-requisite knowledge. Barriers and inequities exist when some learners lack the background knowledge that is critical to assimilating or using new information. However, there are also barriers for learners who have the necessary background knowledge, but might not know it is relevant. Those barriers can be reduced when options are available that supply or activate relevant prior knowledge, or link to the pre-requisite information elsewhere." source: http://udlguidelines.cast.org/representation/comprehension/background-knowledge

Action Steps to Implement

Students who are striving to be better readers will be encouraged to take Environmental Science as a 9th grader in an effort to build the background knowledge that will make them more successful in Biology as a 10th grade student.

Teachers in the science department will also implement the following suggested actions recommended by CAST:

Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)

Use advanced organizers (e.g., KWL methods, concept maps)

Pre-teach critical prerequisite concepts through demonstration or models

Bridge concepts with relevant analogies and metaphors

Make explicit cross-curricular connections (e.g., teaching literacy strategies in the science classroom)

Person Responsible Kathy McCrary (kathy.mccrary@jcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Teachers will incorporate Universal Design for Learning (UDL) strategies into their deliveries of the social studies curricula at each grade level. The aim of UDL is to remove barriers that may impede understanding.

Rationale:

Measurable Outcome: The number of students deemed proficient by FLDOE's End of Course Exam in US History by scoring 3 or above in the Spring of 2021 will increase from 65% to 80%.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Teachers in the science department are going to integrate the following UDL guideline that falls under Representation:
Activate or supply background knowledge

Social Studies teachers recognized that much of the state assessment for US History is heavily dependent on a student's ability to read and comprehend complex text. Many students do not come to MHS with a strong background in US History. Teachers must supply background knowledge needed for students to comprehend content needed to pass state exams.

Rationale for Evidence-based Strategy: According to CAST, "Information is more accessible and likely to be assimilated by learners when it is presented in a way that primes, activates, or provides any pre-requisite knowledge. Barriers and inequities exist when some learners lack the background knowledge that is critical to assimilating or using new information. However, there are also barriers for learners who have the necessary background knowledge, but might not know it is relevant. Those barriers can be reduced when options are available that supply or activate relevant prior knowledge, or link to the pre-requisite information elsewhere."

source: <http://udlguidelines.cast.org/representation/comprehension/background-knowledge>

Action Steps to Implement

All 9th grade students will be encouraged to take Visions and Pursuits as a 9th grader in an effort to build the background knowledge that will make them more successful in US History as an 11th grade student.

Teachers in the social studies department will also implement the following suggested actions recommended by CAST:

Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)

Use advanced organizers (e.g., KWL methods, concept maps)

Pre-teach critical prerequisite concepts through demonstration or models

Bridge concepts with relevant analogies and metaphors

Make explicit cross-curricular connections (e.g., teaching literacy strategies in the science classroom)

Person Responsible Patte Hatcher (patte.hatcher@jcsb.org)

#5. Instructional Practice specifically relating to Graduation

Area of Focus	Area of Focus: Increase the grad rate of our students with disabilities
Description and Rationale:	When we increase the performance of our students with disabilities in the classroom and on state assessments, the graduation rate should improve. This subgroup has our lowest graduation rate at 65%. Current overall graduation rate (2019) is 84% and high school acceleration rate (2019) is 66%
Measurable Outcome:	Our graduation rate for students with disabilities shall increase from 65% to 75% for the 2021 cohort. Overall student graduation rate will be 90%. High School Acceleration will be 80%
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Students with disabilities will be given laptop computers to assist with course work. Through Canvas, students will have increased access to accommodation tools such as text-to-talk. They will be able to watch lectures from teachers if they need remediation.
Rationale for Evidence-based Strategy:	A learning management tool such as Canvas enables teachers to reach many different modalities of learning and meet many of the accommodations that many of our students with disabilities need. Students who are auditory learners can use the talk-to-text feature. Visual learners will be able to read their texts with help features such as online dictionaries. Students who need extra time on an assignment will be able to work at home if needed.

Action Steps to Implement

Build content in Canvas
 Use Link (vocabulary builder)
 Use iReady
 Use FLVS content to supplement computer based instruction

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

#6. ESSA Subgroup specifically relating to African-American

Area of Focus	One area in which our African-American subgroup needs improvement is in earning industry certifications or accelerated course credit through Advanced Placement or dual enrollment prior to graduation.
Description and Rationale:	
Measurable Outcome:	In 2019, 43% of our African-American graduates earned either industry certification or accelerated course credit through Advanced Placement or dual enrollment prior to graduation. Our goal is to increase that to 65% for the class of 2021, 75% for the class of 2022, 85% for the class of 2023, and 95% for the class of 2024.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Through data analysis and targeted scheduling, students in our African-American subgroup will be encouraged to take CTE courses and pass industry certification exams, or take Advanced Placement and dual enrollment courses.
Rationale for Evidence-based Strategy:	Students may not realize the advantages that come with graduating with industry certifications and/or college credits. By educating them about the benefits and encouraging them to set and achieve these goals, we believe that these students will excel.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Data analysis shall take place to identify which students have or have not achieved industry certification/AP or DE credit. 2. Advising teachers will work with their students to build these opportunities into their schedules. 3. Guidance counselors will work to make sure that students have at multiple opportunities to earn industry certifications. 4. Data from the PSAT is provided that will be used to identify students who demonstrate aptitude for Advanced Placement courses and those students will be encouraged to take Advanced Placement. 	
Person Responsible	Charlene Wiggins (charlene.wiggins@jcsb.org)

#7. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale: After analyzing our achievement data from 2019, we found that only 18% of our multi-racial students demonstrated proficiency on the ELA FSA exam. If students are unable to read and comprehend text, that impacts every aspect of their education.

Measurable Outcome: The percentage of multi-racial students demonstrating proficiency by scoring a level 3 or above will increase from 18% to 40% as tested by the ELA FSA in the Spring of 2021.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Students scoring level 1 or 2 will be enrolled in an intensive reading class.

Rationale for Evidence-based Strategy: Students who do not demonstrate proficiency in reading need targeted instruction to demonstrate significant improvement.

Action Steps to Implement

Intensive reading classes will use the following resources to improve achievement:

Targeted small group instruction
 Link (targeted vocabulary instruction)
 iReady (targeted skill based instruction)
 Florida Students tutorials
 FLVS reading content to supplement instruction via Canvas

Person Responsible Cathi Addison (cathi.addison@jcsb.org)

Intensive reading classes will use the following resources to improve achievement:

Targeted small group instruction
 Link (targeted vocabulary instruction)
 iReady (targeted skill based instruction)
 Florida Students tutorials
 FLVS reading content to supplement instruction via Canvas

Person Responsible Cathi Addison (cathi.addison@jcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Area of Focus: Increase achievement among students with disabilities in ELA as assessed by the FSA ELA in the Spring of 2021, as only 22% demonstrated proficiency on the FSA ELA in 2019.

Measurable Outcome: At least 40% of our students with disabilities shall demonstrate proficiency by scoring a 3 or above on the FSA ELA in the Spring of 2021.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: All teachers are using UDL strategies when planning for instruction across the content areas to increase achievement and aid in comprehension of text.

Rationale for Evidence-based Strategy: UDL strategies increase the number of successful interactions that students with disabilities have with new content. This builds their background knowledge in many different areas and thereby increases their ability to comprehend new text.

Action Steps to Implement

All teachers will use UDL guidelines when designing lessons.

Person Responsible Kerry Gilmore (kerry.gilmore@jcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team has plans in place that will promote a safe and healthy learning environment for all stake holders.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Marianna High School strives to be an inclusive school. All stakeholders are encouraged to take an active part in the educational process. We look for ways to receive feedback and implement positive change. We

make sure that concerns are heard and addressed in a timely manner. We believe that we all make a positive difference in each other's lives.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial	\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00