

Jackson County School Board

Marianna K 8 School



2020-21 Schoolwide Improvement Plan

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Marianna K 8 School

3807 CAVERNS RD, Marianna, FL 32446

[no web address on file]

Demographics

Principal: Jessica Larkin

Start Date for this Principal: 8/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	99%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 K 8 School

3807 CAVERNS RD, Marianna, FL 32446

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Combination School KG-8</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">92%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">51%</p>

School Grades History

Year
Grade

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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.

Our mission is to empower students to become self-motivated lifelong learners and intuitive problem-solving members of society who are equipped for the future. Our goal is to fan the flames of learning so that our future generations become world changers.

Provide the school's vision statement.

The vision of Marianna K-8 is to engage, inspire, and empower a community of lifelong learners by collaborating, innovating, and preparing them for future endeavors.

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
Ellis, Eddie	Principal	
Allen, Amy	Principal	
Tharp, Sue Ann	Assistant Principal	
Brown, Buddy	Assistant Principal	
Johnson, Ashley	Instructional Media	
James, Courtney	Assistant Principal	
Brogdon, Mark	Teacher, K-12	
Mathis, Anne	Teacher, K-12	
Reed, Edna	Assistant Principal	

Demographic Information

Principal start date

Monday 8/24/2020, Jessica Larkin

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.*

5

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.*

16

Total number of teacher positions allocated to the school

132

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	
* 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	222	227	206	174	202	205	214	224	193	0	0	0	0	1867
Attendance below 90 percent	16	13	14	7	6	12	15	11	27	0	0	0	0	121
One or more suspensions	2	2	2	1	0	0	2	0	0	0	0	0	0	9
Course failure in ELA	0	10	8	9	8	2	41	10	25	0	0	0	0	113
Course failure in Math	0	9	4	6	12	2	20	14	19	0	0	0	0	86
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	19	38	35	45	0	0	0	0	149
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	24	43	36	45	0	0	0	0	156
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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		3	8	3	4	17	26	42	40	45	0	0	0	0	188

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		33	43	42	43	55	55	64	51	42	0	0	0	0	428
Students retained two or more times		0	5	8	11	16	19	17	6	11	0	0	0	0	93

Date this data was collected or last updated

Monday 9/14/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0

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	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0%	58%	61%	0%	53%	57%
ELA Learning Gains	0%	54%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	47%	54%	0%	41%	51%
Math Achievement	0%	55%	62%	0%	55%	58%
Math Learning Gains	0%	52%	59%	0%	54%	56%
Math Lowest 25th Percentile	0%	46%	52%	0%	49%	50%
Science Achievement	0%	44%	56%	0%	51%	53%
Social Studies Achievement	0%	69%	78%	0%	61%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(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
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
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					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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

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
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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

Students with disabilities and the lowest 25% in ELA - loss of instructional time

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

Eighth grade Science and Math and ELA Lowest 25% in elementary - loss of instructional time and loss of staff for eighth grade

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.

Third grade ELA and eighth grade Math and Science - lack of phonics skills, loss of instructional time and loss of staff for eighth grade

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

Elementary Lowest 25% in Math and the Civics EOC for middle school grades -

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

Attendance

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

1. ELA Achievement/Proficiency, especially the lowest 25%
2. Math Achievement/Proficiency, especially the lowest 25%
3. Science Achievement/Proficiency
4. Social Studies Achievement/Proficiency
5. Students with disabilities

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: ELA is a vital area of focus, because it impacts all other subjects. If students cannot read or write well, they cannot perform in math, science, or social studies with the standards of today.

Measurable Outcome: K - 2 would like to have 75% of their students reach typical growth required to reach end of the year targets.
 3-5 and 6-8 would like to have achievement in ELA at or above 58%, with at least 55% of the students making learning gains.
 We would also like to see our lowest 25% learning gains at or above 48% for all testing grades.

Person responsible for monitoring outcome: Amy Allen (amy.allen@jcsb.org)

Evidence-based Strategy: K-2 teachers use Open Court as a supplement to teach ELA, and 3-8 teachers use Coachbooks to supplement their ELA instruction. All grades will use STAR and iReady to assess and monitor students. There are three teachers working on Rtl data this year - two for the elementary grades and one for the middle grades. Jackson students have resources on the JCSB site, and Lyndsey Dickson has been providing teachers with multiple resources and strategies. ELL students have access to paras to assist, teach, and remediate them as needed. Students with disabilities are being closely monitored through the Rtl process, and have smaller class sizes if they are self-contained. Inclusion students can participate in pull-out instruction with ESE teachers for a slower pace and more scaffolded learning.

Rationale for Evidence-based Strategy: These are strategies that have been in place and are proven to work when used with fidelity.

Action Steps to Implement

1. Teachers will use STAR, AR, iReady, and Open Court or Coachbooks as needed to supplement ELA instruction.
2. Rtl teachers will be utilized if/when issues arise with students who are not performing at or above grade level.
3. Small groups and remediation will be implemented as needed for student growth.
4. Lowest 25% students will be tracked and monitored by teachers and Rtl teams; adjustments will be made as needed for these students in particular.
5. ELL students will have access to Mr. Segarra and Ms. Ramirez.

Person Responsible: Amy Allen (amy.allen@jcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: In the middle school grades, there was already a plan in place to address math. 3-5 had also seen a decrease in math achievement from 2018-2019. Therefore, we know that math needs to be an area of focus all around.

Measurable Outcome: K-2 would like to have at least 75% of the students meeting the end of the year typical growth requirement. 3-5 would like to have at least 67% of the students scoring a 3 or higher on the Math FSA, and our goal is to have 55% or more make learning gains in math. 6-8 would like to have at least 50% of the students scoring a 3 or higher on the Math FSA, 50% make learning gains in math, and 100% of the students taking Algebra to pass the EOC. Focusing on the lowest 25%, we would like to see at least 45% of the students in grade 3-8 making learning gains.

Person responsible for monitoring outcome: Eddie Ellis (eddie.ellis@jcsb.org)

Evidence-based Strategy: Elementary teachers will continue using standards-based curriculum, supplemental materials, and online programs and resources to teach math with fidelity. Middle grades teachers will utilize the Go Math workbook and online program to develop math skills. All students will use iReady as well for practice and individualized instruction, allowing teachers to monitor growth. Middle school students will use Imagine Math.

Rationale for Evidence-based Strategy: The elementary curriculum in place coupled with iReady and remediation has worked very well for our elementary students. Go Math is a widely used curriculum that has received much praise and support from surrounding districts. Using the Go Math online program, teacher can monitor growth from diagnostics taken throughout the school year.

Action Steps to Implement

1. Teachers and support staff will implement individualized instruction as needed as designated by the program of instruction/remediation assigned to each student.
2. Faculty will utilize Go Math textbooks and online programs/resources to teach math curriculum and standards with fidelity.
3. Students will use iReady and Imagine Math to offer individualized instruction, practice, and remediation.

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

#3. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale: Science achievement fell considerably from 2018-2019 for our eighth grade students (53% to 33%). We know that in order to see their achievement increase, we need to focus on teaching science with fidelity to students in lower grades as well.

Measurable Outcome: The goal for 8th grade is to increase achievement to 50%. Our fifth grade students had increased achievement from 53% to 54% from 2018-2019, so the goal for fifth grade is 55% achievement.

Person responsible for monitoring outcome: Courtney James (courtney.james@jcsb.org)

Evidence-based Strategy: All elementary teachers will teach grade-level science standards and curriculum as mapped. K-5 students will receive additional science instruction on the wheel with Melenda Smith. Middle school grades will use the Florida Science curriculum, allowing students to be engaged with meaningful resources and activities that teachers can use to increase student learning.

Rationale for Evidence-based Strategy: The elementary grades have been successful using the science standards and curriculum along with science on the wheel. For the middle school grades, they hope that by correctly using and implementing the Florida Science curriculum that the achievement numbers will increase.

Action Steps to Implement

1. Teachers will follow curriculum maps and teach standards assigned to their grade levels.
2. Teaches will provide hands-on learning activities when appropriate.
3. Elementary students' learning will be supplemented with Science on the wheel with Melenda Smith.

Person Responsible Courtney James (courtney.james@jcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus
Description and Rationale: Social Studies is often pushed aside due to lack of time in teaching the core curriculum. We know that social studies is very important, and we want to be sure that it is being taught in all grades.

Measurable Outcome: Social Studies achievement for the middle school grades was at 77% for 2019, up from 66% in 2018. We would like for the proficiency in Social Studies to be 78%. For all grades not testing in social studies/civics EOC, we would like to see social studies being taught more often, with fidelity, tying the subject in with ELA if possible.

Person responsible for monitoring outcome: Courtney James (courtney.james@jcsb.org)

Evidence-based Strategy: Elementary teachers will utilize available resources and books to ensure that social studies standards are being taught and graded in their classrooms. Middle school history and civics teachers will utilize textbooks and other available resources to teach history and civics standards to their students, assessing and monitoring student learning throughout the year to prepare them for the Civics EOC.

Rationale for Evidence-based Strategy: Students have been performing well in this area of focus, so we want to ensure that teachers continue what they've been doing in the past.

Action Steps to Implement

1. Identify curriculum and resources for teaching social students in elementary grades and monitor teaching of the subject- Studies Weekly.
2. Continue teaching history and civics in middle school grades with fidelity as in previous years.

Person Responsible Courtney James (courtney.james@jcsb.org)

#5. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: English Language Learners are at a significant disadvantage in education. We realized a few years ago that it would be extremely helpful to have someone on campus who could help these children to learn English in both an educational setting and in the "real world." The data concerning ELL students from 2018 and 2019 from our three schools (Golson, Riverside, and Marianna Middle) varied, so coming up with a specific percentage goal is complicated for this particular subgroup.

Measurable Outcome: Our goal for our ELL students is to improve their English speaking, reading, and writing abilities so that they can complete their assignments proficiently without frustration and do not end up missing the target for ESSA

Person responsible for monitoring outcome: Edna Reed (edna.reed@jcsb.org)

Evidence-based Strategy: In addition to the activities described in core academic areas, ELL students will have access to two paraprofessionals to provide English Language Acquisition skills via pullout. These students can utilize other resources and online programs to help with their language acquisition (Epic for reading with read aloud options, Lexia, etc.).

Rationale for Evidence-based Strategy: Based on research providing ELLs with additional instruction in English Language Acquisition has proven positive in learning growth.

Action Steps to Implement

1. Identify ELL students through guidance and WIDA testing
2. Monitor students through instruction and programs as mentioned in core academic areas above
3. Schedule time with Mr. Segarro or Ms. Ramirez for instruction, remediation, and assistance as needed

Person Responsible Edna Reed (edna.reed@jcsb.org)

#6. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Our African American students' achievement fell in nearly every school grade category from 2018-2019. Knowing that these students are capable, we want to be sure they are not falling below that 41% for ESSA.

Measurable Outcome: All African American students will receive the same instruction, remediation, and monitoring as described in the core curriculum areas above. There will be additional tracking and monitoring for these students as needed.

Person responsible for monitoring outcome: Eddie Ellis (eddie.ellis@jcsb.org)

Evidence-based Strategy: There are no additional activities for this subgroup other than extra monitoring and tracking as needed

Rationale for Evidence-based Strategy: N/A

Action Steps to Implement

Provide additional support, monitor and track students as needed

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

#7. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale: If Hispanic students are noted as ELL from WIDA testing, they will have access to Mr. Segarro or Ms. Ramirez. If they are not considered ELL students, they will receive the same instructional strategies and programs as mentioned in core curriculum areas. Please see the ELL section for specifics on the ELL students.

Measurable Outcome: Our goal for our ELL students is to improve their English speaking, reading, and writing abilities so that they can complete their assignments proficiently without frustration and do not end up missing the target for ESSA

Person responsible for monitoring outcome: Sue Ann Tharp (sueann.tharp@jcsb.org)

Evidence-based Strategy: In addition to the activities described in core academic areas, ELL students will have access to two paraprofessionals to provide English Language Acquisition skills via pullout. These students can utilize other resources and online programs to help with their language acquisition (Epic for reading with read aloud options, Lexia, etc.).

Rationale for Evidence-based Strategy: Based on research providing ELLs with additional instruction in English Language Acquisition has proven positive in learning growth.

Action Steps to Implement

1. Identify ELL students through guidance and WIDA testing
2. Monitor students through instruction and programs as mentioned in core academic areas above
3. Schedule time with Mr. Segarro or Ms. Ramirez for instruction, remediation, and assistance as needed

Person Responsible: Sue Ann Tharp (sueann.tharp@jcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our Students with Disabilities fell below the 41% in 2019. They struggled particularly with the ELA, middle grades math, and fifth grade science.

Measurable Outcome: For 3-5 grade students with disabilities, we would like to improve achievement on the ELA from 40% to 48%, and math from 49% to 50%. For 6-8 grade students with disabilities, we would like to improve achievement on the ELA from 26% to 30%, and math from 37% to 40%.

Person responsible for monitoring outcome: Amy Allen (amy.allen@jcsb.org)

Evidence-based Strategy: Our students with disabilities are either self-contained in a smaller class size or are resource and are pulled out for subjects as needed. We also have support facilitation for all grades, therapy services, mental health services, and a BCBA (board certified behavior analyst). We have two elementary Rtl specialists and one for middle school grades. We also have a new ESE Lead Teacher, and she works closely with guidance, Rtl specialists, teachers, and parents/guardians. Students with disabilities have access to Lexia in addition to iReady, and we will have Access Curriculum for students with access points. IEPs and BIPs are created, followed, and monitored/modified as needed. ELA students will receive remediation during wheel as needed.

Rationale for Evidence-based Strategy: Many of these strategies have been in place. As a new school, we are working on modifying and tweaking the things we've been doing to better fit the needs of our students.

Action Steps to Implement

1. Identify students with disabilities and work with Rtl specialists, guidance, and the ESE Lead teacher to place them appropriately
2. Utilize resources in core curriculum above as well as Lexia to closely monitor progress and identify specific needs
3. Use direct instruction, small group instruction, and remediation to address skills needed and track and monitor progress

Person Responsible: Amy Allen (amy.allen@jcsb.org)

Additional Schoolwide Improvement Priorities

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

Attendance was an issue from all three schools last school year. With the school year ending with the pandemic, it is more difficult to have an accurate depiction of attendance issues as a whole. We will closely monitor attendance this year and address issues with individual students/families as needed. The schools in the past have offered incentives for students who have good attendance, so that is something that we will discuss as the year progresses.

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 K-8 had a staggered Open House so that parents/guardians and students could meet the faculty and staff and begin to learn their way around the campus. We will build and maintain relationships with parents/guardians, families, and community members by maintaining constant and consistent contact with these individuals through the use of the Remind app, email, weekly newsletters and folders being sent home, parent nights if we are able, and through the VIP program. Parent conferences will be held, and parents can communicate by phone or virtually as needed. Businesses in the community have always been supportive of our students with monthly rewards, attendance rewards, and referral free rewards. Our Marianna K-8 VIPs have started reward programs for the students - we have Prestigious Pups and Student of the Month beginning in September and October. For Prestigious Pups, each teacher is given 3 cards that can be given to any student on campus for random acts of kindness or good deeds. The cards are given out every quarter. These children receive candy (3-8) or a brag tag (K-2) and can be recognized on social media if they have a photo release. Student of the Month will start in October. We are partnering with our VIPs and Zaxby's and McDonald's, so the students get a gift card (K-5 will get a McDonald's gift card, 6-8 Zaxby's) as well as chips and a drink. They will also be recognized on social media if they have a photo release.

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: ESSA Subgroup: English Language Learners	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Hispanic	\$0.00

8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00