Marianna High School

2021-22 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: 8/6/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2020-21 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%)
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 10/19/2021.

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	A

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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	Position Title	Job Duties and Responsibilities
Day, Aaron	Principal	
Blanton, Travis	Assistant Principal	
James, Courtney	Assistant Principal	
Clemmons, LaDon	Other	
Law, LuAnne	Instructional Media	
Wiggins, Charlene	School Counselor	
Godwin, Sherri	School Counselor	
Dryden, Debbie	Staffing Specialist	
Donaldson, John	Teacher, K-12	
Andreu, Nicole	Teacher, K-12	

Demographic Information

Principal start date

Friday 8/6/2021, 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.*

2

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.*

10

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

664

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	178	183	132	155	648
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	41	30	46	154
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	4	2	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	39	40	36	12	127
Course failure in Math	0	0	0	0	0	0	0	0	0	34	17	15	13	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	41	25	25	23	114
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	49	37	19	22	127
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	40	26	24	24	114

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	48	34	30	23	135

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	23	14	8	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	12	14	3	40

Date this data was collected or last updated

Thursday 9/23/2021

2020-21 - 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	224	164	179	170	737
Attendance below 90 percent	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	
Course failure in ELA	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	20	21	4	44	89
Level 1 on 2019 statewide ELA assessment	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	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

2020-21 - 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	224	164	179	170	737
Attendance below 90 percent	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	
Course failure in ELA	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	20	21	4	44	89
Level 1 on 2019 statewide ELA assessment	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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	56%	56%	54%	55%	56%
ELA Learning Gains				46%	49%	51%	59%	58%	53%
ELA Lowest 25th Percentile				39%	41%	42%	57%	58%	44%
Math Achievement				41%	43%	51%	55%	58%	51%
Math Learning Gains				35%	39%	48%	54%	53%	48%
Math Lowest 25th Percentile				25%	33%	45%	34%	41%	45%
Science Achievement				65%	66%	68%	95%	96%	67%
Social Studies Achievement				60%	69%	73%	60%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	63%	59%	4%	55%	8%
Cohort Comparison						
10	2021					
	2019	47%	49%	-2%	53%	-6%
Cohort Comparison		-63%				

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
2021					
2019	64%	61%	3%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	65%	-7%	70%	-12%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	50%	-19%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	44%	4%	57%	-9%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	32	38	43	33	50		50	20		93	8
BLK	34	36	25	23	27	26	37	42		98	43
HSP	43	29		33	27						
MUL	47	41		54	31		90				
WHT	63	48	45	50	43	43	69	77		94	83
FRL	34	37	32	29	29	23	51	49		93	54

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	39
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	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	62
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA Achievement Levels dropped from 54% to 51%
ELA Learning Gains dropped from 59% to 42%
ELA Learning Gains in the Lowest 25% dropped from 57% to 32%
Math Achievement Levels dropped from 55% to 40%
Math Learning Gains dropped from 54% to 36%
Math Learning Gains in the Lowest 25% dropped from 34% to 33%
While we don't have data from our Students with Disabilities subgroup for 2021, we know that our 2019 data reflected a need for improvement in student achievement in ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Learning gains in both ELA and Math demonstrate the greatest need for improvement.
Learning gains in the Lowest 25% in both ELA and Math demonstrate the greatest need for improvement.
ELA and Math achievement in the SWD subgroup needs improvement.
ELA and Math achievement in the Black/African American subgroup needs improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teacher turnover in ELA resulted in decreased learning gains.
Professional learning communities based on the BEST standards, StudySync content, instructional strategies related to vocabulary will help teachers develop and deliver lessons that will increase student achievement.

Math scores decreased this year. While there are several factors that contributed to the decrease, the most important factor is the lack of a comprehensive curriculum that is vertically aligned to the standards. The district is working to identify a math curriculum that will be adopted district wide that will ensure vertical alignment from K-12 in the area of mathematics.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Student achievement increased from 60 to 66% in US History as assessed by the US History end of course exam.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers implemented a new curriculum. In addition, students have been taking Visions and Pursuits in the 9th grade. This class helps build background knowledge for US History.

What strategies will need to be implemented in order to accelerate learning?

1. Increase access to Advanced Placement courses for all students
2. Encourage dual enrollment for Career and Technical courses

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Learning Communities will be in place in all of the departments that will focus on the B.E.S.T. standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District leadership plans to adopt a comprehensive vertically aligned math curriculum, science curriculum, and social studies curriculum within the next 3 years.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The number of students demonstrating learning gains in ELA needs to increase. The data indicates a downward trend in the percentage of students demonstrating learning gains in ELA.
Measurable Outcome:	At least 80% of the students assessed on the FSA ELA exam in the spring of 2022 shall demonstrate learning gains. Learning Gains for the Lowest 25% will be 50%. Proficiency will be 57%.
Monitoring:	Administrators will examine lesson plans, incorporate frequent classroom walk throughs, and analyze progress monitoring data throughout the year. Cathi Addison will conduct walk throughs and deliver professional development based on recognized areas of need during those walk throughs.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy:	1. Teachers will participate in Professional Learning Communities based on instructional practice. 2. Teachers will use StudySync as a comprehensive curriculum that addresses the BEST standards. 3. Teachers will encourage self-selected independent reading to build vocabulary. 4. Teachers will work with Cathi Addison to make sure that best practices in ELA instruction are incorporated into lessons.
Rationale for Evidence-based Strategy:	By increasing teachers' understanding of the BEST standards, instruction aligned to those standards will improve.

Action Steps to Implement	
Create and monitor Professional Learning Communities	
Person Responsible	Courtney James (courtney.james@jcsb.org)
Purchase and implement StudySync with fidelity in all ELA classrooms 9-12.	
Person Responsible	Aaron Day (aaron.day@jcsb.org)
Provide access to a print rich environment via the MHS Media Center.	
Person Responsible	LuAnne Law (luanne.law@jcsb.org)
Invite Cathi Addison to provide feedback for teachers via a walk through process.	
Person Responsible	Aaron Day (aaron.day@jcsb.org)
Administer FLDOE's APM progress monitoring tool three times per year and use the data to inform instruction.	
Person Responsible	Charlene Wiggins (charlene.wiggins@jcsb.org)
Use STAR to progress monitor students' progress.	
Person Responsible	Nicole Andreu (nicole.andreu@jcsb.org)

Hire highly qualified personnel.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The percentage of students making learning gains in math dropped from 54% to 36%.
Measurable Outcome:	At least 80% of the students tested on the Algebra 1 EOC exam and the Geometry EOC exam shall demonstrate learning gains. Learning gains for the lowest 25% will be 50%. Proficiency will be 58%.
Monitoring:	Data from the spring administration of the Algebra 1 EOC exam and the Geometry EOC exam shall be analyzed.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy:	A PLC related to the BEST standards for math shall be created.
Rationale for Evidence-based Strategy:	Teachers need to understand the BEST standards for math and determine the best ways in which to deliver instruction that increases student achievement. Research shows that working together as part of a Professional Learning Community increases the chances of new instructional practices making it into the classroom setting.

Action Steps to Implement

Create a Professional Learning Community for math.

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

Work with Courtney James and LuAnne Law to schedule the professional learning agenda for the PLC for the Fall and Springs semester.

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

Teachers will make sure that lessons are aligned to the standards assessed on the Algebra 1 EOC exam and the Geometry EOC exam.

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

Utilization of Imagine Learning Math program.

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

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	An analysis of historical data reveals that a significant percentage of students in the SWD subgroup do not demonstrate mastery of the standards as assessed by the FSA ELA, Algebra 1 EOC exam, or Geometry EOC exam.
Measurable Outcome:	At least 41% of the students with disabilities who are assessed by the FSA ELA, Algebra 1 EOC exam, or Geometry EOC exam shall earn a 3 or higher.
Monitoring:	The leadership team shall analyze the data from the spring administration of the FSA ELA, Algebra 1 EOC exam, and Geometry EOC exam to monitor for the desired outcome.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy:	Non-access students with disabilities will be served in the regular education classroom.
Rationale for Evidence-based Strategy:	Students who are exposed to grade level content, receive appropriate accommodations, and are provided the appropriate level of scaffolding demonstrate an increase in achievement.

Action Steps to Implement

Identify students with disabilities who should be served in the regular education classroom.

Person Responsible	Debbie Dryden (debbie.dryden@jcsb.org)

Design master schedule to accommodate a coteaching model with ESE teachers and regular education teachers. Assign ESE teachers to coteaching partnerships with regular education teachers.

Person Responsible	Debbie Dryden (debbie.dryden@jcsb.org)

Develop schedules for students with disabilities that are inclusive.

Person Responsible	Charlene Wiggins (charlene.wiggins@jcsb.org)

Provide professional development opportunities for teachers related to serving students with disabilities in the general education classroom.

Person Responsible	Debbie Dryden (debbie.dryden@jcsb.org)

Hire personnel that

Person Responsible	[no one identified]

#4. Leadership specifically relating to Walkthroughs	
Area of Focus Description and Rationale:	After analyzing the number of walkthroughs that occurred during the 2020-2021 school year, it was evident that more should take place to ensure teachers received a fair evaluation.
Measurable Outcome:	All core instructional staff shall have a minimum of 20 classroom walkthroughs prior to the end of the school year 2021-2022.
Monitoring:	Teachers will receive written feedback after each walkthrough. The walkthrough shall be recorded in the Marzano evaluation system.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy:	All members of the administrative team shall conduct unannounced periodic classroom walkthroughs in classrooms.
Rationale for Evidence-based Strategy:	Teachers who receive feedback on their professional practice will be able to identify their areas of strength and work to improve areas in need of improvement.
	Administrators will be able to identify trends in areas of need that should be addressed through professional development.

Action Steps to Implement

Develop a paper based walkthrough form that aligns to the Marzano evaluation plan.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

Schedule specific times during the school day dedicated to walk throughs.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

Visit classrooms.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

Provide specific feedback to teachers that identifies areas of strength and areas in which teachers could demonstrate improvement.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

School Principal and Leadership Team staff receive individualized professional learning from Learning Sciences International through the Leadership Development Plan in Marzano Learning Strategies.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

Administrative team will participate in Learning Sciences International professional development opportunities related to the Marzano Evaluation process.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Students who do not plan to attend college need to be prepared to enter the workforce. After reviewing the data, over 30% of students graduating do not have an industry certification.
Measurable Outcome:	At least 85% of the graduating class will earn an industry certification prior to graduation through career and technical education courses.
Monitoring:	Periodic data analysis shall take place throughout the year to monitor pass rates of industry certifications.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy:	CTE teachers are developing course work and delivering content rich lessons designed to promote student achievement and increase pass rates of industry certifications associated with their CTE courses.
Rationale for Evidence-based Strategy:	Specific materials and skills must be taught and mastered for students to pass the industry certification exam.

Action Steps to Implement

Teachers will identify critical content needed in each CTE course that is required for students to know to pass the industry certification exam related to their course.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

Teachers will incorporate opportunities for students to practice hands-on skills associated with their CTE courses.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

Teachers will administer practice exams to students at least 2 times per year to progress monitor students' growth.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

#6. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	Students will be assessed using the B.E.S.T. standards beginning in 2022-2023.

Measurable Outcome:	100% of the math and ELA teachers will unpack the B.E.S.T. standards prior to the end of the 2021-2022 school year and be ready to deliver instruction based on those standards in 2022-2023.
Monitoring:	Teachers will work together at least once a month during their B.E.S.T. standards PLC meetings during their department meeting times to unpack the standards.
Person responsible for monitoring outcome:	LuAnne Law (luanne.law@jcsb.org)
Evidence-based Strategy:	The evidence-based strategy being used for this area of focus is professional learning communities. PLCs are a highly effective way in which to encourage professional learning.
Rationale for Evidence-based Strategy:	PLCs were chosen for this area of focus, because research shows that effectively implemented PLCs can help create sustained change in schools.

Action Steps to Implement

Make sure that all math and ELA teachers have hard copies of the B.E.S.T. standards to review and study.

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

Set B.E.S.T. standards PLC meeting dates for the 2021-2022 school year.

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

Develop a worksheet that helps teachers analyze exactly what each standard expects students to know and be able to do. The worksheets will be completed throughout the course of the school year. The worksheets will be turned in at the end of the school year to earn 6 points through the EPDC system.

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

#7. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	ESSA data reflects that less than 41% of this subgroup is meeting performance targets.
Measurable Outcome:	At least 42% of this subgroup will meet performance targets.
Monitoring:	9th and 10th grade students will be progress monitored via STAR and Imagine Math three times per year in ELA and Math.
Person responsible for monitoring outcome:	Nicole Andreu (nicole.andreu@jcsb.org)
Evidence-based Strategy:	Students identified at risk shall be placed in the RtI process.
Rationale for Evidence-based Strategy:	RtI offers paths for remediation that are students specific and measurable.

Action Steps to Implement

Administer STAR and Imagine Math three times per year during the district window.

Person Responsible	Tammie Newsome (tammie.newsome@jcsb.org)

Identify students in need of the RtI process.

Person Responsible	Nicole Andreu (nicole.andreu@jcsb.org)

Ensure that all ELA and math teachers are implementing Tier 2 strategies within the content area classroom and Tier 2 and 3 strategies in the intensive reading and math classrooms.

Person Responsible	Aaron Day (aaron.day@jcsb.org)

#8. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	2021 Science Proficiency was 60%.
Measurable Outcome:	2022 Science Proficiency will be 68%.
Monitoring:	Students will be continually assessed throughout the school year on the standards measured by the Biology EOC exam.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Kathy McCrary unpacked the standards related to Biology, identified what the students should know and be able to do to demonstrate mastery for each standard, and developed assessments that mimic the way in which the standards would be assessed on the Biology EOC exam.
Rationale for Evidence-based Strategy:	If students can successfully answer questions related to standards on unit tests, they will be able to pass the Biology EOC exam.

Action Steps to Implement

Create and administer unit tests on the standards assessed on the Biology EOC exam.

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

#9. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	2021 Social Studies Proficiency was 66%.
Measurable Outcome:	2022 Social Studies Proficiency will be 75%.
Monitoring:	Teachers will progress monitor prior to the US History EOC exam to identify continued areas of weakness.
Person responsible for monitoring outcome:	Patte Hatcher (patte.hatcher@jcsb.org)
Evidence-based Strategy:	Teachers will use a test through the FOCUS system that was developed to assess students' grasp of knowledge that will be assessed on the US History EOC exam.
Rationale for Evidence-based Strategy:	If teachers are aware of areas of weaknesses, they can remediate those areas prior to the EOC exam.

Action Steps to Implement

Administer a progress monitoring exam in March.

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

#10. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	2020 Graduation Rate was 95%.
Measurable Outcome:	2022 Graduation Rate will be at least 85%.
Monitoring:	Nicole Andreu will monitor students at risk for failure through the RtI process.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	RtI helps identify students in need of additional supports that will enable academic success.
Rationale for Evidence-based Strategy:	Teachers will be made aware of accommodations for students identified as needing additional supports through the RtI process each year. This will help students achieve greater academic success.

Action Steps to Implement	
Identify students at risk for failure using the EWS data.	
Person Responsible	Nicole Andreu (nicole.andreu@jcsb.org)
Work with teachers to identify the supports needed for students to demonstrate academic success.	
Person Responsible	Nicole Andreu (nicole.andreu@jcsb.org)
Hire personnel to oversee the RtI process.	
Person Responsible	Aaron Day (aaron.day@jcsb.org)

#11. Other specifically relating to Advanced Placement and Dual Enrollment	
Area of Focus Description and Rationale:	68% of the seniors graduated with either industry certification or college credit.
Measurable Outcome:	At least 85% of the students graduating in 2022 will have either an industry certification or college credit.
Monitoring:	Students will be encouraged to take Advanced Placement course work, or dual enrollment coursework.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teacher advisors will meet with students to encourage them to tackle accelerated coursework.
Rationale for Evidence-based Strategy:	When students are identified and encouraged to take coursework that is accelerated, they are more likely to do so.

Action Steps to Implement

Administer the PSAT to all 10th grade students.

Person Responsible	Charlene Wiggins (charlene.wiggins@jcsb.org)

Evaluate PSAT data that identifies students who would be successful in AP courses.

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

Encourage students to take accelerated courses.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Overall rating: Moderate
Marianna High School is ranked 212/505 high schools statewide. MHS ranked 2/4 high schools in the county. MHS reported 2.6 incidents per 100 students. When compared to all high schools statewide, it falls into the moderate category.

Incident rate: Marianna High School reported 2.6 incidents per 100 students. This rate is less than the Statewide high school rate of 3.3 incidents per 100 students.
Violent Incidents: Middle: Statewide rank: 209/505; County rank: 2/4; Per 100 students: 0.71
Property Incidents: Very Low: Statewide rank 1/505; County rank 1/4; Per 100 students: 0
Drug/Public Order Incidents: Statewide rand 266/505; County rank: 1/4; Per 100 Students 1.85

Total Reported suspensions for 2019-2020: Statewide rank: 383/505; County Rank: 3/74; Suspensions per 100 students 20.2; Total reported suspensions: 142
Trend data:
Total number of in-school suspensions: 2017: 14; 2018: 22; 2019: 142
Total number of out-of-school suspensions: 2015: 13; 2016: 11; 2017: 12; 2018: 14; 2019: no available data

In an effort to create a positive school culture, administrators are focused on making sure students understand that Marianna High School will not tolerate violence or drugs on campus. This year, we are working closely with the Jackson County Sheriffs Department to investigate and identify students who are breaking school policy or state law. When students feel safe in their environment, they are better able to learn. Discipline data may reflect an increase in incidents, because students are no longer allowed to slip under the radar. Over the next two years, the expectations will become known, incidents should decrease, and culture will improve.

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.

As admin, faculty, and staff, we are focused this year on teaching students to be respectful by modeling respectful behaviors. Aaron Day, MHS's principal, contends that when students demonstrate respect for policies, procedures, routines, peers, and adults, it promotes a positive school culture and environment. Mr.

Day expects all stakeholders to demonstrate respectful behavior both in and out of the classroom, and during extracurricular activities.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers at MHS design and deliver challenging and equitable learning experiences that teach students to think critically, increases content area knowledge, and help students become productive members of our society.

Students give their best efforts in the classroom and during extracurricular activities. They demonstrate kindness and respect while representing MHS both on and off campus.

Families of students are encouraged to be active supporters of their students. The direction and support that families of students provide for students helps promote positive interactions on campus.

School board members work diligently to make sure Marianna High School's needs are met in a manner that facilitates the educational process.

Early childhood providers begin laying a strong foundation of knowledge on which we must build.

Chipola College offers many opportunities for our students to accelerate their education by earning college credits while in high school. We also appreciate the work force development programs that they facilitate.

MHS works with social services such as CareerSource Chipola, Department of Children and Families, and local mental health providers to provide needed supports for students.

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: ESSA Subgroup: Students with Disabilities	$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	$0.00
6	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
8	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
9	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
10	III.A.	Areas of Focus: Instructional Practice: Graduation	$0.00
11	III.A.	Areas of Focus: Other: Advanced Placement and Dual Enrollment	$0.00
		Total:	$0.00