

Jackson County School Board

Marianna K 8 School



2021-22 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: 8/27/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2020-21 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
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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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>Combination School KG-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>91%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>50%</p>

School Grades History

<p>Year</p>	<p>2020-21</p>
<p>Grade</p>	

School Board Approval

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Position Title	Job Duties and Responsibilities
Larkin, Jessica	Principal	
Mitchell, Ron	Principal	
Brogdon, Mark	Assistant Principal	
Reed, Edna	Assistant Principal	
Tharp, Sue Ann	Assistant Principal	
Barber, Duane	Assistant Principal	

Demographic Information

Principal start date

Friday 8/27/2021, 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.*

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.*

22

Total number of teacher positions allocated to the school

117

Total number of students enrolled at the school

1,771

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

14

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

12

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	221	221	193	186	169	184	198	197	196	0	0	0	0	1765
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	6	28	24	18	24	31	55	47	31	0	0	0	0	264
Course failure in ELA	0	45	24	16	31	25	49	39	78	0	0	0	0	307
Course failure in Math	0	38	15	20	29	44	40	48	54	0	0	0	0	288
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	43	61	55	36	40	0	0	0	0	235
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	52	72	65	32	38	0	0	0	0	259
Number of students with a substantial reading deficiency	81	83	68	34	49	72	64	69	64	0	0	0	0	584

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		5	34	14	7	10	9	18	15	23	0	0	0	0	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		55	50	23	14	20	4	25	27	25	0	0	0	0	243
Students retained two or more times		0	0	0	0	1	0	2	3	4	0	0	0	0	10

Date this data was collected or last updated

Tuesday 8/31/2021

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	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

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	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

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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

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					58%	61%		54%	60%
ELA Learning Gains					54%	59%		53%	57%
ELA Lowest 25th Percentile					47%	54%		47%	52%
Math Achievement					55%	62%		55%	61%
Math Learning Gains					52%	59%		52%	58%
Math Lowest 25th Percentile					46%	52%		50%	52%
Science Achievement					44%	56%		47%	57%
Social Studies Achievement					69%	78%		61%	77%

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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

First - Fifth ELA and Math; used data compiled from iReady

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	207/22%	211/27%	209/50%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	202/18%	207/20%	208/37%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	191/27%	198/38%	199/56%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	190/11%	198/29%	202/51%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	169/54%	159/62%	157/78%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	166/13%	158/24%	158/57%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	179/32%	184/45%	189/54%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	180/23%	185/50%	189/65%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	181/26%	179/35%	181/36%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	180/25%	181/31%	186/44%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	34	40	34	33	27	23	26	36			
ELL	33	50	46	50	42		36				
ASN	80			90							
BLK	33	34	33	23	18	26	16	45	13		
HSP	54	52	31	44	28	21	36	69			
MUL	50	49	50	36	24	20	30	80			
WHT	65	57	52	60	36	35	54	80	55		
FRL	44	43	40	33	22	25	26	58	30		
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

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	45
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	53
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	27
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	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
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	55
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

All grade levels, subgroups, and core content areas were lower than normal. Third and fourth grade had the best scores in both ELA and Math. Faculty/staff turnover and the pandemic caused the normal gap in learning to be much wider than usual.

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

Fifth, seventh, and eighth grade ELA and fifth through eighth grade math

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

Covid-19 and quarantining/missing school, teachers trying to teach both virtually and in-person, and faculty leaving/lack of substitutes are contributing factors. Hopefully this year, we will have fewer cases of covid-19 and less absences/quarantining, our teachers will continue only teaching in-person this year, and we will stabilize our faculty and find substitutes.

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

n/a

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

n/a

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

To accelerate learning, teachers need to assess consistently and with fidelity and utilize tools and technology available for students who are higher level. Teachers also need to stay in contact with parents and assist them with supporting students at home in order to accelerate their learning. We are planning to have some parent nights this year in order to give parents more information on subject areas, assessments, standards, etc. Middle grades students can take Algebra I in 8th grade if they qualify, and can take several classes through FLVS FLEX to accelerate their learning. Middle grades students can also take Ag.

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.

Grade group meetings where participants disaggregate student data and strategically plan for instruction. Targeted PD for implementation of new standards and curriculum by the district reading coordinator. PD from state and district overseers for supplemental instruction and interventions aimed at closing the gap between present levels of student performance in reading and expected levels with a focus on reading fluency.

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

PLCs on reading fluency and vocabulary to improve tier one instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: We had 235 students with a Level 1 on the ELA FSA last year, and 545 students with a substantial reading deficiency (scored below the 25th percentile) based on this year's STAR assessment from the fall window. ELA impacts all other subjects; if students cannot read or write well, they cannot perform in math, science, or social studies with today's standards and curriculum.

Measurable Outcome: K-2: 58% of our students will reach their end-of-year targets in iReady and will be on grade level for their final STAR assessment of the year
 3-8: 58% of our students will score a 3 or higher on the ELA FSA, with 51%+ making learning gains and the lowest 25% at or above 40%

Monitoring: iReady diagnostics and lessons will be monitored by teachers and students will be remediated within the classroom as needed. Teachers will also monitor AR and STAR. Teachers will utilize their reading curriculum to provide rigorous whole-group instruction, small group instruction, and remediation as needed, and will use assessments in the classroom to monitor students' progress toward learning ELA content and standards.

Person responsible for monitoring outcome: Jessica Larkin (jessica.larkin@jcsb.org)

Evidence-based Strategy: K-2 teachers will use Houghton Mifflin Harcourt Into Reading, 3-5 will use McGraw Hill Wonders and Coachbooks, and 6-8 will use McGraw Hill Study Sync to teach ELA. Grades K-8 will use STAR, and K-5 will use iReady, to assess and monitor students. Lexia Core5 and Lexia Power Up are also available for student use as needed. We have teachers working with Rtl data, and the lead ESE teacher and remediation teachers will work with classroom teachers and students to provide resources and support for students who are below grade-level. ELL students have access to a para to assist 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: When used with fidelity, these strategies have proven to work in the past. Teachers voted on the curriculum they would use to teach the new standards, and the district opted to utilize iReady more for the younger students and less for the middle grades, and focus more on STAR as well. Lexia was purchased by the district, and is an excellent tool to use for struggling students.

Action Steps to Implement

1. Teachers will use STAR, AR, iReady, HMH/McGraw Hill, Coachbooks, Lexia, and other resources/technology as available to teach and supplement ELA, as well as to monitor students' progress and mastery of ELA standards and skills.
2. Rtl teachers, remediation teachers, and the lead ESE teacher 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, admin, and Rtl teams; adjustments will be made as needed for these students.
5. ELL students will have access to Mr. Segarra as needed/when he is available.

Person Responsible Jessica Larkin (jessica.larkin@jcsb.org)

#2. Instructional Practice specifically relating to Math**Area of****Focus**

Math scores have continually declined over the past few years. Last year, we have 259 students with a Level 1 on the FSA Math. We also saw a decline in the Algebra I EOC scores.

Description and**Rationale:****Measurable Outcome:**

K-2: 66% meeting growth requirement in iReady
3-8: 51% or more students scoring a 3 or higher on the Math FSA; 35%+ making learning gains with 35% of the lowest 25% making learning gains
Algebra 1 EOC: 75% passing

Monitoring:

Teachers, Rtl teachers and teams, and admin will monitor iReady (K-5) and Imagine Math (6-8) as well as data from classroom assessments to monitor students on their progress and mastery of standards and skills throughout the year.

Person responsible for monitoring outcome:

Ron Mitchell (ron.mitchell@jcsb.org)

Evidence-based Strategy:

K-5 teachers will use standards-based curriculum, supplemental materials ,and online programs and resources. 6-8 teachers will use Go Math books and workbooks and online resources. K-5 will utilize iReady to supplement instruction and provide practice as well as remediation or acceleration as needed, and 6-8 will use Imagine Math to do the same.

Rationale for Evidence-based Strategy:

The elementary curriculum together with iReady and remediation has worked well for our elementary students in the past when we were able to use them with fidelity, in the classroom. Go Math is a widely used curriculum that has received much praise and support from other districts. iReady and Imagine Math are also tools proven to further students' instruction and offer differentiated instruction and practice.

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, workbooks, and online programs to teach math curriculum and standards with fidelity.
3. Students will use iReady (K-5) and Imagine Math (6-8) for individualized instruction, practice and remediation.
4. Teachers will monitor iReady/Imagine Math and scores from classroom assessments to follow students' progress throughout the year, providing opportunities to remediation or extra practice as needed.

Person Responsible

Ron Mitchell (ron.mitchell@jcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale: Our science scores have been steadily declining over the past few years.

Measurable Outcome: We would like to see 5th and 8th grade achievement at or above 50%.

Monitoring: Monitor learning in science wheel class for elementary as well as grades earned/standards and skills taught in 5th and 8th grade science classes

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

Evidence-based Strategy: All elementary teachers will teach grade-level science standards and curriculum as mapped, integrating with reading and/or math as needed. K-5 students will receive additional science instruction and practice on the wheel with Melenda Smith. Middle school students will utilize the Florida Science curriculum, allowing students to be engaged with meaningful resources and activities that teachers can use to increase student learning. Study Island and Generation Genius have also been purchased for additional instruction and practice.

Rationale for Evidence-based Strategy: We have been successful using the science standards and curriculum along with science on the wheel in the past. For middle school grades, we are hoping that by implementing the Florida Science curriculum with fidelity and time in-school for instruction and practice, we will increase achievement. Teachers and students alike are excited about Study Island and Generation Genius, and both programs have been proven to help students grow.

Action Steps to Implement

1. Teachers will follow curriculum maps and teach standards as assigned to their grade levels.
2. Teachers will provide hands-on learning activities when appropriate.
3. Elementary students' learning will be supplemented with science on the wheel with Melenda Smith.
4. All grades will utilize Study Island and Generation Genius to further students' learning.

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

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Social studies curriculum 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 it is being taught in all grades.

Measurable Outcome: We would like to see 66% of our students scoring a 3 or higher on the History/Civics EOC, and social studies being taught more often with fidelity in all grades.

Monitoring: We will monitor social studies by looking at lesson plans to check for curriculum being taught and grades earned by students in social studies, civics, and/or history.

Person responsible for monitoring outcome: Mark Brogdon (mark.brogdon@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: In years' past, students were performing well in this area of focus, so we want to ensure we get back to them doing what they did in the past, or look for areas of weakness and make a plan to change things accordingly.

Action Steps to Implement

1. Identify curriculum and resources for teaching social studies in elementary grades and monitor teaching of the subject, using Social Studies Weekly and integrating social studies with reading whenever possible.
2. Continue teaching history and civics in middle school grades with fidelity as in previous years; identify weak areas or areas in which we are lacking resources and materials and create a plan to address them as needed.

Person Responsible: Mark Brogdon (mark.brogdon@jcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: We want to select industry certification(s) that suit the needs of our school and students, and have students actively participating in and passing exams for those CTE classes.

Measurable Outcome: We would like student participation to be 61% as per the district's goal, and we would like to see at least 41% of our students pass industry certification exams.

Monitoring: The school leadership team/admin and district CTE Director will maintain and monitor the appropriate exams as well as curriculum and materials for preparation to ensure the CTE classes are being taught with fidelity.

Person responsible for monitoring outcome: Duane Barber (duane.barber@jcsb.org)

Evidence-based Strategy: We are using CAERT lessons and strategies, standards-based lessons, whole group, small group, and individual learning lessons and activities, lab activities and opportunities to practice skills taught, and Socrates test prep for instruction in CTE classes.

Rationale for Evidence-based Strategy: Using different methods of instruction will ensure that students will grasp the information taught better, since students all have different modes of learning that work best for them. Having opportunities for lab activities gives students the hands-on practice they need to better understand what is being taught as well. The Socrates test prep has been proven to help students pass industry certification exams.

Action Steps to Implement

1. Ensure students are enrolled in courses that are CTE - goal is 61%
2. Monitor teaching and learning of standards
3. Use Socrates test prep, monitor results, reteach/review as needed to prepare students for exams
4. Administer industry certification exams

Person Responsible: Duane Barber (duane.barber@jcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.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.

Primary area of concern: Defiance Secondary: Disrespect Strategies: Implementation of a school-wide positive behavior support program with rewards and incentives for positive behavior. Consistently implementing the district code of student conduct with appropriate disciplinary consequences to severe behavioral incidents and repeat offenders.

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.

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 campus. PreK students who went to ECC last year came over to tour the campus on a field trip at the end of the year, and fifth grade students toured the middle grades side and had an assembly at the end of the year.

We will build and maintain relationships with parents/guardians, families, and community members by maintaining constant and consistent contact with them through the use of our Facebook page, the Remind app, email/Focus, weekly newsletters and folders sent home, parent nights if we are able, and through SAC and the VIPs. Businesses in the community have always been supportive of our students with monthly rewards, attendance rewards, and referral free rewards.

We are initiating Positive Behavior Support (PBS) rewards to encourage students who are exhibiting good behaviors. These students are receiving weekly treats/rewards for consistently showing good behavior. We have also asked teachers to look closely at the ISS list each day, and if they see a student's name repeatedly that they had a good rapport with in the past, to contact administration and see if there was a way to mentor that particular student.

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

Faculty and staff: set realistic and meaningful goals and maintain high expectations for students, both academically and behaviorally; support students as well as other faculty/staff members to maintain a positive culture and environment; be consistent and fair with rewards and punishment

Students: follow rules, procedures, and guidelines as given by faculty/staff; do their best work and maintain a positive attitude; practice self-control

Families: maintain open, honest communication with faculty/staff and be supportive/involved as much as possible

Volunteers/Business Partners: attend meetings; donate time, supplies, rewards, etc. as requested and needed

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
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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: Career & Technical Education	\$0.00
			Total: \$0.00