

Monroe County School District

Marathon School



2021-22 Schoolwide Improvement Plan

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Marathon School

350 SOMBRERO BEACH RD, Marathon, FL 33050

<https://www.keysschools.com/domain/1071>

Demographics

Principal: Christine Paul A

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	55%
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (56%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 is pending approval by the Monroe County School Board.

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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Marathon School

350 SOMBRERO BEACH RD, Marathon, FL 33050

<https://www.keysschools.com/domain/1071>

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 6-12	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Marathon Middle/High School is to educate, empower, and enable all students to become responsible, caring, and contributing citizens.

Provide the school's vision statement.

The vision of Marathon Middle/High School is to promote engaging and rigorous educational opportunities that create life-long learners and productive citizens in our community and society as a whole.

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
Belotti, Christina	Teacher, K-12	<p>The Marathon High School leadership team is a peer elected body of colleague representative of subject area departments (English, math, science, social studies, ESE, electives, and middle school) and grade levels (6-12). The role of the building level planning team (BLPT) is to serve as instructional leaders, engage stakeholders, and collaborate in the school's decision-making processes. Christina Belotti is the ELA department BLPT member.</p>
Byrnes, Debra	Teacher, K-12	<p>The Marathon High School leadership team is a peer elected body of colleague representative of subject area departments (English, math, science, social studies, ESE, electives, and middle school) and grade levels (6-12). The role of the building level planning team (BLPT) is to serve as instructional leaders, engage stakeholders, and collaborate in the school's decision-making processes. Debra Byrnes is the math department BLPT member.</p>
Stanton, Carl	Teacher, Career/ Technical	<p>The Marathon High School leadership team is a peer elected body of colleague representative of subject area departments (English, math, science, social studies, ESE, electives, and middle school) and grade levels (6-12). The role of the building level planning team (BLPT) is to serve as instructional leaders, engage stakeholders, and collaborate in the school's decision-making processes. Carl Stanton is the Career/Technical and electives department BLPT member.</p>
Murphy, James	Teacher, K-12	<p>The Marathon High School leadership team is a peer elected body of colleague representative of subject area departments (English, math, science, social studies, ESE, electives, and middle school) and grade levels (6-12). The role of the building level planning team (BLPT) is to serve as instructional leaders, engage stakeholders, and collaborate in the school's decision-making processes. James Murphy is the social studies/history department BLPT member.</p>
Walker, Diana	Teacher, K-12	<p>The Marathon High School leadership team is a peer elected body of colleague representative of subject area departments (English, math, science, social studies, ESE, electives, and middle school) and grade levels (6-12). The role of the building level planning team (BLPT) is to serve as instructional leaders, engage stakeholders, and collaborate in the school's decision-making processes. Diana Walker is the Middle school at large BLPT member.</p>
Driscoll, Robert	Teacher, K-12	<p>The Marathon High School leadership team is a peer elected body of colleague representative of subject area departments (English, math, science, social studies, ESE, electives, and middle school) and grade levels (6-12). The role of the building level planning team (BLPT) is to serve as instructional leaders, engage stakeholders, and collaborate in the school's decision-making processes. Robert Driscoll is the science department BLPT member.</p>

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Ryana	Teacher, ESE	The Marathon High School leadership team is a peer elected body of colleague representative of subject area departments (English, math, science, social studies, ESE, electives, and middle school) and grade levels (6-12). The role of the building level planning team (BLPT) is to serve as instructional leaders, engage stakeholders, and collaborate in the school's decision-making processes. Ryana Gonzalez is the ESE department chair.
Logan, Elizabeth	Assistant Principal	The assistant principal role is to perform those tasks assigned by the building principal and assist the building principal in the development and continuous implementation of a high school program which promotes the educational well-being of each student in the school. Elizabeth Logan is one of two assistant principals at Marathon High School.
Rodriguez, Christina	Assistant Principal	The assistant principal role is to perform those tasks assigned by the building principal and assist the building principal in the development and continuous implementation of a high school program which promotes the educational well-being of each student in the school. Christina Rodriguez is one of two assistant principals at Marathon High School.
Williams, Steven	SAC Member	The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan (SIP). The SAC assists in the annual preparation and evaluation of the SIP. For further information, please see Section 1001.452(1)(a), Florida Statutes. Steven Williams is the SAC President.
McPherson, Wendy	Principal	The role of the principal is to be the school-based administrator appointed to oversee a school and to provide primary leadership ensuring the safety and education of the students within the school.

Demographic Information

Principal start date

Tuesday 7/27/2021, Christine Paul A

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.*

1

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.*

11

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

672

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

5

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

6

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	87	94	108	125	81	88	88	671	
Attendance below 90 percent	0	0	0	0	0	0	16	20	29	39	24	18	27	173	
One or more suspensions	0	0	0	0	0	0	0	1	0	2	0	1	4	8	
Course failure in ELA	0	0	0	0	0	0	0	8	7	6	5	3	1	30	
Course failure in Math	0	0	0	0	0	0	0	5	8	5	4	6	10	38	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	16	25	38	41	26	27	22	195	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	27	20	31	16	13	8	131	
Number of students with a substantial reading deficiency	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	5	15	16	24	13	13	14	100	

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	2	6	2	7	4	21	
Students retained two or more times	0	0	0	0	0	0	0	1	1	2	7	8	5	24	

Date this data was collected or last updated

Thursday 8/26/2021

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	81	94	101	83	89	88	71	607	
Attendance below 90 percent	0	0	0	0	0	0	1	9	8	10	10	10	8	56	
One or more suspensions	0	0	0	0	0	0	1	1	1	1	2	0	0	6	
Course failure in ELA	0	0	0	0	0	0	0	0	2	3	2	2	0	9	
Course failure in Math	0	0	0	0	0	0	0	1	2	3	5	5	0	16	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	13	10	21	23	25	21	15	128	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	16	7	22	16	13	10	9	93	

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	11	6	17	16	17	14	7	88

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	3	4	3	9	1	20	
Students retained two or more times	0	0	0	0	0	0	0	1	1	6	7	5	4	24	

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	81	94	101	83	89	88	71	607	
Attendance below 90 percent	0	0	0	0	0	0	1	9	8	10	10	10	8	56	
One or more suspensions	0	0	0	0	0	0	1	1	1	1	2	0	0	6	
Course failure in ELA	0	0	0	0	0	0	0	0	2	3	2	2	0	9	
Course failure in Math	0	0	0	0	0	0	0	1	2	3	5	5	0	16	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	13	10	21	23	25	21	15	128	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	16	7	22	16	13	10	9	93	

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	11	6	17	16	17	14	7	88	

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	3	4	3	9	1	20
Students retained two or more times	0	0	0	0	0	0	0	1	1	6	7	5	4	24

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				51%	61%	56%	49%	61%	56%
ELA Learning Gains				52%	58%	51%	51%	54%	53%
ELA Lowest 25th Percentile				46%	39%	42%	49%	43%	44%
Math Achievement				53%	52%	51%	53%	75%	51%
Math Learning Gains				53%	58%	48%	54%	67%	48%
Math Lowest 25th Percentile				47%	51%	45%	39%	67%	45%
Science Achievement				51%	76%	68%	58%	76%	67%
Social Studies Achievement				71%	74%	73%	63%	76%	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
06	2021					
	2019	45%	57%	-12%	54%	-9%
Cohort Comparison						
07	2021					
	2019	42%	58%	-16%	52%	-10%
Cohort Comparison		-45%				
08	2021					
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-42%				
09	2021					
	2019	51%	62%	-11%	55%	-4%
Cohort Comparison		-45%				
10	2021					
	2019	51%	55%	-4%	53%	-2%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	53%	0%	55%	-2%
Cohort Comparison						
07	2021					
	2019	56%	61%	-5%	54%	2%
Cohort Comparison		-53%				
08	2021					
	2019	33%	61%	-28%	46%	-13%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	36%	56%	-20%	48%	-12%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	72%	-11%	67%	-6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	80%	-18%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	74%	-3%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	70%	-25%	61%	-16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	69%	-13%	57%	-1%

Grade Level Data Review - Progress Monitoring Assessments

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

Renaissance STAR Reading

Renaissance STAR Math

District Progress Monitoring Science and Social Studies

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	35%	39%
	Economically Disadvantaged	32%	32%	36%
	Students With Disabilities	10%	15%	24%
	English Language Learners	50%	75%	37%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46%	42%	45%
	Economically Disadvantaged	42%	37%	42%
	Students With Disabilities	18%	19%	27%
	English Language Learners	56%	32%	68%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.2%	33.3%	33.3%
	Economically Disadvantaged	38%	38%	37%
	Students With Disabilities	20%	26%	29%
	English Language Learners	23%	15%	23%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.7%	46.8%	41.7%
	Economically Disadvantaged	43%	45%	41%
	Students With Disabilities	21%	24%	15%
	English Language Learners	61%	61%	46%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	.02%	N/A
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	0%	0%	N/A
	English Language Learners	0%	0%	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.2%	19.8%	19.4%
	Economically Disadvantaged	27%	26%	35%
	Students With Disabilities	9%	12%	11%
	English Language Learners	1.0%	1.8%	0.9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.1%	30.3%	39.2%
	Economically Disadvantaged	33%	29%	25%
	Students With Disabilities	16%	11%	15%
	English Language Learners	1.1%	1.0%	2.0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	.06%	0%	N/A
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities			N/A
	English Language Learners	0%	0%	N/A

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.5%	15.0%	12.8%
	Economically Disadvantaged	21%	21%	22%
	Students With Disabilities	13%	14%	14%
	English Language Learners	1.3%	2.5%	1.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	39%	44%
	Economically Disadvantaged	35%	30%	38%
	Students With Disabilities	21%	18%	25%
	English Language Learners	1.3%	1.3%	2.7%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	40%	N/A
	Economically Disadvantaged	0%	50%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	20.0%	33%
	Economically Disadvantaged	30%	27%	29%
	Students With Disabilities	23%	20%	21%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47.0%	45.5%	53.0%
	Economically Disadvantaged	39%	28%	40%
	Students With Disabilities	25%	25%	23%
	English Language Learners	0%	20%	20%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	2%	N/A
	Economically Disadvantaged	0%	1%	N/A
	Students With Disabilities	0%	0%	N/A
	English Language Learners	0%	0%	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	21%	29%
	Economically Disadvantaged	29%	24%	28%
	Students With Disabilities	5%	7%	10%
	English Language Learners	0%	1%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	48%	41%
	Economically Disadvantaged	39%	40%	37%
	Students With Disabilities	21%	28%	25%
	English Language Learners	14%	1%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	N/A
	Economically Disadvantaged	0%	0%	N/A
	Students With Disabilities	0%	0%	N/A
	English Language Learners	0%	0%	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	.02%	20%	N/A
	Economically Disadvantaged	0%	25%	N/A
	Students With Disabilities	0%	0%	N/A
	English Language Learners	0%	1%	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	23%	28%
	Economically Disadvantaged	29%	24%	28%
	Students With Disabilities	5%	7%	10%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62%	71%	71%
	Economically Disadvantaged	39%	40%	37%
	Students With Disabilities	21%	28%	25%
	English Language Learners	2%	3%	4%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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	18	18	10	19	25	23	23	31			
ELL	23	36	29	43	44	30	17	40		60	
BLK	36	36		35	30		36				
HSP	34	37	24	42	36	27	35	60	69	82	49
WHT	56	49	44	61	42	35	55	76	79	93	60

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
FRL	35	37	22	41	34	25	33	65	63	81	49
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	17	41	40	20	41	39	14	45		64	
ELL	27	41	53	24	38	33	8	29		69	
BLK	45	48	42	40	52		31	50			
HSP	42	46	45	47	53	43	43	64	68	85	53
WHT	60	59	52	63	51	50	62	79	68	84	57
FRL	41	48	43	47	53	49	39	65	39	81	46
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	15	43	44	23	29	19	27	23			
ELL	13	59	56	24	36	19	9			62	
BLK	39	57		46	50	50		65			
HSP	40	48	46	44	50	35	45	58	35	78	50
WHT	60	53	48	65	58	47	71	69	71	89	63
FRL	43	49	48	49	53	38	51	61	44	74	38

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	51
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	58
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
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	46
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	59
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	46
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?

According to the raw data, ELA data by grade level reflects a decline. This is generally the same for science. A positive growth is reflected in the 7th grade math cohort and the US History EOC. The science EOC, Algebra 1 EOC and Geometry EOC shows no growth. MHS is in monitoring for EL and SWD federal index scores.

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

ELA learning gains and science achievement are two of the weakest areas according to the 2019 data.

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

Staff changes may explain some of the decline. To improve results MHS will use district resources, progress monitoring three time per year, and targeted learning walks examining the rigor in classes.

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

The 2019 Math learning gains for lowest 25% showed growth across all subgroups. ELA achievement data improved in each subgroup category as well. ELA learning gains and science achievement did not show growth in the subgroups.

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

MHS offered an after school tutoring program 3 days per week. Intense ELA bootcamps were developed. Teachers opened tutoring sessions during lunch. EL developmental resource classes were implemented at the high school and middle school levels.

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

MHS, as an AVID School, will implement high effect size AVID strategies in each department. Each department will choose WICOR AVID strategies that will be used consistently each week. Social/emotional learning level and mental health wellness will be identified for students. Tier 2 and Tier 3 students will be identified and supports will be implemented.

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.

After each department identifies the target AVID strategies to be used professional development needs will be assessed. To continue a collegial atmosphere, grade level teams will share and discuss AVID strategy processes. Faculty meetings will provide in-depth AVID trainings by AVID trained peers to meet needs. Teachers needing additional professional development will be encouraged to attend AVID district PDs on the three release days. The number of AVID trained staff will continue to increase.

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

Both strategies identified are supported at the school level and the district level. Sustainability is why these strategies were chosen.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Analysis of ELA Achievement scores indicated a significant decrease across all grade levels. Analysis of the Renaissance STAR Reading data indicated 1 to 2 years learning loss in all grade levels.
Description and Rationale:	
Measurable Outcome:	During the 2021-2022 school year, Marathon High School will increase ELA achievement scores by at least 4%.
Monitoring:	ELA growth will be monitored through Renaissance STAR progress monitoring that is given three times yearly, approximately every sixty days. Independent studies have shown that the STAR Reading assessment has shown a direct correlation to FSA ELA achievement scores.
Person responsible for monitoring outcome:	Wendy McPherson (wendy.mcpherson@keysschools.com)
Evidence-based Strategy:	Marathon High School will utilize AVID WICOR strategies in planning and facilitation of instruction. Each department will choose a focus strategy from each of the WICOR areas to enhance planning and facilitation of instruction.
Rationale for Evidence-based Strategy:	The Advancement Via Individual Determination (AVID) approach builds common language for learning, sets high expectations for teachers and students, and increases collaboration in all classrooms. The common strategies shared by departments promote scaffolding for learning as well as language acquisition.

Action Steps to Implement

1. Each department will identify a focus strategy from each of the WICOR areas, determine strategy training needs, and develop a strategy implementation plan.
2. Monitoring of department WICOR AVID strategies will be through horizontal and vertical team minutes, weekly learning walks by admin team, and faculty presentations by departments.

Person Responsible Elizabeth Logan (elizabeth.logan@keysschools.com)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Analysis of the 2020-2021 fall and spring CoVitality assessments showed an increase in the vulnerable, moderate risk, and highest risk categories. These results indicate an increased need for social emotional learning and support. Based on this analysis and the decrease in learning growth as evidenced by the ELA FSA achievement scores, the math FSA/EOC achievement scores, and achievement scores in science, social emotional learning and support is a need.

Measurable Outcome: During the 2021-2022 school year, Marathon High School will decrease by 10% the number of students registering in Tier 2 and 3 of the universal screener.

Monitoring: Marathon High School will administer the universal SEL screening two times per year.

Person responsible for monitoring outcome: Wendy McPherson (wendy.mcpherson@keysschools.com)

Evidence-based Strategy: Marathon High School will implement the PBIS System throughout campus.

Rationale for Evidence-based Strategy: Key to improving outcomes are the strategies to support students at every level. PBIS provides interventions and strategies that are backed by research.

Action Steps to Implement

1. Administer the social emotional universal screener twice a year.
2. Form the PBIS committee with cross campus representation. The PBIS committee will create opportunities for students to develop a sense of belonging. PBIS will regularly adjust the programming according to student needs as evidenced by surveys.
3. Empower leadership students to create and develop opportunities to encourage student engagement through school spirit and pride.
4. Teachers will use collaboration strategies (Hattie and AVID) to influence social and emotional learning as evidenced by learning walks and lesson plans.
5. Class sponsors will regularly engage with their students to assess levels of student belonging, student spirit and pride.

Person Responsible: Christina Rodriguez (christina.rodriguez@keysschools.com)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus

Description and Rationale:

ELL student scored 38 percent which is below the federal index of 41 percent.

Measurable Outcome:

During the 2021-2022 school year Marathon High School will increase the federal index scores for the ELL subgroup from 38 percent to 42 percent.

Monitoring:

ELL growth will be monitored through Renaissance STAR progress monitoring completed three times annually. Data will be disaggregated by the subgroup for each grade level.

Person responsible for monitoring outcome:

Wendy McPherson (wendy.mcpherson@keysschools.com)

Evidence-based Strategy:

Small group tutoring will be the primary strategy. After school tutoring sessions and in school tutoring sessions will be used.

Rationale for Evidence-based Strategy:

The small group tutoring strategy was chosen because it offers increased instructional time, increased peer interaction, and opportunities for students to improve generalization of skills.

Action Steps to Implement

Small Group Tutoring

1. Identify student needs.
2. Develop a plan for after school programming in accordance with student needs.
3. Support teacher use of small group instruction during school time.
4. Encourage teachers to participate in ERPD EL training. If low or no turn out for ERPD, then work with district contact and schedule training within departments.

Person Responsible

Wendy McPherson (wendy.mcpherson@keysschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus**

Description and Rationale: SWD students scored 36 percent which is below the federal index of 41 percent.

Measurable Outcome: During the 2021-2022 school year Marathon High School will increase the federal index scores for the SWD subgroup from 36 percent to 42 percent.

Monitoring: SWD growth will be monitored through Renaissance STAR progress monitoring completed three times annually. Data will be disaggregated by the subgroup for each grade level.

Person responsible for monitoring outcome:

Wendy McPherson (wendy.mcpherson@keysschools.com)

Evidence-based Strategy: Collaboration is a high yield strategy to increase student engagement and achievement. Through collaboration academic needs as well as social emotional needs can be met. The learning strategies classes will be designed to implement more collaborative structures.

Rationale for Evidence-based Strategy: Collaboration means two or more people working together to achieve a goal. People who are collaborating on tasks stay interested for longer, feel less tired and get better results than people who are working alone. Working together as a team allows people to achieve things that could never be done by just one person.

Action Steps to Implement

1. Meet with learning strategies teacher and reading coach to redesign learning strategy classroom.
2. Use AVID collaborate strategies as a framework to be used in learning strategy classes.
3. Monitor through lesson plans and classroom learning walks.

Person

Responsible Elizabeth Logan (elizabeth.logan@keysschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Marathon High School is ranked #1/3 in the county. Incidents per 100 students is 3.0. MHS falls within the moderate category compared to all other high schools in the state. The total number of suspensions was at 19.2 per 100 students in 2019-2020. Drug and public order incidents was at 2.07 per 100 students which is the lowest in the district. Property incidents was at 0.00 per 100 students.

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.

Marathon High School is focused on improving “Why Marathon High” by improving school spirit. During the last year and a half the student body has been fragmented. Student events were canceled or radically adjusted to meet COVID guidelines. Students are missing a basic understanding of school spirit and school pride. The leadership class, the graduation coach, teachers, and sport coaches all work to improve school spirit.

MHS is taking steps to meet the SEL needs of Tier 2 and Tier 3 students through identification and then targeted assistance from the school social worker, school counselors, and guidance care counselors. Students will be identified through the Universal Screener given twice a year. Tier 1 SEL strategies include grade level Edgenuity lessons once a week. Additional strategies include teacher and administration focus on high yield strategies such as teacher-student relationships (.72), rich classroom discussions (.82), and positive peer influences (.53).

MHS will continue using the PBIS system to reduce ODRs and increase positive behavior. Students, faculty, and staff will have input into events and recognitions.

The Dolphins of Distinction assemblies will continue to recognize academics, sports, clubs, and events quarterly. Administration, club sponsors, and coaches participate in the recognition event.

MHS service clubs have begun membership drives and honor clubs have begun giving back through tutoring.

After school tutoring programs have been developed to help students close the learning gap. Programs are designed to meet critical need.

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

Student government/student council is actively promoting positive school culture and spirit through event and activities across campus. Regular updates and new student events are premiered through Dolphin News Network (DNN).

The PBIS committee of teachers, administration, and paraprofessional group has included the student leadership class to provide student input for PBIS events, ideas, and rewards.

Club sponsors, coaches, and administration actively participate in the Dolphins of Distinction assembly to recognize deserving students across the campus.

The School Advisory Council meets monthly to keep informed of school happenings, vote on critical concerns or needs, and to review school improvement strategies. The school advisory council consists of parents, business partners, students, and the principal.

Booster Clubs work in conjunction with coaches and school administration to meet student needs.

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: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00