Marianna High School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2021-22 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	2021-22: B (54%) 2018-19: C (52%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 10/18/2022.

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Motto: Making "A" Difference
Beliefs:
- Student learning is the chief priority for the school.
- Teachers, students, administrators, parents, and the community share the responsibility for advancing the scho
- 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
- Administration, teachers and staff will consistently demonstrate respect for themselves and others, thereby crea
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, t
successful, respectful and productive citizens in today's diverse society through challenging and equitable learnir

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdov
responsibilities.**:**

Name	Position Title	Job D
Day, Aaron	Principal	
Blanton, Travis	Assistant Principal	
James, Courtney	Assistant Principal	
Clemmons, LaDon	Dean	
Law, LuAnne	Instructional Media	SAC Chair
Wiggins, Charlene	School Counselor	
Godwin, Sherri	School Counselor	
Andreu, Nicole	Other	
Walker, Amy	Other	

Demographic Information

Principal start date
Friday 8/6/2021, Kerry Gilmore

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective *Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

628

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level t listed:

Indicator	K	1	2	3	4	5	6
Number of students enrolled	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level wl indicators:

Indicator	K	1	2	3	4	5	6	7
Students with two or more indicators	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "ret

Indicator				Grade L			
	K	1	2	3	4	5	6
Retained Students: Current Year	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/24/2022

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

Indicator						
	K	1	2	3	4	5	6
Number of students enrolled	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0

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

Indicator					Grade L		
	K	1	2	3	4	5	6	7
Students with two or more indicators	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator					Grade L		
	K	1	2	3	4	5	6	7
Retained Students: Current Year	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0

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

Indicator	K	1	2	3	4	5	6
Number of students enrolled	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0

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

Indicator	K	1	2	3	4	5	6	7
Students with two or more indicators	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7
Retained Students: Current Year	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0

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 (elemen... schools).

School Grade Component	2022			2021	
	School	District	State	School	District
ELA Achievement	52%	48%	51%		
ELA Learning Gains	46%				
ELA Lowest 25th Percentile	35%				
Math Achievement	38%	25%	38%		
Math Learning Gains	50%				
Math Lowest 25th Percentile	37%				
Science Achievement	63%	33%	40%		
Social Studies Achievement	58%	42%	48%		

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 d...

ELA				
Grade	Year	School	District	School-District Comparison	

MATH				
Grade	Year	School	District	School-District Comparison	

SCIENCE				
Grade	Year	School	District	School-District Comparison	

BIOLOGY EOC				
Year	School	District	School Minus District	
2022				
2019	64%	61%	3%	
CIVICS EOC				
Year	School	District	School Minus District	
2022				
2019				
HISTORY EOC				
Year	School	District	School Minus District	
2022				
2019	58%	65%	-7%	
ALGEBRA EOC				
Year	School	District	School Minus District	
2022				
2019	31%	50%	-19%	
GEOMETRY EOC				
Year	School	District	School Minus District	
2022				
2019	48%	44%	4%	

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS								
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS A
SWD	33	52	45	39	58		45	6
BLK	30	30	26	20	37	22	44	4
HSP	67	61		45	64			8
MUL	50	45		46				
WHT	63	54	44	50	54	50	76	6
FRL	41	41	34	29	49	43	51	4

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS								
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS A
SWD	32	38	43	33	50		50	2
BLK	34	36	25	23	27	26	37	4
HSP	43	29		33	27			
MUL	47	41		54	31		90	
WHT	63	48	45	50	43	43	69	7
FRL	34	37	32	29	29	23	51	4

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS								
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS A
SWD	22	42	39	15	23		26	5
BLK	30	35	33	18	24	19	35	2
HSP	90							
MUL	45	18		45				
WHT	72	56	52	57	39	24	80	7
FRL	45	39	36	32	32	26	54	4

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index
ESSA Category (TS&I or CS&I)
OVERALL Federal Index – All Students
OVERALL Federal Index Below 41% All Students
Total Number of Subgroups Missing the Target
Progress of English Language Learners in Achieving English Language Proficiency
Total Points Earned for the Federal Index
Total Components for the Federal Index
Percent Tested
Subgroup Data

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

Black/African American Students
Federal Index - Black/African American Students
Black/African American Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Black/African American Students Subgroup Below 32%

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

Multiracial Students
Federal Index - Multiracial Students
Multiracial Students Subgroup Below 41% in the Current Year?
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?
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%

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

Economically Disadvantaged Students
Federal Index - Economically Disadvantaged Students
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%

Part III: Planning for Improvement

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?

Students tend to score higher on the 9th Grade ELA FSA assessment than the 10th grade FSA ELA assessment. Students scored higher on the Algebra EOC exam than the Geometry EOC exam.

Social Studies achievement dropped.

Less than 41% of our Black subgroup, the subgroup identified by ESSA as needing improvement, has demonstrated assessments for the last two years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the gre

The math achievement level was 38% for Algebra 1 and geometry.

22% of the Black students in the Lowest 25% tested overall demonstrated learning gains in math.

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

Students did not have access to textbooks for many of the courses offered in math. Teachers were having to pull the disjointed efforts, there was no guarantee that all of the standards were vertically aligned or covered complete The district purchased new math curricula for Algebra 1, Geometry, and all other math courses offered on campu curricula for our feeder school, Marianna K8, and all other schools in the district.

While all of the actions mentioned above will help our Black subgroup, the subgroup identified by ESSA as needi encouraging Black students to take honors classes shall be taken. In addition, teachers will be in constant contac to build relationships and offer support as needed.

What data components, based off progress monitoring and 2022 state assessments, showed the most im

ELA Learning Gains improved from 42% to 46%.
Math Learning Gains improved from 36% to 50%.

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

Teachers carefully assessed each student's data from the previous year and determined the growth needed to ea of growth. Students took part in data chats with teachers and administrators, so that they would know what they r

Teachers used the data from the tests to identify areas of weakness and designed lessons to target those areas

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

Students who have not demonstrated achievement will be placed in an intensive math or reading course in an ef

Students in regular courses who demonstrate interest or aptitude will be encouraged to take upper level course v Advanced Placement.

Students will be progress monitored in ELA, math, and history to determine remedial needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the profession provided at the school to support teachers and leaders.

ELA teachers will focus professional learning communities on teaching grammar and classroom management.
Math teachers will focus professional learning communities on incorporating the B.E.S.T. standards via the new Social Studies teachers will focus professional learning communities on best practices for instruction to maximize exam and the Florida Civics Literacy Exam.

All teachers will participate in professional learning opportunities that relate to incorporating best practices for ins

New teachers will participate in PAEC's New Teacher Academy.

Provide a description of the additional services that will be implemented to ensure sustainability of impro

Teachers will receive timely feedback via administrative walk-throughs that targets areas of strength and areas in Teachers will create lessons in Canvas that support the instructional goals in their classrooms that may be acces breadth of the course shall be further developed.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Marianna High needs to increase the number of graduating seniors w
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At least 80% of the class of 2023 will earn an industry certification.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	CTE teachers will identify students who have not earned an industry sure that these students have the opportunity to master skills needed CTE students will be administered an industry certification exam duri
Person responsible for monitoring outcome:	LuAnne Law (luanne.law@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will progress monitor with pre-tests, practice tests, and pos
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers use progress monitoring to identify students who need rem

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

Purchase Gmetrix progress monitoring tests for Engineering classes and Digital design classes.

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

Create/update spreadsheets that identify all students in need of an industry certification.

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

CTE teachers will implement test review opportunities for each course that offer an industry certification exam that i https://www.socrative.com/ to increase student achievement.

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

Teachers will design lessons that teach the standards and improve outcomes on the industry certification exams fo

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

A parent night that highlights all of the CTE programs will be held in the spring of 2023.

Person Responsible	Vicki Garrett (vicki.garrett@jcsb.org)

A parent night that highlights all of the CTE programs will be held in the spring of 2023.

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

VIcki Garrett will add an industry certification Fusion 360 through Embry–Riddle Aeronautical University.
Mavis McLean will add an industry certification in After Effects and Premiere Pro - a video editing program.

Person Responsible	Vicki Garrett (vicki.garrett@jcsb.org)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to ESSA 39% of the studer the federal index requirements.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At least 41% of the students in the Bla federal index requirements of ESSA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data will be analy progress.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will be progress monitored t
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers will be able to offer remedia based on progress monitoring data th

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

ELA teachers will use the Florida Assessment of Student Thinking (FAST) to progress monitor all 9th and 10th grad

Person Responsible	Charlene Wiggins (charlene.wiggins@

Algebra 1, Geometry, and Algebra 2 teachers will use the Aleks progress monitoring system associated with McGra

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

Jack Glover will organize a mentorship program for Black athletes who score a level 1 or level 2 on the Algebra 1 E exam that includes ACT tutoring, providing financial support as needed to take ACT tests, and giving encourageme

Person Responsible	Jack Glover (jack.glover@jcsb.org)

Newsletters will be sent out via parent square on a monthly basis with tips for parents on how to help students dem

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

Mr. Day will work with the district to support the initiative to recruit and retain Black teachers and support staff.

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

As a part of the PLC process, teachers will research and discuss best practices that improve educational outcomes A starting point for research can be found here:
https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/62

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

Parent nights for Math and ELA will be held at MHS.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student performance in math needs improvement. 38% of the stude to algebra and geometry scored a level 3 or higher. 50% of the stude EOC exams demonstrated learning gains. 37% of the lowest 25% de
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At least 85% of the students assessed on the Algebra 1 EOC exam level 3 or higher. At least 85% of the students assessed on the Algebra 1 EOC exam demonstrate learning gains. At least 85% of the lowest 25% of students assessed on the Algebra shall demonstrate learning gains.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	EOC exam data shall be analyzed by administration and teachers af Data gleaned from progress monitoring through the Aleks tool in the shall be analyzed.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will incorporate the B.E.S.T. standards using McGraw Hill' Geometry, and Algebra 1. This curricula is aligned with the Marianna Florida Reveal for grades 6-8.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Strategic standards based vertical alignment of instruction in grades occur. McGraw Hill's Florida Reveal was selected as Jackson's district mat standards covered. In addition, teachers appreciated the embedded

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

Purchase McGraw Hill's Florida Reveal math curricula for Algebra 1, Geometry, and Algebra 2.

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

Teachers will participate in ongoing professional development opportunities related to the implementation of McGra

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

Teachers will use the computerized pretest for each module. This pretest will identify areas of need and embed ext remediate.

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

Teachers will use the progress monitoring tool that is a part of the McGraw Hill Reveal Math curricula in Algebra 1,

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

Teachers will use Imagine Math Benchmark assessments as another progress monitoring tool for Algebra 1, Geom

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

Students with disabilities are supported via learning strategies classes, a dedicated ESE paraprofessional that work individualized tutoring as needed.

Person Responsible	Corla Washington (corla.washington@jcsb.org)

All teachers take part in consultative meetings with ESE teachers to ensure that all students with disabilities are rec these consultative meetings, specific strategies are discussed that will help ensure students with disabilities are su

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

Math teachers will incorporate tiered instruction in lesson plans to improve differentiated instruction.

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

MHS will host a Math Parent night. Topics to be discussed include the Reveal curriculum, progress monitoring, EOC

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

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student performance in ELA needs improvement. 52% of the students assessed by FLDOE's FSA the students assessed by the FSA ELA exam scored demonstrated learning gains. 35% of the lowe FSA ELA exam.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At least 80% of the students assessed by F.A.S.T. shall demonstrate achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA teachers will use F.A.S.T. progress monitoring to analyze growth throughout the course of the
Person responsible for monitoring outcome:	Jill Berquist (jill.berquist@jcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Progress monitoring through FLDOE shall take place 3 times a year through the state's assessment progress monitoring with formative assessments throughout the course of each unit via Study Sync

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy:	
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to Reading Rockets, progress monitoring can give parents and teachers information that teach more effectively, empower teachers to make and make better decisions about the instruction References: Student Progress Monitoring: What this means for your child. Reading Rockets. (2013, November 7 https://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child#:~:text= ,Progress%20monitoring%20can%20give%20you%20and%20your%20child's%20teacher%20infor

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

Schedule and train teachers how to administer the FAST assessment through https://flfast.org/

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

Teachers will complete professional development opportunities with Cathi Addison that focus on interpreting FAST
instruction, using data from district embedded writing assessments to inform instruction, and implementing StudySy
instruction.

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

Teachers will focus on improving vocabulary through the use of the following strategies:
Frontloading vocabulary
Text-marking vocabulary
graphic organizers
Freyer models
pictorial representations for vocabulary
Vocabulary flash cards

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

Teachers will incorporate strategies that target the lowest 25%. Strategies include incorporating scaffolding techniq
frames in StudySync, providing students with a synopsis of the story prior to reading the complete text, listening to
on text, using small group instruction to facilitate writing, and using sustained independent reading to improve fluen

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

In an effort to improve equity among students teachers will encourage students of color to take honors classes, dua
classes.

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

Students with disabilities are supported via learning strategies classes, a dedicated ESE paraprofessional that work
individualized tutoring as needed.

| **Person Responsible** | Corla Washington (corla.washington@jcsb.org) |

Teachers will use Canvas, a learning management system, to scaffold instruction. Through Canvas, students are a
assignments, and review skills.

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

MHS will host an ELA Parent Night. Topics to be discussed include progress monitoring, StudySync, Advanced Pla

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

#5. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the Our grad rate dropped from
data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This The graduation rate shall in
should be a data based, objective outcome.

Monitoring: Guidance will monitor cohor
Describe how this Area of Focus will be monitored for the desired outcome. being met.

Person responsible for monitoring outcome: Charlene Wiggins (charlene

Evidence-based Strategy: Nicole Andreu, MHS's RtI s
Describe the evidence-based strategy being implemented for this Area of implemented with fidelity in
Focus.

Rationale for Evidence-based Strategy: Students who are not makir
Explain the rationale for selecting this specific strategy. Describe the should receive assistance a
resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

ESE teachers are meeting with students who have been identified through the RtI process as in need of ESE servic
in place and being effectively administered. They are monitoring test scores in classes to ensure that students are s
completing the waiver process for state assessments.

| **Person Responsible** | Corla Washington (corla.wa |

Nicole Andreu will support students and teachers in the RtI process.

| **Person Responsible** | Nicole Andreu (nicole.andre |

Mr. Day will work with concerned community members to raise money to help students who are unable to afford to
quests to earn a concordant score for graduation.

| **Person Responsible** | Aaron Day (aaron.day@jcsl |

#6. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	When analyzing the data based on the US History EOC exam, 58% of the When broken down by subgroup, 62% of students with disabilities demon demonstrated achievement, 80% of Hispanic students demonstrated achi demonstrated achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Each subgroup shall demonstrate a 10% increase in the area of social stu History End of Course Exam. 72% of students with disabilities will demon demonstrate achievement, 90%% of Hispanic students will demonstrate a demonstrate achievement.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data gleaned from the US History EOC exam will be analyzed.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	US History teachers and government teachers will use district progress m the EOC exams for each course to inform instruction. All other social stud based on the Florida standards to inform instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using data to inform instruction improves outcomes on standardized tests

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

Patte Hatcher will work with Tammie Newsome at the district office to set dates for district progress monitoring.

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

Teachers will create formative assessments based on the standards associated with their classes.

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

Teachers will highlight the contributions to society that people of color have made throughout history.

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

History teachers will add a segment to the monthly parent newsletter that highlights ways in which their students co
Literacy exam.

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

Students with disabilities are provided support via a paraprofessional in social studies classrooms.

Person Responsible	Corla Washington (corla.washington@jcsb.org)

#7. Positive Culture and Environment specifically relating to The Vision and Belief Statements	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Marianna High School's vision and belief statements have not been re
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All stakeholders will work together to create a shared vision and belie making.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The School Advisory Council will review and adopt the shared vision
Person responsible for monitoring outcome:	LuAnne Law (luanne.law@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Mr. Day will guide stakeholders through the process of identifying a s he will help us collaboratively develop a set of belief statements that
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to Victoria Bernhardt, a leading researcher in school impro leadership play major parts in data driven decision making. If there is also no continuum of learning that makes sense for students, and no

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

Identify 9-11 days on which meeting with stakeholders will take place.

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

Administrators will take part in professional learning opportunities related to leading organizations through the share 2022.

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

Mr. Day will meet with stakeholders to create a shared vision.

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

#8. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data demonstrates a need for improved achieve
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student achievement will increase from 52% to Student achievement will increase from 38% to
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data will be reviewed from the spring administra for Geometry and Algebra 1.
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The instructional leadership team will work with practices in instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Professional learning communities are vehicles place. Research demonstrates that PLC improv practices.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp	
Administration will meet with department chairs who will serve as the instructional leaders of their PLC groups.	
Person Responsible	Aaron Day (aaron.day@jcsb.org)
PLCs will meet once a month to research and discuss best practices related to instruction.	
Person Responsible	LuAnne Law (luanne.law@jcsb.org)

#9. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Marianna High School is a Title I, Part A Schoolwide Program. for serving all students to improve the overall performance of th
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Improve performance in all graded areas for all subgroups mea 2023 in alignment with the Areas of Focus stated within this Sc
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Principal, School Improvement Chair, School Leadership T of Federal Programs will monitor implementation of the progran progress monitoring data through FAST and District assessmen
Person responsible for monitoring outcome:	Aaron Day (aaron.day@jcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strategies for improvement are identified in the other Areas of F in the action steps below for the major activities of federally fun
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for all strategies chosen are to improve student a strategy in the Area of Focus above.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person resp

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs ass
current school year to gauge the needs of the school based on current available data. This document is provided to
Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is t
Improvement Plan in floridacims.org using the State Template.

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

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, E
and summer school programs are available to all students

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

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and
develop an enriched curriculum that is rigorous and relevant to the needs of the student to improve academic achie
state, local, and federal funds.

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

Transition Services 8th to 9th Grade- When students are transitioning from MK8 to the high school, our guidance co
scheduling. In addition, all MK8 8th graders are welcomed to campus for a visit during the school day. Guidance co
visit the MHS campus to help them register for classes.

Guidance counselors and Mr. Day host a parent/caregiver night for all 8th grade students to share information abou
about scheduling and graduation requirements.

Prior to the start of 9th grade, students and their parents/caregivers are invited to an open house to meet teachers

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

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to
utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and

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

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff member
migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data
migrant youth receive supplemental services that they may need beyond what the district can provide. In cases whe
may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migra

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

Title I, Part D- provides supports to high school students at-risk of not graduating due to not passing 10th grade ELA
testing opportunities at no cost for the ACT and SAT exams.

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

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, prof
their Reading and/or ESOL Endorsements.

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

Homeless Education support the unique needs of students experiencing homelessness with resources for educatio
supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donate

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

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff

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

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

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

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utiliz
using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

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

Transition Services Postsecondary- guidance counselors meet with students and parents to discuss post high scho
GPA, testing requirements, and Bright Futures information.
A FAFSA/Scholarship night is held for all seniors and caregivers. Discuss foundation scholarship for Chipola Colleg
invited to attend Chipola's Senior Day. All seniors are invited to attend a career fair sponsored by CareerSource Ch
require a certificate or industry certification to be career ready. Encourage students to obtain an industry certificatio
about how to use industry certifications to get a job. The teacher helps them apply for jobs. CareerSource Chipola c
companies. Seniors who wish to interview is allowed to sign up for a time. Often, seniors are offered jobs prior to th

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learnin
students, people who are sure of their roles and relationships in student learning and a culture
expectations. Consulting with various stakeholder groups is critical in formulating a statement o
employing school improvement strategies that impact the school culture and environment. Stakeho
include teachers, students and families of students, volunteers and school board members. Bro
childhood providers, community colleges and universities, social services and

Describe how the school addresses building a positive school culture and environment.

Principal Aaron Day will be guiding the school and its stakeholders through the process of developing a shared visio
guide decision making at every level of our organization.

All stakeholders at Marianna High School are working hard to make our campus a safe place to work and learn.

Marianna High School embraced our mental health counselor that was provided by the district. We believe promotin
to a positive school culture.

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

Administration: Our administration sets the tone for a positive school culture by modeling appropriate ways in which
discipline and conduct frequent classroom walk-throughs to ensure that excellence is the standard across the camp

Teachers: Teachers work hard to provide students opportunities for growth and learning. They hold students to high
Teachers

Students: Students understand that their attitudes, performance, and achievement impacts our school culture. Stude
School with honor both on and off campus.

Families of students: Families of students are vital to a positive school culture. The support and encouragement that
improved student achievement.

Volunteers: Marianna High School relies on volunteers to support the vision of the school. We welcome volunteers f
students and from stakeholders who wish to make a positive difference in the lives of our students.

Chipola College: We are proud to partner with Chipola College to offer accelerated college credit and workforce dev
Students who have the opportunity to earn accelerated credit while in high school improve post-secondary outcome

Social Services: We work closely with social services such at CareerSource Chipola in an effort to ensure that our s
addition, we work closely with Child Protective Services as needed to safeguard the health and safety of our student

Business Partners: Business partners promote a positive school culture by helping us offer extra opportunities for ou
financial reach. Their willingness to invest in our students improves our school culture and environment.