

Jackson County School Board

Marianna K 8 School



2022-23 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: 7/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2021-22 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	2021-22: C (49%) 2018-19: No Grade 2017-18: 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	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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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>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>99%</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>52%</p>

School Grades History

Year	2021-22	2020-21
Grade	C	

School Board Approval

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SIP Authority

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Larkin, Jessica	Principal	
Mitchell, Ron	Principal	
Tharp, Sue Ann	Assistant Principal	
Brogdon, Mark	Assistant Principal	
Reed, Edna	Assistant Principal	
Horne, Thomas	Assistant Principal	
Johnson, Ashley	SAC Member	

Demographic Information

Principal start date

Thursday 7/1/2021, Jessica Larkin

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

29

Total number of teacher positions allocated to the school

113

Total number of students enrolled at the school

1,762

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

16

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

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	236	222	224	202	170	151	187	188	182	0	0	0	0	1762
Attendance below 90 percent	58	86	56	41	41	32	36	69	43	0	0	0	0	462
One or more suspensions	6	23	18	20	22	12	26	37	36	0	0	0	0	200
Course failure in ELA	0	20	27	21	14	13	17	28	43	0	0	0	0	183
Course failure in Math	0	11	24	21	18	28	20	42	26	0	0	0	0	190
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	22	26	34	37	20	0	0	0	0	162
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	34	28	47	40	23	0	0	0	0	190
Number of students with a substantial reading deficiency	20	52	53	44	28	24	46	61	44	0	0	0	0	372
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	22	56	54	53	46	42	48	70	57	0	0	0	0	448

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	26	58	54	44	16	11	10	19	16	0	0	0	0	254
Students retained two or more times	0	0	0	0	0	0	1	1	2	0	0	0	0	4

Date this data was collected or last updated

Monday 9/12/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	50%	55%					58%	61%
ELA Learning Gains	44%							54%	59%
ELA Lowest 25th Percentile	36%							47%	54%
Math Achievement	48%	36%	42%					55%	62%
Math Learning Gains	51%							52%	59%
Math Lowest 25th Percentile	45%							46%	52%
Science Achievement	40%	48%	54%					44%	56%
Social Studies Achievement	67%	50%	59%					69%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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 Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	30	38	23	30	39	24	21	36			
ELL	40	55		52	41						
ASN	91			91							
BLK	28	33	28	26	43	43	17	42			
HSP	53	59	63	46	49		47				
MUL	49	54	63	41	53	40	27	79			
WHT	63	49	36	63	57	47	55	81	56		
FRL	40	40	37	36	46	45	32	55	52		
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

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)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

ELA:

K-2 iReady Strength: Phonological Awareness

K-2 iReady Weakness: 1st and 2nd Phonics, Vocabulary, and Comprehension of Informational Text

3-5 Strengths: all different with FSA, but Craft and Structure and Language for all and Language and Editing for 4th-5th; iReady strengths were phonological awareness and high frequency words

3-5 Weakness: Key Ideas and Details for FSA and Comprehension of Informational Text for iReady

6-8 Strength: Language and Editing 6th and 8th; Text based writing 7th

6-8 Weakness: Key Ideas and Integration of Knowledge

Math:

K-2 iReady Strength: KG and 1st Algebra/Algebraic Thinking, 2nd Number and Operations and Measurement and Data

K-2 iReady Weakness: KG and 1st Measurement and Data, 2nd Algebra and Algebraic Thinking

3-5 Strengths: Measurement and Data; 4th and 5th Numbers and Operations

3-5 Weakness: Geometry

6-7 Strength: Number System (6th), Ratios and Proportions (7th)

6-7 Weakness: Geometry (6th), Number System (7th)

Algebra: Strength Functions and Modeling, Weakness Stats and Number System

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Comprehension of Informational Text (ELA) and Geometry (Math); all grades teaching science standards with fidelity; learning gains for the lowest 25% and the higher scoring students; ELA in general needs a boost

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

Lack of resources, curriculum wasn't rigorous enough, absenteeism (faculty/staff and students) leading to split classes and lack of consistency

New curriculum to go with new standards - teaching and tracking/monitoring student progress; incentives for being present

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

Math achievement was up in general, for learning gains, and for the lowest 25%. Science went up from 38% to 40%, and social studies remained the same with 67% achievement.

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

We didn't have any new actions or programs in place, just continuous improvement and growth.

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

Remediation (pull-out, during wheel, and after school) as well as intensive courses in the middle grades; MTSS; small-group instruction school-wide

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.

Deliberate practice of targeted small-group instruction; lead instructional coach to work directly with teachers (Sarah Branton); standards-based instruction

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

Lead instructional coach position (S. Branton); professional development and implementation of standards-based instruction and increasing rigor in instruction

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 ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. Our ELA scores were down in all areas (regular achievement, learning gains, and the lowest 25%, as well as the subgroups SWD and BLK. Sixth, seventh, and eighth grades all had achievement below 50%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. We would like to see 53% or higher proficiency for ELA/Reading. The goals specifically for the SWD subgroup are 35% achievement, and for the BLK subgroup 33% achievement.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. We will monitor this area of focus with ELA/Reading grades on classroom assessments, STAR and STAR Early Literacy, iReady, and FAST.

Person responsible for monitoring outcome:

Jessica Larkin (jessica.larkin@jcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based instruction with new BEST standards, teaching with rigor, small-group instruction to address needs more specifically; teachers utilize iReady, STAR and STAR Early Literacy, FAST, Lexia Core5, and Lexia Power Up to assess and monitor students' growth

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. All strategies above have proven to be effective when used with fidelity. Administration felt that focusing on small-group instruction school-wide, and hiring a lead instructional coach to assist with this, would also help us close gaps in learning and allow teachers to meet with students to discuss their assessments and better meet their needs.

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 responsible for monitoring each step.

1. Teachers will use STAR, STAR Early Literacy, AR, iReady, HMH, Coachbooks, FAST, Lexia, and other resources/technology as available to teach and supplement ELA, as well as monitor students' progress and mastery of ELA standards.
2. Rtl teachers, remediation teachers, the lead ESE teacher, and the lead instructional coach will be utilized if/when issues arise with students who are not performing at grade level.
3. Small groups and remediation will be implemented for student growth, based on gaps in instruction and standards not yet mastered.
4. Lowest 25% students from this year's data as well as SWD and BLK students will be tracked and monitored closely by teachers, administration, 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. Positive Culture and Environment specifically relating to student behavior

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

Our number of suspensions has gone down from 264 (2020-2021) to 200 (2021-2022), but we would like to see it decrease even further. If students aren't in their classroom they aren't learning; if they're being disruptive, neither they nor their peers are learning.

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

We had 200 students with 1 or more suspensions in 2021-2022. We would like to see this number reduced to 160 students for 2022-2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Behavior will be monitored by classroom teachers, administration, and the Rti and PBS teams. Students are not to be sent to the office this year without correct documentation and communication. Students who frequented the office last year are being more closely monitored by administration and peer teachers.

Person responsible for monitoring outcome:

Thomas Horne (thomas.horne@jcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We are using PBIS (Positive Behavior Intervention/Support) to reward students monthly who are not receiving an office referral. Some of these rewards include include popsicles, popcorn, and other snacks and extra recess time. There are also semester (movie and hot chocolate for the 1st semester) and end-of-the-year rewards. Holly Nichols and Melissa Wilbur are in charge of PBIS.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We started using PBIS last year. The number of suspensions decreased by 64, so it appears to be effective.

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 responsible for monitoring each step.

1. Identify the students who were sent to the office regularly last school year.
2. Select or ask for faculty/staff volunteers to mentor these students throughout the school year. Give these students opportunities to show improvement in behavior (flashcards or reading with lower level elementary students, helping clean up playgrounds/gym/classrooms, etc.).
3. Continue with PBIS rewards for students who exemplify good behavior. Advertise these rewards to encourage students to show good behavior each day.
4. Monitor and meet with students who continually struggle with behavior, and talk/meet with guidance and mental health counselors when needed.

5. Communicate with parents/guardians regularly to ascertain if there are at-home issues that could be affecting students' behaviors; be understanding and supportive.

Person Responsible Thomas Horne (thomas.horne@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.

Fifth grade math achievement was 43%, sixth was 39%, seventh was 46%, and eighth was 25%.

Many of our subgroups were under 50% achievement for the Math FSA (SWD, BLK, HSP, MUL, FRL).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is for all grades to have achievement at 50% or higher in math and/or Algebra, and all subgroups have 43% or higher achievement.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor math by looking at grades in mathematics classes as well as data from iReady, STAR Math, FAST, and Imagine Math.

Person responsible for monitoring outcome:

Ron Mitchell (ron.mitchell@jcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based instruction with new BEST standards, teaching with rigor, use data from iReady, STAR Math, FAST assessments, and Imagine Math to drive instruction, remediate as needed during class time, wheel, and/or after school; each grade knows weaknesses from last year from our data days and can address those throughout the year if needed as well

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

All strategies above have proven to be effective when used with fidelity.

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 responsible for monitoring each step.

1. Teachers will use iReady, STAR Math, FAST Assessments, and Imagine Math results to originally drive instruction, as well as standards and curriculum maps associated with their curriculum to teach and monitor students' progress and mastery of math standards.
2. Rtl teachers, remediation teachers, and the lead ESE teacher will be used if/when issues arise with students who are not performing at grade level or are struggling to master particular standards/skills.
3. Remediation will be implemented for student growth, based on gaps in instruction and standards not yet mastered.
4. Lowest 25% students as well as subgroups under 41% will be tracked and closely monitored by teachers, administration, 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

Ron Mitchell (ron.mitchell@jcsb.org)

#4. Instructional Practice specifically relating to Science

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Fifth grade science achievement was 37% and eighth grade was 42%. Subgroups SWD, BLK, MUL, and FRL were below 41% achievement.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The overall goal for fifth and eighth grade science achievement is 50%, and the achievement goal for the subgroups is 41%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor this area of focus with science grades earned in the individual classrooms and skills taught in all grades. We understand that the other grades must do their parts if fifth and eighth are meet these goals. Fifth grade takes a science pretest and posttest in Focus, and both fifth and eighth grades can take a pretest in Study Island if assigned by a teacher.

Person

responsible for monitoring outcome:

Edna Reed (edna.reed@jcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

All elementary teachers will teach grade-level science standards and curriculum as mapped, integrating with reading and/or math as needed. 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, Generation Genius, and Study Jams (5th) will be used to front-load content and make sure students are receiving information and instruction on the Florida Science Standards.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If the standards are taught with rigor and fidelity, we should see an increase in students' achievement. We are still working to close instructional gaps from the past. Study Island and Generation Genius are resources that both teachers and students are excited to use, and if they are motivated to use and learn from these resources, that is very beneficial.

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 responsible for monitoring each step.

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. Fifth grade has been working closely with 4H and embryology as well as West Florida Electric for content concerning electricity, circuits, etc.
3. Study Island, Generation Genius, and Study Jams will be used as needed to further students' learning; fifth grade teachers will use results from the Focus pretest to address weak areas, and both grades can use results from Study Island.

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

#5. 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.

Social studies curriculum is often pushed aside due to lack of time in teaching and the core curriculum. We know that social studies is very important, and we want to be sure it is taught in all grades. Our Civics achievement was also below the state average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We would like to see 70% of our students scoring a 3 or higher on the Civics EOC, and social studies being taught across all elementary grades with fidelity.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor social studies by looking at lesson plans and grades earned to check for curriculum/standards being taught.

Person responsible for monitoring outcome:

Sue Ann Tharp (sueann.tharp@jcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Elementary teachers will use 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 the standards to their students, assessing and monitoring student learning throughout the year to prepare them for the Civics EOC.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In years' past, students were performing well in this area of focus, so we want to ensure we teach and support them so that they are performing as well as the rest of the state. Our Civics achievement was actually the same as last year, but the state's overall achievement went up.

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 responsible for monitoring each step.

1. Identify curriculum and resources for teaching social studies in elementary grades and monitor teaching of the subject, using Social Studies Weekly, novel studies of civics literacy books found in the media center, and/or integrating social studies with other subjects when possible.
2. Continue teaching history and civics in middle 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 change things accordingly.

Person Responsible

Sue Ann Tharp (sueann.tharp@jcsb.org)

#6. 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 K-8 School is a Title I, Part A Schoolwide Program. Improving student achievement is the rationale for serving all students to improve the overall performance of the entire school.

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 measured on the state accountability system for 2023 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.

Person responsible for monitoring outcome:

Jessica Larkin (jessica.larkin@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 Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.

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 achievement. More detail is provided for each 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 responsible for monitoring each step.

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

Person Responsible

Jessica Larkin (jessica.larkin@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

Person Responsible

Jessica Larkin (jessica.larkin@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous

and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

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

Transition Services- Pre-K students at ECC take a trip to kindergarten classrooms at MK-8. They have an orientation to the classroom setting and tour the school. Parents of pre-k students receive orientation letters. There is articulation between staff at both campuses. There is a fifth-grade orientation to 6th grade. Students visit the middle school and receive information about scheduling, lockers, and changes in the code of conduct.

Parents receive information about the orientation and can ask questions. There is an 8th grade orientation trip to Marianna High School. Parents receive information about the transition and orientation. There is articulation between staff at both campuses.

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

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

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

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

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

Title I, Part D- provides supports to high school students at-risk of not graduating due to not passing 10th grade ELA or Algebra 1 EOC by providing concordant testing opportunities at no cost for the ACT and SAT exams.

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

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

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

Title III, Part A- provides an additional instruction support personnel to assist with instruction for ELL students.

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

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

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

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

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

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

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

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Using last year's data (2021-2022), all of K-2 were on grade-level at the end of the year. Considering data from STAR Early Literacy and iReady, more than 50% of the K-2 students are below grade level for the beginning of this year, but we do not have a predicted proficiency report for K-2 students at this time. We will continue to use iReady for K-2 students, as well as AR and STAR Early Literacy, and Lexia. Teachers will use standards-based instruction, small-group instruction, and remediation for students who need it. They will use HMH and other resources for rigorous instruction on the ELA standards.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

More than 50% of our Grade 3 students scored below level 3 on the FSA. We will continue to use AR and STAR Literacy, Lexia and will add data from FAST assessments this year. 3-5 teachers will also use standards-based instruction, small-group instruction, and remediation for students who need it. They will use HMH and other resources for rigorous instruction on the ELA standards.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We would like to see 53% or higher on or above grade level on STAR or STAR Early Literacy by the last assessment window.

Grades 3-5: Measureable Outcome(s)

We would like to see 53% or higher on or above grade level on STAR and FAST by the last assessment window. This is a school-wide goal.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor students' progress throughout the year with STAR, STAR Early Literacy, iReady, Lexia, and FAST, as well as AR tests and classroom assessments. Teachers will teach standards whole group and small group, and students who need remediation for reading will receive it during class, during wheel, and after school if applicable.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Larkin, Jessica, jessica.larkin@jcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Standards-based instruction
Small-group instruction

Increasing rigor

Using chosen programs (STAR, STAR Early Literacy, iReady, FAST, Lexia Core5, Lexia Power Up)

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The practices and programs above address the identified need and have proven records of being effective. STAR, STAR Early Literacy, and FAST were selected by the state to be used for progress monitoring and assessment this year. Small-group instruction will allow teachers to address gaps in instruction and assure that students are mastering the standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Sarah Branton has been hired as a lead instructional coach to help teachers with small-group and standards-based instruction school-wide. She has already been in classrooms assisting teachers, especially new teachers. The literacy team will meet soon to identify needs by grade-level and begin addressing those needs. Assessment through STAR, STAR Early Literacy, FAST, and iReady has been done for the progress monitoring 1. We have already looked at these scores and know our strengths and weaknesses going forward, and are beginning to address areas of concern. Professional development on standards-based and small-group instruction will be given throughout the year.</p>	<p>Larkin, Jessica, jessica.larkin@jcsb.org</p>
<p>After PM2, we will re-evaluate our needs. Sarah Branton will continue working with teachers who need assistance, based on PM 2 results, admin evaluations, and those who ask for help. The literacy team will meet and find out what each grade needs to move forward with standards-based and small-group instruction to meet our goal of 53% or higher on grade-level by the last assessment. Professional learning will continue for standards-based instruction, small-group instruction, and using the assessment results to help students make improvements and master standards.</p>	<p>Larkin, Jessica, jessica.larkin@jcsb.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 pages, Parent Square, email/Focus, weekly newsletters and folders sent home (elementary), parent nights (one in November with Book Fair, more in the works), 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 (PBIS).

We initiated PBIS last year to encourage students to have good behavior, and it decreased the number of suspensions by 64. These students receive weekly treats/rewards for consistently showing good behavior. We are looking at "frequent flyers" to the office and finding ways to mentor these students and be sure their needs are being met (mental health counseling, using them to help elementary teachers with lower-level students, etc.)

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

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