2013-2014 SCHOOL IMPROVEMENT PLAN

Marianna High School

3546 CAVERNS RD
Marianna, FL 32446
850-482-9605
http://mhs.jcsb.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	49%

Alternative/ESE Center	Charter School	Minority Rate
No	No	40%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	B	B

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Marianna High School

Principal
Laurence Pender

School Advisory Council chair
Lucille Law

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Laurence Pender	Principal
Connie Brisolara	Assistant Principal
Ron Mitchell	Assistant Principal
Vicki Garrett	teacher
Carolyn Hodge	teacher
Carlan Martin	teacher
Lucille Law	teacher
Patte Hatcher	teacher

District-Level Information

District
Jackson

Superintendent
Mr. Steve R Benton, Sr

Date of school board approval of SIP
10/14/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Marianna High School SAC is comprised of administors, teachers, support personel, students, parents, and community members. The council reflects the same percentages related to race and socio-economic status that are present in our student population.

Involvement of the SAC in the development of the SIP

Members of the SAC analyzed data and helped draft goals for the school improvement plan. The entire SAC reviewed and revised the plan as a group.

Activities of the SAC for the upcoming school year

The School Advisory Council will monitor the implementation of the School Improvement Plan. They will offer ideas for revision throughout the year to make the document dynamic.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Laurence Pender		
Principal	Years as Administrator: 10	Years at Current School: 0
Credentials	B.A. in Social Science from Florida State University M.Ed. in Ed Leadership from Troy State University	
Performance Record	Mr. Pender has a record of turning around underperforming schools. He served on the administrative team that brought Graceville High School back up to an A rating. He also served as the principal of Sneads High School when its first A rating was achieved. He has already begun to implement changes at Marianna High School that should lead to an A.	

Connie Brisolara		
Asst Principal	Years as Administrator:	Years at Current School: 0
Credentials	BA elementary education MA Ed Leadership Endorsements: ESOL, Reading, School Principals HIP	
Performance Record	This is Connie Brisolara's third year as an administrator. This is her first year at Marianna High. She was part of the adminstrative team that led Malone School from a C to a high B during the 2011-2012 school year. Malone is anticipating an A rating for the 2012-2013 school year.	

Ron Mitchell		
Asst Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	B.S. in Social Science - Troy University; M.Ed in Educational Leadership - University of West Florida; Ed.S. - Curriculum and Diversity Studies from University of West Florida
Performance Record	Ron Mitchell began at Marianna High School in 2011. MHS received a B for the 2011-2012 school year. He served at Washington County School Program at Dozier as Principal Designee On-site Administrator from 2007- 2011. Dozier did not recieve school grades.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cathi Addison		
Part-time / District-based	Years as Coach: 8	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	Degrees-- B.S.--English andHistory SecondaryEducationM.S. -Reading Education	
Performance Record	Reading Coach: Marianna High School: 09 -Present: Marianna High School has increased its school grade from a D to a B in the time that Ms. Addison has served. The school grade for the 2012-2013 school year is unavailable at this time. Cottondale High School: 03-04 (last year as teacher of record): School grade improved from C to B 68 % tenth grade students made learning gains 61 % lowest quartile made learning gains 40 % tenth grade scored level 3 or above (34 % the state average in 03-04) Five years (8/04-8/09) as a literacy coordinator for Florida Literacy and Reading Excellence Center (FLaRE) providing literacy-related professional development to Florida teachers and reading coaches.	

Classroom Teachers

# of classroom teachers

45

 # receiving effective rating or higher
45, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
42, 93%

 # ESOL endorsed
13, 29%

 # reading endorsed
7, 16%

 # with advanced degrees
19, 42%

 # National Board Certified
4, 9%

 # first-year teachers
3, 7%

 # with 1-5 years of experience
5, 11%

 # with 6-14 years of experience
14, 31%

 # with 15 or more years of experience
21, 47%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Principal Laurence Pender recruits and hires new teachers. All new teachers participate in the Jackson County New Teacher program through the district office.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers participate in the Jackson County New Teacher program through the district office. All new teachers will compile a portfiolo and do required professional development. Veteran teachers who are new to our school will meet with their department chairs on an as needed basis.
Haley Burdeshaw - New Teacher; Mentor: Brenda Jordan
Mackenzie Lane - New Teacher; Mentor: Mark Beach
Andrea Marsh - New Teacher; Mentor: Christie Shelfer
Lisa Nunez - New Teacher; Mentor: Debbie Dryden
Kristin Hamilton - New Teacher: Carolyn Hodge

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Specific SST Roles/functions (one person may sure more than one role)
• Instruction Leader – (Administrator) - Ensures fidelity of the process, sets
regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
• Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained,
and sets dates/times for follow-up meetings
• Data Mentor – Assists in collecting, organizing, visually displaying, analyzing
and interpreting data
• Staff Liaison – Key communicator with staff, establishes procedures to gain
staff input and collaboration with other school initiatives
• Content Specialist – Assists in making key decisions about instructional
needs of struggling students, identifies evidenced-based interventions most
likely to be effective in addressing the area of concern, and
provides training/consultation as needed
• Record Keeper – Documents/completes required paperwork in the meetings,
serves as timekeeper, informs team when time is running short.
• Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior
Intervention Plans, collaborates and provides training
as needed
• Teacher – of the student whose needs are being addressed
• Parent/Guardian – of the student whose needs are being addressed
• Speech/Language Pathologist –as needed–assists in developing interventions
for speech/language concerns-provides training as needed to interventionists
The SST collaborates with other school-based teams such as SAC, literacy

leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in
academic/behavioral domains, and to initiate instructional modifications
needed to increase student achievement for all students, and to meet SIP goals.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

• Lesson Plans
• District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
• Review of on-going Progress Monitoring Results
• Walkthroughs
• Analyze/review student performance data in Grade Groups

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core (T1 *monitored 3x yr) Data Sources: *Discovery Education Assessments - (reading, math, science) FCAT (reading) *Jackson County Writes, *Office Discipline Referrals
Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS
Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: Discovery Education Assessment probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading),
Think Through Math (9-12), Office Discipline Referrals
Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff and parents will be provided support for data-based problem solving on an as needed basis.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 3,780

Sheila Hall, Joe Whitfield, and Bobbie Haynie will offer after school tutoring in Algebra, Monday through Thursday from 2:30 - 4:00 from October through December. If it proves to be effective, it may be continued in the second semester.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from the December administration of the Algebra EOC exam will be examined to determine the effectiveness of the tutoring program.

Who is responsible for monitoring implementation of this strategy?

Sheila Hall, Joe Whitfield, Bobbie Haynie, and Connie Brisolara

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Connie Brisolara	Assistant Principal/Literacy Leadership Team Chair
Cathi Addison	District Literacy Coach
Lucille Law	Media Specialist
Susie Barber	Culinary Arts/Vocational representative
Alicia Jones	Intensive Reading teacher, ESE representative
Joe Whitfield	Math representative
Patte Hatcher	10th Grade English teacher
Christi Shelfer	Social Studies representative
Alana Mayeaux	Science representative
Kristin Hamilton	Social Studies Representative

How the school-based LLT functions

The Literacy Leadership Team, in conjunction with the District's Literacy Coach for secondary schools, meets once a month after school. The focus of the LLT this year is to promote reading and literacy across the curriculum and content areas. The LLT is facilitated by Connie Brisolara. The team reviews current research and examines school FAIR data, and student/teacher surveys to glean information on how best to implement best practices on our campus. These best practices are examined and implemented through lesson study.

Major initiatives of the LLT

The Literacy Leadership team will focus on encouraging independant reading, incorporating close reading, and support the implementation of the Common Core State Standards for Literacy. The Literacy Leadership Team will encourage literacy across the content areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The LLT works to encourage every teacher to take an active role in teaching reading and helps implement strategies for teaching reading in the content areas. Representatives from each of the core content areas and the vocational department are on the LLT and act as liasons between the team and their departments. The LLT will encourage teachers to incorporate short passages of text related to their subject area in their lessons. Teachers will be encouraged to do this through the use of close reading exercises which have been proven to increase comprehension of complex text. In addition, several content area teachers have earned NGCAR-PD.endorsement.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Marianna High School has three career academies: Health Science, Engineering, and Culinary. The teachers in the academies work hard to build relationships with core content area teachers so that the material that is being presented across the curriculum is rigorous and relevant.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance counselors disseminate information to all of the students on a regular basis through classroom presentations. Homeroom teachers also act as advisors on an as needed basis.

Strategies for improving student readiness for the public postsecondary level

1. Students will be introduced to careers through Dawg Bytes, the morning TV show.
2. Students will be encouraged to sign up for ACT and/or SAT. English teachers will review the procedures for testing.
3. Students will be exposed to more complex text across the content areas.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	56%	No	72%
American Indian				
Asian				
Black/African American	44%	36%	No	50%
Hispanic				
White	79%	69%	No	81%
English language learners				
Students with disabilities	31%	14%	No	38%
Economically disadvantaged	54%	43%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	25%	28%
Students scoring at or above Achievement Level 4	89	23%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	141	42%	46%
Students in lowest 25% making learning gains (FCAT 2.0)	50	57%	63%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	136	58%	64%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	71	39%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	106	43%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	46%	51%
Students scoring at or above Achievement Level 4	21	13%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	34%	37%
Students scoring at or above Achievement Level 4	60	34%	37%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	39%	44%
Students scoring at or above Achievement Level 4	41	21%	23%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	50		100
Participation in STEM-related experiences provided for students	45	90%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	535		600%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators	66		
Students taking CTE-STEM industry certification exams	147	27%	200%
Passing rate (%) for students who take CTE-STEM industry certification exams		71%	75%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	535		600%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	147	27%	
Passing rate (%) for students who take CTE industry certification exams		71%	75%
CTE program concentrators	66	12%	15%
CTE teachers holding appropriate industry certifications	5	80%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days	108	47%	42%
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	74		
Students who fail to progress on-time to tenth grade	35	16%	14%
Students who receive two or more behavior referrals	243	31%	28%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	277	36%	32%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Marianna High School will strive to include parents in all aspects of their student's life - both academic and extra-curricular. Parents will be encouraged to take advantage of the new online grade book to monitor academic achievement. Parents will also be incouraged to monitor the school website to stay informed about Marianna High School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	200	12%	20%

Goals Summary

G1.   At least 66% of the students who take the Algebra EOC shall score at least a 3 or higher.

G2.   Marianna High School's graduation rate will increase to 90%.

G3.   At least 53% will demonstrate proficiency in reading according to FCAT 2.0 2014.

G4.   Teachers will include a wide variety of complex text in their lessons in an effort to meet the requirements defined by the Common Core State Standards.

Goals Detail

G1. At least 66% of the students who take the Algebra EOC shall score at least a 3 or higher.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Think Through Math: Students will receive enrichment and remediation through a computer program, Think Through Math. Teachers can set individual pathways based on individual student needs. Students are able to work on the program at school and at home.

Targeted Barriers to Achieving the Goal

- Computer labs may have limited availability.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Marianna High School's graduation rate will increase to 90%.

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- Marzano's book:The Art and Science of Teaching
- Edgenuity (an online credit recovery program that offers an opportunity for students to make up credits)
- Positive Behavior Support
- ACT prep course

Targeted Barriers to Achieving the Goal
- Teachers may not be structuring their classrooms and their instruction in ways that meet the needs of all students.
- Students may have failed too many classes to graduate on time.
- Students' behaviors may prevent learning from taking place.
- Students may not be able to pass the required examinations for graduation.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. At least 53% will demonstrate proficiency in reading according to FCAT 2.0 2014.

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal
- Cathi Addison, District Literacy Coach

Targeted Barriers to Achieving the Goal
- Teachers may not know how to effectively use the close reading strategy to help students grapple with complex text.
- Teachers may not understand how to choose appropriately complex text.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Progress Toward the Goal

G4. Teachers will include a wide variety of complex text in their lessons in an effort to meet the requirements defined by the Common Core State Standards.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Cathi Addison, District Literacy Coach

Targeted Barriers to Achieving the Goal

- Teachers may not know how to effectively use the close reading strategy to help students grapple with complex text.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Progress Toward the Goal

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. At least 66% of the students who take the Algebra EOC shall score at least a 3 or higher.

G1.B1 Computer labs may have limited availability.

G1.B1.S1 Teachers will work with the district technology coordinator to secure several computers for the math classrooms.

Action Step 1

Computer stations will be added to algebra classrooms.

Person or Persons Responsible

Lucille Law and Rusty Simpson will work on securing computers for math teachers' classrooms.

Target Dates or Schedule

Computers shall be placed in the math classrooms before the end of the first semester.

Evidence of Completion

Computers will be in classrooms.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Data from Think Through Math shall be analyzed.

Person or Persons Responsible

Connie Brisolara and Math teachers will analyze data at data meetings.

Target Dates or Schedule

Data meeting shall be held bi-weekly.

Evidence of Completion

Teachers shall compile portfolios of data from Think Through Math.

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Marianna High School's graduation rate will increase to 90%.

G2.B2 Students may have failed too many classes to graduate on time.

G2.B2.S1 Students will be encouraged to make up credits through the online credit recovery system, Edgenuity.

Action Step 1

Teachers will work with Sherri Johnson to learn how to guide students through classes on Edgenuity.

Person or Persons Responsible

Teachers will guide students who do not have enough credit to progress at a normal rate through the courses in Edgenuity.

Target Dates or Schedule

During the school day, throughout the school year.

Evidence of Completion

Students' reports

Facilitator:

Sherri Johnson, District Edgenuity coordinator

Participants:

Students who do not have enough credit to progress at a normal rate.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. At least 53% will demonstrate proficiency in reading according to FCAT 2.0 2014.

G3.B1 Teachers may not know how to effectively use the close reading strategy to help students grapple with complex text.

G3.B1.S1 Teachers will be offered professional learning opportunities throughout the school year. This professional development will be offered by Cathi Addison, the district's literacy coach, and Connie Brisolara, the Assistant Principal in charge of curriculum development and evaluation.

Action Step 1

On August 8, teachers will take part in a face-to-face professional learning activity related to close reading and text dependent questions facilitated by Cathi Addison. Throughout the year, teachers will work with Cathi Addison and Connie Brisolara to develop close readings to use in the classroom.

Person or Persons Responsible

MHS Faculty

Target Dates or Schedule

August 8, 2013 Ongoing 2013-14

Evidence of Completion

Connie Brisolara will observe teachers using the close reading strategy in the classroom and offer feedback via email.

Facilitator:

Cathi Addison Connie Brisolara

Participants:

MHS Faculty

Action Step 2

On August 8, teachers will take part in a face-to-face professional learning activity related to close reading and text dependent questions facilitated by Cathi Addison. Throughout the year, teachers will work with Cathi Addison and Connie Brisolara to develop close readings to use in the classroom.

Person or Persons Responsible

MHS Faculty

Target Dates or Schedule

August 8, 2013 Ongoing 2013-14

Evidence of Completion

Connie Brisolara will observe teachers using the close reading strategy in the classroom and offer feedback via email.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Walk-through evaluations

Person or Persons Responsible

Connie Brisolara

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Evaluations

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Teachers may not understand how to choose appropriately complex text.

G3.B2.S1 Teachers will work with Connie Brisolara and Cathi Addison to choose appropriately complex text for use with the close reading strategy and other areas of instruction.

Action Step 1

Teachers will work with Connie Brisolara and Cathi Addison to choose appropriately complex text.

Person or Persons Responsible

All teachers

Target Dates or Schedule

ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans that reflect text that is appropriate to each course and grade level

Facilitator:

Connie Brisolara and Cathi Addison

Participants:

all faculty members

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Mrs. Brisolara will monitor lesson plans and make classroom visits to monitor implementation.

Person or Persons Responsible

Connie Brisolara

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Evaluations and lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Teachers will include a wide variety of complex text in their lessons in an effort to meet the requirements defined by the Common Core State Standards.

G4.B1 Teachers may not know how to effectively use the close reading strategy to help students grapple with complex text.

G4.B1.S1 Teachers will be offered professional learning opportunities throughout the school year. This professional development will be offered by Cathi Addison, the district's literacy coach, and Connie Brisolara, the Assistant Principal in charge of curriculum development and evaluation.

Action Step 1

On August 8, teachers will take part in a face-to-face professional learning activity related to close reading and text dependent questions facilitated by Cathi Addison. Throughout the year, teachers will work with Cathi Addison and Connie Brisolara to develop close readings to use in the classroom.

Person or Persons Responsible

MHS Faculty

Target Dates or Schedule

August 8, 2013 Ongoing 2013-14

Evidence of Completion

Connie Brisolara will observe teachers using the close reading strategy in the classroom and offer feedback via email.

Facilitator:

Cathi Addison Connie Brisolara

Participants:

MHS Faculty

Action Step 2

On August 8, teachers will take part in a face-to-face professional learning activity related to close reading and text dependent questions facilitated by Cathi Addison. Throughout the year, teachers will work with Cathi Addison and Connie Brisolara to develop close readings to use in the classroom.

Person or Persons Responsible

MHS Faculty

Target Dates or Schedule

August 8, 2013 Ongoing 2013-14

Evidence of Completion

Connie Brisolara will observe teachers using the close reading strategy in the classroom and offer feedback via email.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Walk-through evaluations

Person or Persons Responsible

Connie Brisolara

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Evaluations

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

PURPOSE- To support the nutritional needs of students to ensure they are healthy and ready to learn.
The Jackson County School Board's Homeless Liaison, Innovative Charities of NWFL and Second Harvest Food Bank of the Big Bend have teamed together to support the nutritional needs of children.
ACCOMPLISHMENTS THIS YEAR
Started bag delivery on November 30, 2012 and will conclude weekly delivery on May 31, 2013.
Approximately 1,364 bags of food have been sent home
Approximately 100 boxes of food have been sent home (Christmas and Spring Break)
82 children served this year, with an average of 62 per week
$5,272 donated
Cottondale Elementary, Cottondale High, Riverside Elementary, Girls Scouts of America, Graceville High and Heart Pageant have conducted food drives
Food Drive development with local grocery stores
SUMMER FOOD PROGRAM
We are currently building our capacity to support a summer program. This will be difficult to implement with school being out of session. We are looking at our ability to get the food to the families.
2013-2014 SCHOOL YEAR
Program expansion to Sneads, Grand Ridge and Graceville
Continue services to Marianna, Malone and Cottondale
Raise $10,000 to sustain the program

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Marianna High School's graduation rate will increase to 90%.

G2.B2 Students may have failed too many classes to graduate on time.

G2.B2.S1 Students will be encouraged to make up credits through the online credit recovery system, Edgenuity.

PD Opportunity 1

Teachers will work with Sherri Johnson to learn how to guide students through classes on Edgenuity.

Facilitator

Sherri Johnson, District Edgenuity coordinator

Participants

Students who do not have enough credit to progress at a normal rate.

Target Dates or Schedule

During the school day, throughout the school year.

Evidence of Completion

Students' reports

G3. At least 53% will demonstrate proficiency in reading according to FCAT 2.0 2014.

G3.B1 Teachers may not know how to effectively use the close reading strategy to help students grapple with complex text.

G3.B1.S1 Teachers will be offered professional learning opportunities throughout the school year. This professional development will be offered by Cathi Addison, the district's literacy coach, and Connie Brisolara, the Assistant Principal in charge of curriculum development and evaluation.

PD Opportunity 1

On August 8, teachers will take part in a face-to-face professional learning activity related to close reading and text dependent questions facilitated by Cathi Addison. Throughout the year, teachers will work with Cathi Addison and Connie Brisolara to develop close readings to use in the classroom.

Facilitator

Cathi Addison Connie Brisolara

Participants

MHS Faculty

Target Dates or Schedule

August 8, 2013 Ongoing 2013-14

Evidence of Completion

Connie Brisolara will observe teachers using the close reading strategy in the classroom and offer feedback via email.

G3.B2 Teachers may not understand how to choose appropriately complex text.

G3.B2.S1 Teachers will work with Connie Brisolara and Cathi Addison to choose appropriately complex text for use with the close reading strategy and other areas of instruction.

PD Opportunity 1

Teachers will work with Connie Brisolara and Cathi Addison to choose appropriately complex text.

Facilitator

Connie Brisolara and Cathi Addison

Participants

all faculty members

Target Dates or Schedule

ongoing throughout the 2013-2014 school year

Evidence of Completion

Lesson Plans that reflect text that is appropriate to each course and grade level

G4. Teachers will include a wide variety of complex text in their lessons in an effort to meet the requirements defined by the Common Core State Standards.

G4.B1 Teachers may not know how to effectively use the close reading strategy to help students grapple with complex text.

G4.B1.S1 Teachers will be offered professional learning opportunities throughout the school year. This professional development will be offered by Cathi Addison, the district's literacy coach, and Connie Brisolara, the Assistant Principal in charge of curriculum development and evaluation.

PD Opportunity 1

On August 8, teachers will take part in a face-to-face professional learning activity related to close reading and text dependent questions facilitated by Cathi Addison. Throughout the year, teachers will work with Cathi Addison and Connie Brisolara to develop close readings to use in the classroom.

Facilitator

Cathi Addison Connie Brisolara

Participants

MHS Faculty

Target Dates or Schedule

August 8, 2013 Ongoing 2013-14

Evidence of Completion

Connie Brisolara will observe teachers using the close reading strategy in the classroom and offer feedback via email.

Appendix 2: Budget to Support School Improvement Goals