

# Marianna High School



2014-15 School Improvement Plan

## Marianna High School

3546 CAVERNS RD, Marianna, FL 32446

<http://mhs.jcsb.org>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

49%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

40%

### School Grades History

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

### School Board Approval

This plan was approved by the Jackson County School Board on 10/21/2014.

### SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	29
Technical Assistance Items	32
<b>Appendix 3: Budget to Support Goals</b>	<b>33</b>

## 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Motto: Inspire. Achieve. Excel

Beliefs:

- Student learning is the chief priority for the school.
- Teachers, students, administrators, parents, and the community share the responsibility for advancing the school's mission.
- Teachers, parents, and students should be involved in student learning and behavior.
- A safe, secure, and clean environment will be provided to promote learning.
- Every student can learn.
- Technological literacy is vital for a student's future success.
- Teachers positively impact student's lives in the classroom and through extra-curricular activities.
- Students learn in a variety of ways and should be provided with a variety of instructional approaches to support their learning.
- Administration, teachers and staff will consistently demonstrate respect for themselves and others, thereby creating an atmosphere in which students learn and practice respect for self and others.

##### Provide the school's vision statement

Purpose Statement:

Marianna High School, in partnership with parents and community, will prepare its students to achieve learning, thinking, and life skills necessary to become successful, respectful and productive citizens in today's diverse society through challenging and equitable learning experiences.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students meet with their homeroom teachers to receive reports about grades. The students know that their homeroom teacher is their "go to" person for issues related to school and anything else that is an area of concern. Our goal is to increase the amount of time that the students spend with the homeroom teacher so that deeper relationships may be fostered.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers and students are aware that respect for each other is of vital concern. Students are monitored at all times and encouraged to follow all school rules. Teachers are assigned to duty stations both before and after the school day in an effort to curb discipline issues. Teachers also use this time to interact and build relationships with students.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced



Our students are issued student handbooks with clearly defined behavioral expectations. Teachers go over these expectations with students at the beginning of each school year.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The guidance department, in conjunction with the faculty and administration at Marianna High, works to ensure that all students receive the support needed to be successful.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	
	9	Total
Attendance below 90 percent	185	185
One or more suspensions	40	40
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

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 FOCUS, the online grade book,

to monitor academic achievement. Parents will also be encouraged to monitor the school website to stay informed about Marianna High School.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Marianna High School reaches out to the local community businesses and civic clubs through various booster clubs.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Pender, Laurence	Principal
Brisolara, Connie	Assistant Principal
Mitchell, Ron	Assistant Principal
Law, Luanne	Instructional Media
Beach, Mark	Teacher, K-12
Donaldson, John	Teacher, K-12
Mitchell, Melanie	Teacher, K-12
Bannerman, Mendy	Guidance Counselor
Gardner, Tonya	Guidance Counselor
Hatcher, Patte	Teacher, K-12

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

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.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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.

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

Cottdale Elementary, Cottdale 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 Cottdale

Raise \$10,000 to sustain the program

### **School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laurence Pender	Principal
Lucille Law	Teacher
Patte Hatcher	Teacher
Joe Whitfield	Teacher
Chephus Granberry	Parent
Ruby Sylvester	Business/Community
Angela McFarland	Parent
Martha Pereda	Parent
Suzanne Griffin	Education Support Employee
Jane Michels	Parent
John W. Milton	Parent
Vicky Pellham	Parent
Sophia Pereda	Student
Annalise Brockner	Student
Christian McIntire	Student
Jack Craven	Student
Laura Lee Gause	Student
Mavis McLean	Teacher

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

*Development of this school improvement plan*

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.

*Preparation of the school's annual budget and plan*

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Law, Luanne	Instructional Media
Brisolara, Connie	Assistant Principal
Addison, Cathi	Instructional Coach
Bannerman, Mendy	Guidance Counselor
Barber, Susie	Teacher, K-12
Floyd, Scarlett	Teacher, K-12
Hamilton, Kristin	Teacher, K-12
Jones, Alisha	Teacher, K-12
Williams, Rico	Teacher, K-12
Mayeaux, Alana	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership team will focus on encouraging independent reading, incorporating close reading, and support the implementation of the Florida Standards. The Literacy Leadership Team will encourage literacy across the content areas.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Content area teachers will have a common planning time each day that may be used to collaborate and plan instruction.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Principal Laurence Pender recruits and hires new teachers. All new teachers participate in the Jackson County New Teacher program through the district office. As a part of this program, new teachers are assigned a mentor teacher from the MHS campus. Teachers are matched based on subject area.

#### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers participate in the Jackson County New Teacher program through the district office. All new teachers will compile a portfolio and do required professional development. Veteran teachers who are new to our school will meet with their department chairs on an as needed basis.

Mandy Deese - New Teacher; Mentor: Christie Shelfer

Megan Smith - New Teacher; Mentor: Alisha Jones

### Ambitious Instruction and Learning

#### **Instructional Programs and Strategies**

##### **Instructional Programs**

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Teachers use Marzano's Intentional Thinking Map for Daily Lessons to plan instruction. This map requires the use of the Florida Standards and encourages analysis of the standards when planning for lessons.

**Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Teachers use Think Through Math to differentiate instruction. Think Through Math creates individualized lessons that target areas of weakness in each student.

Teachers also use data gleaned from STAR, FAIR, and Discovery Education Assessments to target areas on weakness in reading.

Students who are not proficient based on state assessments are required to take intensive reading or intensive math. These courses offer remediation and help students acquire strategies to help them be successful in reading and math.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 288

A math teacher will offer after school tutoring in Algebra on Wednesdays from 2:30 - 4:00 from October through December. If it proves to be effective, it may be continued in the second semester.

**Strategy Rationale**

Students may need extra help in addition to the regular school day.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Whitfield, Joe, joe.whitfield@jcsb.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

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

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Our students are encouraged to continue their education after high school. We partner with Chipola College and Washington Holmes Technical Center to promote their programs during the daily news show. We also encourage our juniors seniors to attend a College and Career night in which area colleges talk one on one with them. This year College and Career night will be held on November 6, 2014 and will include guests from the University of Florida, Chipola College, and Washington Holmes Technical Center.

Our students who have IEPs and/or a diagnosed disability are encouraged to seek advice from outside agencies such as Vocational Rehabilitation. We set up meetings with advisors on an as needed basis and at the request of the student.

### **College and Career Readiness**

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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. We partner with Chipola College and Washington Holmes Technical Center to promote their programs during the daily news show. We also encourage our juniors seniors to attend a College and Career night in which area colleges talk one on one with them. This year College and Career night will be held on November 6, 2014 and will include guests from the University of Florida, Chipola College, and Washington Holmes Technical Center.

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

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.

Health Science students are able to sit for the CNA exam at the end of their program of study. Last year 100% of the students who took the CNA exam passed it.

Culinary students take the ServSafe exam through the National Restaurant Association.

Engineering students take the Autodesk Inventor, Autodesk CAD, and Autodesk 3D Max.

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

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.

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Teachers deliver lessons that are rigorous, relevant and rich in content.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** At least 72% of the students tested at Marianna High School, shall demonstrate gains in mathematics.
- G2.** At least 70% will demonstrate proficiency in reading according to the state assessment in 2015.
- G3.** Students shall recognize that school is a safe place that they want to be.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal



**G1.** At least 72% of the students tested at Marianna High School, shall demonstrate gains in mathematics.

1a

G035726

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	72.0

**Resources Available to Support the Goal** 2

- 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.
- Teachers will use a pacing guide developed by teachers across the Jackson school district. This guide maps the Florida Standards and ensures that adequate instructional time is allocated for each standard.

**Targeted Barriers to Achieving the Goal** 3

- Computer labs may have limited availability.
- Students may not understand how to craft an answer in a free-response question.

**Plan to Monitor Progress Toward G1.** 8

Think Through Math data shall be collected and analyzed throughout the course of the school year to monitor progress.

**Person Responsible**

Joe Whitfield

**Schedule**

Monthly, from 9/10/2014 to 5/20/2015

**Evidence of Completion**

Think Through Math data shall be collected and analyzed.

**G2. At least 70% will demonstrate proficiency in reading according to the state assessment in 2015.** 1a

G035728

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

**Resources Available to Support the Goal** 2

- Cathi Addison, District Literacy Coach
- District Curriculum Map/Pacing Guide

**Targeted Barriers to Achieving the Goal** 3

- Teachers may not incorporate all of the Florida Standards for ELA into their curriculum.
- Teachers may not understand how to choose appropriately complex text.

**Plan to Monitor Progress Toward G2.** 8

Discovery Education Assessments shall be administered to determine students' mastery of the Florida Standards.

**Person Responsible**

Luanne Law

**Schedule**

Quarterly, from 9/17/2014 to 2/25/2015

**Evidence of Completion**

DEA assessment data shall be collected and analyzed.

**G3. Students shall recognize that school is a safe place that they want to be.** 1a

G035729

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
4-Year Grad Rate (At-Risk)	50.0

**Resources Available to Support the Goal** 2

- Cory McBryar, School Resource Officer
- Jackson County Sheriff's Department
- 

**Targeted Barriers to Achieving the Goal** 3

- Students may feel unsafe at school.

**Plan to Monitor Progress Toward G3.** 8

Students will complete a survey at the end of the first semester and the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.

**Person Responsible**

Luanne Law

**Schedule**

Semiannually, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Students will complete a survey at the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** At least 72% of the students tested at Marianna High School, shall demonstrate gains in mathematics. **1**

 G035726

**G1.B1** Computer labs may have limited availability. **2**

 B085594

**G1.B1.S1** Teachers will work with the district technology coordinator to secure several computers for the math classrooms and mobile labs shall be utilized in the intensive math classrooms. **4**

 S096270

### Strategy Rationale

#### Action Step 1 **5**

Computer stations will be added to algebra classrooms.

#### Person Responsible

Luanne Law

#### Schedule

Daily, from 9/24/2014 to 5/20/2015

#### Evidence of Completion

Computers will be in classrooms.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Data from Think Through Math shall be analyzed.

**Person Responsible**

Missy Rogers

**Schedule**

On 5/20/2015

**Evidence of Completion**

Teachers shall compile portfolios of data from Think Through Math.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

EOC Exam data in Algebra and Geometry shall be analyzed.

**Person Responsible**

Joe Whitfield

**Schedule**

Monthly, from 9/3/2014 to 5/20/2015

**Evidence of Completion**

EOC exam data for Algebra and Geometry

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Lessons plans should reflect instruction.

**Person Responsible**

Connie Brisolaro

**Schedule**

Weekly, from 8/20/2014 to 5/20/2015

**Evidence of Completion**

Teacher Lesson plans and curriculum maps

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Progress monitoring scores and EOC exam scores shall be analyzed.

**Person Responsible**

Joe Whitfield

**Schedule**

Quarterly, from 8/20/2014 to 5/20/2015


**Evidence of Completion**

Progress monitoring scores and EOC exam scores


**G2. At least 70% will demonstrate proficiency in reading according to the state assessment in 2015. 1**

 G035728

**G2.B1 Teachers may not incorporate all of the Florida Standards for ELA into their curriculum. 2**

 B085599

**G2.B1.S1** Teachers will be offered professional learning opportunities throughout the school year during their common planning time. This professional development will be offered by Cathi Addison, the district's literacy coach, and Connie Brisolaro, the Assistant Principal in charge of curriculum development and evaluation. 4

 S096277

**Strategy Rationale**

Teachers who understand how to incorporate appropriately complex texts in their lesson plans will be more likely to challenge their students with such texts.

**Action Step 1 5**

ELA teachers will work with Cathi Addison, the district literacy coach, to develop a district wide pacing guide and curriculum map.

**Person Responsible**

Cathi Addison

**Schedule**

Monthly, from 9/10/2014 to 5/13/2015

**Evidence of Completion**

A district wide pacing guide and curriculum map shall be completed and revised throughout the school year.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Walk-through evaluations

**Person Responsible**

Connie Brisolaro

**Schedule**

Biweekly, from 9/10/2014 to 5/20/2015

***Evidence of Completion***

Evaluations

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Teachers will work with Cathi Addison to determine the effectiveness of the pacing guide and curriculum map.

**Person Responsible**

Cathi Addison

**Schedule**

Monthly, from 9/10/2014 to 5/20/2015

***Evidence of Completion***

Lesson Plans that incorporated the district guide and map shall be collected.

**G2.B2** Teachers may not understand how to choose appropriately complex text. 2

B085600

**G2.B2.S1** Teachers will work with Connie Brisolaro and Cathi Addison to choose appropriately complex text for use with the close reading strategy and other areas of instruction. 4

S096278

**Strategy Rationale**

**Action Step 1** 5

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

Evaluations and lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***



**G3.** Students shall recognize that school is a safe place that they want to be. 1

G035729

**G3.B1** Students may feel unsafe at school. 2

B085601

**G3.B1.S1** Mr. Pender, in conjunction with a team comprised of administrators, teachers, and community safety workers shall develop a comprehensive safety plan that addresses both man made and natural disasters. 4

S096279

### **Strategy Rationale**

Through creating an action plan, areas of weakness may be targeted and eliminated before they become a problem.

### **Action Step 1** 5

Teachers shall take part in a face-to-face professional learning activity related to what to do in an active shooter situation with the school resource officer, Cory McBryar.

#### **Person Responsible**

Laurence Pender

#### **Schedule**

On 8/20/2014

#### **Evidence of Completion**

Teachers will work with officer McBryar to identify the safest place in their rooms to be in the event there is an active shooter on campus.

### **Action Step 2** 5

Teachers will work with Connie Brisolaro to identify and stop bullying among students.

#### **Person Responsible**

Connie Brisolaro

#### **Schedule**

Monthly, from 9/16/2014 to 5/6/2015

#### **Evidence of Completion**

Teachers will develop a plan to identify and target bullying behavior during monthly strategic planning meetings.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Small group discussions during Strategic Planning Meetings

**Person Responsible**

Connie Brisolaro

**Schedule**

Monthly, from 9/16/2014 to 5/13/2015

**Evidence of Completion**

Meeting agendas

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Teachers will talk with students throughout the school year about bullying and the dangers of bullying.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Students will complete a survey at the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Computer stations will be added to algebra classrooms.	Law, Luanne	9/24/2014	Computers will be in classrooms.	5/20/2015 daily
G2.B1.S1.A1	ELA teachers will work with Cathi Addison, the district literacy coach, to develop a district wide pacing guide and curriculum map.	Addison, Cathi	9/10/2014	A district wide pacing guide and curriculum map shall be completed and revised throughout the school year.	5/13/2015 monthly
G2.B2.S1.A1	Teachers will work with Connie Brisolaro and Cathi Addison to choose appropriately complex text.		Lesson Plans that reflect text that is appropriate to each course and grade level	once	

**Jackson - 0021 - Marianna High School - 2014-15 SIP**  
*Marianna High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Teachers shall take part in a face-to-face professional learning activity related to what to do in an active shooter situation with the school resource officer, Cory McBryar.	Pender, Laurence	8/20/2014	Teachers will work with officer McBryar to identify the safest place in their rooms to be in the event there is an active shooter on campus.	8/20/2014 one-time
G3.B1.S1.A2	Teachers will work with Connie Brisolara to identify and stop bullying among students.	Brisolara, Connie	9/16/2014	Teachers will develop a plan to identify and target bullying behavior during monthly strategic planning meetings.	5/6/2015 monthly
G1.MA1	Think Through Math data shall be collected and analyzed throughout the course of the school year to monitor progress.	Whitfield, Joe	9/10/2014	Think Through Math data shall be collected and analyzed.	5/20/2015 monthly
G1.B1.S1.MA1	EOC Exam data in Algebra and Geometry shall be analyzed.	Whitfield, Joe	9/3/2014	EOC exam data for Algebra and Geometry	5/20/2015 monthly
G1.B1.S1.MA1	Data from Think Through Math shall be analyzed.	Rogers, Missy	9/10/2014	Teachers shall compile portfolios of data from Think Through Math.	5/20/2015 one-time
G1.B2.S1.MA1	Progress monitoring scores and EOC exam scores shall be analyzed.	Whitfield, Joe	8/20/2014	Progress monitoring scores and EOC exam scores	5/20/2015 quarterly
G1.B2.S1.MA1	Lessons plans should reflect instruction.	Brisolara, Connie	8/20/2014	Teacher Lesson plans and curriculum maps	5/20/2015 weekly
G2.MA1	Discovery Education Assessments shall be administered to determine students' mastery of the Florida Standards.	Law, Luanne	9/17/2014	DEA assessment data shall be collected and analyzed.	2/25/2015 quarterly
G2.B1.S1.MA1	Teachers will work with Cathi Addison to determine the effectiveness of the pacing guide and curriculum map.	Addison, Cathi	9/10/2014	Lesson Plans that incorporated the district guide and map shall be collected.	5/20/2015 monthly
G2.B1.S1.MA1	Walk-through evaluations	Brisolara, Connie	9/10/2014	Evaluations	5/20/2015 biweekly
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	Mrs. Brisolara will monitor lesson plans and make classroom visits to monitor implementation.		Evaluations and lesson plans	once	
G3.MA1	Students will complete a survey at the end of the first semester and the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.	Law, Luanne	8/25/2014	Students will complete a survey at the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.	5/29/2015 semiannually
G3.B1.S1.MA1	Teachers will talk with students throughout the school year about bullying and the dangers of bullying.		Students will complete a survey at the end of the year that evaluates whether or not they felt school is a safe environment and whether or not teachers were successful in combating bullying.	one-time	
G3.B1.S1.MA1	Small group discussions during Strategic Planning Meetings	Brisolara, Connie	9/16/2014	Meeting agendas	5/13/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** At least 72% of the students tested at Marianna High School, shall demonstrate gains in mathematics.

**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 and mobile labs shall be utilized in the intensive math classrooms.

### PD Opportunity 1

Computer stations will be added to algebra classrooms.

#### Facilitator

Jean Gause

#### Participants

MHS Faculty

#### Schedule

Daily, from 9/24/2014 to 5/20/2015

**G2.** At least 70% will demonstrate proficiency in reading according to the state assessment in 2015.

**G2.B1** Teachers may not incorporate all of the Florida Standards for ELA into their curriculum.

**G2.B1.S1** Teachers will be offered professional learning opportunities throughout the school year during their common planning time. This professional development will be offered by Cathi Addison, the district's literacy coach, and Connie Brisolaro, the Assistant Principal in charge of curriculum development and evaluation.

### PD Opportunity 1

ELA teachers will work with Cathi Addison, the district literacy coach, to develop a district wide pacing guide and curriculum map.

#### Facilitator

Cathi Addison

#### Participants

MHS ELA Faculty

#### Schedule

Monthly, from 9/10/2014 to 5/13/2015

**G2.B2** Teachers may not understand how to choose appropriately complex text.

**G2.B2.S1** Teachers will work with Connie Brisolaro 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 Brisolaro and Cathi Addison to choose appropriately complex text.

**Facilitator**

Connie Brisolaro and Cathi Addison

**Participants**

all faculty members

**Schedule**

**G3.** Students shall recognize that school is a safe place that they want to be.

**G3.B1** Students may feel unsafe at school.

**G3.B1.S1** Mr. Pender, in conjunction with a team comprised of administrators, teachers, and community safety workers shall develop a comprehensive safety plan that addresses both man made and natural disasters.

**PD Opportunity 1**

Teachers shall take part in a face-to-face professional learning activity related to what to do in an active shooter situation with the school resource officer, Cory McBryar.

**Facilitator**

Cory McBryar Laurence Pender

**Participants**

MHS Faculty

**Schedule**

On 8/20/2014

**PD Opportunity 2**

Teachers will work with Connie Brisolara to identify and stop bullying among students.

**Facilitator**

Connie Brisolara

**Participants**

MHS Faculty

**Schedule**

Monthly, from 9/16/2014 to 5/6/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*



## Budget Rollup

### Summary

Description	Total
Grand Total	0