

**FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN**



School Name: MARIANNA HIGH SCHOOL

District Name: Jackson

Principal: Randy Ward

SAC Chair: Vicki Garrett

Superintendent: Lee Miller

Date of School Board Approval:

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision: Marianna High School is Meeting High Standards.

Mission: Marianna High School in partnership with parents and community will prepare its students to become successful, respectful, and productive citizens in today's diverse society.

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 a student's life 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 all others thereby creating an atmosphere in which students learn and practice respect for self and others.

SCHOOL PROFILE DEMOGRAPHICS

Marianna High School is located in the city of Marianna, in Jackson County.

In June of 2005, Marianna High was relocated to a new facility at 3546 Caverns Rd, Marianna, FL 32446. The facility will house approximately 1,100 students.

Student Statistical Data:

Population
Total - 814

Population by grade level:

Grade 9: 222
Grade 10: 194
Grade 11: 219
Grade 12: 179

Racial Composition:

African American: 29%
Caucasion: 65%
Other: 6%

Economically Disadvantaged (eligible for free or reduced lunch):
31%

Marianna High School has been designated a "C" school by the Florida Department of Education. While Marianna High School earned enough points to be a "B" school, only 41% of the lowest 25% achieved learning gains which lowered the 2008 School Grade to a "C".

Faculty and Staff

Administrators: 4
Guidance Counselors: 3
Teachers: 51
Media Specialist: 1
Technology Coordinator: 1
Paraprofessionals: 12
Data entry operators: 2
Bookkeeper: 1
Administrative Assistant: 1
Custodial/Maintenance personnel: 10

The student teacher ratio at Marianna High is approximately 16:1.

Graduation rate is 84.4%, which is higher than the district at 80.1% and state at 70.3%.

Marianna Middle School is the feeder school for Marianna High School.

Career Academies:

1. Health Science Career Academy (Nursing)
2. Career Academy of Information Technology (IC3 and A+ Certification)
3. Career Academy of Engineering and Design (Project Lead the Way Pre-Engineering Program)

Upper level classes offered:

Dual Enrollment through Chipola College both on and off the MHS campus
Honors level courses are offered in English, Math, Social Studies, and Science

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Randy G. Ward, MHS Principal
M.Ed. Degree in Educational Leadership - University of West Florida
B.S. Business Education - West Florida
Certifications: Math 5-9; Ed. Leadership; Middle Grades Endorsement; Driver Education
High School Principal - 2 years
Middle School Principal - 2.5 years
Elementary Assistant Principal - 2.5 years
Middle School Assistant Principal - .5
Middle School and High School Math & Driver's Ed. teacher - 20 years
Multiple trainings and staff development in data analysis, effective classroom practices and student management. Participated in the Highly Effective Leadership Conference sponsored by PAEC, Institute for Small & Rural Districts' Summer Camp for Principals, and SACS training.
Florida Dept. of Eudcation/Just Read! Florida Leadership Conference

James H. Sims, Academy Principal
Degrees held: E.D.S. Curriculum and Instruction, University of West Florida; M.S. Educational Leadership, Florida State University; B.S. Agriculture Education, University of Florida.
Certifications: Educational Leadership K-12, Agriculture Education 6-12
Experience: 12 yrs Administrative experience

Clarence Bellamy, Assistant Principal

Degrees held: M.S. Educational Leadership, B.S. Social Studies Education
Certifications: Educational Leadership K-12, Social Studies Education 6-12
Experience: 15 yrs Administrative experience, 29 yrs in education

Charles Williams, Assistant Principal
Degrees held: M.S. Educational Leadership, B.S. Agriculture Education
Certifications: Educational Leadership K-12, Agriculture Education 6-12
Experience: 7 yrs Administrative experience

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The Jackson County School Board and each school principal will seek to recruit and retain highly qualified teachers.

The Jackson County School Board will reimburse teachers assigned out-of-field who pursue additional certification to become highly qualified.

Teachers obtaining reading endorsement will receive a one-time bonus of \$2,400.

Nationally Board Certified Teachers will mentor teachers that would like to pursue NBCT certification.

Marianna High School's National Board Certified Teachers:

Tammie Hall, NBCT- Family And Consumer Science, (grades 6 - 12) Professional 7/1/2005 - 6/30/2010

Linda Basford, NBCT -Business Education, (grades 6 - 12) Professional 7/1/2005 - 6/30/2010

Coordinator Dct, (vocational) Professional 7/1/2005 - 6/30/2010 ; Educational Leadership, (all Levels) Professional 7/1/2005 - 6/30/2010; Coordinator Of Cooperative Education, Endorsement Professional 7/1/2005 - 6/30/2010; Vocational Office Education, (vocational) Professional 7/1/2005 - 6/30/2010

Whitehead, Ramona L 772999 Jackson English, (grades 6 - 12) Professional 7/1/2003 - 6/30/2008, Reading, Endorsement Professional 7/1/2003 - 6/30/2008

Support for beginning teachers and new "experienced" teachers is provided at our school. The roles and responsibilities of all participants are outlined in the Jackson County New Teacher Program Handbook.

Show Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Funds from Title II, EETT, and IDEA are used to supplement and assist in providing professional development, reimbursements for becoming highly qualified, and to assist in purchasing technological tools and resources to be used with the core reading programs and other curriculum areas.

Carl Perkins vocational funding is used to provide students with career academy opportunities. Career and technical vocational programs are available at each middle and high school in the county. Students may participate in on the job training programs at every high school. These opportunities help to prepare the students to enter the world of work or to continue with education beyond high school. Marianna High School offers industry certification in each of its three career academies. IC3, A+ Essentials and A+ Technician in the Career Academy of Information Technology, Autodesk Inventor certification in the Career Academy of Engineering and Design, Certified Nursing Assistant (CNA) in the Career Academy of Health Science. MHS also offers programs in Agriculture Technology, Culinary Operations, Early Childhood Education, DCT, and OJT.

School Wide Improvement Model

Note: Required for Title I

We are using a modified School Change Model developed by Claude Goldenberg and Bill Saunders of the Center for Research on Education, Diversity, and Excellence at California State University, in Long Beach. The model is described in detail at <http://www.ed.gov/pubs/ToolsforSchools/scm.html>.

The following settings are the vehicles through which we are making changes at Marianna High.

1. Academic Expectations Committee/Academic Assessment Committee = Marianna High School's Literacy Council - The Literacy Council is comprised of a group of teachers that represent each department. The committee formed and began meeting with Consultant Cathy Addison, a representative from FLARE, during the 2006-2007 school year. Cathy Addison made monthly visits to MHS during the 2007-2008 school year in an effort to facilitate ongoing professional development in the area

of reading. Addison will continue to monitor MHS, but will make visits as requested by Mr. Ward, rather than on a monthly basis.

2. Staff Meetings - The MHS Faculty met during the week before the 2008-2009 school year, and decided to continue meeting as Learning Communities. The Literacy council will continue to promote reading strategies throughout the 2008-2009 school year. Staff meetings will be held on the first and third Monday afternoons and Tuesday mornings of each month to keep teachers abreast of new information.

3. Departmental Meetings will take the place of Grade Level meetings in the School Change Model. Departmental meetings will take place on the second Monday of the month.

4. Professional Learning Communities - Each teacher is a member of a learning community that meets once a month in the Professional Library during his or her planning period. Each learning community is facilitated by a member of the Literacy Council.

5. Consultant-Principal Meetings - Cathy Addison, Marianna High's FLARE consultant, will meet with Randy Ward on an as needed basis, and suggest any changes that need to be made.

NCLB Public School Choice

Note: Required for Title I

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Our school provides mentoring for beginning teachers as outlined in the Jackson County New Teacher Program. The Jackson County New Teacher Program was developed to support and retain new and early career teachers to insure that students in Jackson County will have access to highly qualified and accomplished teachers. The components of the program include the assignment of a mentor teacher to inexperienced new teachers, reflection, self assessment and goal setting activities, core learning courses and participation in professional learning communities through a support system. New inexperienced teachers will observe veteran teachers and mentors will be released to observe new teachers in the classroom and provide in-class coaching.

All teachers are required to have an Individual Professional Development Plan. The administration reviews the plan at the beginning of the year and then at the middle and end of the year to evaluate the progress of attaining the goals.

The department chairperson serves as a "mentor teacher" for each of the first year teachers in his or her department. The mentor provides support for the new teacher by assisting with planning, classroom management, and parent communication. The mentor can also observe the beginning teacher and provide feedback.

Marianna High School's National Board Certified Teachers, Linda Basford, Tami Hall, and Ramona Whitehead, serve as mentors for first year teachers, striving teachers, and teachers seeking National Board Certification.

Low performing teachers are identified using Classroom Walk Throughs by administrators, reviews of IPDPs, and other observations made by MHS administrators.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

1. Members of the Literacy Council will hold FCAT/ACT/SAT Prep classes weekly on Wednesdays from 3:30 - 4:30 PM during the months of October, November, January, and February.

2. Many teachers at MHS offer before and after school help to students on an individual basis.

3. The Business Technology and Technology Education teachers keep their labs open after school on an as needed basis.

4. During the summer, MHS offers classes in Driver's Education, Personal Fitness, DCT, and Agriculture.

SCHOOLS GRADED C OR BELOW

Professional Development

All teachers will take part in professional learning communities that will focus on best practices, action research, and book studies that relate to student learning. Teachers will collaborate on action research projects that focus on school adopted instructional strategies as facilitated by the Literacy Council and FLARE. All members of the faculty will take part in a book study. The books will focus on instructional techniques that target African American students. Books include:
Learning While Black: Creating Educational Excellence for African American Children
by Janice E. Hale
Teaching Reading to Black Adolescent Males: Closing the Achievement Gap by Alfred Tatum
During pre-planning teachers were also inserviced in Florida's Positive Behavior Support Program. The PBS committee from the school presented the faculty with our outline of what Positive Behavior Support consisted of and how to implement them at Marianna High School. Specific research-based strategies will be used across the curriculum: anticipatory activities, read-alouds, graphic organizers, vocabulary instruction, and Cornell Notes.

Disaggregated Data

All teachers have been trained to use Snapshot to identify students' strengths and weaknesses.

Department chairs have been given the responsibility of making sure each teacher in their department know which students are included in MHS's lower 25%.

DART was used to determine the objectives for reading and math.

Informal and Formal Assessments

Formal Assesments

Thinklink - Thinklink is a tool provided by the Jackson County School System. Thinklink measures students' abilities and provides teachers with data in the areas of reading, and math. This data will help teachers develop an instructional calendar that best meets students' needs.

FCAT Testmaker - FCAT testmaker allows teachers to make assessments that relate to individual standards. Teachers will use these assesments to measure students' mastery of a specific standard.

FCAT Explorer - Students will be encouraged to use FCAT Explorere to informally assess themselves.

Judi Braxton, the MHS reading coach, will formally assess reading fluency using FORF. When appropriate, Braxton will administer the the DAR, or Mazes. Braxton, the Literacy Council, and the technology coordinator will work together to develop a spread sheet to display DAR, FORF, Mazes, and FCAT data. This information will help guide instructional decisions.

Alternative Instructional Delivery Methods

Enrichment/Acceleration

Health Science Career Academy (Nursing)
Information Technology Career Academy (IC3 and A+ Certification)
Career Academy of Engineering and Design (Project Lead the Way Program)

Remediation

100 minute block classes for disfluent readers have been established.
50 minute remedial reading classes for fluent readers in need of intensified vocabulary and comprehension instruction.
50 minute intensive math classes for all students scoring levels 1 or 2 on FCAT

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Marianna High School is taking part in an Enhancing Education Through Technology (EETT) grant that puts laptops into the hands of our lowest achieving reading students on a daily basis. Four reading teachers are piloting the program that is designed to increase students' access to technology. These teachers are receiving professional development on ways in which to incorporate Web 2.0 tools into their curricula.

Responsibility of Teaching Reading for Every Teacher

Every teacher is committed to using strategies that encourage deeper comprehension of text. During the 2008-2009 school year, each teacher will continue to build his or her repertoire. Strategic vocabulary instruction will be added to the current list of school-wide strategies, think alouds, graphic organizers, Anticipatory activities, and Cornell Notes.

Quality Professional Development for Teachers and Leaders

Teachers at Marianna High continually seek quality professional development that meets their needs for recertification, and promotes the latest trends in pedagogical practices.

Teachers attend conferences both during the school year and during the summer.

Small Learning Communities (SLC)

Each teacher is a part of a small learning community that meets once a month during his or her planning period. The communities support the implementation of school-wide reading strategies. All members of the communities will take part in book studies on the following books: Learning While Black: Creating Educational Excellence for African American Children by Janice E. Hale and Teaching Reading to Black Adolescent Males: Closing the Achievement Gap by Alfred Tatum.

Intensive Intervention in Reading and Mathematics

All students scoring level 1 on FCAT reading are mandated to take part in an intensive reading class. All students scoring levels 1 or 2 in math are mandated to take part in an intensive math class.

Parental Access and Support

1. EXCELSIOR PINNACLE SYSTEM is a web based parent communication and student information retrieval system for K-12. Using a login and password, parents and students can go online and check grades and attendance. Parents can sign up for email notification for such things as: when their child is absent, tardy, disciplined, or when an average fails below a certain point. Pinnacle helps the school by improving the flow of information between parents, students, and teachers.
2. SCHOOL WIDE WEB SITE: The Marianna High School Web Site is updated as needed, and gives the parents immediate information on current activities, calendars, and links to teacher's web sites.
3. SCHOOL NEWSPAPER: The Growler is a student written school newspaper that is digitally produced in the Digital Design classes and posted on the school web site monthly.
4. SCHOOL TV PRODUCTION: DAWG Bites is the weekly student produced TV production that is aired during TAP. It includes highlights of the previous week's activities.
5. SCHOOL WIDE PROGRESS REPORTS--School-wide progress reports are distributed to students every three weeks using Excelsior Pinnacle program. The CTE department will be developing a newsletter to send home to the parents of students in their programs.
6. GROUPWISE: Marianna High School teachers use the district wide e-mail system, Groupwise, each teachers e-mail is hyperlinked to their school webpage and can be used by all stakeholders to communicate about grades, attendance, and school activities.
7. TELEPHONE SYSTEM: Marianna High School teachers have telephones in each classroom. Teachers have their own extension and voicemail number. Parents have the ability to call directly to each teacher's room or to leave a message. Teachers are also able to call parents immediately when needed.
8. AGENDAS--Teachers and students are issued an agenda book, which includes the student handbook, FCAT study help and hallpass pages. This is used as a daily planner to record homework, communication with parents and important dates such as upcoming events and tests. In addition, students are required to have their agendas with them at all times and must be signed by a teacher if being used as a hall pass.
9. PARENTS are encouraged to participate in the volunteer program at Marianna High School.

Applied and Integrated Courses

Computing for College & Careers
Accounting Application 1
Accounting Application 2
Introduction to Information Technology
Networking 1 (duel enrolled with Chipola College)
Networking 2 (duel enrolled with Chipola College)
Digital Photography
Digital Design 1
Digital Design 2

Engineering Technology 1

Engineering Technology 2
Engineering Technology 3
Introduction to Engineering Design (Project Lead the Way)
Principles of Engineering (Project Lead the Way)

Agriscience Foundation
Agritechnology 1
Agritechnology 2

Family, Home, and Consumer Technology
Family Dynamics
Design Services Core
Principles of Interior Design Services
Early Childhood Education 1
Culinary Operations 1
Culinary Operations 2
Culinary Operations 3

Ceramics
Art - 3D
Drawing 1
Drawing 2
Drawing 3
Painting 1
Painting 2

TV Production

Integrated Science

Course Choice Based on Student Goals / Interests / Talent

All 9th and 10th grade students have declared a major areas of interest. The students are advised to take classes that support these interests, set goals for post-graduation work or studies and develop talents by taking courses that encourage their particular talents.

Master Schedules Based on Student Needs

The master schedule is based on students' needs. Courses are carefully selected to meet state and district requirements for Major Areas of Interest and maximize students' opportunities for Bright Future Scholarships and dual-enrollment both on and off campus.

Academic and Career Planning

All students at Marianna High take part in a Teacher Advisor Period each week. Academic and career planning is the main focus of this 30 minute period. Before the end of the school year all students will have the opportunity to work through CHOICES via the internet to help determine a career path. In addition, students will be taught how to use FACTS.org to monitor academic progress.

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:** According to the 2008 FCAT for reading, Marianna High School students scored as follows:

51% met high standards (scoring at levels 3-5 on the FCAT)
46% at or above grade level
55% made learning gains on the 2008 FCAT
41% of the lowest 25% made learning gains on the 2008 FCAT
58% of White students read at or above grade level
17% of African American students read at or above grade level
19% of economically disadvantaged students read at or above grade level
11% of Students with disabilities read at or above grade level

Subgroups demonstrating need for improvement:
Whites, African American, Economically Disadvantaged, Students with Disabilities

***Objective:** 35% percent or more of the students in the African American subgroup, the economically disadvantaged subgroup, and the students with disabilities subgroup will be reading at or above grade level as evidenced by the 2009 AYP school report. This percentage shall increase to 50% by 2010.

***Strategies:**

1. Students in need of instruction in phonemic awareness, phonics, and fluency as determined by screening and diagnostic assessments will be enrolled in Intensive Reading classes specifically designed to meet their high risk needs. These classes will be taught by reading endorsed teachers, or teachers currently working toward reading endorsement.
2. Students in need of scaffolded instruction to increase or maintain fluency, apply research based strategies to vocabulary and comprehension learning, and increase higher order thinking skills will be enrolled in Intensive Reading classes specifically designed for their needs. These classes will be taught by reading endorsed teachers, or teachers currently working toward reading endorsement.
3. Teachers of Intensive Reading classes will work with the Reading Coach to establish data driven, differentiated, research based instructional practices.
4. The Reading Coach will record FORF data on the PMRN. Reading and Language Arts teachers will have access to this data in order to make instructional decisions.
5. The administrator will conduct periodic walk throughs to ensure program fidelity and fidelity to the state guidelines and district reading plan.
6. Marianna High School will continue working with the FLARE Coordinator to implement strategies adopted by the Literacy Council during the planning period Professional Learning Communities that encompass all content areas.
7. The Literacy Council and Professional Learning Communities will support all teachers, particularly new teachers, in developing a repertoire of research based strategies for reading instruction such as anticipatory strategies, Cornell Notes, and graphic organizers.
8. The Literacy Council, Reading Leadership Team, Data Team, and Professional Learning Communities will work together to implement research based reading strategies in the content areas.
9. Students will participate in three school-wide practice sessions via Think Link that mimic the reading portion of FCAT.
10. New reading programs have been incorporated into intensive reading classes including Jamestown Reading Navigator and Dr. Janet Allen's Plugged-in To Reading.
11. A mentoring program for the lowest 25% of African American males will be used to encourage these students to excel in school and connect them to members of our community.
12. Marianna High School will implement the following Rt1 process:
Tiered Interventions
Tier 1—Effective Core Curriculum, implemented for all students—effective for 80-90% of students
Tier II—Supplemental tier—"at risk" students (10-15%)—evidenced based interventions determined in CST to be given in addition to core curriculum.
Tier III—Most Intensive tier (1-5% of students)—additional, more intensive interventions given in addition to tier 1 and tier II interventions—in a much smaller group.

May or may not lead to special education.

Process:
All students are screened (universal screening)
Use screening data to determine cut score, benchmark, etc. and identify "at risk" students.
Implement appropriate interventions
Monitor progress—through data collection
Evaluate response to intervention and determine necessary changes or continue intervention.

***Evaluation:** Students – Think Link, FCAT Testmaker, DAR, FORF, Mazes, FCAT SSS and NRT, Formative and Summative Curriculum Measures.
Teachers – IPDP, Professional Learning Community Logs/Minutes, lesson plans, portfolios

***Evidence-based Program(s):** Language!, SRA Corrective Reading, Six Minute Solution, REWARDS, Great Leaps, SRA Reading Labs, Accelerated Reader, FCAT Explorer, FOCUS (FCIM), School Change Model, Jamestown

***Professional Development:**

Reading Navigator, and Dr. Janet Allen's Plugged-in To Reading
Research Based Strategies:
Including, but not limited to: Reciprocal Teaching, QAR, QtA, Robust Vocabulary Instruction, and Morphemic/Structural Analysis.

Teachers will engage in professional development related to the following topics during planning period professional learning communities.

Cornell Notes
Graphic Organizers
Anticipation Strategies
Collaborative Teaching and Planning
Data Analysis
Vocabulary
Professional Learning Communities
Observation Classrooms
Best Practices
FCAT Test Maker

All faculty members will take part in a book study. The books will focus on instructional techniques that target African American Students. Books will include: Learning While Black: Creating Educational Excellence for African American Children by Janice E. Hale and Teaching Reading to Black Adolescent Males: Closing the Achievement Gap by Alfred Tatum

The English department chair will join the National Council of Teachers of English to receive the professional journal: The English Journal. The department chair will then disseminate the information gleaned from the journal among his or her colleagues during monthly departmental meetings.

***Objective:**

50% or more of the lowest 25% of students will make adequate progress as determined by 2009 FCAT Sunshine State Standards reading component scores. This percentage will increase by 1% in 2010.

***Strategies:**

1. Students in need of instruction in phonemic awareness, phonics, and fluency as determined by screening and diagnostic assessments will be enrolled in Intensive Reading classes specifically designed to meet their high risk needs. These classes will be taught by reading endorsed teachers, or teachers currently working toward reading endorsement.

2. Students in need of scaffolded instruction to increase or maintain fluency, apply research based strategies to vocabulary and comprehension learning, and increase higher order thinking skills will be enrolled in Intensive Reading classes specifically designed for their needs. These classes will be taught by reading endorsed teachers, or teachers currently working toward reading endorsement.

3. Teachers of Intensive Reading classes will work with the Reading Coach to establish data driven, differentiated, research-based instructional practices.

4. The Reading Coach will record FORF data on the PMRN. Reading and Language Arts teachers will have access to this data in order to make instructional decisions.

5. The administrator will conduct periodic walk throughs to ensure program fidelity and fidelity to the state guidelines and district reading plan.

6. Marianna High School will continue working with the FLARE Coordinator to implement strategies adopted by the Literacy Council in Professional Learning Communities that encompass all content areas.

7. The Literacy Council and Professional Learning Communities will support all teachers, particularly new teachers, in developing a repertoire of research based strategies for reading instruction such as anticipation strategies, and graphic organizers .

8. The Literacy Council, Reading Leadership Team, Data Team, and Professional Learning Communities will work together to implement research based reading strategies in the content areas.

9. Students will participate in three school-wide practice sessions via Think Link that mimic the reading portion of FCAT.

10. Marianna High School will implement the following Rt1 process:

Tiered Interventions

Tier 1—Effective Core Curriculum, implemented for all students—effective for 80-90% of students

Tier II—Supplemental tier—"at risk" students (10-15%)—evidenced based interventions determined in CST to be given in addition to core curriculum.

Tier III—Most Intensive tier (1-5% of students)—additional, more intensive interventions given in addition to tier 1 and tier II interventions—in a much smaller group.

May or may not lead to special education.

Process:

All students are screened (universal screening)

Use screening data to determine cut score, benchmark, etc. and identify "at risk" students.

Implement appropriate interventions

Monitor progress—through data collection

Evaluate response to intervention and determine necessary changes or continue intervention.

***Evaluation:**

Students – DAR, FORF, Mazes, FCAT SSS and NRT, Think Link, FCAT Testmaker, and Formative/Summative Curriculum Measures.

Teachers – IPDP, Professional Development Logs, lesson plans, portfolios

***Evidence-based Program(s):**

Language!, SRA Corrective Reading, Six Minute Solution, REWARDS, Great Leaps, SRA Reading Labs, Accelerated Reader, FCAT Explorer

Research Based Strategies:

Including, but not limited to: Reciprocal Teaching, QAR, QtA, Robust Vocabulary Instruction, and Morphemic/Structural Analysis.

***Professional Development:**

Teachers will engage in professional development related to the following topics during planning period professional learning communities.

Cornell Notes
Graphic Organizers

Anticipation Strategies
 Collaborative Teaching and Planning
 Data Analysis
 Professional Learning Communities
 Observation Classrooms
 Best Practices
 FCAT Test Maker

The English department chair will join the National Council of Teachers of English to receive the professional journal: The English Journal. The department chair will then disseminate the information gleaned from the journal among his or her colleagues during monthly departmental meetings.

***Objective:**

The percentage of students demonstrating proficiency in reading shall increase from 45% as measured by the 2008 FCAT in Reading to 58% as demonstrated by the 2009 FCAT in Reading and 68% as measured by the 2010 FCAT in Reading.

***Strategies:**

1. Teachers across the curriculum will work with the Literacy Council and the Reading Coach to establish data driven, differentiated, research based instructional practices. Data will be derived from FORF, DAR, Think Link, FCAT Testmaker, and FCAT SSS/NRT.

2. Students are placed in reading classes according to needs. Intensive reading courses for disfluent students are on a 100 minute block schedule. Fluent students in need of intensified vocabulary and comprehension instruction are served in 50 minute reading classes designed specifically to meet their needs. New curriculum materials have been purchased for reading remediation classes.

3. The Literacy Council will lead in the implementation of a select group of school-wide strategies across the curriculum. Through professional learning communities, council members will assist teachers in the implementation of these strategies. Strategies include, but are not limited to, think alouds, graphic organizers, anticipation strategies, Cornell Notes, and vocabulary acquisition.

4. The reading coach will continue to work with all teachers in developing lessons that assure all readers access to content area text on the appropriate level.

5. All students will receive instruction on a word that is selected as the school-wide word of the week.

6. FCAT Wednesdays will support the Sunshine State Standards and offer students expanded opportunities for learning outside of the school day.

7. Marianna High School will implement the following Rt1 process:
 Tiered Interventions
 Tier 1—Effective Core Curriculum, implemented for all students—effective for 80-90% of students
 Tier 11—Supplemental tier—"at risk" students (10-15%)—evidenced based interventions determined in CST to be given in addition to core curriculum.
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May or may not lead to special education.

Process:
 All students are screened (universal screening)
 Use screening data to determine cut score, benchmark, etc. and identify "at risk" students.
 Implement appropriate interventions
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***Evaluation:**

Students – DAR, FORF, Mazes, FCAT SSS and NRT, Formative and Summative Curriculum Measures, Think Link, FCAT Testmaker
 Teachers – IPDP, Professional Learning Community Logs/Minutes, lesson plans, portfolios

***Evidence-based Program(s):**

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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Jamestown Reading Navigator	K-12 Remediation	\$16,335.00
Janet Allen's Plugged Into Reading	K-12 Remediation	\$8,000.00
ESE Textbooks	General Funds	\$5,097.95

Total: \$29,432.95		
Technology		
Description of Resources	Funding Source	Available Amount
Laptops, projectors, software, laptop carts, cameras, and Printers	EETT Grant	\$51,513.09
Classworks Software	Technology Funds	\$222.46
Snapshot	Technology Funds	\$1,665.01
Total: \$53,400.56		
Professional Development		
Description of Resources	Funding Source	Available Amount
Membership to NCTE for the department chair	SAC Allocations	\$100.00
Training for EETT	EETT Grant	\$23,115.00
Total: \$23,215.00		
Other		
Description of Resources	Funding Source	Available Amount
Pass Materials	General Funds	\$677.93
Total: \$677.93		
Final Total: \$106,726.44		

***Non-Highly Qualified Instructors:**

Teachers who are not highly qualified in this area will receive additional educational and instructional help through the use of the following: pairing with mentor teachers, district wide professional development, school based professional development library, state professional development opportunities through FDLRS/PAEC and their individual professional development plan (IPDP).

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:**

According to the 2008 FCAT for Math, Marianna High School students scored as follows:

- 81% met high standards (scoring at levels 3-5 on the FCAT)
- 72% at or above grade level
- 75% made learning gains on the 2008 FCAT
- 68% of the lowest 25% made adequate progress on the 2008 FCAT
- 82% of White students scored at or above grade level
- 49% of African American students scored at or above grade level
- 52% of economically disadvantaged students scored at or above grade level
- 17% of Students with disabilities scored at or above grade level

Subgroups demonstrating need for improvement:
Whites, African American, Economically Disadvantaged, Students with Disabilities

***Objective:**

At least 62% of African American and Economically Disadvantaged students will score at or above grade level as evidenced by the 2009 AYP school report. This percentage shall increase to 72% by 2010.

***Strategies:**

1. All ninth and tenth grade students scoring within a level 1 or 2 on the 2008 FCAT will be assigned to an Intensive Basic Skills class for Math. Intensive Math classes' curricula include – FCAT workbooks, Algebra books, and Geometry books.
2. Intensive Basic Skills teachers will encourage students to utilize FCAT Explorer on a regular basis.
3. The Literacy Council will work with Math teachers to provide the needed student data through Snapshot at studentperformance.com.
4. Teachers of Intensive Math classes will utilize Larry Bell's UNRAAVEL strategy to help students attack word problems in math.
5. Kagan strategies are used to encourage collaborative learning.
6. Students are encouraged to attend FCAT Wednesdays, which support the Sunshine State Standards and offer students expanded opportunities for learning outside of the school day.
7. Marianna High School will implement the following Rt1 process:
Tiered Interventions
Tier 1—Effective Core Curriculum, implemented for all students—effective for 80-90% of students
Tier 11—Supplemental tier—"at risk" students (10-15%)—evidenced based interventions determined in CST to be given in addition to core curriculum.
Tier III—Most Intensive tier (1-5% of students)—additional, more intensive interventions given in addition to tier 1 and tier II interventions—in a much smaller group.

May or may not lead to special education.

Process:

- All students are screened (universal screening)
- Use screening data to determine cut score, benchmark, etc. and identify "at risk" students.
- Implement appropriate interventions
- Monitor progress—through data collection
- Evaluate response to intervention and determine necessary changes or continue intervention.

***Evaluation:** Students – FCAT SSS and NRT, Formative and Summative Curriculum Measures, Think Link, FCAT Testmaker
Teachers – IPDP, Professional Learning Community Logs/Minutes, lesson plans, portfolios

***Evidence-based Program(s):** Think Link, School Change Model

***Professional Development:** Teachers will receive professional development on the implementation of the School Change Model, Bloom’s Taxonomy, Webb’s Depth of Knowledge , Think Link, FCAT Test Maker, and FCAT Explorer into the curriculum.
The mathematics department chair will join the National Council of Teachers of Mathematics in an effort to be informed about the latest trends in the field of mathematics. The chair will disseminate information during monthly departmental meetings.

***Objective:** At least 62% of Students with Disabilities will score at or above grade level as evidenced by the 2009 AYP school report. This percentage shall increase to 72% by 2010.

***Strategies:**

1. All ninth and tenth grade students scoring within a level 1 or 2 on the 2008 FCAT will be assigned to an Intensive Basic Skills class for Math. Intensive Math classes’ curricula include – FCAT workbooks, Algebra books, and Geometry books.
2. Intensive Basic Skills teachers will encourage students to utilize FCAT Explorer on a regular basis.
3. The Literacy Council will work with Math teachers to provide the needed student data through Snapshot at studentperformance.com.
4. Teachers of Intensive Math classes will utilize Larry Bell’s UNRAVEL strategy to help students attack word problems in math.
5. Kagan strategies are used to encourage collaborative learning.
6. Students are encouraged to attend FCAT Wednesdays, which support the Sunshine State Standards and offer students expanded opportunities for learning outside of the school day.
7. Marianna High School will implement the following Rt1 process:
Tiered Interventions
Tier 1—Effective Core Curriculum, implemented for all students—effective for 80-90% of students
Tier 11—Supplemental tier—“at risk” students (10-15%)—evidenced based interventions determined in CST to be given in addition to core curriculum.
Tier III—Most Intensive tier (1-5% of students)—additional, more intensive interventions given in addition to tier 1 and tier II interventions—in a much smaller group.

May or may not lead to special education.

Process:
All students are screened (universal screening)
Use screening data to determine cut score, benchmark, etc. and identify “at risk” students.
Implement appropriate interventions
Monitor progress—through data collection
Evaluate response to intervention and determine necessary changes or continue intervention.

***Evaluation:** Students – FCAT SSS and NRT, Formative and Summative Curriculum Measures, Think Link, FCAT Testmaker
Teachers – IPDP, Professional Learning Community Logs/Minutes, lesson plans, portfolios

***Evidence-based Program(s):** Think Link, School Change Model

***Professional Development:** Teachers will receive professional development in the use of FCAT Test Maker.
Teachers will receive professional development on the implementation of the School Change Model, Bloom’s Taxonomy, Webb’s Depth of Knowledge , Think Link, FCAT Test Maker, and FCAT Explorer into the curriculum.
The mathematics department chair will join the National Council of Teachers of Mathematics in an effort to be informed about the latest trends in the field of mathematics. The chair will disseminate information during monthly departmental meetings.

***Objective:** 77% of students tested in grades 9 and 10 will meet high standards as evidenced by the 2009 Mathematics FCAT . 87% of students tested will meet high standards as evidenced by the 2010 Mathematics FCAT .

***Strategies:**

1. All ninth and tenth grade students scoring within a level 1 or 2 on the 2008 FCAT will be assigned to an Intensive Basic Skills class for Math.
2. Intensive Basic Skills teachers will encourage students to utilize FCAT Explorer on a regular basis.
3. The Literacy Council will work with Math teachers to provide the needed student data through Snapshot at studentperformance.com.
4. The Literacy Council will facilitate planning period learning communities which will focus on the implementation of school wide strategies for delivering instruction. The strategies include, but are not limited to, think alouds, graphic organizers, anticipation guides, Cornell notes, and vocabulary strategies.
5. Students will participate in three school-wide practice sessions via Think Link that mimic the math portion of FCAT.
6. Marianna High School will implement the following Rt1 process:
Tiered Interventions
Tier 1—Effective Core Curriculum, implemented for all students—effective for 80-90% of students
Tier 11—Supplemental tier—“at risk” students (10-15%)—evidenced based interventions determined in CST to be given in addition to core curriculum.
Tier III—Most Intensive tier (1-5% of students)—additional, more intensive interventions given in addition to tier 1 and tier II interventions—in a much smaller group.

May or may not lead to special education.

Process:
All students are screened (universal screening)
Use screening data to determine cut score, benchmark, etc. and identify “at risk” students.
Implement appropriate interventions
Monitor progress—through data collection
Evaluate response to intervention and determine necessary changes or continue intervention.

***Evaluation:** Students - FCAT SSS and NRT, Formative and Summative Curriculum Measures, Think Link, and FCAT Testmaker
Teachers – IPDP, Professional Learning Community Logs/Minutes, lesson plans, portfolios

***Evidence-based Program(s):** Think Link, School Change Model

***Professional Development:** Teachers will receive professional development in the use of FCAT Test Maker. Teachers will receive professional development on implementation of the School Change Model, Bloom's Taxonomy, Webb's Depth of Knowledge, Think Link, FCAT Test Maker, and FCAT Explorer into the curriculum. The mathematics department chair will join the National Council of Teachers of Mathematics in an effort to be informed about the latest trends in the field of mathematics. The chair will disseminate information during monthly departmental meetings.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
ESE Math Textbooks	General	\$389.50
		Total: \$389.50
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Membership to NCTM for the department chair	SAC Allocations	\$100.00
		Total: \$100.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$489.50

***Non-Highly Qualified Instructors:**

Teachers who are not highly qualified in this area will receive additional educational and instructional help through the use of the following: pairing with mentor teachers, district wide professional development, school based professional development library, state professional development opportunities through FDLRS/PAEC and their individual professional development plan (IPDP).

End of Mathematics Goal

Goal: Writing

***Note: Required for Title I**
 Scroll down for school data

***Needs Assessment:** 92% of students at Marianna High School met high standards in writing as evidenced by the 2008 FCAT Writes. This was an increase of 8% from the 2007 FCAT Writes. In order to meet federal AYP requirements, the school must improve by 1% each year. To meet AYP in 2009, at least 93% of the students tested need to score 3.5 or higher on the FCAT Writes. To meet AYP in 2010, at least 94% of the students tested need to score 3.5 or higher on FCAT Writes.

***Objective:** 93% of all student groups including African American, Caucasian, Economically Disadvantaged, and Students with Disabilities will score 3.5 or higher in writing on FCAT Writes as evidenced by the 2009 FCAT reports. This percentage shall increase to 94% in 2010.

***Strategies:**

1. All teachers shall incorporate writing opportunities into their curriculum that mimic FCAT writes.
2. The Literacy Council will facilitate planning period learning communities which will focus on the implementation of school wide strategies for delivering instruction. The strategies include, but are not limited to, think alouds, graphic organizers, anticipation guides, Cornell notes, and vocabulary strategies.
3. Teachers will receive professional development related to The 6 Traits Writing Process and will be expected to incorporate the 6 Traits method of teaching writing into the curriculum.
4. All 9th and 10th grade students will participate in Jackson County Writes, a progress monitoring tool for writing, three times a year.

***Evaluation:** Student - Jackson County Writes Portfolio, 2008 & 2009 FCAT Scores

***Evidence-based Program(s):** School Change Model; 6 Traits Writing Process

***Professional Development:** Teachers will receive professional development in the use of FCAT Test Maker. Teachers will receive professional development in the 6 Traits Writing Process. Teachers will also receive professional development on FCAT's holistic scoring method.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of *Writing Goal*

Goal: Science

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:	According to the 2008 FCAT for science, Marianna High School students scored as follows: 38% met high standards in science this is down from 44% on the 2007 FCAT
*Objective:	The percentage of students scoring at or above grade level in science will increase from 38% to 48% on FCAT Science in 2009. By 2010, at least 58% of the students at Marianna High will be scoring at or above grade level in science.
*Strategies:	The science department is focused on connecting science to the real world in an effort to increase students' motivation to learn about science. <ol style="list-style-type: none"> 1. Myth Busters is shown to students to demonstrate real life science concepts. 2. All science teachers are focused on vocabulary building. Specific vocabulary building strategies include examining word parts, including prefixes and suffixes. 3. Chemistry teachers are bringing in forensics studies to increase student motivation. 4. Science teachers encourage students to read non-fiction library books that relate to science. If the students read and take an AR test on these books, they get extra credit. 5. Science teachers use the RAFT writing strategy to encourage students to connect to science through writing. 6. The department would like to take students on field trips to industries in the surrounding areas that incorporate scientific principles in real-world applications. 7. The Literacy Council will facilitate planning period learning communities which will focus on the implementation of school wide strategies for delivering instruction. The strategies include, but are not limited to, think alouds, graphic organizers, anticipation guides, Cornell notes, and vocabulary strategies.
*Evaluation:	FCAT and NRT scores for 2009 School Grade report from DOE for 2009 FCAT Test Maker
*Evidence-based Program(s):	
*Professional Development:	Teachers will receive professional development in the use of FCAT Test Maker. The Science Department Chair will join the National Science Teachers Association to receive the professional journal. The department Chair will then disseminate the information on best practices gleaned from the journal among his or her colleagues during monthly departmental meetings.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Chemistry Textbooks	General Funds	\$971.25
Physical Science Textbooks	General Funds	\$1,439.40
		Total: \$2,410.65
Technology		
Description of Resources	Funding Source	Available Amount
Discovery Ed	Technology Funds	\$3,301.73
		Total: \$3,301.73
Professional Development		
Description of Resources	Funding Source	Available Amount
Membership to NCTS for the department chair	SAC Allocations	\$100.00

		Total: \$100.00
Other		
Description of Resources	Funding Source	Available Amount
Science World	SAC Allocations	\$650.00
		Total: \$650.00
		Final Total: \$6,462.38

***Non-Highly Qualified Instructors:**

Teachers who are not highly qualified in this area will receive additional educational and instructional help through the use of the following: pairing with mentor teachers, district wide professional development, school based professional development library, state professional development opportunities through FDLRS/PAEC and their individual professional development plan (IPDP).

End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

*Needs Assessment:	According to feedback gathered from parents, Marianna High School must continue to strive to increase communication between stakeholders: school, faculty, students, parents, and community.
*Objective:	Marianna High School's administration, faculty, and staff will increase opportunities for parents, guardians, and other community stakeholders to positively affect student achievement by establishing a tutorial program that targets the lowest scoring students according to the Florida Comprehensive Assessment Test.
*Strategies:	1. Members of the Literacy Council will host FCAT study nights bi-weekly in the months of October, November, January, and February. Parents will be encouraged to attend. Food will be provided.
*Evaluation:	Copies of newsletters mailed to parents Sign-sheets
*Evidence-based Program(s):	
*Professional Development:	
*Objective:	Marianna High School administration, faculty, and staff will increase opportunities for communication with students, parents, guardians, and other community stakeholders.
*Strategies:	<ol style="list-style-type: none"> 1. Faculty will provide periodic progress reports to students. 2. An MHS web page will be maintained and updated regularly. As part of the web site, teachers will develop and maintain a page dedicated to their classrooms which shall include classroom policies, lesson plans and assignments. 3. An information session about scholarships shall be held during the first semester. Parents of seniors will receive a letter in the mail inviting them to attend. 4. Information about FCAT test times and dates will be sent home to parents of freshmen and sophomores. 5. Marianna High School will utilize an internet based gradebook for grades and attendance. Parents will have access to the information at all times. 6. Teacher advisor periods (TAP) will be held every Wednesday. Students will receive advising and information related to academic, social, and personal issues. 7. A student produced weekly news show, Dawg Bytes, will be shown during TAP each Wednesday. 8. The CTE department will develop a newsletter to send home with CTE students. 9. Parents will serve on the School Advisory Council 10. Parents are involved in the development of their child's Academic Improvement Plan or Individual Educational Plan.
*Evaluation:	archived web site lesson plans parent/community surveys copies of newsletters sent home to parents dates of progress reports web site counter Dawg Bytes dvds
*Evidence-based Program(s):	None at this time
*Professional Development:	Teachers will receive professional development related to student advising, web site design, and the utilization of Pinnacle, the online gradebook.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Excelsior(Pinnacle)	Technology Funds	\$3,344.52
		Total: \$3,344.52
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Printing cost for newsletters	SAC Allocations	\$1,000.00
		Total: \$1,000.00
		Final Total: \$4,344.52

End of **Parental Involvement** Goal

Goal: Return on Investment

Needs Assessment: Marianna High School's percentile ranking for 2006-2007 is at 67%.

Objective:

Strategies:

Evaluation:

Objective:

Marianna High School's ROI percentile ranking will increase by 1 percentage point.

Strategies:

1. Use student data analysis to determine needs therefore guiding the construction of effective educational strategies for students and staff

2. Identify the lowest 25% of students in each classroom using web based Snapshot data

3. Continue to provide training to teachers using Snapshot, ThinkLink and other professional development activities through school-based in-services and training

Strategies to lower the cost per weighted fulltime equivalent student:

·Allocate school resources following prescribed teaching, learning and class-size mandates using paraprofessionals as resources within the basic and ESE classroom

·Develop a library of research-based materials at the school level for teacher use; examples include differentiated learning, reading across content areas and strategies for classroom instruction

·Utilize data from school reading coaches as resources for teachers to gain information on improving student's reading performance

·Continue use of FCAT Explorer and FCAT preparatory materials

·Utilize in-service trainings opportunities through the school, district and state levels

Evaluation:

The percentage of Marianna High School students with learning gains will be divided by the programs costs per weighted FTE

End of **Return on Investment** Goal

ADDITIONAL GOALS

Additional Goal: Teacher and Staff Development

Needs Assessment:	<p>In an effort to meet the needs of all of our learners, specifically the learners in the lowest quartile, all teachers need professional development in the area of reading instruction, specifically the school adopted strategies: anticipatory strategies, Cornell Notes, graphic organizers, and Think alouds.</p> <p>All teachers need professional development on the use of FCAT Test Maker, Think Link, Snapshot, Pinnacle, Microsoft Office Frontpage, Groupwise, and FACTS.org.</p> <p>In an effort to build interpersonal relationships in and among the faculty and administration, an increase in face-to-face communication needs to occur.</p>
Objective:	All academic and vocational teachers will participate in cross-curricular learning communities that meet every three weeks during their planning period.
Strategies:	<ol style="list-style-type: none"> 1. Each member of the Literacy Council will be assigned a professional learning community to facilitate. 2. Planning period professional learning communities will meet every three weeks.
Evaluation:	PLC minutes will be collected and reviewed by the principal and FLARE coordinator.
Evidence-based Program(s):	Learning Communities
Professional Development:	All teachers will take part in professional development related to establishing learning communities during pre-planning.
Objective:	Faculty members will incorporate school wide strategies such as Cornell Notes, anticipatory activities, graphic organizers, and/or think alouds in their lesson plans.
Strategies:	1. Teachers will meet every three weeks for planning period professional learning communities.
Evaluation:	Copies of IPDP plans, copies of lesson plans, POs for resource material purchase
Evidence-based Program(s):	Learning communities Adoption of school wide strategies in an attempt to make strategies transparent and transportable.
Professional Development:	Teachers will receive professional development related to school wide strategies such as Cornell Notes, anticipatory activities, graphic organizers, and/or think alouds during pre-school training. In an effort to provide continued support and professional development for the strategies, teachers will receive continued professional development on these strategies during their planning period professional learning communities, department meetings, and Tuesday Teacher Training Learning Communities.
Objective:	In an effort to increase face-to-face interaction, staff members will be present at faculty meetings during which new technologies are presented. Teachers will complete follow up activities through EPDC. All teachers need professional development on the use of FCAT Test Maker, Think Link, Snapshot, Pinnacle, Microsoft Office Frontpage, Groupwise, and FACTS.org.
Strategies:	<ol style="list-style-type: none"> 1. Faculty meetings will take place at 3:15 on the first and third Mondays of each month. In the event that a faculty member needs to be absent on a Monday afternoon, he or she may attend the make-up meeting at 7:15 on the first and third Tuesday mornings of the month. <p>Departmental meetings will take place at 3:15 on the 2nd Monday of the month.</p>
Evaluation:	Faculty meeting sign-in sheets
Evidence-based Program(s):	
Professional Development:	Professional development related to Snapshot, Pinnacle, Microsoft Office Frontpage, Groupwise, and FACTS.org will take place for all of the teachers during pre-school planning and on an individual basis as needed during the first 9 weeks of school.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Master Teacher	School Improvement	\$720.00
		Total: \$720.00
Other		
Description of Resources	Funding Source	Available Amount
Teacher Agendas	SAC Allocations	\$353.96
		Total: \$353.96
		Final Total: \$1,073.96

Additional Goal: School safety & discipline strategies

Needs Assessment:	Due to our heightened alert status nationally, MHS administration feels that training and information about crisis management is an important and necessary cause. In order to reduce the number of issues related to student discipline, the MHS administration deems it necessary to establish the Positive Behavior Support program by the school year 2008-2009.
Objective:	During the 2008-2009 school year Marianna High School faculty and staff will become a Positive Behavior Support school.
Strategies:	1. Teachers will implement Positive Behavior strategies beginning with the use of the Positive Behavior Support Documentation Form which will document efforts to contact parents before serious disciplinary actions are taken.
Evaluation:	Teachers will complete follow-up activities through PAEC related to Positive Behavior Support.
Evidence-based Program(s):	Positive Behavior Support: 1. is a collaborative, assessment-based approach to developing effective interventions for problem behavior 2. emphasizes the use of proactive, educative and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes 3. aims to build effective environments in which positive behavior is more effective than problem behavior
Professional Development:	Teachers will receive instruction in the area of Positive Behavior Support during pre-school training.
Objective:	MHS will be a drug free school environment.
Strategies:	1. MHS will implement random drug testing to all students involved in extracurricular activities. 2. Random searches of the school grounds and building by trained law enforcement officers and canines will take place throughout the year.
Evaluation:	Results of the drug tests and climate surveys at the end of the school year. Results of random drug searches.
Evidence-based Program(s):	none at this time
Professional Development:	None at this time
Objective:	Administration, faculty, and staff will ensure the safety of all students before, during and after-school.
Strategies:	1. Parking decals will be issued to students and staff in order to track non-authorized vehicular movement on campus. 2. Administration, faculty, and staff will be assigned duty stations to help monitor pre and post school activities and traffic in hallways.
Evaluation:	Purchase orders for signs and decals, records of decal assignments, copy of duty assignments.
Evidence-based Program(s):	none at this time
Professional Development:	none at this time
Objective:	Marianna High School administration will assure that every student, teacher, and stakeholder of MHS will have the opportunity to understand the operation of the "Jackson County Crisis Management Plan."
Strategies:	1. Teachers will receive professional development related to any changes to the Jackson County Crisis Management Plan. 2. Periodic safety drills will be performed. 3. The administration will evaluate the data from safety drills and meet with make adjustments to plans on an as needed basis. 4. A tip line will be installed on the web site through which students or parents may make anonymous tips related to safety concerns.
Evaluation:	The administration will evaluate the data from safety drills and meet with make adjustments to plans on an as needed basis. Copies of Crisis Management Plan, data from safety drills, dates and times of meetings,
Evidence-based Program(s):	None at this time
Professional Development:	None at this time

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Sopho's (Anti-Virus)	Technology Funds	\$1,525.94
Novell, Inc.(network)	Technology Funds	\$2,042.25
GWAVA Tech (Anti-Spam)	Technology Funds	\$301.07
Stopzilla (Anti-Spyware)	Technology Funds	\$263.16
Faronics Tech (Deepfreeze)	Technology Funds	\$136.84
		Total: \$4,269.26

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Student Agendas	SAC Allocations	\$2,679.00
		Total: \$2,679.00
		Final Total: \$6,948.26

End of School safety & discipline strategies Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Jamestown Reading Navigator	K-12 Remediation	\$16,335.00
Reading	Janet Allen's Plugged Into Reading	K-12 Remediation	\$8,000.00
Reading	ESE Textbooks	General Funds	\$5,097.95
Mathematics	ESE Math Textbooks	General	\$389.50
Science	Chemistry Textbooks	General Funds	\$971.25
Science	Physical Science Textbooks	General Funds	\$1,439.40
			Total: \$32,233.10
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Laptops, projectors, software, laptop carts, cameras, and Printers	EETT Grant	\$51,513.09
Reading	Classworks Software	Technology Funds	\$222.46
Reading	Snapshot	Technology Funds	\$1,665.01
Science	Discovery Ed	Technology Funds	\$3,301.73
Parental Involvement	Excelsior(Pinnacle)	Technology Funds	\$3,344.52
School safety & discipline strategies	Sopho's (Anti-Virus)	Technology Funds	\$1,525.94
School safety & discipline strategies	Novell, Inc.(network)	Technology Funds	\$2,042.25
School safety & discipline strategies	GWAVA Tech (Anti-Spam)	Technology Funds	\$301.07
School safety & discipline strategies	Stopzilla (Anti-Spyware)	Technology Funds	\$263.16
School safety & discipline strategies	Faronics Tech (Deepfreeze)	Technology Funds	\$136.84
			Total: \$64,316.07
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Membership to NCTE for the department chair	SAC Allocations	\$100.00
Reading	Training for EETT	EETT Grant	\$23,115.00
Mathematics	Membership to NCTM for the department chair	SAC Allocations	\$100.00
Science	Membership to NCTS for the department chair	SAC Allocations	\$100.00
Teacher and Staff Development	Master Teacher	School Improvement	\$720.00
			Total: \$24,135.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Pass Materials	General Funds	\$677.93
Science	Science World	SAC Allocations	\$650.00
Parental Involvement	Printing cost for newsletters	SAC Allocations	\$1,000.00
Teacher and Staff Development	Teacher Agendas	SAC Allocations	\$353.96
School safety & discipline strategies	Student Agendas	SAC Allocations	\$2,679.00
			Total: \$5,360.89
			Final Total: \$126,045.06

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

SAC Involvement

Marianna High School's School Advisory Council membership includes the principal, teachers, students, parents, staff support personnel, and community/business members. The purpose of the Council is to serve in an advisory capacity on those matters which affect school, students, and the community by providing an opportunity to participate in the development of educational priorities, and assessment of school needs. The council meets at least four times each school term to write or revise the School Improvement Plan and to make recommendations for certain financial expenditures.

SAC Members

Members

- 1) Randy Ward, Principal
- 2) Vicki Garrett, SAC Chair
- 3) Adam Bigale, Student
- 4) Christina Wynn, Student
- 5) Whitney Basford, Student
- 6) Ashley Laramore, Student
- 7) Chase Taylor, Student
- 8) John Summers, Teacher
- 9) Rusty Simpson, Teacher
- 10) Lucille Law, Teacher
- 11) Carolyn Hodge, Teacher
- 12) Jimmie Green, Teacher
- 13) Jessica Puig, Teacher
- 14) Angie Tyler, Parent
- 15) Shelia Booth, Parent
- 16) Marsha McDaniel, Parent
- 17) Randal P. Stone, Parent
- 18) Tammie Blount, Parent
- 19) Pamela Harrison, Parent
- 20) Gail Holmes, Parent
- 21) Carolyn Bennett, Parent
- 22) Ruby Sylvester, Community Member
- 23) Suzanne Griffin, School Support Personnel

IMPLEMENTATION EVALUATION

The School Improvement Plan will be reviewed by the principal and SAC quarterly and at the end of the year. The review will focus on the progress made to accomplish each goal by reviewing the strategies and various data results. Each core area will be evaluated to see if they are on schedule to accomplish their goals. If there is a core area that is not making satisfactory progress toward their goal, that area will be looked at by the principal and the SAC and recommendations will be made to help that core area get back on track or revise its strategies. In order to achieve adequate yearly progress, all students and subgroups must make learning gains and at least 50% of SIP goals must be met.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

End of Baseline Data Report

Mid-Year Report

2008 SCHOOL IMPROVEMENT MID-YEAR REPORT

Differentiated Accountability Status:

FCAT Assessed Grade Level: 3								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change								

FCAT Assessed Grade Level: 10								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 11								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Empty data from baseline data aggregated for your school.

Reading Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

Mathematics Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

Writing Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

Science Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

Extended Learning Programs for Students

Describe the activities (e.g. after school, pull-outs, etc) that have taken place to date.

SUBJECT AREA	FREQUENCY	DURATION	TOTAL # OF LEVEL 1 AND 2 STUDENTS IN THE SCHOOL	AVERAGE # OF LEVEL 1 AND 2 STUDENTS PARTICIPATING	AVERAGE % OF LEVEL 1 AND 2 STUDENTS PARTICIPATING
No data submitted					

Please describe the academic improvement that has occurred for participating students (please refer to specific data points).

Research-based Professional Development Activities for Teachers

Describe the professional development activities to date that are aligned with the school's instructional needs.

NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	DATE (MM/DD/YYYY)	INSTRUCTIONAL NEEDS ADDRESSED	# OF TEACHERS PARTICIPATING

No data submitted

Based on the baseline and mid-year data, what additional professional development will be offered before the FCAT to help teachers increase student performance?

Parent Involvement Activities

Describe the parent involvement activities to date that *are aligned with the school's student achievement needs*.

ACTIVITY	DATE (MM/DD/YYYY)	ACHIEVEMENT NEED ADDRESSED	# OF PARENTS PARTICIPATING
No data submitted			

Based on the baseline and mid-year data, what additional parent involvement activities will be offered before the FCAT to address student achievement needs?

End of Mid-Year Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Jackson MARIANNA HIGH SCHOOL 0021																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 430 Math: 430		2007-2008 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	99	Y	45	N	71	Y	88	93	Y	88	81	N	65	55	NA	35	29	NA	48	NA	48	NA	81	NA	81	NA	NA	NA	
WHITE	99	Y	99	Y	59	Y	82	Y	90		Y	93	90	Y	55	41	NA	26	18	NA	61	NA	61	NA	87	NA	NA	NA	NA	NA	
BLACK	99	Y	98	Y	16	N	48	N	83	86	Y	80	63	N	85	84	NA	56	52	NA	18	NA	18	NA	65	NA	NA	NA	NA	NA	
HISPANIC		NA		NA		NA		NA			NA						NA					NA		NA		NA		NA		NA	NA
ASIAN		NA		NA		NA		NA			NA						NA					NA		NA		NA		NA		NA	NA
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA					NA		NA		NA		NA		NA	NA
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	18	N	50	N	90	87	N	73	67	N	79	82	NA	53	50	NA	24	NA	24	NA	67	NA	NA	NA	NA	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA						NA					NA		NA		NA		NA		NA	NA
STUDENTS WITH DISABILITIES	97	Y	95	Y			NA		NA								NA					NA		NA		NA		NA		NA	NA

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Jackson MARIANNA HIGH SCHOOL 0021																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 489 Math: 488		2006-2007 School Grade ¹ : D		Did the School make Adequate Yearly Progress? NO													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	99	Y	98	Y	35	N	65	Y	91	88	N	80	88	Y	62	65	NA	33	35	NA	43	NA	43	NA	78	NA	NA	NA	NA	NA	
WHITE	99	Y	99	Y	45	N	74	Y	90		Y	85	93	Y	49	55	NA	22	26	NA	51	NA	51	NA	84	NA	NA	NA	NA	NA	
BLACK	98	Y	98	Y	15	N	44	N	84	83	N	70	80	Y	83	85	NA	55	56	NA	29	NA	29	NA	65	NA	NA	NA	NA	NA	
HISPANIC		NA		NA		NA		NA			NA						NA					NA		NA		NA		NA		NA	NA
ASIAN		NA		NA		NA		NA			NA						NA					NA		NA		NA		NA		NA	NA
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA					NA		NA		NA		NA		NA	NA
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	21	N	47	N	89	90	Y	64	73	Y	81	79	NA	54	53	NA	30	NA	30	NA	69	NA	NA	NA	NA	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA						NA					NA		NA		NA		NA		NA	NA
STUDENTS WITH DISABILITIES	95	Y	95	Y	6	N	12	N	66	66	N	55	64	NA	89	94	NA	83	88	NA	25	NA	25	NA	51	NA	NA	NA	NA	NA	

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2														Jackson MARIANNA HIGH SCHOOL 0021											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 449 Math: 446		2005-2006 School Grade ¹ : D		Did the School make Adequate Yearly Progress? ⁵ NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math				
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N	2005	2006	Y/N		
TOTAL ⁴	100	Y	99	Y	38	N	67	Y	89	91	Y	79	80	Y	64	62	NA	36	33	NA	36	33	NA		
WHITE	100	Y	99	Y	51	Y	78	Y	94		NA	83	85	NA	52	49	NA	21	22	NA	21	22	NA		
BLACK	99	Y	99	Y	17	N	45	N	80	84	NA	67	70	NA	83	83	NA	58	55	NA	58	55	NA		
HISPANIC		NA		NA		NA		NA			NA						NA					NA		NA	
ASIAN		NA		NA		NA		NA			NA						NA					NA		NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA					NA		NA	
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	19	N	46	N	77	89	NA	62	64	NA	83	81	NA	60	54	NA	60	54	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA						NA					NA		NA	
STUDENTS WITH DISABILITIES	99	Y	99	Y	11	N	17	NA			66	NA					NA					87	83	NA	

SCHOOL GRADE DATA

Jackson School District MARIANNA HIGH SCHOOL 2007-2008					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT)	51%	81%	92%	38%	262
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing					

Level 3 and Above)						and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	75%			130	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	68% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					501	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Jackson School District MARIANNA HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	76%	84%	44%	245	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	75%			120	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	71% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	55%	61%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					487	
Percent Tested = 99%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Jackson School District MARIANNA HIGH SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	44%	76%	90%	210		Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	49%	76%		125		3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)			44		Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				379		
Percent Tested = 99%						Percent of eligible students tested
School Grade				D		Grade based on total points, adequate progress, and % of students tested