

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MARIANNA HIGH SCHOOL

District Name: Jackson

Principal: Mary Sue Neves

SAC Chair: Lucille A. Law

Superintendent: Lee Miller

Date of School Board Approval:

Last Modified on: 10-05-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
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VISION and MISSION STATEMENTS

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.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

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

Marianna High School has been serving students since 1926.

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.

Unique School Strengths for Next Year

Marianna High School has been assigned a new administrator, Mary Sue Neves, who has a history of improving student achievement at low performing schools.

The new reading coach for Marianna High School specializes in Reading professional development and has worked for FLaRE in the Florida Department of Education.

Teachers will have opportunities for professional development with Larry Bell, Pat Suggs, Kathy Oropallo, Donna Szyprka, Stuart Greenburg, Julie Maceachin and other representatives from the Florida Department of Education related to instructional delivery methods, data analysis and ethics.

The building theme for the year is Accelerating to Excellence. The theme will unify faculty, staff and teachers.

Unique School Weaknesses for Next Year

Marianan High does not have a camera system installed in the school.

Marianna High lost instructional positions in critical areas such as English due to budget cuts.

Student Demographics

Student Statistical Data:

Total population: 807

Racial Composition:

African American: 27.3%

Caucasion: 64%

Hispanic: 2.7%

Other: 6%

Total ESE population (minus gifted): 13%

Economically Disadvantaged (eligible for free or reduced lunch):
39.8%

Student Attendance Rates

The average student attendance rates for MHS are as follows:

2009: 90.97%

2008: 90.54%

2007: 91.18%

Student Mobility

Marianna High School does not have a high mobility rate.

Student Suspension Rates

The following data represents the total number of students suspended out of school and in school for the years 2007-2009.

OSS:

2009: 993

2008: 1,143

2007: 1,063

ISS:

2009: 1,584

2008: 1,695

2007: 337

Student Retention Rates

The following data represents the retentions for the school year 2009: 42

The following data represents the retentions for the school year 2008: 40

The following data represents the retentions for the school year 2007: 78

Marianna High School's graduation rate consistently ranks higher than both district and state averages.

Marianna High Graduation Rate:

2007-08: 84.1%

2006-07: 81.4%

District Graduation Rate:

2007-08: 82.8%

2006-07: 76.4%

State Graduation Rate:

2007-08: 72.8%

2006-07: 69.8

Class Size

The average class size at Marianna High School is 19.35.

Academic Performance of Feeder Pattern

Riverside Elementary (Grades 3,4,5)

2008-2009: School Grade - A; AYP - No

2007-2008: School Grade - A; AYP - Yes
 2006-2007: School Grade - B; AYP - No

Marianna Middle School (Grades 4,5,6)
 2008-2009: School Grade - A; AYP - No
 2007-2008: School Grade - A; AYP - No
 2006-2007: School Grade - A; AYP - No

Partnerships and Grants

Newspapers in Education
 Project Lead the Way
 Linda Basford works cooperatively with Marianna Toyota to recognize students in the DCT program.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Mary Sue Neves	B.A. in Biology M.A. in Health Education Educational Specialist in Educational Leadership		19	Principal: Golson Elementary, Marianna, Florida: 08/09 Calhoun County Superintendent 04 - 08: Under Mrs. Neves' leadership, Calhoun County's School District received an A rating all four years. Principal: Graceville High School: Fall of 04: B; 03/04: B; 02/03 – A (up from a C in 01/02) PAEC 2001/2002 Principal Blounstown High School: 00/01: B; 99/00: C; 98/99: C; 97/98: NG Principal Blounstown Middle School: 93/94: NG; 94/95: NG; 95/96: NG; 96/97: NG None of the schools have made AYP
Assis Principal	Clarence Bellamy	M.S. Educational Leadership, B.S. Social Studies Education	9	18	00/01: C 01/02: C 02/03: C 03/04: B 04/05: C 05/06: D 06/07: D 07/08: C 08/09: D MHS has never made AYP

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Cathi Braxton Addison	Degrees-- B.S.-- English and History Secondary Education M.S. -Reading Education National Board Certification Adolescent/Young Adult Language Arts			Cottondale High School: 03-04 (last year as teacher of record) : School grade improved from C to B 68 % tenth grade students made learning gains 61 % lowest quartile made learning gains 40 % tenth grade scored level 3 or above (34 % the state average in 03-04) Five years (8/04-8/09) as a literacy coordinator for Florida Literacy and Reading Excellence Center (FLaRE) providing literacy-related professional development to Florida teachers and reading coaches.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Regular meetings of new teachers with Principal	Mary Sue Neves, Principal	Ongoing	
Partnering new teachers with veteran staff as part of the Jackson County New Teacher Program.	Mary Sue Neves, Principal	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Jena Jeter	General Science 5-9	Chemistry	Ms. Jeter is preparing to take additional tests in Chemistry for further certification. Mrs. Jeter is partnered with Ms. Davis who is certified in Chemistry and is the science department chair.
Holland Braxton	Chemistry	Physics	Mr. Braxton is preparing to take additional tests in Physics for further certification.
Barry Gardner	Middle Grades Integrated Curriculum	Biology	Mr. Gardner is preparing to take certification tests in Biology and Environmental Science.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
54	1.8	26	27	46	46.2	94.4	15	9.2	33.3

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
John Summers	Nathan Goodman	John Summers is the Social Studies department chair.	Mr. Summers will meet Mr. Goodman on an as needed basis and not less than once a month for the first semester.
John Summers	Carol Laramore	John Summers is the Social Studies department chair.	Mrs. Laramore is returning to Marianna High and is an experienced teacher. Mr. Summers will meet with Mrs. Laramore as needed.
Karen Hughes	Sharon Holloway	Karen Hughes is the Language Arts department chair.	Mrs. Holloway is an experienced teacher who is will meet with Mrs. Hughes on an as needed basis to ease the transition to Marianna High.
Karen Hughes	Cathi Addison	Karen Hughes is the Language Arts department chair.	Ms. Addison is an experienced teacher and has worked with the Department of Education. Mrs. Hughes will work with Ms. Addison on an as needed basis to help Ms. Addison transition into Marianna High.
Charlene Wiggins	Halley Ellerbee	Mrs. Wiggins is an advisor in the guidance department. Mrs. Ellerbee is transferring into the guidance department.	Mrs. Ellerbee is an experienced guidance counselor and will meet with Mrs. Wiggins on an as needed basis.
		Mrs. Odom is the math department	Mr. Martin is transferring back to Marianna High

Elizabeth Odom	Carlan Martin	chair and Mr. Martin is transferring into the math department.	and is an experienced teacher. He will meet with Mrs. Odom on an as needed basis.
Glenna Davis	Holland Braxton	Ms. Davis is the science department chair and Mr. Braxton is transferring into the science department.	Mr. Braxton is an experienced teacher and will meet with Mrs. Davis on an as needed basis to help Mr. Braxton transition into Marianna High.
Ramona Whitehead	Cyndi Miller	Ms. Whitehead is a National Board Certified Teacher and is also teaching 10th grade English.	Mrs. Miller is an experienced teacher. Ms. Whitehead and Mrs. Miller will meet regularly to coordinate lesson plans.
Travis Blanton	Andy Shelton	Mr. Blanton and Mr. Shelton are both members of the Physical Education department and will be working together.	Mr. Shelton is an experienced teacher and will meet with Mr. Blanton on an as needed basis.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Mary Sue Neves, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Cathi Addison, Reading Coach:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding databased instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Rusty Simpson, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Charlene Wiggins, Carla Elliot, and Haley Ellerbee, Guidance Counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets bi-weekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and

making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The role of the CST/RtI school-based team, is to utilize data-based methods for collecting and analyzing student data, along with implementing an effective problem-solving method, to make educational decisions for students who are struggling in academic and/or behavior domains. Once the CST/RtI has analyzed and identified the "specific" skill deficit, the team develops an intervention plan matched to the student(s) "specific" skill deficit(s) and determines how student progress will be monitored and evaluated throughout the intervention period. In addition to developing and evaluating the intervention plan, the CST/RtI also, supports and provides resources for the interventionist(s) implementing the intervention plan. Members of the RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

The CST/RtI school-based team will utilize data-based methods for measuring student performance and identifying struggling students. Such data includes but is not limited universal screening results, standardized tests scores, diagnostic assessments, classroom performance data and other progress monitoring assessments. CST/RtI school-based team will analyze universal screening results and standardized tests results at T1 to identify students at risk. Students identified as at risk in T1, will then be referred for T2 services. Students with T2 intervention plans will be monitored with ongoing progress monitoring assessments (determined by the CST/RtI team), which will aide CST/RtI teams with information on whether or not a student is responding positively, questionably or poorly to interventions in place. CST/RtI evaluates progress monitoring information in T2 to determine whether or not a student is in need of even more intensive instruction/intervention in T3. Students receiving T3 services will also be monitored with even more frequent progress monitoring assessments (which are determined by the CST/RtI team). CST/RtI team will again analyze data collected from progress monitoring results and other student performance assessments, to determine the effectiveness of instruction/interventions at T3.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), ThinkLink, FAIR
Progress Monitoring: PMRN, AIMS web, ThinkLink, FAIR

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR),
End of year: FAIR, AIMS web ThinkLink
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

School Representatives designated by Mary Sue Neves, principal, will continue ongoing RtI trainings offered by the State. (Year 2 RtI State Training)
School-Based CST/RtI team will participate in ongoing District training for School-Based CST/RtI Teams.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

The following data was gleaned from SnapShot and reflects what the Jackson County School Board reported for Marianna High School's Spring 2009 FCAT results.

Overall Reading Strengths: Main Idea

Overall Reading Weaknesses: Reference

Overall Math Strengths: Data Analysis

Overall Math Weaknesses: Geometry and Measurement

2009 FCAT Reading Reporting Categories

9th:

Word Phrases: 72.4%; Main Idea: 75.2; Comparisons: 75.2%;

Reference: 53.3%

10th

Word Phrases: 61.5%; Main Idea: 68.1%; Comparisons: 62.2% Reference: 58.3%

Total
Word Phrases: 68.2%; Main Idea: 71.8%; Comparisons: 69.1%; Reference: 55.7%

2009 FCAT Mathematics Reporting Categories

9th

Sense Concept: 51.2%; Measurement: 54.8%; Geometry: 64.1%;
Algebraic: 63.7%; Data Analysis: 75.8%

10th

Sense Concept: 62.6%; Measurement: 56.2%; Geometry: 42.6%;
Algebraic: 55.9%; Data Analysis: 50.3%

Total

Sense Concept: 56.6%; Measurement: 55.5%; Geometry: 53.9%;
Algebraic: 60.0%; Data Analysis: 63.7%

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Developing:

Cathi Addison led a professional development session on data analysis during pre-school inservice days. She helped teachers learn to identify weak areas as assessed by FCAT. English and Reading teachers adopted the Pacing guide developed by DA to use as the Instructional Focus Calendar. The Math department adopted and adapted the Instructional Focus calendar used by the Seminole County high schools who have been consistently rated A schools. The Instructional Focus Calendar for writing was developed by a committee comprised of teachers from across Jackson County and is based on "6 Traits" writing.

Implementing: Teachers will use the instructional focus calendars to drive their curriculum decisions.

Monitoring: Administrators will monitor the implementation of Instructional Focus Calendars by checking lesson plans electronically once a week and observations in the form of "walk throughs" not less than twice a week.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Reference and Research

Math: Measurement

Science: Physical and Chemistry

Writing: Persuasive

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

As teachers work through the instructional focus calendar and assess students' mastery of the skills, they will offer remediation to students identified who have not mastered the assessed benchmark and offer enrichment opportunities to students who have mastered the benchmark.

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

Teachers work to integrate lessons that demonstrate real world applications into the instructional calendar. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are required to select a Major Area of Interest before entering 9th grade. All ninth grade students work through CHOICES, a program to help them identify career interests. If a student decides that the MAI chosen needs to change to support the career path that he or she finds interesting after working in CHOICES, he or she requests a change of major when scheduling the 10th grade year. Each student is assisted by their teacher advisor on which classes to take in support of his or her MAI. The teacher advisor and student meet to evaluate progress at the end of each school year.

DO
Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The instructional focus calendars were adopted or developed by each department and ensure that instruction is aligned across grade levels. Each content area's instructional focus calendar is located on the common drive and teachers are required to incorporate benchmarks from across the content areas where appropriate in their lesson plans.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed and delivered by each individual teacher based on guidance from the reading coach, Cathi Addison, and the office of Differentiated Accountability.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored by individual teachers, the reading coach, curriculum coordinator, or administration as dictated by students' mastery of a skills.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Formative assessments from www.florida-achieves.com will be used to measure student progress.

How are assessments used to identify students reaching mastery and those not reaching mastery?

FCIM's website, www.florida-achieves.com, provides data for teachers after each assigned benchmark assessment.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The office of Differentiated Instruction will administer ongoing assessments in reading during all 9th and 10th grade English classes and reading remediation classes on a monthly basis. The assessments are built into the IFCs. Students who do not master specific benchmarks will receive remediation.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The reading leadership team will meet on a monthly basis to review results submitted by teachers from mini-assessments on each benchmark. The team will also look at FAIR data to assess student achievement. The team will work in conjunction with the Reading Coach to delineate strategies needed to increase student achievement.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Mrs. Neves, the MHS principal, is the instructional leader of the school. She provides resources for instruction as needed. She monitors instructional delivery methods and makes random walkthrough visits in every classroom on campus at least three times per week. Mrs. Neves works with the reading leadership team to construct goals for professional development based analysis of data.

In addition to monitoring by Mrs. Neves, the District Leadership Team will visit Marianna High, meet with administration, and make classroom walkthrough visits.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading:

Jamestown Navigator, the comprehensive intervention reading program, will be used as the core curriculum in the intensive reading classes. The supplemental curriculum includes Sopris West's REWARDS program and Six Minute Solution.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Reading: Jamestown automatically structures a student's curriculum to target areas in which he or she does not demonstrate mastery.

How does the school identify staff's professional development needs to improve their instructional strategies?

In conjunction with frequent classroom walkthroughs, school administrators analyze FAIR, FCAT test scores, and test scores from mini-assessments to determine professional development needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who do not show mastery of the standards will be targeted for supplemental and intensive instruction/interventions. All Level 1 and Level 2 reading students will take part in an Intensive Reading course designed to target specific weaknesses in the area of reading.

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness of the interventions will be measured via data gleaned from ongoing progress monitoring through FAIR and ThinkLink.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students will be encouraged to do further reading for enrichment in the content areas. Students will also be encouraged to take part in accelerated courses such as Advanced Placement and Dual Enrollment.

Describe how students are identified for enrichment strategies.

Students will be identified for enrichment in reading through FAIR. Students will be identified for enrichment in math and science through ThinkLink.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
PLCs are organized by planning period. There are seven PLCs.	The leader for each PLC is a member of the Reading Leadership team. The reading coach co-leads each session and offers additional professional development during the PLCs.	PLCs will meet at least bi-weekly and on an as needed basis.	PLCs will meet at least bi-weekly and on an as needed basis.	Data Analysis Lesson Study Incorporating reading strategies into the content areas

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Students will be advised of the following Bright Future scholarship opportunities:

Gold Seal Scholars

Advanced Placement courses will be added to the curriculum.

Students will be encouraged to take the SAT as well as the ACT.

The Marianna High School Guidance Department will host a Senior Night for Scholarships during which both seniors and parents will receive information about applying for and receiving scholarships for colleges.

The Guidance Department will also host a similar night for students in 9th-11th grades.

Carolyn Hodge, a teacher at Marianna High, will coordinate a community based mentoring program that targets at risk students. These students will be encouraged to set goals for their future that include plans for attending college.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
According to the 2009 FCAT Reading Test, 50% of the 9th grade achieved mastery and 36% of the 10th grade achieved mastery.		In grade 9, 72% of the students will achieve mastery on the 2010 FCAT Reading Test. In grade 10, 72% of the students will achieve mastery on the 2010 FCAT Reading test. In grade 9, 79% of the students will achieve mastery on the 2011 FCAT Reading Test. In grade 10, 79% of the students will achieve mastery on the 2011 FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessments to monitor student progress.	Mary Sue Neves, Principal and Cathi Addison, Reading Coach	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Printout of FAIR assessments.
2	Include higher-order questions in lesson plans that reflect the language, and rigor of FCAT.	Mary Sue Neves, Principal and Cathi Addison, Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Mrs. Neves, Principal.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
3	Adopt the Instructional Focus Calendars developed by the department of Differentiated Accountability for Reading and Language Arts.	Cathi Addison, Reading Coach and Karen Hughes, Language Arts Chair	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR assessments and the mini-assessments administered through the Department of Differentiated Accountability.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
49% of the students tested during the 2009 administration of the FCAT Reading Test achieved learning gains.		72% of the students tested on the 2010 administration of the FCAT Reading test will achieve learning gains. 83% of the students tested on the 2011 administration of the FCAT Reading Test will achieve learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student Achievement Chats (FCAT Chats) will be conducted with all students following FAIR assessments.	Mary Sue Neves, Principal; Cathi Addison, Reading Coach; English teachers	Administrators will review log for FCAT Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
2	Under the guidance of Cathi Addison, the MHS Reading Coach, Social Studies, Science, and Math teachers will explicitly infuse the reading benchmarks targeted on the Instructional Focus Calendar in lessons plans and instructional delivery.	Mary Sue Neves, Principal; Cathi Addison, Reading Coach; Social Studies Teachers; Science Teachers; Math Teachers	When visiting social studies classrooms, science classrooms, and math classrooms, administrators will focus their attention on the frequency with which teachers have explicitly addressed the reading benchmarks in lessons.	FAIR assessments will be disaggregated by social studies, science and math teachers to determine the effectiveness of reading benchmark instruction in their content areas.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
41% of the lowest 25% achieved learning gains on the 2009 administration of the FCAT Reading test.		50% of the lowest 25% will achieve learning gains on the 2010 administration of the FCAT Reading test. 60% of the lowest 25% will achieve learning gains on the 2011 administration of the FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Level 1 and Level 2 students will be required to take part in an intensive reading class.	Mary Sue Neves, Principal; Carla Elliot, Guidance Counselor; Cathi Addison, Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data 12% of students with disabilities scored at or above level 3.		The percent of students with disabilities scoring at or above a Level 3 should increase from 12% to 72% on the 2010 FCAT Reading test and to 79% on the 2011 FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/ interventions within the intensive reading classes.	Cathi Addison, Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
2	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Cathi Addison, Reading Coach	Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Rtl Team/Case Manager	Student progress is assessed using FAIR OPM data every 20 days for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline. In addition, Jamestown's OPM, AMAZE, shall be used to determine growth in reading.	FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data 19% of African American/black students scored at or above level 3.		The percent of African American/black students scoring at or above a Level 3 should increase from 19% to 72% on the 2010 FCAT Reading test and to 79% on the 2011 FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students in this subgroup will take part in an FCAT mentoring program that will include long term and short term goal setting. Each student will be assigned to a faculty member who will document regular meetings.	Mary Sue Neves, Principal; Cathi Addison, Reading Coach	Teachers will have an exit conference with their mentee at the end of each semester to evaluate and reassess goals and to document improvement in reading as tested by FAIR.	FCAT scores and FAIR scores

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
27% of the economically disadvantaged students achieved mastery as assessed by the 2009 FCAT reading test.		72% of the economically disadvantaged students will score at or above grade level as assessed by the 2010 FCAT reading assessment and 79% of the economically disadvantaged students will score at or above grade level on the 2011 FCAT reading assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students in this subgroup will take part in an FCAT mentoring program that will include long term and short term goal setting. Each student will be assigned to a faculty member who will document regular meetings.	Mary Sue Neves, Principal; Cathi Addison, Reading Coach	Teachers will have an exit conference with their mentee at the end of each semester to evaluate and reassess goals and to document improvement in reading as tested by FAIR.	FCAT scores and FAIR scores

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
55% of white students tested on the 2009 FCAT Reading test achieved mastery.		72% of the white students tested on the 2010 FCAT reading test will achieve mastery and 79% of the white students tested on the 2011 FCAT reading test will achieve mastery.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Include higher-order questions in lesson plans that reflect the language, and rigor of FCAT.	Mary Sue Neves, Principal, and Cathi Addison, Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Mrs. Neves, Principal.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grade 9, 72% of the students will achieve mastery on the 2010 FCAT Reading Test. In grade 10, 72% of the students will achieve mastery on the 2010 FCAT Reading test. In grade 9, 79% of the students will achieve mastery on the 2011 FCAT Reading Test. In grade 10, 79% of the students will achieve mastery on the 2011 FCAT Reading test.	Teaching Reading	Stuart Greenberg	ongoing	All teachers will incorporate one of the strategies for increasing reading skills presented by Stuart Greenberg in their lesson plans within the first two weeks of school.	Mary Sue Neves, Principal; Cathi Addison, Reading Coach
Based on the 2009 FCAT Reading data 19% of African American/ black students scored at or above level 3.	FAIR Overview/Strategy alignment	Cathi Addison, Reading Coach	ongoing	Teachers will keep a data notebook to record current data for each of their students. Teachers will use data to guide lesson planning and differentiated instruction.	Mary Sue Neves, Principal; Cathi Addison, Reading Coach

50% of the lowest 25% will achieve learning gains on the 2010 administration of the FCAT Reading test. 60% of the lowest 25% will achieve learning gains on the 2011 administration of the FCAT Reading test.	Interpreting FAIR assessments.	Cathi Addison, Reading Coach; Karen Hughes, Language Arts Chair	September 2009 - May 2010	Teachers will keep a data notebook to record current data for each of their students.	Mary Sue Neves, Principal; Cathi Addison, Reading Coach
50% of the lowest 25% will achieve learning gains on the 2010 administration of the FCAT Reading test. 60% of the lowest 25% will achieve learning gains on the 2011 administration of the FCAT Reading test.	Reading Strategies	Kathy Oropallo	ongoing	Teachers will document use of strategies in lesson plans.	Mary Sue Neves, Principal; Cathi Addison, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

All teachers will receive professional development on how to incorporate reading strategies into their content area lessons. All teachers will support the Instructional Focus Calendar for Reading and will address the targeted Reading benchmarks when appropriate in various content areas. Professional Learning Communities will encourage teachers to provide their students with authentic reading and writing opportunities in conjunction with the reading strategies.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Library books	School Improvement	\$3,000.00
Young Adult literature texts for classroom libraries	School Improvement	\$1,000.00
Common Board Configuration	School Improvement	\$600.00
		Total: \$4,600.00
Technology		
Description of Resources	Funding Source	Available Amount
Jamestown Reading Navigator (computerized reading software for reading remediation classes)	Title VI	\$24,849.00
		Total: \$24,849.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for teachers to be pulled out for professional development by the Office of Differentiated Accountability and Pat Suggs, Reading Specialist.	Title VI	\$3,120.00
Reading Consultant fees	Title VI	\$8,000.00
Larry Bell's UNRAAVEL posters for all teachers	School Improvement	\$1,700.00
		Total: \$12,820.00
Other		
Description of Resources	Funding Source	Available Amount
20 subscriptions to Action Magazine, by Scholastic for Debbie Dryden's reading class	School Improvement	\$150.00
64 subscriptions to Science World Magazine by Scholastic for the science department to encourage reading in the content area	School Improvement	\$592.00
30 subscriptions to Upfront Magazine by Scholastic for the English department to use in an increase student access to current non-fiction topics	School Improvement	\$330.88
Agenda Books for increased communication between students, parents, and teachers	School Improvement	\$2,345.76
		Total: \$3,418.64
		Final Total: \$45,687.64

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
50% of African American/ black students tested on the 2009 FCAT mathematics test scored at or above level 3.		At least 74% of the African American/black students tested on the 2010 FCAT mathematics test will score at or above level 3. In 2011, at least 80% of the students tested will score at or above level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students in this subgroup will take part in an FCAT mentoring program that will include long term and short term goal setting. Each student will be assigned to a faculty member who will document regular meetings.	Mary Sue Neves, Principal; Elizabeth Odom, Math Department Chair	Teachers will have an exit conference with their mentee at the end of each semester to evaluate and reassess goals and to document improvement in math as tested by ThinkLink.	FCAT mathematics test; ThinkLink

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
59% of the economically disadvantaged students scored at or above level 3 on the 2009 FCAT Mathematics test.		74% of the economically disadvantaged students tested on the 2010 FCAT Mathematics test will score at level 3 or above and 80% of the economically disadvantaged students tested on the 2011 FCAT Mathematics test will score at level 3 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers in the math department shall implement the Continuous Improvement Model. As part of CIM, teachers will develop instructional focus calendars.	Mary Sue Neves, Principal; Elizabeth Odom, Math Department Chair	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	FCAT Mini Assessments and ThinkLink data

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 74% of the African American/black students tested on the 2010 FCAT mathematics test will score at or above level 3. In 2011, at least 80% of the students tested will score at or above level 3.	Continuous Improvement Model	CIM Leadership Team: Lucille Law, Cathi Addison, Glenna Davis, and Amy Moss	ongoing	Teachers will keep a data notebook to record current data for each of their students. Teachers will use data to guide lesson planning and differentiated instruction.	Mary Sue Neves, principal

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 Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
39% of the students tested achieved at or above grade level on the 2009 Science FCAT test.		50% of the students tested will achieve at or above grade level on the 2010 Science FCAT. 60% of the students tested will achieve at or above grade level on the 2011 Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on science inquiry activities at least three times per week.	Mary Sue Neves, principal; Donna Szpyrka, Science Consultant; Glenna Davis, Science Department Chair	The created lab schedule will be implemented with fidelity and monitored by Ms. Davis and Principal Neves.	Improvement on the science mini-assessments and ThinkLink.
2	Provide real world science experiences and engaging activities.	Mary Sue Neves, principal; Glenna Davis, Science Department Chair	Teachers will use Science World magazine by Scholastic twice a month during class.	Improvement on the science mini-assessments and ThinkLink.
3	Students will keep reflection journals in which they will write about inquiry based experiences.	Mary Sue Neves, principal; Glenna Davis, Science Department Chair	Teachers will monitor students reflection logs and will report progress to Ms. Davis.	Improvement on the science mini-assessments and ThinkLink.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Florida's Continuous Improvement Model Training	DOE Specialist and Lucille Law; CIM Coordinator	ongoing	Department minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Mary Sue Neves, Principal; Lucille Law, CIM coordinator
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Hands-on Science	Donna Szpyrka, Science Consultant	ongoing	Model lessons and walkthroughs	Mary Sue Neves, Principal; Donna Szpyrka

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
Science Consultant: Donna Szpyrka - Hands on Science	Title VI	\$5,000.00
Total: \$5,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$5,000.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
90% of the students tested on FCAT Writes met state standards by scoring 3.5 or above.		At least 91% of the students tested will meet state standards in writing by scoring 3.5 or above on the 2010 FCAT Writes. At least 92% of the students tested will meet state standards by scoring 3.5 or above on the 2011 FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will follow the Instructional Focus Calendar for Writing that was developed by the district.	Mary Sue Neves, Principal; Karen Hughes, English department chair	Students will keep writing portfolios that will be monitored by the teacher.	Jackson Writes will be used to assess growth in writing.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 91% of the students tested will meet state standards in writing by scoring 3.5 or above on the 2010 FCAT Writes. At least 92% of the students tested will meet state standards by scoring 3.5 or above on the 2011 FCAT Writes.	6-Traits Writing	Ramona Whitehead	ongoing	Teachers' lesson plans will be monitored to be sure that they reflect the Writing Calendar.	Mary Sue Neves, Principal
At least 91% of the students tested will meet state standards in writing by scoring 3.5 or above on the 2010 FCAT Writes. At least 92% of the students tested will meet state standards by scoring 3.5 or above on the 2011 FCAT Writes.	Rubric Grading	Cathi Addison	ongoing	Teachers will submit rubrics for review on a monthly basis.	Reading Leadership Team

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 Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data 19% of African American/black students scored at or above level 3.		At least 72% of African American/black students tested on the 2010 FCAT Reading test shall score at or above level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Carolyn Hodge will continue the mentoring program that pairs at-risk students with mentors from the community.	Carolyn Hodge and Chuckie Brown	Students' opinions will be gathered through surveys generated to gain an understanding of the students' perspectives as they relate to the effectiveness of the mentoring program.	FCAT reading
2	Marianna High's Guidance department shall hold a Senior Night for seniors and parents to disseminate information on scholarships and college applications.	Carla Elliot, Charlene Wiggings, and Haley Ellerbee	Students' opinions will be gathered through surveys generated to gain an understanding of the students' perspectives as they relate to the effectiveness of the presentation.	No Child Left Behind Accountability Report

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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 Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Library books	School Improvement	\$3,000.00
Reading	Young Adult literature texts for classroom libraries	School Improvement	\$1,000.00
Reading	Common Board Configuration	School Improvement	\$600.00
			Total: \$4,600.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Jamestown Reading Navigator (computerized reading software for reading remediation classes)	Title VI	\$24,849.00
			Total: \$24,849.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitutes for teachers to be pulled out for professional development by the Office of Differentiated Accountability and Pat Suggs, Reading Specialist.	Title VI	\$3,120.00
Reading	Reading Consultant fees	Title VI	\$8,000.00
Reading	Larry Bell's UNRAAVEL posters for all teachers	School Improvement	\$1,700.00
Science	Science Consultant: Donna Szpyrka - Hands on Science	Title VI	\$5,000.00
			Total: \$17,820.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	20 subscriptions to Action Magazine, by Scholastic for Debbie Dryden's reading class	School Improvement	\$150.00
Reading	64 subscriptions to Science World Magazine by Scholastic for the science department to encourage reading in the content area	School Improvement	\$592.00
Reading	30 subscriptions to Upfront Magazine by Scholastic for the English department to use in an increase student access to current non-fiction topics	School Improvement	\$330.88
Reading	Agenda Books for increased communication between students, parents, and teachers	School Improvement	\$2,345.76
			Total: \$3,418.64
			Final Total: \$50,687.64

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance \(Uploaded on 9/11/2009 11:29:56 AM\)](#)

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 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.

Yes. Agree with the above statement.

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Jackson MARIANNA HIGH SCHOOL 0021													
Number of students enrolled in the grades tested:														Read: 405		2008-2009 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO					
Click here to see Number of students in each group														Read: 405		2008-2009 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?		65% scoring at or above grade level in Reading?		68% 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	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	44	N	73	Y	93	92	Y	81	84	Y	55	56	N	29	27	NA	44	N	74	NA			
WHITE	100	Y	100	Y	55	N	83	Y		Y	90	85	Y	41	45	N	18	17	NA	54	N	84	NA				
BLACK	100	Y	100	Y	19	N	50	N	86	84	N	63	83	Y	84	81	N	52	50	N	18	N	50	N			
HISPANIC		NA		NA		NA		NA		NA					NA				NA								
ASIAN		NA		NA		NA		NA		NA					NA				NA								
AMERICAN INDIAN		NA		NA		NA		NA		NA					NA				NA								
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	31	N	59	N	87	81	N	67	73	Y	82	69	N	50	41	N	31	N	59	N			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA					NA				NA								
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA		NA					NA				NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Jackson MARIANNA HIGH SCHOOL 0021													
Number of students enrolled in the grades tested:														Read: 430		2007-2008 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO					
Click here to see Number of students in each group														Read: 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	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	81	NA			
WHITE	99	Y	99	Y	59	Y	82	Y	90		Y	93	90	Y	55	41	NA	26	18	NA	61	NA	87	NA			
BLACK	99	Y	98	Y	16	N	48	N	83	86	Y	80	63	N	85	84	NA	56	52	NA	18	NA	65	NA			
HISPANIC		NA		NA		NA		NA		NA					NA				NA								
ASIAN		NA		NA		NA		NA		NA					NA				NA								
AMERICAN INDIAN		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	67	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA					NA				NA								
STUDENTS WITH DISABILITIES	97	Y	95	Y		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:														Read: 489		2006-2007 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO					
Click here to see Number of students in each group														Read: 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	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	78	NA			
WHITE	99	Y	99	Y	45	N	74	Y	90	Y	85	93	Y	49	55	NA	22	26	NA	51	NA	84	NA				
BLACK	98	Y	98	Y	15	N	44	N	84	83	N	70	80	Y	83	85	NA	55	56	NA	29	NA	65	NA			
HISPANIC		NA		NA		NA		NA		NA			33	NA					NA								
ASIAN		NA		NA		NA		NA		NA		50							NA								
AMERICAN INDIAN		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	69	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA		NA			50	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	51	NA			

SCHOOL GRADE DATA

Jackson School District MARIANNA HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	81%	90%	39%	260	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	49%	75%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5

Gains							<ul style="list-style-type: none"> Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	57% (YES)				98	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	42%	67%				0	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						482	
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 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	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 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