

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MARIANNA HIGH SCHOOL

District Name: Jackson

Principal: Sarieta Russ

SAC Chair: Lucille A. Law

Superintendent: Lee Miller

Date of School Board Approval:

Last Modified on: 10/16/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	John Shouse	M.S. Educational Leadership, UWF; B.A. Physical Education, USF	5	1	John Shouse has 27 years of experience in education. Experience: TSA in Administration - 2009-2011. The school grade increased to a B during his service. The lowest 25 % did not make adequate progress in reading during the 2011-2012 school year, but did demonstrate gains.
Principal	Sarieta Russ	B.S. - Elementary Education M.S. - School Administration and Supervision Ed.S. - Educational Leadership # of Years at MHS - 4 years as assist. principal from 1994-1998 # of Years as an Adminis. - 13 years as an	4	13	Sarieta Russ is serving Marianna High School as principal for the 2012-2013 school year. Ms. Russ served Marianna High School in the early 90's for four years, and in other administrative positions for 9 years in Jackson County schools. She retired in 2003 from Blountstown High School. Under her direction, BHS maintained a B status. The school maintained learning gains in reading in 56% of the lowest 25% population.

		Administrator			
Assis Principal	Ronald Mitchell	B.S. in Social Science - Troy University; M.Ed in Educational Leadership - University of West Florida; Ed.S. - Curriculum and Diversity Studies from University of West Florida	1	6	Ron Mitchell joined Marianna High School in 2011. He served at Washington County School Program at Dozier as Principal Designee On-site Administrator from 2007 - 2011. Dozier did not recieve school grades.

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cathi Braxton Addison	Degrees-- B.S.-- English and History Secondary Education M.S. -Reading Education  National Board Certification Adolescent/Young Adult Language Arts	3	7	Reading Coach: Marianna High School: 09 - Present: Marianna High School has increased its school grade from a D to a B in the time that Ms. Addison has served. The school grade for the 2011-2012 school year is unavailable at this time. An increased percentage of the lowest 25% did make learning gains during the 2011-2012 school year. In addition, Marianna High did receive the 10 bonus points associated with over half of the 11th and 12th grade retake students passing FCAT Reading.  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.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Recruit- Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.	Deputy Superintendent- Larry Moore; Director of Elementary and Early Education- Cheryl McDaniel; Principal- Sarieta Russ	August 2012- June 2013	
2	Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.	Director of Elementary and Early Education- Cheryl McDaniel; Principal- Sarieta Russ	July 2012- June 2013	
		Director of Elementary and		

3	Retain- Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge	Early Education- Cheryl McDaniel; Principal- Sarieta Russ ; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
4	Retain- provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certificates for veteran teachers	Director of Elementary and Early Education- Cheryl McDaniel; Principal- Sarieta Russ ; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
5	5. Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.	Director of Elementary Education- Cheryl McDaniel; Teacher Evaluation Manager- Don Wilson; Principal- Sarieta Russ	September 2012- June 2013	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Number of out-of-field teachers = 17%[10]  None of the teachers on Marianna High School's campus have received less than an effective rating.	Teachers are being encouraged to take and pass the subject area exam that relates to the course for which they are teaching out-of-field. Teachers who lack ESOL endorsement are being encouraged to work towards that endorsement.

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	7.8%(4)	9.8%(5)	29.4%(15)	52.9%(27)	49.0%(25)	13.7%(7)	13.7%(7)	7.8%(4)	31.4%(16)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lucille Law	Jill Wallace, English	Lucille Law is a NBCT. She is also	Jill Wallace is in her third year of teaching and will complete the JCSB

	Teacher	certified in ELA 6-12.	portfolio process with Lucille Law.
Bobbie Haynie	Joe Whitfield, math teacher	Bobbie Haynie is an experienced math teacher.	Bobbie Haynie will guide Joe Whitfield through the New Teacher JCSB portfolio process and will meet on an as needed basis.
Kathy McCrary	Schell Smith, science teacher	Kathy McCrary is an experienced science teacher.	Kathy McCrary will guide Schell Smith through the New Teacher JCSB portfolio process and will meet on an as needed basis.
Holland Braxton	Alana Mayneau, science teacher	Holland Braxton is an experienced science teacher.	Holland Braxton will guide Alana Mayneau through the New Teacher JCSB portfolio process and will meet on an as needed basis.
Vickie Garrett	Annamarie Johnson, vocational academy teacher	Vickie Garrett is an experienced vocational academy teacher.	Vickie Garrett will guide Annamarie Johnson through the New Teacher JCSB portfolio process and will meet on an as needed basis.
Diane Miles	Jasmine Thomas, Intensive Reading	Diane Miles is an experienced reading teacher.	Diane Miles will guide Jasmine Thomas through the New Teacher JCSB portfolio process and will meet on an as needed basis.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jackson County schools utilize a multi-tiered system of supports (MTSS) for implementing problem-solving response to intervention. Each school has identified a school-based Student Support Team (SST), which meets regularly and engages in a 4-step, data-based problem solving method to:

- Identify Problems in (Tier 1 ALL, Tier 2 SOME, Tier 3 FEW)
- Analyze Problems in (Tier1 ALL, Tier 2 SOME, Tier 3 FEW)
- Design Intervention Plans for (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)
- Evaluate student(s) response to intervention in (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)

#### SST Roles/functions

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

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, positive behavior support teams, and professional learning teams to analyze areas of need in academic/behavioral domains, and initiates instructional modifications as needed to increase student achievement for all students.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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- Identify Problems in (Tier 1 ALL, Tier 2 SOME, Tier 3 FEW)

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- Design Intervention Plans for (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)
- Evaluate student(s) response to intervention in (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the student support 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 student support team 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 student support team 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.

Members of the SST meet three times a year after universal screenings to engage in data-based problem solving to evaluate the goals of the SIP and target core, supplemental and individual student needs. The results are shared with the SAC.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The student support 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. The student support 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 student support team), which will aid the student support team with information on whether or not a student is responding positively, questionably or poorly to interventions in place. The student support team 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 student support team). The student support 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 MTSS.

The Staff Liaison on the SST will continue to collaborate with grade groups on the PS/RtI process. District PS/RtI Coordinator will continue to provide training and consultation with the school-based SST throughout the school year. New teachers will receive training on the PS/RtI process as needed.

Describe the plan to support MTSS.

MTSS will be supported through district wide trainings, as well as onsite trainings, consultation, and through collaboration with other school-based teams focusing to improve student achievement.

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Cathi Addison, Literacy Coach and LLT Leader  
Sarieta Russ, Principal  
Lucille Law, Media Specialist  
Susie Barber, Culinary Arts teacher, vocational representative  
Tulani Honablew, Intensive Reading teacher, ESE representative  
Joe Whitfield, Math representative  
Shea Tiner, Fine Arts representative  
Patte Hatcher, 10th Grade English Teacher  
Christi Shelfer, Social Studies Representative  
Walter Belisle, Science representative

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets monthly after school. The focus of the LLT this year is to promote reading and literacy across the curriculum and content areas. The LLT is facilitated by Cathi Addison, the MHS Reading Coach. The team reviews current research and examines school FAIR data, and student/teacher surveys to glean information on how best to implement best practices on our campus. These best practices are examined and implemented through lesson study.

What will be the major initiatives of the LLT this year?

The LLT plans to focus on encouraging reading at MHS this year. We have decided on the following initiatives to that end.

1. One of main topics of study for the 2012-2013 school year is Close Reading. Team members will encourage all teachers to incorporate short passages of text related to their subject area in their lessons through close reading.
2. Teachers will engage students in conversations about books that are being read by both parties.
3. Teachers and students will interview each other about books that are cool on Dawg Bytes, the school-wide morning show.

### Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

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

How 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?

Guidance counselors meet with each grade level to explain the course selection process. Students and parents are invited to Career Academy/Advanced Placement Night in which courses and curricula presented. Career exploration takes place in the DCT program. Students are advised to seek help from their homeroom teachers at any time if there are questions about courses of study.

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

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 and planning for postsecondary education.

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



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	At least 66% of the students assessed using FCAT Reading 2.0 in the Spring of 2013 shall demonstrate proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (59) students scored at level 3 according to the 2012 FCAT in reading.	At least 22% of our students should score at level 3 in 2013.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to tutoring outside of the school day.	Students will receive free tutoring on Tuesdays and Wednesdays from 2:30 - 3:00 in September, October, November, January, February, and March.	Lucille Law	Student participation and survey	EOC exams in Algebra 1, Biology, U.S. History, and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
2	African American males may lack strong role models both inside and outside of the school day.	Marianna High School students will participate in a mentoring program facilitated by Shirl Williams, District Director of Students Services.	Shirl Williams, District Director of Student Services	Student participation	EOCs in Algebra 1, Biology and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
3	A lack of student motivation may hinder progress in the classroom.	9th Grade Academy - The students in the ninth grade shall be located together in one wing. Teachers in the academy will have common planning in an effort to encourage collaboration, data study, and on going professional development. Student weaknesses shall be identified and targeted by all teachers.	Sarieta Russ, Principal	Periodic student and parent surveys shall be administered.	Students' success on FCAT Reading 2013.
4	Students are unaware of their lack of proficiency.	We will continue to do FCAT chats with each student. Students will meet with members of the administration and literacy leadership team.	Cathi Addison, Reading Coach	Students' success on progress monitoring tools related to ThinkLink, and their success on FCAT.	ThinkLink and FCAT 2013
5	Students may not receive effective content area literacy instruction.	Teachers will take part in Lesson Study Professional Learning Communities in which they will have the opportunity to analyze teaching practices and collaboratively search for more effective	Sarieta Russ, Principal; Cathi Addison, Reading Coach	Classroom Walk-throughs by principal; Meeting minutes and sign-in sheets	Walk-through template

	instructional practices. In addition, content area teachers will be encouraged to complete NGCAR-PD.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	At least 66% of the students assessed using FCAT Reading 2.0 in the Spring of 2013 shall demonstrate proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (115) students scored at or above Achievement Level 4 in reading.	At least 44% of our students should score at or above Achievement Level 4 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be reading complex text with adequate comprehension.	Each teacher will implement close reading into his or her curricula. All teachers will be encouraged to use NewsBank, an informational text database, to procure passages of adequate complexity.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
	High achieving students may not be challenged enough.	9th Grade Academy - The students in the ninth grade shall be located together in one wing. Teachers in the academy will have common planning in an effort to	Sarieta Russ, Principal	Periodic student and parent surveys shall be administered.	Students' success on FCAT Reading 2013

2		encourage collaboration, data study, and on going professional development. Student needs shall be identified and targeted by all teachers. In addition, students in honors classes will work through a modified pre-AP curriculum to increase rigor.			
3	Students are unaware of their lack of improvement.	We will continue to do FCAT chats with each student. Students will meet with members of the administration and literacy leadership team.	Cathi Addison, Literacy Coach	Students' success on progress monitoring tools related to ThinkLink, and their success on FCAT.	ThinkLink and FCAT 2013
4	Content area teachers may not include enough content specific non-fiction reading practice in their curriculum.	Teachers will incorporate newspapers, magazines, scholarly articles, etc. into the curriculum. They will work with Cathi Addison, the reading coach, to gain a better understanding of content area literacy instruction through lesson study.	Cathi Addison, Literacy Coach	Classroom walk-throughs and lesson plan analysis	FCAT 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	In 2011 54% made learning gains in reading. This score increased to 57%(207) in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(207) of the students tested demonstrated learning gains in reading.	At least 64% of the total student population tested will demonstrate learning gains in reading on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be reading complex text with adequate comprehension.	Each intensive reading teacher will implement close reading and the Comprehension Instructional Sequence into his or her curricula.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	Teachers may not focus on clusters in which students are weakest.	Teachers will analyze their class data and determine areas of weakness for each of their classes. They will set the instructional focus for each lesson. The instructional focus will be assessed using mini-assessments found on the <a href="http://www.floridaachieves.com">www.floridaachieves.com</a> . Teachers will use data gleaned from the mini-assessments to determine which students need remediation and enrichment on specific benchmarks.	Sarieta Russ, Principal; Cathi Addison, Reading Coach	FCIM mini-assessments will be used to determine effectiveness of strategy.	<a href="http://www.floridaachieves.com">www.floridaachieves.com</a>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percentage of students in the lowest 25% making learning gains in reading increased from 40% to 69% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

69% of the Lowest 25% made learning gains in reading.	At least 70% of the lowest 25% will demonstrate learning gains in reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be reading complex text with adequate comprehension.	Each teacher will implement close reading into his or her curricula.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	Students may not be familiar with learning strategies that will improve their reading comprehension.	Cathi Addison, the reading coach, will work with teachers to incorporate reading strategies across the content areas through Lesson Study Professional Learning Communities.	Cathi Addison, Literacy Coach	Teachers will submit samples of student work that demonstrate improved comprehension through application of reading strategies to Cathi Addison during PLCs.	FCAT Reading 2.0 2013
3	Students may not get enough explicit instruction in their areas of weakness.	All intensive reading teachers will use Lexia, a computer based instructional tool, to help meet the individualized needs of each student.	Intensive Reading Teachers; Cathi Addison, Literacy Coach	Students should demonstrate learning gains on FCAT Reading 2.0 and FAIR.	FCAT Reading 2.0; FAIR

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	62% of the students were proficient in reading as measured by FCAT Reading 2.0 in 2010-2011. 81% of the students shall be reading at or above grade level by the year 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The Black subgroup at MHS needs to demonstrate a decrease in the number of students who are not proficient in reading as measured by FCAT Reading 2.0 2013. The White subgroup at MHS needs to demonstrate a decrease in the number of students who are not proficient in reading as measured by FCAT Reading 2.0 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of the Black subgroup is not proficient in reading as measured by FCAT Reading 2.0. 30% of the White subgroup is not proficient in reading as measured by FCAT Reading 2.0.	At most, 56% of the Black subgroup will not demonstrate proficiency as measured by FCAT Reading 2.0. At most, 21% of the White subgroup will not demonstrate proficiency as measured by FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be reading complex text with adequate comprehension.	Each teacher will implement close reading into his or her curricula.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex	FCAT; FAIR; ThinkLink

				text.	
2	Students do not have access to tutoring after school hours.	Students will be encouraged to seek tutoring in the library from 2:35 - 3:00 on Tuesdays and Wednesdays.	Lucille Law	FAIR data will be used to determine effectiveness of tutoring efforts.	FCAT Reading 2.0 2013; FAIR;
3	Black males in this subgroup may lack positive role models.	Through a grant funded by DOE, students in this subgroup will be assigned a mentor from the community. The mentor and mentee will meet at least once a month after school hours.	Carolyn Hodge	Students and mentors involved in the program will be surveyed to determine effectiveness.	FCAT Reading 2013; FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be reading complex text with adequate comprehension.	Each teacher will implement close reading into his or her curricula.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be reading complex text with adequate comprehension.	Each teacher will implement close reading into his or her curricula.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to	FCAT; FAIR; ThinkLink

		Coach	comprehend complex text.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The number of non-proficient Economically Disadvantaged shall decrease by 14% as measured by the Spring FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% of the Economically Disadvantaged students scored below grade level in reading on the 2012 Reading FCAT.	At least 40% of the Economically Disadvantaged students tested will score below grade level in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be reading complex text with adequate comprehension.	Teachers will implement close reading into their curricula.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	Economically disadvantaged students may not have the ability to pay for additional tutoring.	Marianna High School will provide free after school tutoring to all students on Tuesdays and Wednesdays from September through March.	Lucille Law, Tutoring Director	Student Grades	Pinnacle

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Instruction through Close Reading	Cross Curricular (9-12)	Cathi Addison, Reading Coach	School-wide	Pre-school, October inservice day, Lesson Study	Lesson plans will be analyzed to see if teachers are incorporating close reading passages into the their curriculum.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				



Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00



# Florida Alternate Assessment High School Mathematics Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students scoring at Achievement Level 3 on the Algebra EOC exam should remain the same during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(65) students scored at Achievement Level 3 on the Spring 2012 Algebra EOC exam.	At least 41% of students tested will score at Achievement Level 3

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to tutoring outside of the school day.	Students will receive free tutoring on Tuesdays and Wednesdays from 2:30 - 3:00 in September, October, November, January, February, and March.	Lucille Law	Student participation and survey	EOC exams in Algebra 1, Biology, U.S. History, and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
2	African American males may lack strong role models both inside and outside of the school day.	Marianna High School students will participate in a mentoring program facilitated by Shirl Williams, District Director of Students Services.	Shirl Williams, District Director of Student Services	Student participation	EOCs in Algebra 1, Biology and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
3	Teachers may not fully understand the content being assessed on the End of Course exam for Algebra.	Teachers will take part in a professional learning opportunity with Linda Walker in August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student success on the Algebra EOC.	Sarieta Russ, Principal; Sheila Hall, Math Department Chair	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam for Algebra.	EOC exam in Algebra

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The number of students scoring at or above Achievement Level 4 in Algebra should increase by 10% during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (26) students scored at or above Achievement Level 4 in Algebra during the 2012 school year.	26% of students tested should score at or above Achievement Level 4 on the Algebra EOC exam in the Spring of 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not fully understand the content being assessed on the End of Course exam for Algebra.	Teachers will take part in a professional learning opportunity with Linda Walker in August of 2012. The focus of the professional learning opportunity shall center around curriculum development that promotes student success on the Algebra EOC.	Sarieta Russ, Principal; Sheila Hall, Math Department Chair	Teachers will analyze results from the Spring 2013 administration of the Spring EOC exam for Algebra.	EOC exam in Algebra

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # As of 2011-2012 35% (71) of the students tested are not proficient in Algebra. 65% are proficient. Over the next 6 years, we will decrease the non-proficiency rate by 50%, thereby increasing the percent proficient to 83% proficient					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65% proficient	69% proficient	72% proficient	76% proficient	79% proficient	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	41%(29) of students in the Black subgroup are proficient as assessed by the Algebra EOC exam. 77% (89)of students in the White subgroup are proficient as assessed by the Algebra EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black = 41% (29)proficient White = 77% (89) proficient	Black = 69% proficient White = 77% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to tutoring in Algebra.	Free tutoring shall be provided on Tuesdays and Wednesdays from	Lucille Law	Algebra grades and EOC exam scores shall be analyzed.	EOC and Pinnacle

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	The number of non-proficient students in Algebra shall decrease by at least 17% as measured by the Spring 2013 Algebra EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (39) are not proficient as measured by the 2012 Algebra EOC exam.	At most, 32% of Economically Disadvantaged students will be non-proficient in Algebra as measured by the Spring 2013 Algebra EOC exam.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to tutoring in Algebra.	Free Algebra tutoring shall be offered in the Media Center on Tuesdays and Wednesdays from 2:30 - 3:00.	Lucille Law	Grades and EOC exam scores	EOC exam and Pinnacle
2	Students may not have receive enough individualized instruction.	Students will use Think Through Math on the computer in Intensive Math courses.	Intensive Math Instructors	Sarieta Russ, Principal	Algebra EOC exam

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	The number of students scoring Achievement Level 3 in Geometry shall increase.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
41% (73) scored at Achievement Level 3 in Geometry.	At least 50% of students tested will score at Achievement Level 3 on the 2013 Geometry EOC exam.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to tutoring outside of the school day.	Students will receive free tutoring on Tuesdays and Wednesdays from 2:30 - 3:00 in September, October, November, January, February, and March.	Lucille Law	Student participation and survey	EOC exams in Algebra 1, Biology, U.S. History, and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
2	African American males may lack strong role models both inside and outside of the school day.	Marianna High School students will participate in a mentoring program facilitated by Shirl Williams, District Director of Students Services.	Shirl Williams, District Director of Student Services	Student participation	EOCs in Algebra 1, Biology and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
3	Teachers may not understand how the content is tested on the EOC exam.	Teachers will work with Linda Walker to examine the curricula and determine the best way in which to align the content and standards to maximize the instructional time prior to the EOC exam.	Helen LaFontaine	Progress Monitoring	ThinkLink Geometry

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The data reported from the State for the 2012 administration of the Geometry EOC exam does not break down scores in Achievement Levels 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Marianna High School will reduce the achievement gap by 50% by the year 2016-2017. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	MHS will close the achievement gap by reducing the percent of non-proficient white students by 5% and black students by 15% on Geometry EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (36/45) of the black subgroup is not proficient as measured by the Geometry EOC exam. 47% (53/111) of the white subgroup is not proficient as measured by the Geometry EOC exam.	No more than 75% of the black subgroup will be non-proficient as assessed by the 2013 Geometry EOC exam. Nor more than 42% of the white subgroup will be non-proficient as assessed by the 2013 Geometry EOC exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not understand what content is being assessed on the Geometry EOC exam.	All Geometry teachers will work with Linda Walker to break down curriculum strengths and weaknesses.	Sarieta Russ, Principal	Data from the Geometry EOC exam will be analyzed.	Geometry EOC exam



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EOC exam breakdown and curriculum planning	Algebra and Geometry	Linda Walker	Algebra and Geometry teachers	August, October 29th, 2012; January 7, 2013; April 1, 2013	Analysis of lesson plans	Sarieta Russ, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will work with Linda Walker.	Breakdown of EOC exam: Linda Walker	Title VI at 1100.00 per day	\$4,400.00
			Subtotal: \$4,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$4,400.00</b>

*End of Mathematics Goals*

## Florida Alternate Assessment High School Science Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Biology End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology.		The percentage of students scoring at Achievement Level 3 in biology should remain the same as tested by the Spring 2013 Biology test.		
Biology Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
51% of the students tested on the 2012 Biology EOC		The percent of students scoring level 3 on the Spring		

exam scored at Achievement Level 3.			2013 Biology EOC exam should remain at 51%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to tutoring outside of the school day.	Students will receive free tutoring on Tuesdays and Wednesdays from 2:30 - 3:00 in September, October, November, January, February, and March.	Lucille Law	Student participation and survey	EOC exams in Algebra 1, Biology, U.S. History, and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
2	African American males may lack strong role models both inside and outside of the school day.	Marianna High School students will participate in a mentoring program facilitated by Shirl Williams, District Director of Students Services.	Shirl Williams, District Director of Student Services	Student participation	EOCs in Algebra 1, Biology and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
3	Students may not receive adequate explicit instruction on all of the areas tested on the Biology EOC exam during the course of one year. Students are not mastering information.	All science teachers will participate in a Lesson Study Professional Learning Community through which they will examine ways in which to effectively implement explicit instruction.	Cathi Addison, Reading Coach and Lesson Study Facilitator; Dr. Melanie Mitchell, District Science Resource Teacher	Lesson Study portfolio of lesson and meeting minutes from throughout each lesson study cycle; Classroom walk-throughs	Biology EOC exam; Science ThinkLink scores
4	Students may not recognize the relevance of science in a real-world setting, and may lack the skills necessary to complete basic science lab work.	Teachers will create Essential Labs for each subject area that target basic subject area knowledge and lab skills necessary proficiency in science.	Sarieta Russ, Principal; Dr. Melanie Mitchell, District Science Resource Teacher	Classroom walk-throughs; lab lesson plan analysis	Biology End of Course Exam; Science ThinkLink scores
5	Teachers may not be aware of all of the concepts that are tested on the Biology End of Course Exam.	Teachers will work with Dr. Melanie Mitchell to examine the Biology EOC tested items and plan ways in which to deliver quality instruction on all of the areas that are tested.	Dr. Melanie Mitchell, District Science Resource Teacher	Classroom walk-throughs; lesson plan analysis	Biology End of Course Exam
6	Students may not be reading complex text with adequate comprehension.	Teachers will implement close readings into their curriculum.	Sarieta Russ, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
7	Students may not be able to adequately demonstrate knowledge gained through the course if they do not pass the EOC exam.	All students will compile portfolios for each science course that demonstrate mastery of concepts, standards, and benchmarks on which they have received instruction.	Kathy McCrary and Schell Smith, Biology instructors	Completed portfolios shall be analyzed at the end of the year.	Portfolios
8	Students may not be aware of the safety standards related to science labs.	The science teachers will continue to use a standardized Lab Safety Contract.	Kathy McCrary, Science Department Chair	Science Lab walk-throughs; Safety Contract	Completed safety contract; observations of students' implementation of the safety standards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.					
Biology Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EOC exam expectations; Updated Course Descriptions and Standards	9-12 Science	Dr. Melanie Mitchell, District Science Resource Teacher	All science teachers	August	Lesson Plan analysis - Dr. Melanie Mitchell	Dr. Melanie Mitchell

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
A science resource teacher will be hired to serve the district.	Dr. Melanie Mitchell will work with science teachers on the MHS campus to implement science NGSS.	Title VI	\$5,000.00
			Subtotal: \$5,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The percentage of students scoring Level 3.0 or higher decreased from 92%(173)in 2011 to 81%(164) in 2012. In 2010, 90%(171) students scored Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (164) of the students tested scored Level 3 or higher.	At least 90%(173) of the students tested will score Level 3 or higher.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have adequate instruction in writing.	Marianna High School teachers will unwrap the writing benchmarks throughout the course of the year to make sure that each benchmark is adequately taught to mastery. Focus lessons will be developed using these unwrapped benchmarks. Each teacher will develop a focus calendar based on his or her students' needs.	Cathi Addison, English Department Chair	Data gleaned from Jackson Writes progress monitoring shall be analyzed. Teachers will meet with Cathi Addison on a monthly basis to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	FCAT 2.0 Writing 2013
2	Students may not have enough practice crafting a well developed essay in a 60 minute timed setting.	Students in 9th and 10th grades will take part in Jackson Writes, a district wide writing initiative that serves as a progress monitoring tool.	Cathi Addison, English Department Chair	Data gleaned from Jackson Writes progress monitoring.	FCAT 2.0 Writing 2013; Jackson Writes data
3	Teachers may not understand the way in which writing will be assessed on FCAT 2.0 Writing.	Cathi Addison will attend a FCAT 2.0 Writing workshop hosted by FLDOE in September of 2012.	Cathi Addison, English Department Chair	Data gleaned from FCAT 2.0 Writing.	FCAT 2.0 Writing 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
--	--

2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing in response to PARCC assessments	9-12	Cathi Braxton and Lucille Law	English and Reading teachers	Spring 2013	Strategies will be reflected in classroom content and lessons.	Cathi Braxton
Holistic Scoring for FCAT Writing	9-10	FLDOE	Cathi Braxton	August 2012	Strategies will be reflected in classroom content and lessons.	Cathi Braxton

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## U.S. History End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History.  U.S. History Goal #1:	At least 50% of the students will score at Achievement Level 3 in U.S. History.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% of the students tested will score at level 3 on the U.S. History EOC exam.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to tutoring outside of the school day.	Students will receive free tutoring on Tuesdays and Wednesdays from 2:30 - 3:00 in September, October, November, January, February, and March.	Lucille Law	Student participation and survey	EOC exams in Algebra 1, Biology, U.S. History, and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
2	African American males may lack strong role models both inside and outside of the school day.	Marianna High School students will participate in a mentoring program facilitated by Shirl Williams, District Director of Students Services.	Shirl Williams, District Director of Student Services	Student participation	EOCs in Algebra 1, Biology and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
3	American History teachers may not understand the way in which material is tested on the EOC exam for U.S. History.	Teachers will review the DOE's EOC guidelines and design curriculum based on the Sunshine State Standards.	John Summers, Department Chair	Teachers will examine data from the EOC exam for U.S. History.	EOC exam for U.S. History
4	Teachers may have a difficult time finding the correct balance between the implementation of Common Core Standards and Sunshine State Standard Benchmarks.	Teachers will consult with DOE and curricula specialists for strategies to implement Common Core during the Common Core Institutes during the summer of 2012.	Cathi Braxton, Literacy Coach; John Summers, Department Chair	Teachers will examine data from the EOC exam for U.S. History.	EOC exam for U.S. History

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	The data from the U.S. History EOC exam will not be reported by Levels 1-5 for the 2012-2013 examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:



N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Institutes	9-12	FLDOE	Cathi Addison, Lucille Law, John Summers	July 2012	Professional Learning Communities will receive information from the team of teachers who attended the conference.	CCI Team

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	An excessive number of students had 10 or more absences during the 2011-2012 school year. Our goal is to continue to decrease the number of students who have 10 or more absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for 2009-2010 was 90.66%(719). The attendance rate increased during the 2010-2011 school year to 93.24%. 2012 data indicated a slight increase to 93.29%.	The attendance rate for 2012-2013 will be 96%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
500 students had 10 or more absences during the 2009-2010 school year. 371 students had 10 or more absences during the 2010-2011 school year. During the 2011-2012 school year the number of students with 10 or more absences continued to decline to 360.	250 students will have 10 or more absences during the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
This data is unavailable at this time.	Fewer than 200 students will have excessive tardies during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at Marianna High School may lack motivation to attend school.	Teachers will work to make the content of their classes rigorous and relevant. Students will be encouraged to attend class in order to grasp the content and pass assessments on the content delivered.	Sarieta Russ, Principal	Ron Mitchell will monitor absenteeism and tardies. He will report his findings to the faculty on a regular basis.	The final absentee/tardy report will be used to determine effectiveness of the strategy. Students should also demonstrate an increase in learning gains.
2	Students at Marianna High School may lack motivation to attend school.	Marianna High School will use the district wide attendance policy which ties attendance to grades. If a student has 4 unexcused absences in a particular class period, his or her grade will drop to a 59F. MHS follows the JCSB forgiveness policy: students will earn back their grade if in the following nine weeks the student has no tardies or unexcused absences in that class period.	Attendance Clerk	Ron Mitchell will monitor absenteeism and tardies. He will report his findings to the faculty on a regular basis.	The final absentee/tardy report will be used to determine effectiveness of the strategy. Students should also demonstrate an increase in learning gains.

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Attendance Goal(s)*

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	There will be a continued reduction in the number of students suspended through the ISS or OSS program at Marianna High School.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
318 Students were assigned ISS during the 2009-2010 school year. 250 students were assigned ISS during the 2010-2011 school year. 212 students were assigned ISS during the 2011-2012 school year.	No more than 190 students will be assigned to In-School Suspension during the 2012-2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
195 students were assigned Out-of-school suspension during the 2009-2010 school year. 156 students were assigned Out-of-school suspension during the 2011-2012 school year. 132 students were assigned Out-of-school suspension during the 2011-2012 school year.	No more than 120 students will be assigned to Out-of-school suspension during the 2012-2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be familiar with the student code of conduct.	Teachers will review the student code of conduct with every student during the first week of school.	Sarieta Russ, Principal	John Shouse will monitor the number of students who are being suspended through ISS or OSS and keep teachers informed.	Final totals for ISS and OSS for the school year 2012-2013.
2	Students may not have the motivation to behave in a positive manner.	Students will be offered rewards for good behavior in the form of ice-cream socials, free admission to an athletic event, Grad Night, etc.	Lucille Law	student survey	Final totals for ISS and OSS for the school year 2012-2013.
3	Students in 9th grade may be negatively influenced by students in grades 10-12.	All 9th grade students will participate in a 9th Grade Academy. All Academy teachers will incorporate positive behavior strategies in their classrooms. The students will be encouraged to make good choices. 9th grade students will only interact with 10-12 grade students on a limited basis.	Sarieta Russ, Principal; John Shouse, Assistant Principal in charge of discipline	John Shouse will monitor the number of students who are being suspended through ISS or OSS and keep teachers informed.	Final totals of 9th grade students for ISS and OSS for the school year 2012-2013.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	While the graduation rate for Marianna High School traditionally ranks higher than the state average and district average, our aim is to increase the graduation rate by at least 2%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
The dropout rate for 2012 is currently unavailable. The dropout rate for whites is 1%. The dropout rate for blacks is .4%	The expected dropout rate for 2013 is .8% and .3%.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
The graduation rate for 2010 is 90%.	The expected graduation rate for 2013 is 92%.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are unable to pass FCAT are likely to drop out.	All students will be given an opportunity to receive free tutoring each Tuesday and Wednesday afternoon from September	Lucille Law	FCAT Scores and EOC exam scores	FCAT Scores; EOC exam scores; Graduation Rates

through March from  
2:30 - 3:00.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement

Parent Involvement Goal #1:

\*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.

The number of parents involved on Marianna High School's campus will increase in the 2012-2013 school year.

2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
200 parents were involved in various booster parent organizations, School Advisory Council, clubs and other extra-curricular activities across campus during the 2010-2011 school year.		At least 210 parents will participate in school activities across campus throughout the 2011-2012 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not be aware of the ways in which they can get involved.	The television production class will develop public service announcements that can be aired on CCTV 4 through Chipola that educate parents about ways in which to become involved on the Marianna High campus.	Lucille Law, Media Specialist/TV Production Instructor	End of the year parent survey	A total number of parents who are involved will be recorded through sign-in sheets and rosters.
2	Parents may not be aware of the ways in which they can get involved.	A parent newsletter will be mailed to each household that lists ways in which parents may become involved on the Marianna High School campus.	Lucille Law	End of the year parent survey	A total number of parents who are involved will be recorded through sign-in sheets and rosters.
3	Parents may not be aware of the ways in which they can get involved.	Jackson County will have a District Wide Parent and Community Advisory Council.	Michael Kilts, Jackson County School Board's District office	End of the year parent survey	A total number of parents will be recorded through sign-in sheets and rosters.
4	Parents may not feel like they have a forum to voice concerns.	There will be an open meeting for all parents interested in attending on September 10, 2012 at which the floor will be opened for concerns, requests, and suggestions.	Lucille Law, SAC Chair	End of the year parent survey	End of the year parent survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Parent Involvement Goal(s)

## Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:	Our goal is to increase awareness of STEM opportunities across the curriculum and encourage to participation in the STEM program on campus that is facilitated through PAEC.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. A student may not realize that he or she has an interest in STEM related careers.	STEM related careers and opportunities will be highlighted on the morning show using videos like the following: <a href="http://www.cleanvideosearch.com/media/action/yt/watch?videoid=3bnMBhOOLnU">http://www.cleanvideosearch.com/media/action/yt/watch?videoid=3bnMBhOOLnU</a>	LuAnne Law	Pre and Post survey of students' awareness of STEM related careers.	Surveys

## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring



STEM Initiatives	9-12	Brenda Crouch, PAEC STEM Coordinator	Shell Smith	Ongoing	Observation	Brenda Crouch
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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		The number of students passing the industry certification examinations for career and technical education courses shall increase.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There may not be enough money to pay for all of the industry certification exams.	Teachers will have fundraisers to help offset the cost of the tests.	Career and Technical Education teachers	The number of students able to take the industry certification exams should increase. The funds should be available to cover all students who wish to test.	Fund Balances
2	Students may not comprehend the depth and breadth of content knowledge needed to pass a specific industry certification exam.	Teachers will develop rigorous curricula that exposes students to the depth and breadth of knowledge needed to pass a specific industry certification exam.	Career and Technical Education teachers	The number of students who pass the industry certification exams should increase.	Industry Certification Exam results

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CTE Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teachers will work with Linda Walker.	Breakdown of EOC exam: Linda Walker	Title VI at 1100.00 per day	\$4,400.00
Science	A science resource teacher will be hired to serve the district.	Dr. Melanie Mitchell will work with science teachers on the MHS campus to implement science NGSS.	Title VI	\$5,000.00
				Subtotal: \$9,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$9,400.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

## 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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

The SAC will continue to function as an advisory board. They will focus on pushing Advanced Placement and Career Academies. SAC will also focus on the Accreditation process.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Jackson School District MARIANNA HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	78%	88%	37%	259	Writing and Science: Takes into account the % scoring 4.0 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	54%	72%			126	3 ways to make gains: ● 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?	40% (NO)	63% (YES)			103	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.
FCAT Points Earned					498	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Jackson School District MARIANNA HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	82%	83%	33%	253	Writing and Science: Takes into account the % scoring 4.0 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	50%	74%			124	3 ways to make gains: ● 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?	36% (NO)	61% (YES)			97	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.
FCAT Points Earned					474	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested