

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: MARIANNA HIGH SCHOOL

District Name: Jackson

Principal: Mary Sue Neves

SAC Chair: Lucille A. Law

Superintendent: Lee Miller

Date of School Board Approval: September 20, 2011

Last Modified on: 9/29/2011

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Florida Department of Education  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

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

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

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

(Use this data to inform the problem solving process when writing goals.)

### HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mary Sue Neves	B.A. in Biology M.A. in Health Education Educational Specialist in Educational Leadership	2	21	Principal: Marianna High School 2009 - Present Marianna High School's grade improved from a D to a B during the 2009-2010 school year. Data for the 2010-2011 school year is unavailable at this time. Principal: Golson Elementary, Marianna, Florida: 08/09  Calhoun County Superintendent 04 - 08: Under Mrs. Neves' leadership, Calhoun County's School District received an A rating all four years.  Principal: Graceville High School: Fall of 04: B; 03/04: B; 02/03 - A (up from a C in 01/02) PAEC 2001/2002 Principal Blountstown High School: 00/01:B; 99/00: C; 98/99: C; 97/98:NG  Principal Blountstown Middle School: 93/94:NG; 94/95: NG; 95/96: NG; 96/97:NG  None of the schools have made AYP 00/01:C

Assis Principal	Clarence Bellamy	M.S. Educational Leadership, B.S. Social Studies Education	11	20	01/02:C 02/03:C 03/04:B 04/05:C 05/06:D 06/07:D 07/08:C 08/09:D 09/10:B 10/11:Data unavailable at this time.  MHS has never made AYP
Assis Principal	John Shouse	M.S. Educational Leadership, UWF; B.A. Physical Education, USF	4		John Shouse has 27 years of experience teaching. He served as TSA in administration for Marianna High School during the 2009-2010 and 2010-2011 school year. The school grade increased to a B during his service.

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information 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	2	6	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 2010-2011 school year is unavailable at this time. An increased percentage of the lowest 25% did make learning gains during the 2010-2011 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.  Cottdonale 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.

## HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Teachers new to Marianna High School will be assigned a mentor with whom the new teacher will meet on an as needed basis.	Mary Sue Neves, Principal	ongoing	
2	Teachers new to the profession will be partnered with veteran teachers as part of the Jackson County New Teacher Program.	Mary Sue Neves, Principal	ongoing	
3	Marianna High will retain high quality and highly qualified teachers by offering high quality professional development and by implementing the new teacher evaluation system that was adopted by the Jackson County School Board.	Mary Sue Neves, Principal	ongoing	

## Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Charles Brown	ESE K-12	Intensive Math/Liberal Arts Math	Charles Brown plans to take the certification exam for Math 9-12 as identified in his IPDP.
Kathy McCrary	Biology 6-12	Physical Science	Kathy McCrary plans to take the certification exam for Physical Science as identified in her IPDP.

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*\*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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
54	0.0%(0)	16.7%(9)	25.9%(14)	51.9%(28)	53.7%(29)	98.1%(53)	13.0%(7)	9.3%(5)	31.5%(17)

## Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Melanie Mitchell	Lucille Law	Lucille Law is a NBCT.	Mrs. Law and Ms. Mitchell will meet on an as needed basis. Mrs. Mitchell is a seasoned teacher and just needs to be introduced to school/county policies.
Jan Deese	Lucille Law	Lucille Law is a NBCT.	Jan Deese is a second year teacher who will continue to meet with Lucille Law to complete the JCSB portfolio process.
Jill Wallace	Lucille Law	Lucille Law is a NBCT.	Jill Wallace is in her second year of teaching and will complete the JCSB portfolio process with Lucille Law.

## 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

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

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

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

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

Cathi Addison, Reading Coach:

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

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

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

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

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

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

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

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

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

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

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

#### RtI 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 RtI.

School Representatives designated by Mary Sue Neves, principal, will continue ongoing RtI trainings offered by the State. The student support team will participate in ongoing District training for student support teams.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Cathi Addison, Literacy Coach and LLT Leader  
Mary Sue Neves, Principal  
Lucille Law, Media Specialist  
Karen Hughes, 9th Grade Language Arts teacher  
Jessica Puig, 11th Grade Language Arts teacher  
Susie Barber, Culinary Arts teacher, vocational representative  
Tulani Honablew, Intensive Reading teacher, ESE representative  
Glenna Davis, Science representative  
Elizabeth Odom, Math representative  
Brenda Jordan, Intensive Reading teacher  
Shea Tiner, Fine Arts representative  
Patte Hatcher, 10th Grade English Teacher  
Christi Shelfer, Social Studies Representative  
Ashley Harvey, Science representative  
Elizabeth Page, Reading 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. Each teacher will put a copy of the cover of their favorite book by their door. (READ poster style)
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.
4. We will recruit community leaders and celebrities to come and talk about books that they have read that have made a difference on Dawg Bytes.
5. Encourage teachers to incorporate short passages of text related to their subject area in their lesson. (Teachers will be encouraged to do this through the use of short Read Alouds which have been proven to increase motivation and learning.)
6. Expose students to many different genres of literature so that they will be made aware of all of their reading options.
7. Make book jacket wall paper for the teachers' doors.

Another focus of the LLT will be the 9th grade Academy and the literacy strategies used within the 9th grade classes.

1. Students in the 9th Grade Academy will use T.H.I.E.V.E.S. (THIEVES is strategy used in reading and is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary.) THIEVES is used to guide students through a preview of a nonfiction text.
2. Students in the 9th Grade Academy will use question directed text coding to increase comprehension.
3. Teachers will keep a portfolio of student work that demonstrates use of academy wide literacy strategies.
4. Teachers will teach literacy strategies to fidelity.
5. Teachers will include higher order questions in their lessons and assessments.
6. Teachers will study the steps involved in explicit instruction and implement explicit instruction into their lessons.

## NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status

No Attachment

Public School Choice with Transportation (CWT) Notification

No Attachment

Notification of (School in Need of Improvement) SINI Status

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 short read alouds which have been proven to increase motivation and learning.

## \*High Schools Only

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

Every student is assigned to a faculty mentor through Marianna High School's Teacher Advisor Program. The teacher meets on a monthly basis with his or her TAP students and works out personal courses of study for each student. They also advise students on career planning and/or postsecondary educational opportunities.

## 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 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:	
1. Students achieving proficiency (FCAT Level 3) in reading  Reading Goal #1:	An increased number of students should be reading at grade level.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
9th Grade: 31%(68) scored level 3 and above 10th Grade: 25%(50) scored level 3 and above	We expect the percentage of students who are proficient in reading to be 60% for 9th Grade and 51% for 10th Grade.

#### 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 Wednesdays in September, October, November, January, February, and March.	Lucille Law	Student participation and survey	EOCs in Algebra 1, Biology and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
2	Students 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	Lack of student motivation is a problem for our school.	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.	Mary Sue Neves, Principal	Periodic student and parent surveys shall be administered.	Students' success on FCAT Reading 2012.
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 FCIM, and their success on FCAT.	FCIM Mini-assessments and FCAT 2012
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	Mary Sue Neves, Principal; Cathi Addison, Reading Coach	Classroom Walk-throughs by principal; Meeting minutes and sign-in sheets	Walk-through template

collaboratively search for more effective instructional practices.

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 achieving above proficiency (FCAT Levels 4 and 5) in reading  Reading Goal #2:	An increased number of students should be reading above grade level.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
FCAT 2.0 data for 2011 is as follows: 9th Grade: Level 4 = 15%(33); Level 5 = 9%(20) 10th Grade: Level 4 = 12%(24); Level 5 = 16%(32)	We expect that at least 30% of our 9th graders will be reading above grade level. We expect that at least 30% of our tenth graders will be reading above grade level.

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 the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	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 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.	Mary Sue Neves, Principal	Periodic student and parent surveys shall be administered.	Students' success on FCAT Reading 2012
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, Reading Coach	Students' success on progress monitoring tools related to FCIM, and their success on FCAT.	FCIM Mini-assessments and FCAT 2012
4	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	Mary Sue Neves, 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>

		benchmarks.			
5	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, Reading Coach	Classroom walk-throughs and lesson plan analysis	FCAT 2012

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. Percentage of students making Learning Gains in reading  Reading Goal #3:	In 2010, 50% (182) made learning gains in reading. This score increased to 54% in 2011.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
54% 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 2012 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 teacher will implement the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, 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.	Mary Sue Neves, 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:

4. 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 36% to 40% in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

40% of the Lowest 25% made learning gains in reading.		At least 41% (46) of the lowest 25% will demonstrate learning gains 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 the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, 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, Reading 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 2012
3	Teachers may not understand how to effectively teach each benchmark to mastery.	Teachers will continue working to unwrap NGSSS Language Arts benchmarks and begin looking at the Common Core Standards for Language Arts.	Cathi Addison, English Department Chair	Classroom Walk-throughs; Lesson plan analysis; Benchmark data from FCIM mini-assessments	FCAT Reading 2.0 2012; FAIR; Benchmark Data gleaned from FCIM mini-assessments

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5A:	The Black subgroup at MHS needs to demonstrate an increase in the number proficient in reading.
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
18% of the Black subgroup is making AYP in reading.	At least 30% of the Black subgroup will demonstrate learning gains in reading during the 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	Students may not be reading complex text with adequate comprehension.	Each teacher will implement the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	Students do not have access to tutoring after school hours.	Through a grant funded by DOE, students in this subgroup will be targeted for intensive tutoring in small groups after school.	Carolyn Hodge, Lucille Law	FAIR data will be used to determine effectiveness of tutoring efforts.	FCAT Reading 2.0 2012; 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	Carolyn Hodge	Students and mentors involved in the program will be surveyed to determine effectiveness.	FCAT Reading 2012; FAIR

		least once a month after school hours.			
4	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.	Mary Sue Neves, 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>
5	Teachers may not understand how to effectively teach each benchmark to mastery .	Teachers will continue working to unwrap NGSSS Language Arts benchmarks and begin looking at the Common Core Standards for Language Arts.	Cathi Addison, English Department Chair	Classroom Walk-throughs; Lesson plan analysis; Benchmark data from FCIM mini-assessments	FCAT Reading 2.0 2012; FAIR; Benchmark Data gleaned from FCIM mini-assessments

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 not making Adequate Yearly Progress (AYP) in reading				
Reading Goal #5B:				
Reading Goal #5B: English Language Learners (ELL)				
2011 Current Level of Performance: *		2012 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:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading				
Reading Goal #5C:				
Reading Goal #5C: Students with Disabilities (SWD)				
2011 Current Level of Performance: *		2012 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	Students may not be reading complex text with adequate comprehension.	Each teacher will implement the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, 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. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5D:	Students in our economically disadvantaged group have not ever made AYP.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
35% of the Economically Disadvantaged students scored at or above grade level in reading on the 2011 Reading FCAT.	At least 43% of the Economically Disadvantaged students tested will score at or above 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.	Each teacher will implement the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, 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.	Mary Sue Neves, 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>
3	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 Wednesdays from September through March.	Lucille Law, FCAT Wednesdays Tutoring Director	Mini-assessments shall be used to determine growth of students in the tutoring program.	<a href="http://www.floridaachieves.org">www.floridaachieves.org</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 and Schedules(e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How do we encourage reading at MHS?	9-12, all content areas	Cathi Addison, Reading Coach	Literacy Leadership Team	Literacy Leadership Team	Review of minutes from meetings and sign-in sheets will be archived.	Mary Sue Neves, Principal
Infusing literacy learning strategies across the curriculum in the 9th Grade Academy	9th grade Academy teachers (cross-curricular)	Cathi Addison, Reading Coach	9th Grade Academy teachers	Wednesdays at least once a month during 6th period	Review of minutes from meetings and sign-in sheets will be archived. Teachers will keep a portfolio of student work which demonstrate literacy learning strategy use.	Mary Sue Neves, Principal
Lesson Study	9-12 Language Arts	Cathi Addison, English Department Chair	All Language Arts teachers	1 lesson study cycle shall be completed each semester	A portfolio of lessons and minutes from planning/debriefing meetings will be compiled.	Cathi Addison, English Department Chair
Lesson Study	9-12 Reading	Cathi Addison, Reading Coach	All Reading Teachers	1 lesson study cycle shall be completed each semester	A portfolio of lessons and minutes from planning/debriefing meetings will be compiled.	Cathi Addison, Reading Coach
Comprehension Instructional Sequence	9-12 all content areas	Kevin Smith, DOE Just Read, Florida	All teachers	Workshop with Kevin Smith will be held during pre-school professional learning days. Ongoing professional learning opportunities will be provided through the lesson study process.	An implementation portfolio shall be compiled by each department head that is comprised of sample lesson that have been used in the classrooms.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach; Department Chairs

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
Content area teachers will include non-fiction reading passages in their curriculum.	Classroom subscription to the Wall Street Journal	SAC	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

*End of Reading Goals*

# Mathematics 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 achieving proficiency (FCAT Level 3) in mathematics  Mathematics Goal #1:	The percentage of students scoring level 3 decreased from 34% to 26% from 2010 to 2011. There were an increased number of students in levels 1,2,4, and 5.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
26% (51) scored level 3 in math on the 2011 FCAT Math Assessment.	At least 80% of our students will pass the End of Course Exam for Algebra 1. At least 80% of our students will achieve proficiency on the 10th grade 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 have access to tutoring outside of the school day.	Students will receive free tutoring on Wednesdays in September, October, November, January, February, and March.	Lucille Law	Student participation and survey	EOCs in Algebra 1, Biology and Geometry; FCAT Reading 2.0; FAIR; ThinkLink
2	Students 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	Lack of student motivation is a problem for our school.	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.	Mary Sue Neves, Principal	Periodic student and parent surveys shall be administered.	Students' success on FCAT Math 2011.
4	Teachers may not have time to adequately teach all of the benchmarks before they are assessed by the Algebra 1 and/or Geometry EOCs.	The Algebra teachers in the 9th Grade Academy collaborated to develop a Focus Calendar of the benchmarks that are to be assessed on the EOCs. The teachers will use the FCIM model to plan, teach, check, and act on data collected through the process.	Mary Sue Neves, Principal; Algebra 1 and Geometry teachers	FCIM mini-assessments	Students' success on Algebra 1 and Geometry EOCs

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 achieving above proficiency (FCAT Levels 4 and 5) in mathematics  Mathematics Goal #2:	The number of students scoring in both levels 4 and 5 increased among 10th graders from 2010 to 2011. 2010 scores are as follows: 10th grade: level 4 = 34%(65); level 5 = 7%(13)
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
2011 scores are as follows: Level 4 = 35%(69); Level 5 = 10% (20)	At least 80% of all students will pass the Algebra 1 or Geometry EOCs.

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 the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	Lack of student motivation is a problem for our school.	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.	Mary Sue Neves, Principal	Periodic student and parent surveys shall be administered.	Students' success on FCAT Math 2011.
3	Teachers may not have time to adequately teach all of the benchmarks before they are assessed by the Algebra 1 and/or Geometry EOCs.	The Algebra teachers in the 9th Grade Academy collaborated to develop a Focus Calendar of the benchmarks that are to be assessed on the End of Course exam. The teachers will use the FCIM model to plan, teach, check, and act on data collected through the process.	Mary Sue Neves, Principal; Algebra and Geometry teachers	FCIM mini-assessments	Students' success on FCAT Math 2011

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. Percentage of students making Learning Gains in mathematics  Mathematics Goal #3:	The number of students in the 9th and 10th grade who make learning gains will increase in 2012.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
72% of the students made learning gains in mathematics.	At least 80% of the students in 9th grade and 10th grade will make learning gains in mathematics as tested by end of course exams.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	A teacher may not be aware of the weakest areas of each of his or her students.	Teachers will administer ThinkLink to all 9th and 10th grade students. Results will be used to differentiate instruction.	Elizabeth Odom, Math Department Chair	Teachers' lesson plans will be reviewed by Mrs. Neves. Plans should reflect differentiated instruction.	Algebra 1 EOC exam, Geometry EOC exam and FCAT Math 2012 retakes

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. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	The percentage of students in the Lowest 25% making learning gains will increase in 2011.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
61%(63) of the students in the lowest 25% made learning gains in math as tested by the Spring 2010 Mathematics FCAT.	At least 65%(73) of the students in the lowest 25% will make learning gains in 2011.

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 the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	Teachers may not be aware of specific areas of concern for those students in the Lowest 25%.	All 9th and 10th grade math teachers will administer ThinkLink to his or her students to identify specific areas of concern.	Lucille Law, ThinkLink coordinator	Teachers will use data gleaned from ThinkLink to differentiate instruction. This differentiated instruction will be reflected in each teacher's lesson plans.	Algebra 1 EOC; Geometry EOC

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	At least 65% of our black students will score level 3 or above in mathematics during the 2011-2012 school year.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
52% of the students tested scored level 3 or above in 2011 which is down from 55% in 2010.	At least 65% of the students will pass the Algebra 1 EOC or the Geometry EOC.

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	Each teacher will implement the Comprehension	Mary Sue Neves, Principal; Cathi Addison, Literacy	Students should demonstrate an increased ability to	FCAT; FAIR; ThinkLink

	comprehension.	Instructional Sequence into his or her curricula.	Coach	comprehend complex text.	
2	A teacher may not be aware of the weakest areas of each of his or her students.	Teachers will administer ThinkLink to all 9th and 10th grade students. Results will be used to differentiate instruction.	Elizabeth Odom, Math Department Chair	Teachers' lesson plans will be reviewed by Mrs. Neves. Plans should reflect differentiated instruction.	Algebra 1 EOC; Geometry EOC

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 not making Adequate Yearly Progress (AYP) in mathematics	
Mathematics Goal #5B:	

Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 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:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	
Mathematics Goal #5C:	

Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 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	Students may not be reading complex text with adequate comprehension.	Each teacher will implement the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, 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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5D:	The percentage of the students in the Economically disadvantaged subgroup scoring at or above grade level in math will increase.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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59% of the Economically Disadvantaged students made AYP in Math.	63% of the Economically Disadvantaged students should be proficient in 2012.
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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 the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	Students may not have access to tutoring after school.	Students will receive free tutoring on Wednesdays in September, October, November, January, February, and March.	Lucille Law	Student participation and survey	EOCs in Algebra 1 and Geometry ThinkLink

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How do you support literacy development in Math?	9-12 Math	Cathi Addison, Reading Coach	Math teachers: 9-12	This professional learning shall take place during each lesson study cycle.	Teachers will keep a portfolio of literacy development strategies used in the classroom.	Cathi Addison, Reading Coach
Implementing the Next Generation Sunshine State Standards	9-12 Math	Elizabeth Odom, Math Department Chair	Math teachers: 9-12	Monthly meetings	Teachers will implement NGSS as appropriate	Elizabeth Odom, Math Department Chair
Lesson Study	9-12 Math	Elizabeth Odom, Math Department Chair	Math teachers: 9-12	1 lesson study cycle shall be completed each semester	A portfolio of lessons and minutes from planning/debriefing meetings will be compiled.	Elizabeth Odom, Math Department Chair
				Workshop with Kevin Smith will be		

Comprehension Instructional Sequence	9-12 all content areas	Kevin Smith, DOE Just Read, Florida	All teachers	held during pre-school professional learning days. Ongoing professional learning opportunities will be provided through the lesson study process.	An implementation portfolio shall be compiled by each department head that is comprised of sample lesson that have been used in the classrooms.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach; Department Chairs
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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
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 Mathematics Goals

Science 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 achieving proficiency (FCAT Level 3) in science		29% (47) of the students tested on the FCAT Science test in the spring of 2010 scored at level 3. The students demonstrated weakness in physical science.			
Science Goal #1:					
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
34% (56) of the 165 students tested in the spring of 2011 achieved Level 3 and above.		66% of the students were not proficient in science during the 2011 administration of FCAT Science. During the 2012 school year this will decrease by at least 10% to 55% as measured by the Biology End of Course 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
	Students may not have access to tutoring	Students will receive free tutoring on	Lucille Law	Student participation and survey	EOCs in Algebra 1, Biology and

1	outside of the school day.	Wednesdays in September, October, November, January, February, and March.			Geometry; FCAT Reading 2.0; FAIR; ThinkLink
2	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, Science Department Chair	Lesson Study portfolio of lesson and meeting minutes from throughout each lesson study cycle; Classroom walk-throughs	Biology EOC exam; Science ThinkLink scores
3	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.	Mary Sue Neves, Principal; Dr. Melanie Mitchell, Science Department Chair	Classroom walk-throughs; lab lesson plan analysis	Biology End of Course Exam; Science ThinkLink scores
4	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, Science Department Chair	Classroom walk-throughs; lesson plan analysis	Biology End of Course Exam
5	Students may not be reading complex text with adequate comprehension.	Each teacher will implement the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
6	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.	Dr. Melanie Mitchell, Science Department Chair	Completed portfolios shall be analyzed at the end of the year.	Portfolios
7	Students may not be aware of the safety standards related to science labs.	The school will adopt a standardized Lab Safety Contract to be used by all science teachers.	Dr. Melanie Mitchell, 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 achieving above proficiency (FCAT Levels 4 and 5) in science  Science Goal #2:	The number of students scoring level 4 or level 5 on FCAT Science increased from 2010 to 2011. 2%(3) of the students tested scored level 4 or 5 on FCAT Science 2010.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
5%(8) of the students tested scored level 4 or 5 on FCAT Science 2011.	At least 25%(57) of the students assessed on Biology EOC will score at level 4 or level 5.

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
Students may not be reading complex text	Each teacher will implement the	Mary Sue Neves, Principal; Cathi	Students should demonstrate an	FCAT; FAIR; ThinkLink

1	with adequate comprehension.	Comprehension Instructional Sequence into his or her curricula.	Addison, Literacy Coach	increased ability to comprehend complex text.	
2	Teachers may not be aware of students' weakest areas in science.	Students will take the ThinkLink Biology End of Course assessment in early September, December and February to determine areas of concern. Pacing Guides developed in Dade County with the help of Dr. Mitchell will be adopted. These guides target benchmarks which are tested. Science teachers will use the FCIM model to teach and remediate skills on which students demonstrate a deficiency.	Mary Sue Neves, Principal; Dr. Melanie Mitchell, Science Department Chair	Benchmark data gleaned from mini-assessments	Biology End of Course Exam
3	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, Science Department Chair	Classroom walk-throughs; lesson plan analysis	Biology End of Course Exam
4	Students may not have the background knowledge in science necessary to meet high standards in science.	Dr. Mitchell will meet with the science teachers from elementary/middle feeder schools around Jackson county to establish vertical alignment on science instruction and delivery.	Dr. Melanie Mitchell, Science Department Chair	Students should begin to demonstrate a deeper understanding of science concepts.	Biology End of Course Exam; ThinkLink
5	Students may not have access to high level science coursework.	An AP Biology course will be added to the curriculum.	Dr. Melanie Mitchell, instructor AP Biology	Scores on AP Biology Exam	AP Biology Exam
6	Teachers may not be aware of what is going on in other science classrooms on campus.	All 9th grade science teachers will have common planning.	Mrs. Mary Sue Neves, principal	Lesson plan alignment	Lesson Plans
7	Teachers may not be aware of what is going on in other science classrooms on campus.	All 9th grade science teachers will have common planning.	Mrs. Mary Sue Neves, principal	Lesson plan alignment	Lesson Plans

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 and Schedules(e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
		Cathi Addison,				

Lesson Study	9-12 Science	Reading Coach; Dr. Melanie Mitchell, Science Department Chair	Science Teachers: 9-12	1 lesson study cycle shall be completed each semester	A portfolio of lessons and minutes from planning/debriefing meetings will be compiled.	Dr. Melanie Mitchell, Science Department Chair
Comprehension Instructional Sequence	9-12 all content areas	Kevin Smith, DOE Just Read, Florida	All teachers	Workshop with Kevin Smith will be held during pre-school professional learning days. Ongoing professional learning opportunities will be provided through the lesson study process.	An implementation portfolio shall be compiled by each department head that is comprised of sample lesson that have been used in the classrooms.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach; Department Chairs

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
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
			<b>Grand Total: \$0.00</b>

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:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing  Writing Goal #1:	The percentage of students scoring Level 3.0 or higher increased 2% from 2010 to 2011 which allowed us to meet AYP in writing. In 2010, 90%(171) students scored Level 3 or higher. AYP was met.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
92%(173) of the students tested scored Level 3 or higher.	At least 93%(205) 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. 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 Writing 2012
2	Students may not have enough practice crafting a well developed essay in a 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 Writing 2012; Jackson Writes data

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing performance in our Black subgroup decreased from 2009 to 2010.
Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
82%(42) made AYP in writing.	At least 83%(66) of the students in the Black subgroup will score a 3.0 or above on FCAT 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
1	Students may not be reading complex text with adequate comprehension.	Each teacher will implement the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink
2	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'	Cathi Addison, English Department Chair	Data gleaned from Jackson Writes progress monitoring will be used to determine effectiveness of the strategy. 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 Writing 2011

		needs.			
3	Students may not have enough practice crafting a well developed essay in a 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 Writing 2011

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 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. Student subgroups not making Adequate Yearly Progress (AYP) in writing					
Writing Goal #2D:					
Writing Goal #2D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 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	Students may not be reading complex text with adequate comprehension.	Each teacher will implement the Comprehension Instructional Sequence into his or her curricula.	Mary Sue Neves, Principal; Cathi Addison, Literacy Coach	Students should demonstrate an increased ability to comprehend complex text.	FCAT; FAIR; ThinkLink

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	9-12 Language Arts	Cathi Addison, English Department Chair	English teachers 9-12	1 lesson study cycle shall be completed each nine week period	A portfolio of lessons and minutes from planning/debriefing meetings will be compiled.	Cathi Addison, English Department Chair

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

End of Writing 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 2010-2011 school year. Our goal is to continue to decrease the number of students who have 10 or more absences.
2011 Current Attendance Rate: *	2012 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%.	The attendance rate for 2011-2012 will be 96%.
2011 Current Number of Students with Excessive Absences (10 or more)	2012 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.	250 students will have 10 or more absences during the 2010-2011 school year.
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 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 2010-2011 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.	Mary Sue Neves, Principal	Clarence Bellamy 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 has adopted a forgiveness policy in which students can	Attendance Clerk	Clarence Bellamy 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.

	earn back their grade if in the following nine weeks the student has not tardies or unexcused absences in that class period.		
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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 and Schedules (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	There will be a continued reduction in the number of
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Suspension Goal #1:	students suspended through the ISS or OSS program at Marianna High School.
2011 Total Number of In –School Suspensions	2012 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.	No more than 200 students will be assigned to In-School Suspension.
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
N/A	N/A
2011 Number of Out-of-School Suspensions	2012 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.	No more than 130 students will be assigned to Out-of-school suspension.
2011 Total Number of Students Suspended Out of School	2012 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.	Mary Sue Neves, 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 2010-2011.
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.	Tulani Honablew	student survey	Final totals for ISS and OSS for the school year 2010-2011.
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.	Mary Sue Neves, 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 2010-2011.

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bullying 101/Classroom management	9-12/all subjects	John Shouse, Assistant Principal for Discipline	All teachers 9-12	Pre-school and throughout the school year as needed	Mr. Shouse will monitor the number of referrals for each teacher and offer suggestions for implementing change in classroom management techniques to resolve issues proactively.	John Shouse

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 2009-2010 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 5%.
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
The 2010 dropout rate was 13%.	The expected dropout rate for 2012 is 8%.

2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *			
The graduation rate for 2010 was 87%. The graduation rate for 2011 is currently unavailable.		The expected graduation rate for 2011 is 92%. The expected graduation rate for 2012 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 Wednesday afternoon from September through March.	Lucille Law	FCAT Scores and EOC exam scores	FCAT Scores; EOC exam scores; Graduation Rates

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 and Schedules (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

## 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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		The number of parents involved on Marianna High School's campus will increase in the 2011-2012 school year.			
2011 Current Level of Parent Involvement: *		2012 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.	Patte Hatcher, Student Government Advisor	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.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Successful Parent/Teacher Conference techniques	9-12	Guidance	school-wide	Fall 2012	Data from parent conferences	Carla Elliot

Parent Involvement 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 Parent Involvement 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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Content area teachers will include non-fiction reading passages in their curriculum.	Classroom subscription to the Wall Street Journal	SAC	\$100.00
				Subtotal: \$100.00
				Grand Total: \$100.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

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## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional Materials	\$3,500.00

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

The School Advisory Council will support and encourage students, teachers, and administrators in an effort to increase student achievement.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010  
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

## SCHOOL GRADE DATA

Jackson School District MARI ANNA 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*					Pending	Grade based on total points, adequate progress, and % of students tested

Jackson School District MARI ANNA 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

Jackson School District MARI ANNA HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	81%	90%	39%	260	Writing and Science: Takes into account the % scoring 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	49%	75%			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?	41% (NO)	57% (YES)			98	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					482	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested