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Marianna High School

3546 CAVERNS RD, Marianna, FL 32446

<http://mhs.jcsb.org>

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p> | <p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p style="text-align: center;">61%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">44%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| Grade | A | C | C | B* |

School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Motto: Making "A" Difference

Beliefs:

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

Provide the school's vision statement

Purpose Statement:

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

School Leadership Team

Membership

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

| Name | Title |
|-------------------|---------------------|
| Martin, Carlan | Principal |
| Rivers, Sybil | Assistant Principal |
| Blanton, Travis | Assistant Principal |
| Donaldson, John | Teacher, K-12 |
| Law, Luanne | Instructional Media |
| Harvey, Ashley | Guidance Counselor |
| Wiggins, Charlene | Guidance Counselor |
| Dryden, Debbie | Teacher, K-12 |

Duties

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

Marianna High School's leadership team meets every Thursday to discuss goals, make general decisions related to curriculum, extra curricular activities, and other issues that may promote or hinder the ability of our school to function.

Early Warning Systems

Year 2017-18

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 72 | 83 | 168 | 375 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 3 | 8 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 13 | 21 | 6 | 71 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 43 | 43 | 23 | 171 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 24 | 33 | 29 | 128 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 5 | 5 | 1 | 18 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 17 | 12 | 2 | 74 |

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 59 | 67 | 84 | 262 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 4 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 41 | 17 | 26 | 106 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 67 | 63 | 70 | 241 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 47 | 33 | 55 | 159 |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 59 | 67 | 84 | 262 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 4 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 41 | 17 | 26 | 106 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 67 | 63 | 70 | 241 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 47 | 33 | 55 | 159 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

34% of the Lowest 25% demonstrated learning gains in Math. While this is a trend, they did increase this year.

Which data component showed the greatest decline from prior year?

We did not decline in any of the ten categories.

Which data component had the biggest gap when compared to the state average?

Social Studies Achievement We had a 60% pass rate, and the state average is 71%. This is a trend.

Which data component showed the most improvement? Is this a trend?

Students demonstrating learning gains in the Lowest 25% of the ELA increased from 38% to 57%.

Describe the actions or changes that led to the improvement in this area

Students worked in iReady, floridastudents.org, and prepfactory.com. Teachers helped students identify areas of weakness and offered targeted strategies to improve.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 54% | 55% | 56% | 48% | 52% | 53% |
| ELA Learning Gains | 59% | 58% | 53% | 45% | 50% | 49% |
| ELA Lowest 25th Percentile | 57% | 58% | 44% | 38% | 48% | 41% |
| Math Achievement | 55% | 58% | 51% | 41% | 47% | 49% |
| Math Learning Gains | 54% | 53% | 48% | 39% | 43% | 44% |
| Math Lowest 25th Percentile | 34% | 41% | 45% | 25% | 25% | 39% |
| Science Achievement | 95% | 96% | 67% | 60% | 61% | 65% |
| Social Studies Achievement | 60% | 73% | 71% | 55% | 66% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|----------|-----------|
| | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 52 (52) | 72 (59) | 83 (67) | 168 (84) | 375 (262) |
| One or more suspensions | 4 (0) | 1 (2) | 0 (1) | 3 (1) | 8 (4) |
| Course failure in ELA or Math | 31 (22) | 13 (41) | 21 (17) | 6 (26) | 71 (106) |
| Level 1 on statewide assessment | 62 (41) | 43 (67) | 43 (63) | 23 (70) | 171 (241) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2018 | 52% | 50% | 2% | 53% | -1% |
| | 2017 | 48% | 51% | -3% | 52% | -4% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2018 | 55% | 55% | 0% | 53% | 2% |
| | 2017 | 47% | 51% | -4% | 50% | -3% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | 7% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|---------------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 95% | 82% | 13% | 65% | 30% |
| 2017 | 60% | 58% | 2% | 63% | -3% |
| Compare | | 35% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 58% | 66% | -8% | 68% | -10% |
| 2017 | 53% | 61% | -8% | 67% | -14% |
| Compare | | 5% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 52% | 61% | -9% | 62% | -10% |
| 2017 | 46% | 67% | -21% | 60% | -14% |
| Compare | | 6% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 54% | 57% | -3% | 56% | -2% |
| 2017 | 44% | 46% | -2% | 53% | -9% |
| Compare | | 10% | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| WHT | 69 | 64 | 55 | 70 | 58 | 44 | 98 | 76 | | 77 | 80 |
| BLK | 28 | 52 | 56 | 34 | 44 | 27 | 83 | 37 | | 68 | 56 |
| MUL | 77 | 50 | | 55 | | | | | | | |
| SWD | 14 | 44 | 39 | 33 | 64 | 33 | | 28 | | 36 | |
| FRL | 36 | 54 | 62 | 40 | 46 | 22 | 84 | 50 | | 61 | 63 |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| WHT | 65 | 56 | 55 | 56 | 48 | 31 | 72 | 76 | | 66 | 78 |
| BLK | 21 | 29 | 27 | 18 | 27 | 25 | 39 | 36 | | 64 | 57 |
| HSP | 73 | 55 | | 30 | 30 | | | | | | |
| MUL | 45 | 36 | | 40 | 29 | | | | | | |
| SWD | 18 | 36 | 36 | 19 | 57 | | 33 | | | 56 | 20 |
| FRL | 33 | 38 | 38 | 29 | 34 | 26 | 48 | 39 | | 58 | 57 |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Increase Math Learning Gains Lowest 25%

Rationale Students in the lowest 25% in math are not demonstrating learning gains at an acceptable level.

Intended Outcome At least 44% of the lowest 25% shall demonstrate learning gains.

Point Person Sheila Hall (sheila.hall@jcsb.org)

Action Step

Description

1. Increase the amount of time spent on Think Through Math for students in the lowest 25%.
2. Students in the lowest 25% will use iReady Reading to target areas of weakness.
3. Teachers will use the district maps for Algebra and Geometry.

Person Responsible Sybil Rivers (sybil.rivers@jcsb.org)

Plan to Monitor Effectiveness

Description The leadership team shall monitor lesson plans and complete classroom walk through evaluations to ensure implementation of the action steps.

Person Responsible Sybil Rivers (sybil.rivers@jcsb.org)

Activity #2

Title Increase Graduation Rate

Rationale Graduation with a standard diploma is critical to our students' success after high school. Marianna High is committed to a continued increase in graduation rate.

Intended Outcome At least 85% of our students will graduate with a standard diploma.

Point Person [no one identified]

Action Step

Description 1. School Day ACT and School Day SAT will be administered to our 11th and 12th grade students who have not earned a passing score on the FSA for Reading or a passing score on the Algebra EOC Exam.

Person Responsible Ashley Harvey (ashley.harvey@jcsb.org)

Plan to Monitor Effectiveness

Description Data shall be examined for the School Day ACT and School Day SAT to determine students' success rate.

Person Responsible Ashley Harvey (ashley.harvey@jcsb.org)

Activity #3

Title Increase ELA Learning Gains of the Lowest 25%

Rationale All students should be demonstrating a year's worth of growth in ELA.

Intended Outcome The percent of students in the lowest 25% demonstrating learning gains shall increase from 57% to 62%.

Point Person [no one identified]

Action Step

- Description**
1. Students who score level 1 on the FSA shall take an intensive reading class.
 2. Students in the lowest 25% will use iReady Reading to target areas of weakness.
 3. Students will use the tutorials on floridastudents.org that target ELA standards.
 4. Teachers will use the district maps for ELA.
 5. Teachers will work with Cathi Addison to incorporate instructional best practices in the ELA classrooms.
 6. Students will participate in the Accelerated Reading program to increase reading practice.
 7. Students will take part in the district assessments for progress monitoring.
 8. All students taking the ELA FSA exam will have an FSA Data chat with Sybil Rivers, LuAnne Law, Cathi Addison, and Karen Hughes. Students will set goals for their FSA exam and identify strategies that will help them achieve their goals.

Person Responsible Philip Jones (philip.jones@jcsb.org)

Plan to Monitor Effectiveness

Description The leadership team shall monitor lesson plans and complete classroom walk through evaluations to ensure implementation of the action steps.

Person Responsible Sybil Rivers (sybil.rivers@jcsb.org)

Activity #4

Title Increase Student Achievement in the area of US History

Rationale Students should be able to demonstrate knowledge of US History.

Intended Outcome At least 72% of the students who take the US History EOC Exam will demonstrate proficiency.

Point Person Carlan Martin (carlan.martin@jcsb.org)

Action Step

Description

1. All US History teachers will take part in professional learning opportunities with Peggy Renihan and Michael DiPierro.
2. US History teachers will continue to develop a curriculum map, in an effort to ensure that all standards are taught to mastery.
3. Students will use the US History tutorials on floridastudents.org to preview material presented in class, to review material presented in class, and to prepare for the US History Exam.
4. Students will be progress monitored at least two times a year to assess mastery of standards presented.

Person Responsible Patte Hatcher (patte.hatcher@jcsb.org)

Plan to Monitor Effectiveness

Description The leadership team shall monitor lesson plans and complete classroom walk through evaluations to ensure implementation of the action steps.

Person Responsible Sybil Rivers (sybil.rivers@jcsb.org)

Activity #5

Title Biology EOC Exam Scores

Rationale Biology EOC Exam scores should exceed the state average.

Intended Outcome At least 68% of the students who take the Biology EOC exam will pass.

Point Person [no one identified]

Action Step

Description

1. Students will do the original tutorials on floridastudents.org for science.
2. Teachers shall take part in professional development related to unpacking the NGSSS (Next Generation State Standards Science Symposium).
3. Students who are achievement levels 1 and 2 on the ELA FSA will take an environmental science class prior to taking biology, in an effort to boost their skills.
4. Teachers will begin working towards building a pacing guide to use.

Person Responsible Carlan Martin (carlan.martin@jcsb.org)

Plan to Monitor Effectiveness

Description Biology teachers will progress monitor students to see if they are mastering standards that have been taught.

Person Responsible Carlan Martin (carlan.martin@jcsb.org)

| | |
|--------------------------------------|--|
| Activity #6 | |
| Title | Improve Parent Communication |
| Rationale | Parents need to be aware of what is going on in their child's education. |
| Intended Outcome | More parents will be actively engaged in their student's education. |
| Point Person | [no one identified] |
| Action Step | |
| Description | 1. A schoolwide Remind will be set up for parents to receive info and communicate with our school. |
| Person Responsible | Luanne Law (luanne.law@jcsb.org) |
| Plan to Monitor Effectiveness | |
| Description | Data from parent interaction with the Remind app will be examined. |
| Person Responsible | Luanne Law (luanne.law@jcsb.org) |

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Marianna High School will strive to include parents in all aspects of their student's life - both academic and extra-curricular. Parents will be encouraged to take advantage of FOCUS, the online grade book, to monitor academic achievement. Parents will also be encouraged to monitor the school website to stay informed about Marianna High School. We will develop a Schoolwide Remind to help parents and stakeholders stay informed about events and information pertaining to MHS.

PFEP Link

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

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

The guidance department, in conjunction with the faculty and administration at Marianna High, works to ensure that all students receive the support needed to be successful. Students in need of mental health counseling through Jackson County's mental health specialists shall be identified through the RtI process, teacher recommendations, and other avenues. These students shall receive mental health counseling as needed.

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

8th grade to 9th grade transition:

We are committed to helping our incoming 9th grade students transition to MHS with ease. The incoming 9th graders visit MHS during the spring of their 8th grade year. We have a parent night for these students in the spring of their 8th grade year. In addition, we have a special 9th grade open house for both students and parents in August prior to the start of school. During this open house, graduation requirements are introduced, a tour of the school is offered, and schedules are disseminated. Students, parents, administrators, guidance counselors, and teachers interact and begin establishing relationships.

Our students are encouraged to continue their education after high school. We partner with Chipola College and Washington Holmes Technical Center to promote their programs during the daily news show. We also encourage our juniors seniors to attend a College and Career night in which area colleges talk one on one with them.

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

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

This year, our school leadership team will use UniSIG funds to fund afterschool tutoring programs in math and ELA, Title I Part A funds to purchase laptops to improve access to technology and instructional tools, and general funds to improve access to quality curriculum in our math classrooms. In addition, our leadership team is working closely with Cathi Addison, our district ELA Content Area specialist.

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

PURPOSE- To support the nutritional needs of students to ensure they are healthy and ready to learn. The Jackson County School Board's Homeless Liaison, Innovative Charities of NWFL and Second Harvest Food Bank of the Big Bend have teamed together to support the nutritional needs of children.

ACCOMPLISHMENTS THIS YEAR

Started bag delivery on November 30, 2012 and will conclude weekly delivery on May 31, 2013.

Approximately 1,364 bags of food have been sent home

Approximately 100 boxes of food have been sent home (Christmas and Spring Break)

82 children served this year, with an average of 62 per week

\$5,272 donated

Cottdale Elementary, Cottdale High, Riverside Elementary, Girls Scouts of America, Graceville High and Heart Pageant have conducted food drives

Food Drive development with local grocery stores

SUMMER FOOD PROGRAM

We are currently building our capacity to support a summer program. This will be difficult to implement with school being out of session. We are looking at our ability to get the food to the families.

2013-2014 SCHOOL YEAR

Program expanded to Sneads, Grand Ridge and Graceville

Continue services to Marianna, Malone and Cottondale

Raise \$10,000 to sustain the program

2017-2018 School Year - Program continues

2018-2019 School Year - Program continues

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

Guidance counselors disseminate information to all of the students on a regular basis through classroom presentations. Homeroom teachers also act as advisors on an as needed basis.

We partner with Chipola College and Washington Holmes Technical Center to promote their programs during the daily news show.

Our Diversified Career Training program promotes college and career exploration with hands-on work experiences within the confines of the school day, and outside of the school day.

All seniors are encouraged to attend Chipola College's Senior Day, that will be held on November 8, 2017.

Part V: Budget

| | |
|---------------|--------------------|
| Total: | \$84,878.38 |
|---------------|--------------------|