Monroe County School District

Marathon School

2017-18 School Improvement Plan

Marathon School

350 SOMBRERO BEACH RD, Marathon, FL 33050

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
High School 6-12	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Monroe County School Board.

SIP Authority and Template

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.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Marathon School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Marathon Middle/High School is to educate, empower, and enable all students to become responsible, caring, and contributing citizens.

b. Provide the school's vision statement

The vision of Marathon Middle/High School is to promote engaging and rigorous educational opportunities that create life-long learners and productive citizens in our community and society as a whole.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Recognizing and accepting students' cultures is important in successful schools. The heritages of the students at MHS are recognized and celebrated during multicultural celebrations throughout the year. The Learning Commons hosts organized celebrations with a monthly focus. Lesson plans and standards are tied directly to the celebrations. The Dolphin News Network (DNN) supports efforts in the learning commons.

In addition to the celebrations and lessons in the learning commons, MHS incorporates two character education programs, Second Step and Project Wisdom. Second Step is used at the middle school level and Project Wisdom is used at the high school level. Both programs focus on acceptance and caring.

Paraprofessional staff are selected to support the predominate languages and cultures at MHS to ensure ease of communication. Parents can communicate to make ideas and concerns. For languages and cultures that are not predominate, MHS uses district resources to provide support for families as needed.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Marathon High School utilizes the iBElieve Program to provide a safe and nurturing environment where students can learn before, during, and after school. The iBElieve program delineates behaviors and expectations for students, staff, parents, and district staff. The program is taught school wide. MHS also uses two character education programs, Second Step and Project Wisdom. Second Step curriculum is used at the middle school grade levels and Project Wisdom curriculum is used at the high school grade levels. The Second Step program also has a bully prevention curriculum that is taught.

In addition to curriculum support, MHS has a Sheriff Resource Officer (SRO) assigned to the MHS campus. The SRO is a visible presence for students, staff, and parents.

Clubs, sports programs, and after school tutoring are provided to students before, during, and after school. These programs help ensure students' success and provide a safe and secure environment.

A supervision plan is in place for before, during, and after school to provide a safe environment for students, staff, and parents.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Monroe County School District has established a district-wide behavioral system entitled iBElieve. Marathon High School consistently implements the iBElieve system.
The iBElieve system guides various stakeholders including staff members, students and parents using the following beliefs:
1. Behavior goals for students, teachers, parents, administrators, and district staff as well as community visitor such as volunteers, consultants, etc.
2. Comprehensive list of consequences for inappropriate behavior
3. Delineation of office managed vs. teacher managed behaviors
4. Comprehensive list of interventions to develop positive behaviors
5. Coordinated list of resources for teachers and parents.
6. Lesson plans to accompany each area of the student behavior plan to create a common understanding of what is expected.
7. Comprehensive list of rewards for appropriate behaviors

In addition to the iBElieve program, MHS uses a PBIS recognition program school-wide to recognize and celebrate student who make the right choices.

d. 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

Marathon High School implemented a social-emotional program at the middle school level and at the high school level. Second Step for middle school grades 6-8 and Project Wisdom for grades 9-12. The Second Step curriculum for grades 6-8 includes components for emotional learning such as skills for social and academic success, a bullying prevention unit to create a positive school climate, and a child protection unit to help students stay safe. The Project Wisdom curriculum is used in grades 9-12. Project Wisdom provides social-emotional and character education by providing daily "words of wisdom, weekly and monthly themes that help establish a "virtue vocabulary" on campus. Project Wisdom also provides a focal point for the week or month and provides lesson plans for teachers and parent resources.

Additional social emotional needs are provided by the MHS Success Center and by the CONS/FINS counselor.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

MHS uses an early warning system that identifies "off-track" students. It identifies students with excessive absences, students missing more than 10% of instructional time, and students who receive one or more suspensions as well as low scores on the statewide assessments.

Early Warning Criteria:
1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school

suspension

2. One or more suspensions, whether in-school or out-of-school

3. Course failure in English Language Arts or mathematics during any grading period

4. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. 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	6	9	10	11	9	6	16	67
One or more suspensions	0	0	0	0	0	0	8	9	5	2	10	5	4	43
Course failure in ELA or Math	0	0	0	0	0	0	4	9	9	4	17	21	14	78
Level 1 on statewide assessment	0	0	0	0	0	0	20	30	28	31	33	32	27	201

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	7	10	11	6	19	18	17	88

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students that are identified via the Early Warning System are referred to the MTSS Dolphin Watch Teams. The MTSS Teams are comprised of a school-based leader, teachers, guidance counselor and other staff as appropriate. Parents are critical members of the team. Parents are engaged in the process via written, verbal and visual aids. Specifically, parents are provided written notice of meetings, followed by phone conferences throughout an intervention period, and are presented with a graphical display of the student's Response to Intervention as well as a graphical comparison of the student's data to peers. This data is reviewed for the purpose of determining the effectiveness of intervention as it relates to closing the gap between the student and his or her peers.

Student interventions are data-driven and based on weekly measures and monthly progress monitoring data which occurs throughout the school year. Standard treatment protocol is used at Tier Two. This means that teachers select from strategies and materials grounded in research and proven to be effective for most students at this Tier Two level. These strategies and resources are available for reference at the District's MTSS/RtI Portal in a succinct format. If the data demonstrates that Tier Two interventions are not working or if a student requires more intensive support then individualized instruction is provided at the Tier Three level to overcome significant barriers and accelerate learning.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

MHS works to build positive relationships with families to increase involvement in school, to communicate the school's mission and vision, and keep parents informed of their child's progress. MHS builds positive relationships with families through timely communication and opportunities to become involved. Communication is maintained through the MHS website, Marathon High School Home of the Dolphins facebook site, our Marquee, the Thursday US 1 Radio Morning Magazine radio show, community access to Dolphin News Network (DNN), the weekly-published school newspaper, use of the district communication liaison person, and the ed connect phone system. Additional communication avenues are the Los Padres group for EL parents, Family Literacy Nights, Grade level parent meetings, Curriculum Night, and the School Advisory Council (SAC). The vision and mission is communicated throughout the communication venues. Parents are informed of their child's progress through the online gradebook, mid-quarter progress reports, and report cards. The mid-quarter progress reports also include a copy of the STAR Reading and STAR Math reports to provide additional progress information.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

MHS understands that partnerships with the local community are fundamental to securing and utilizing resources to support the school and student achievement. Partnerships are cultivated for the betterment of athletics, student achievement, and the student body overall. Those interested in community partnerships are referred to the head of the department or area.

Current partnerships include:
AHEC
KAPPOW
Rotary
Keys to be the Change
ECMC
Dancing Classrooms
Pepsi
Marathon Yacht Club
City of Marathon
Florida Restaurant and Lodging Association (FRLA)
Centennial Bank
US 1 Radio Morning Magazine
Youth Community Center
Marathon Writes!
DRC Celebrates Reading
The Arts in Schools grants
Library Partnerships with Mel Fisher Museum
Community/ Local scholarships
Mid Keys Boosters
Marathon Alumni Athletic Club
Kay Gradick Foundation

Business Professional Women (BPW)
Service Dogs

C. Effective Leadership

1. School Leadership Team

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

Name	Title
McPherson, Wendy	Principal
Logan, Liz	Assistant Principal
Gonzalez, Ryana	Teacher, ESE
Davis, Anthony	Teacher, K-12
Schubert, Jessie	Teacher, K-12
Murphy, James	Teacher, K-12
Joshua, Allison	Teacher, K-12
Bish, Carl	Teacher, K-12
Walker, Diana	Teacher, K-12
Paul, Christine	Dean

b. Duties

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

The Marathon High School leadership team is a peer elected body of colleagues representative of all subject area departments and grade levels. The role of the building level planning team (BLPT) is to examine strategic data and make recommendations to the principal. The BLPT shall serve in an advisory capacity to the principal who shall make the final determination with respect to all matters discussed among team members. The principal and/or designee shall act upon recommendations of the BLPT. Additional shared responsibilities of the leadership team is accountability for positive outcomes. The school leadership team at MHS also serves as curriculum leaders. As curriculum leaders these members lead subject area departments as well as horizontal grade level teams.

2. 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

The Marathon High School leadership teams identifies and aligns all available resources in order to meet the needs of all students through a variety of federal, state, and local funds, services, and programs.

Title II
Marathon High School receives Title II funds for the position of a reading coach. The reading coach provides professional development to staff, assists in data collection and analysis, and provides support for program implementation. The reading coach also leads the literacy team and provides the

building level leadership team progress updates at regularly scheduled BLPT meetings. MHS also participates in district professional development provided by Title II funds.

Title III and Immigrant Program
MHS uses Title III funding to provide tutorial services for English learners. Tutorials are available three days a week after school. Title III funds also provide supplemental licenses for Imagine Learning to target low preforming EL and immigrant middle school students and professional development on EL strategies for teachers in all content areas.

Other Federal and State Programs
The following contact positions are provided by the district through federal or state funds and utilized at MHS: CHIPS Homeless contact, the EL contact, and the MTSS contact. Each of the contact positions work with district liaisons to ensure compliance with special programs. IDEA and state programs fund paraprofessional positions that are vital to MHS. Support schedules are developed to meet student instructional needs.

District Discretionary
The principal and the school leadership team work together to ensure teachers have supply money to meet needs for their classroom. Each teacher is allotted classroom supply money to meet these needs. The MHS school leadership team has discretion over an at-large leadership position that can be used to meet a need identified by the leadership team.

Local Partnership
AHEC is a local partnership that provides a physician's assistant three days a week at MHS for students, parents, and staff.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Christina Rodriguez	Parent
Christina Gonzalez	Parent
Yennifer Alpizar	Student
Candice Doyle	Parent
Diana Culver	Business/Community
Linda Mixon	Parent
Gayzel Collins	Parent
Liz Logan	Education Support Employee
Teresa Konrath	Teacher
Christine Paul	Education Support Employee
Wendy McPherson	Principal
Miriam Hribar	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC is responsible for final decision-making at the school relating to the annual implementation of a school improvement plan (SIP). SAC assists in the annual preparation of the SIP as well as the evaluation of the SIP. During the 2016-2017 school year, a SAC meeting was held during the school day to assist in developing the SIP. During the 2017-2018 school year results of the 2016-2017 SIP will be shared at a SAC meeting in the November 8th meeting.

b. Development of this school improvement plan

SAC is responsible for final decision-making at the school relating to the annual implementation of a school improvement plan (SIP). SAC assists in the annual preparation of the SIP. During the 2017-2018 school year, a SAC meeting will be held during the school day to assist in developing the SIP. This meeting has not yet occurred because of Hurricane Irma. It is currently scheduled to be held in November. The meeting agenda is advertised two weeks in advance on the school website as well as through community communication venues.

c. Preparation of the school's annual budget and plan

Each year the tentative budget is presented to SAC during the May meeting. Staffing needs, scheduling, and new programs are presented to SAC for the following school year. SAC provides feedback on the new plans.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No school improvement funds were allocated last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Williams, Jill	Instructional Coach
Abbott, Dabney	Teacher, K-12
Lancaster, Kathy	Instructional Media
Thacker, Rebecca	Teacher, K-12
Migut, Shannon	Teacher, K-12
Bayerl, Elizabeth	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The purpose of the Literacy Leadership Team (LLT) is to promote a school-wide culture of reading. The LLT works to provide and promote many literacy events across the campus throughout the year. A Literacy TIPs email goes out staff-wide each week with a timely focus. The Learning Commons

develops literacy themes for the school year.

Monthly Learning Commons themes:
Mel Fisher Pop-Up Museum Exhibit- Florida and Cuba Connections
Service Dogs and literacy
Monthly themes based on state-wide observances
Quick and simple literacy PDs focused on AVID strategies and STAR focus objectives

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Marathon High School encourages and supports positive working relationships between teachers. At the end of each school year, teachers identify needs and suggest modifications to the master schedule that would support the upcoming school year. An example for the 2017-2018 school year is the implementation of the ESE Resource rooms at middle school and high school levels. The ESE resource teachers work with classroom teachers to help meet student needs.

During the school year, teachers are recognized for their successes in the weekly Friday Report and at monthly faculty meetings. Common planning is provided at the middle school levels. Horizontal (grade level) meetings are held monthly to plan collaborative instruction on STAR focus objectives.

The building level planning team (BLPT) is a peer elected leadership group representing each department and grade level. This team meets once per month to make decisions for the school.

Participation in the district program called The VIEW is encouraged and supported. Teachers receive release time to visit or host visits to demonstrate/watch instructional strategies.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

At Marathon High School the administrative staff utilizes the district hiring website, PATS HA, to recruit highly qualified teachers for the school. The PATS website includes, resumes, references, certification, and other important information to consider when hiring the best personnel.

Development and retention of highly qualified staff is accomplished through a variety of methods. Participation in district professional development is encouraged and supported through advertisement of offerings and TDE leave as needed. Survey of PD needs is also conducted on-site to determine needs and provide additional support. The Reading Coach is utilized within a variety of classrooms. Administrative learning walks are conducted on a weekly basis and coaching conversations are held. Certification is monitored at a district level to help teachers remain highly qualified. Weekly recognition is also provided school wide through the Friday Report and through the teacher PBIS recognition program.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning and new to the district teachers participate in the District Mentoring and Induction program. Mentor teachers are trained through the mentor teacher program provided by the district. Mentor teachers are then paired with new or beginning teachers based on common subject areas. If a common subject area is not available then a common grade level or department is identified.

The Level 1 and Level 2 teachers meet monthly as outlined in the district mentoring program. At the beginning of the year one mentor teacher is appointed as point person of the program at MHS. This teacher develops the agenda of activities following the district requirements and needs of the MHS campus. The timeline is reviewed with the principal. Observation/feedback cycles are supported with TDE time as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Marathon High School, the core instructional programs and materials are aligned to the Florida Standards. MHS uses the district adopted subject area materials which are aligned with Florida Standards. CPALMS is used to ensure the standards are understood and taught as required. District provided and teacher developed subject area pacing guides are also used to ensure standards are taught. Lesson plans are posted on a weekly basis and reviewed by department heads. With each new instructional program adoption, teachers are required to attend professional development to utilize the new materials. District subject area specialists help monitor material usage at the school site.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student assessment data and progress monitoring data from STAR Reading and STAR Math is used to determine the needs of the students. Data on course grades also indicate levels of mastery. Special populations of students course grade data is monitored mid-quarter and end of quarter.

Strategies to modify or supplement instruction are as follows:
1. EL Resource rooms - teachers can send students to receive translation help, extra time on a test, or small study groups based on needs identified by teachers.
2. ESE Resource rooms - teachers can send students to receive addition time or small group tutoring sessions related to academic work.
3. EL and ESE paraprofessional support - a schedule is developed to provide assistance in the classroom and meet student needs.
4. MTSS - An MTSS coordinator monitors students identified as needing assistance
5. After School Tutoring Program - after school academic tutoring is provided 3 days per week for 90 minutes each day.
6. After school and during lunch time bootcamps for FSA and EOC are provided by teachers in these courses.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,700

Teachers identify students in need of additional time to master content. Tutoring sessions are offered after school three times per week for 90 minutes. Busing is provided.

Strategy Rationale

Extended learning opportunities provide additional educational time outside of the normal school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Logan, Liz, liz.logan@keysschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA/EOC test scores

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Marathon High School utilizes a variety of transitional strategies. As a combination school with grades 6-12, MHS has two critical transitional periods: incoming 6th grade and incoming 9th grade. Transition meetings and orientation sessions are held for both grade levels. Campus visits are hosted for both groups prior to the new school year. Parent meetings are also scheduled to inform parents about the school and academic options.

In addition to the two critical transition grade levels, newcomers groups are held for new students from other grade levels. Series of three meetings are conducted at the beginning of each semester or as needed based on school enrollment. School-wide assemblies are conducted as needed to assist in transition.

b. College and Career Readiness

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

College and Career awareness is important at Marathon High School. MHS has a CAPPS counselor who assists in promoting college and career awareness. Each year a College Fair is hosted and all high school students and AVID middle students attend. MHS also participates in College T-shirt Day to promote college awareness.

Within the Career and Technical Education (CTE) department several partnerships exist. The culinary program works with the Florida Restaurant and Lodging Association (FLRA). The Digital Promotions department has partnered with Monroe Computes, which provides incentives for Microsoft and

ADOBE certifications.

Math, science, and ELA advanced placement teachers have partnered with the National Math and Science Initiative (NMSI).

The AVID teachers have partnered with the AVID organization to identified and prepare students for college opportunities. AVID students take college field trips.

MHS has partnered with Take Stock in Children (TSIC) to provide opportunities for college scholarship for economically disadvantaged students. TSIC take students on college field trips.

MHS has partnered with Florida Keys Community College to implement a Collegiate Dual Enrollment Academy. Additional partnerships with FKCC have provided for outboard marine classes and possibly future construction classes.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The following are career and technical education programs available at MHS:
Microsoft Office Specialist and Master
ADOBE Premiere
ADOBE Photoshop
Internet Core Competency Certifications (IC3)
Safe Serve, ProStart 1 and ProStart 2

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Currently MHS has implemented the MOS certification at the 9th grade cohort level. This provides computer expertise in Word, PowerPoint, and Excel for use in academic courses through the high school level.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

To continue to improve student readiness for the public postsecondary level, MHS will use the following strategies:
1. Continue to build advanced placement programs and the dual enrollment programs.
2. Provide SAT and ACT information to parents at parent meeting nights. Use DNN and ed connect to promote
SAT and ACT testing dates. Continue as a testing site for SAT. Assist students with test fee waivers. Offer
bootcamps for SAT and ACT.
3. Identify and track lowest 25 percent on state-wide assessments.
4. Identify and track PSAT results.

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase graduation rate from 69 percent to 74 percent during the 2017-2018 school year.

G2.   Increase attendance rate from 94 percent to 97 percent during the 2017-2018 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase graduation rate from 69 percent to 74 percent during the 2017-2018 school year. `1a`

🔑 G095046

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	51.0
Math Lowest 25% Gains	42.0

Targeted Barriers to Achieving the Goal `3`

- Need additional time and support to master concepts

Resources Available to Help Reduce or Eliminate the Barriers `2`

- EL Resource room

- After School tutoring program for ELA

- Use of high yield strategies school wide

- FINS Center - ESE Resource room

- After School tutoring program for math

- Data from Learning Walks which target school-wide strategies will be shared weekly with teachers.

Plan to Monitor Progress Toward G1. `8`

Data on STAR reading testing will be monitored for the lowest 25%

Person Responsible
Jill Williams

Schedule
Triannually, from 11/6/2017 to 3/29/2018

Evidence of Completion
Evaluation of benchmark data from each progress monitoring for STAR Reading and math

Plan to Monitor Progress Toward G1. `8`

Data from learning walks will be monitored

Person Responsible
Liz Logan

Schedule
Monthly, from 9/4/2017 to 6/6/2018

Evidence of Completion
Tabulation of data

G2. Increase attendance rate from 94 percent to 97 percent during the 2017-2018 school year. `1a`

🔑 G095045

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	97.0

Targeted Barriers to Achieving the Goal `3`

- Poor attitude regarding school attendance
- Lack of following attendance procedures

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PBIS
- CINS/FINS
- Wellness checks by SRO
- Attendance Committee/Dolphin Watch List for Attendance
- Emotional Counseling

Plan to Monitor Progress Toward G2. `8`

Attendance committee will meet weekly to ensure the target goal is attained.

Person Responsible
Christine Paul

Schedule
Weekly, from 10/30/2017 to 5/31/2018

Evidence of Completion
Attendance rates and committee minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase graduation rate from 69 percent to 74 percent during the 2017-2018 school year. 1

🔑 G095046

G1.B3 Need additional time and support to master concepts 2

🔑 B256306

G1.B3.S1 Develop after school tutoring program to met needs of the students scoring within lowest 25% on ELA and math. 4

🔑 S270982

Strategy Rationale

Additional time and small group format will assist lowest 25% students to master content.

Action Step 1 5

Monitor attendance of lowest 25% at after school tutoring program

Person Responsible

Liz Logan

Schedule

Weekly, from 11/6/2017 to 3/29/2018

Evidence of Completion

Monthly attendance at after school tutoring

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monthly reports will be provided to principal

Person Responsible

Liz Logan

Schedule

Monthly, from 11/6/2017 to 3/29/2018

Evidence of Completion

Attendance sheets and phone log

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Analyze STAR Reading progress monitoring results to ensure progress towards goal.

Person Responsible

Jill Williams

Schedule

On 2/1/2018

Evidence of Completion

STAR Reading Data

G1.B3.S2 Implement ESE and EL resource rooms at the highs school level and at the middle school level. 4

🔑 S273030

Strategy Rationale

Resources rooms will provide students with help from certified teachers in small group format. Resource rooms also provide a place to for testing accommodations.

Action Step 1 5

Design and implement EL and ESE resource rooms at the middle and high school levels

Person Responsible

Wendy McPherson

Schedule

On 6/6/2018

Evidence of Completion

Master Schedule indicating resource rooms

Action Step 2 5

Meet with EL and ESE resource teachers to monitor expectations of the resource rooms

Person Responsible

Wendy McPherson

Schedule

Monthly, from 8/7/2017 to 6/6/2018

Evidence of Completion

Monthly minutes from meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

During weekly classroom learning walks the ESE and EL resource rooms will be monitored

Person Responsible

Wendy McPherson

Schedule

Weekly, from 9/4/2017 to 6/6/2018

Evidence of Completion

Learning walk data by admin team

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Review Learning Walk data

Person Responsible

Wendy McPherson

Schedule

Monthly, from 9/4/2017 to 6/6/2018

Evidence of Completion

Tabulation of learning walk data

G2. Increase attendance rate from 94 percent to 97 percent during the 2017-2018 school year. 1

🔑 G095045

G2.B1 Poor attitude regarding school attendance 2

🔑 B255821

G2.B1.S1 Develop PBIS recognition program focused on attendance. 4

🔑 S270985

Strategy Rationale

Promoting a school wide focus on attendance and recognizing students for good attendance will provide motivation for students to attend school.

Action Step 1 5

Meet with PBIS committee and develop recogntion events based on good attendance.

Person Responsible

Christine Paul

Schedule

Monthly, from 10/24/2017 to 5/25/2018

Evidence of Completion

PBIS plan for events related to attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

List of eligible students will be compared with list of students with unexcused absences.

Person Responsible

Christine Paul

Schedule

Monthly, from 11/3/2017 to 5/25/2018

Evidence of Completion

Evidence will be student lists of eligible students (good attendance or excused absences) and list of non-eligible students (students with unexcused absences).

G2.B5 Lack of following attendance procedures 2

🔑 B256311

G2.B5.S1 Communicate attendance process to staff. 4

🔑 S271175

Strategy Rationale

Clear communication eliminates procedural errors

Action Step 1 5

Develop a procedural flow chart for attendance

Person Responsible

Christine Paul

Schedule

On 11/10/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

PBIS committee reviews monthly outcomes of events

Person Responsible

Christine Paul

Schedule

Monthly, from 10/30/2017 to 5/31/2018

Evidence of Completion

PBIS committee minutes and rosters of events

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

Attendance committee will review data to ensure procedures are being followed

Person Responsible

Christine Paul

Schedule

Weekly, from 10/30/2017 to 5/31/2018

Evidence of Completion

Attendance committee meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Review flow chart process to ensure correct implementation

Person Responsible

Christine Paul

Schedule

Quarterly, from 10/30/2017 to 5/31/2018

Evidence of Completion

Minutes and summaries from quarterly reviews

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Develop and implement student survey on PBIS recognition program

Person Responsible

Christine Paul

Schedule

Semiannually, from 1/8/2018 to 4/13/2018

Evidence of Completion

Survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B5.S1.A1 A363453	Develop a procedural flow chart for attendance	Paul, Christine	10/30/2017		11/10/2017 one-time
G1.B3.S1.MA1 M388424	Analyze STAR Reading progress monitoring results to ensure progress towards goal.	Williams, Jill	1/8/2018	STAR Reading Data	2/1/2018 one-time
G1.B3.S1.MA1 M388423	Monthly reports will be provided to principal	Logan, Liz	11/6/2017	Attendance sheets and phone log	3/29/2018 monthly
G1.MA1 M388056	Data on STAR reading testing will be monitored for the lowest 25%	Williams, Jill	11/6/2017	Evaluation of benchmark data from each progress monitoring for STAR Reading and math	3/29/2018 triannually
G1.B3.S1.A1 A363136	Monitor attendance of lowest 25% at after school tutoring program	Logan, Liz	11/6/2017	Monthly attendance at after school tutoring	3/29/2018 weekly
G2.B5.S1.MA4 M388482	Develop and implement student survey on PBIS recognition program	Paul, Christine	1/8/2018	Survey results	4/13/2018 semiannually
G2.B1.S1.MA1 M388057	List of eligible students will be compared with list of students with unexcused absences.	Paul, Christine	11/3/2017	Evidence will be student lists of eligible students (good attendance or excused absences) and list of non-eligible students (students with unexcused absences).	5/25/2018 monthly
G2.B1.S1.A1 A363137	Meet with PBIS committee and develop recogntion events based on good attendance.	Paul, Christine	10/24/2017	PBIS plan for events related to attendance	5/25/2018 monthly
G2.B5.S1.MA2 M388479	Attendance committee will review data to ensure procedures are being followed	Paul, Christine	10/30/2017	Attendance committee meeting minutes	5/31/2018 weekly
G2.MA1 M388481	Attendance committee will meet weekly to ensure the target goal is attained.	Paul, Christine	10/30/2017	Attendance rates and committee minutes	5/31/2018 weekly
G2.B5.S1.MA1 M388478	PBIS committee reviews monthly outcomes of events	Paul, Christine	10/30/2017	PBIS committee minutes and rosters of events	5/31/2018 monthly
G2.B5.S1.MA1 M388480	Review flow chart process to ensure correct implementation	Paul, Christine	10/30/2017	Minutes and summaries from quarterly reviews	5/31/2018 quarterly
G1.MA2 M392737	Data from learning walks will be monitored	Logan, Liz	9/4/2017	Tabulation of data	6/6/2018 monthly
G1.B3.S2.MA1 M392736	Review Learning Walk data	McPherson, Wendy	9/4/2017	Tabulation of learning walk data	6/6/2018 monthly
G1.B3.S2.MA1 M392735	During weekly classroom learning walks the ESE and EL resource rooms will be monitored	McPherson, Wendy	9/4/2017	Learning walk data by admin team	6/6/2018 weekly
G1.B3.S2.A1 A366392	Design and implement EL and ESE resource rooms at the middle and high school levels	McPherson, Wendy	8/21/2017	Master Schedule indicating resource rooms	6/6/2018 one-time
G1.B3.S2.A2 A366393	Meet with EL and ESE resource teachers to monitor expectations of the resource rooms	McPherson, Wendy	8/7/2017	Monthly minutes from meetings	6/6/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase attendance rate from 94 percent to 97 percent during the 2017-2018 school year.

G2.B1 Poor attitude regarding school attendance

G2.B1.S1 Develop PBIS recognition program focused on attendance.

PD Opportunity 1

Meet with PBIS committee and develop recogntion events based on good attendance.

Facilitator

Michele Keeling, PBIS Coach

Participants

Faculty

Schedule

Monthly, from 10/24/2017 to 5/25/2018

G2.B5 Lack of following attendance procedures

G2.B5.S1 Communicate attendance process to staff.

PD Opportunity 1

Develop a procedural flow chart for attendance

Facilitator

Christine Paul

Participants

Faculty and staff

Schedule

On 11/10/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B3.S1.A1	Monitor attendance of lowest 25% at after school tutoring program	$0.00
2	G1.B3.S2.A1	Design and implement EL and ESE resource rooms at the middle and high school levels	$0.00
3	G1.B3.S2.A2	Meet with EL and ESE resource teachers to monitor expectations of the resource rooms	$0.00
4	G2.B1.S1.A1	Meet with PBIS committee and develop recogntion events based on good attendance.	$0.00
5	G2.B5.S1.A1	Develop a procedural flow chart for attendance	$0.00
		Total:	$0.00