

Monroe County School District

Marathon School



2018-19 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)

High School
6-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

60%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

60%

School Grades History

Year
Grade

2017-18
B

2016-17
B

2015-16
B

2014-15
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.

Monroe - 0131 - Marathon School - 2018-19 SIP
Marathon School

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 [section 1008.33, Florida Statutes](#), 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 [Rule 6A-1.099811, Florida Administrative Code](#):

- **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:

- Implementing - 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.

2018-19 DA Category and Statuses for Marathon School

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	- 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. MHS has a variety of different cultures. Throughout the school year student heritage is recognized and celebrated during multicultural celebrations. The Learning Commons host organized celebrations with a monthly focus. Lesson plans and standards are tied directly to the celebrations. The Dolphin News Network (DNN) promotes school-wide multicultural education.

In addition to the celebrations and lessons in the Learning Commons, MHS incorporates a character education program entitled Overcoming Obstacles. Focus lessons aligned to discipline data are taught by all staff twice a month. The daily message from Project Wisdom is used to support the focus lessons and multicultural celebrations throughout the month.

Paraprofessional staff are selected to support the predominate languages and cultures at MHS to ensure ease of communication and understanding of cultures. Paraprofessional support ensures parents can communicate ideas and concerns. 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 framework to provide a safe and nurturing environment where students can learn before, during, and after school. iBElieve delineates behaviors and expectations for students, staff, parents, and district staff. The framework is embedded school-wide. Expectations are posted across the campus. MHS also uses Overcoming Obstacles to teach character education consistently across the campus.

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 student 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.

MHS has a campus safety and crisis plan that is reviewed each quarter with staff and students. An anonymous text reporting method, School Text Tips, has been presented to the student body and promoted around campus.

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 framework entitled iBElieve. Marathon High School consistently implements the iBElieve framework. The iBElieve framework 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 visitors such as volunteers, consultants, etc.
2. Comprehensive list of consequences for inappropriate behavior
3. Delineation of administration 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

At the beginning of each school year, staff and students receive training on the framework. At the beginning of each quarter staff presents a series of informational lessons to further embed the iBElieve framework.

In addition to the iBElieve program, MHS uses a PBIS recognition program school-wide to recognize and celebrate students who make the right choices. The PBIS program also recognizes and celebrates teachers.

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/ character education program entitled Overcoming Obstacles at the middle school and high school levels. The daily message, "Words of Wisdom", from Project Wisdom is also used to support the monthly focus.

Additional social emotional needs are provided by the MHS Guidance Center, the MHS Success Center, the part-time social worker, and by the CINS/FINS counselor. The counselors and social worker work with small groups and on individual levels to meet student needs. Mental health awareness is presented to staff monthly.

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	10	11	14	10	13	6	14	78
One or more suspensions	0	0	0	0	0	0	10	38	24	15	14	18	10	129
Course failure in ELA or Math	0	0	0	0	0	0	5	7	4	10	12	13	3	54
Level 1 on statewide assessment	0	0	0	0	0	0	29	32	37	36	28	26	15	203

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	13	28	24	19	18	14	9	125

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 counselors and other staff as appropriate. Parents are critical members of the team. Parents are engaged in the process via written, verbal, visual aids and in person. Specifically, parents are provided written notice of meetings, followed by in-person conferences or phone conferences throughout an intervention period. The data developed during the intervention period is shared to assist parents in understanding how their child responded to the intervention and how their child's data looks in comparison to peer data. The 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 the 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 daily 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 English as a Second Language (ESOL) 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 student achievement, athletics, and the student body. Those interested in community partnerships are referred to the head of the department or area.

Current partnerships include:
AHEC

KAPPOW
Rotary
Champions for 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
DRC Celebrates Reading
The Arts in Schools grants - An Insider's Guide to Oceans (18/19)
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
Schubert, Jessie	Teacher, K-12
Murphy, James	Teacher, K-12
Bish, Carl	Teacher, K-12
Walker, Diana	Teacher, K-12
Paul, Christine	Dean
Byrnes, Debra	Teacher, K-12
Stanton, Carl	Teacher, K-12

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 subject area departments (English, math, science, social studies, ESE, electives, and middle school) 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 serves in an advisory capacity to the principal who makes the final determination with respect to all matters discussed among team members. The principal and/or designee acts upon recommendations of the BLPT. An additional shared responsibility 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 through an analysis of gaps 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 Funds

Title III funds provide supplemental licenses for Imagine Learning to target low performing 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 Funds

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
Jamie Mitchell	Parent
Candice Doyle	Parent
Diana Culver	Business/Community
Liz Logan	Education Support Employee
Teresa Konrath	Teacher
Christine Paul	Education Support Employee
Wendy McPherson	Principal
Christina Rodriguez	Parent
Simone Stanton	Parent
Jess Lugo	Parent
Jackson McDonald	Student

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.

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 2018-2019 school year, a SAC meeting will be held during the regularly scheduled meeting to assist in developing the SIP. This meeting is currently scheduled to be held in December. 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. The LLT analyzes data to identify gaps and address literacy needs. The LLT works with the Learning Commons to develop literacy themes for the school year. The Reading Coach sends out a Literacy TIPS email staff-wide on a weekly/monthly basis with a timely focus.

Monthly Learning Commons themes:

Artist in Schools grant - Insiders's Guide to Oceans

Mel Fisher Pop-Up Museum Exhibit- Florida and Cuba Connections

Service dogs and literacy

Monthly themes based on state-wide observances

Literacy Week action plan and implementation

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. During scheduling for the upcoming school year, teachers identify needs and suggest modifications to the master schedule that would support the upcoming school year foci. An example for the 2018-2019 school year is a revision to the ESE service plan at middle school and high school levels. Learning strategy classrooms have been implemented to provide a systematic place for students to receive help.

During the school year, teachers are recognized for their successes in the weekly emails and at monthly faculty meetings. Common planning is provided at the middle school levels.

The monthly meeting schedule was redesigned to increase the number of horizontal (grade level) meetings to plan collaboratively and meet grade level needs at the individual student level.

The building level planning team (BLPT) is a peer elected leadership group representing each department and grade level. This team meets twice 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.

New and beginning teachers are given release time to observe other teachers in the same content area.

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 weekly emails 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 Beginning and new to the district 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. Teachers use CPALMS to identify and align the course standards. District and teacher developed subject area pacing guides are also used to ensure standards are taught in a timely manner. 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 (FSA/EOC/NGSS) data and progress monitoring data (STAR Reading and STAR Math) is used to determine the needs of the students. Current course grades are also used to indicate levels of mastery. Grade data for special populations of students are monitored quarterly.

Strategies to modify or supplement instruction are as follows:

1. EL Developmental Language courses - 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 Learning Strategy rooms - teachers can send students to receive additional 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.
7. Adopted course materials often provide supplemental materials that are used to reteach or provide intervention.

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 of tutored students are monitored yearly. STAR Reading and Math scores are monitored every 60 days. In addition, each tutoring program identifies a specific monitoring tool and provides data on the success of the tutoring program.

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 all 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. MHS has recently

adopted Naviance, a college readiness program.

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.

The AVID teachers have partnered with the AVID organization to identify 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 provides mentors and takes students on college field trips. TSIC also provides the Experiment In Living (EIL) program opportunities.

MHS has partnered with Florida Keys Community College to implement a Collegiate Dual Enrollment Academy.

MHS is partnering with the Marathon Fire Department to implement a fire academy for junior and senior students. The program will begin 2019-2020.

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

TBA* Firefighter 1 and Emergency Medical Responder

TBA** Marine Propulsion/Yamaha certification

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.

Career readiness practice skills and career exploration bundles are being implemented in the OJT disciplines course.

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 messages

to promote SAT and ACT testing dates. Continue as a testing site for SAT. Offer an SAT

School day

assessment. Assist students with test fee waivers. Offer bootcamps for SAT and ACT.

3. Identify and provide targeted support to the students scoring within the lowest 25 percent on state-wide assessments.

4. Identify students who have AP potential through PSAT results.

5. Implement Naviance school-wide to align student strengths and interests to post secondary goals.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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 ELA achievement rate from 49 percent to 60 percent during the 2018-2019 school year.

- G2.** Continue to decrease chronic absences. Decrease chronic absences from 10.94 percent (69 students) to 9.0 percent (58 students) during the 2018-2019 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 ELA achievement rate from 49 percent to 60 percent during the 2018-2019 school year. 1a

G100786

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0

Targeted Barriers to Achieving the Goal 3

- Student Engagement
- Need additional time and support to master concepts

Resources Available to Help Reduce or Eliminate the Barriers 2

- After School Tutoring Program
- Support Services for Lowest 25%
- Implementation of social/emotional program, Overcoming Obstacles

Plan to Monitor Progress Toward G1. 8

STAR Reading data reports

Person Responsible

Jill Williams

Schedule

Triannually, from 8/13/2018 to 3/28/2019

Evidence of Completion

STAR reading reports for selected groups: Centers focus group and after school tutoring groups

G2. Continue to decrease chronic absences. Decrease chronic absences from 10.94 percent (69 students) to 9.0 percent (58 students) during the 2018-2019 school year. 1a

G100787

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	91.0

Targeted Barriers to Achieving the Goal 3

- Lack of consequences for skipping or truancy
- 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
- Social/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 10/30/2018 to 5/31/2019

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 ELA achievement rate from 49 percent to 60 percent during the 2018-2019 school year. **1**

 G100786

G1.B2 Student Engagement **2**

 B271847

G1.B2.S1 Centers for Big Kids **4**

 S287846

Strategy Rationale

Action Step 1 **5**

Professional development on Centers for Big Kids

Person Responsible

Jill Williams

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

School PD plan

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Select core team of teachers who will implement Centers for Big Kids within their classroom

Person Responsible

Jill Williams

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans and cite visit plan for Dr. McKnight

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor Centers for Big Kids through STAR Reading data

Person Responsible

Jill Williams


Schedule

Triannually, from 9/3/2018 to 4/30/2019

Evidence of Completion

STAR reading data for Centers for Big Kids implementation team

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

 B271848

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

 S287829

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 11/12/2018 to 3/28/2019

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 11/12/2018 to 3/29/2019

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

Triannually, from 8/13/2018 to 3/28/2019

Evidence of Completion

STAR Reading Data

G2. Continue to decrease chronic absences. Decrease chronic absences from 10.94 percent (69 students) to 9.0 percent (58 students) during the 2018-2019 school year. 1

G100787

G2.B3 Lack of consequences for skipping or truancy 2

B271853

G2.B3.S1 Implement consequences for skipping/truancy. 4

S287832

Strategy Rationale

Consistent enforcement of consequences will demonstrate the importance of attendance and that it is being monitored.

Action Step 1 5

Revise policy for upper level classmen off campus privileges to focus on good standing

Person Responsible

Christine Paul

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

List of students with privileges revoked

Action Step 2 5

Horizontal team meetings to monitor attendance

Person Responsible

Christine Paul

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Minutes form meetings and lists emailed to Dean of Students

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor FOCUS report weekly

Person Responsible

Teresa Konrath

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

List of students for Saturday School and revoked privileges

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Skipping and tardy reports decrease

Person Responsible

Christine Paul

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

FOCUS report

G2.B4 Lack of following attendance procedures 2

B271854

G2.B4.S1 Communicate attendance process to staff. 4

S287833

Strategy Rationale

Clear communication eliminates procedural errors

Action Step 1 5

Review procedural flow chart for attendance

Person Responsible

Christine Paul

Schedule

On 10/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Attendance committee will review data to ensure procedures are being followed

Person Responsible

Christine Paul

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Attendance committee meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Review flow chart process to ensure correct implementation

Person Responsible

Christine Paul

Schedule

Quarterly, from 10/30/2018 to 5/31/2019

Evidence of Completion

Minutes and summaries from quarterly reviews

V. Professional Development Opportunities

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

G1. Increase ELA achievement rate from 49 percent to 60 percent during the 2018-2019 school year.

G1.B2 Student Engagement

G1.B2.S1 Centers for Big Kids

PD Opportunity 1

Professional development on Centers for Big Kids

Facilitator

Dr. Katie McKnight

Participants

All instructional staff

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G2. Continue to decrease chronic absences. Decrease chronic absences from 10.94 percent (69 students) to 9.0 percent (58 students) during the 2018-2019 school year.

G2.B4 Lack of following attendance procedures

G2.B4.S1 Communicate attendance process to staff.

PD Opportunity 1

Review procedural flow chart for attendance

Facilitator

Christine Paul

Participants

Faculty and staff

Schedule

On 10/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Professional development on Centers for Big Kids	\$0.00
2	G1.B3.S1.A1	Monitor attendance of lowest 25% at after school tutoring program	\$0.00
3	G2.B3.S1.A1	Revise policy for upper level classmen off campus privileges to focus on good standing	\$0.00
4	G2.B3.S1.A2	Horizontal team meetings to monitor attendance	\$0.00
5	G2.B4.S1.A1	Review procedural flow chart for attendance	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G2.B4.S1.A1 A390431	Review procedural flow chart for attendance	Paul, Christine	8/13/2018		10/30/2018 one-time
G1.MA1 M426960	STAR Reading data reports	Williams, Jill	8/13/2018	STAR reading reports for selected groups: Centers focus group and after school tutoring groups	3/28/2019 triannually
G1.B3.S1.MA1 M426910	Analyze STAR Reading progress monitoring results to ensure progress towards goal.	Williams, Jill	8/13/2018	STAR Reading Data	3/28/2019 triannually
G1.B3.S1.A1 A390427	Monitor attendance of lowest 25% at after school tutoring program	Logan, Liz	11/12/2018	Monthly attendance at after school tutoring	3/28/2019 weekly
G1.B3.S1.MA1 M426911	Monthly reports will be provided to principal	Logan, Liz	11/12/2018	Attendance sheets and phone log	3/29/2019 monthly
G1.B2.S1.MA1 M426957	Monitor Centers for Big Kids through STAR Reading data	Williams, Jill	9/3/2018	STAR reading data for Centers for Big Kids implementation team	4/30/2019 triannually
G2.MA1 M426921	Attendance committee will meet weekly to ensure the target goal is attained.	Paul, Christine	10/30/2018	Attendance rates and committee minutes	5/31/2019 weekly
G2.B3.S1.MA1 M426959	Skipping and tardy reports decrease	Paul, Christine	8/13/2018	FOCUS report	5/31/2019 monthly
G2.B3.S1.MA1 M426958	Monitor FOCUS report weekly	Konrath, Teresa	8/13/2018	List of students for Saturday School and revoked privileges	5/31/2019 weekly
G2.B3.S1.A1 A390444	Revise policy for upper level classmen off campus privileges to focus on good standing	Paul, Christine	8/13/2018	List of students with privileges revoked	5/31/2019 weekly
G2.B3.S1.A2 A390445	Horizontal team meetings to monitor attendance	Paul, Christine	8/13/2018	Minutes form meetings and lists emailed to Dean of Students	5/31/2019 monthly
G2.B4.S1.MA1 M426917	Review flow chart process to ensure correct implementation	Paul, Christine	10/30/2018	Minutes and summaries from quarterly reviews	5/31/2019 quarterly
G2.B4.S1.MA1 M426920	Attendance committee will review data to ensure procedures are being followed	Paul, Christine	8/13/2018	Attendance committee meeting minutes	5/31/2019 weekly
G1.B2.S1.MA1 M426956	Select core team of teachers who will implement Centers for Big Kids within their classroom	Williams, Jill	8/13/2018	Lesson plans and cite visit plan for Dr. McKnight	5/31/2019 monthly
G1.B2.S1.A1 A390443	Professional development on Centers for Big Kids	Williams, Jill	8/13/2018	School PD plan	5/31/2019 monthly