Malone School

2019-20 Schoolwide Improvement Plan

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Malone School

5361 9TH ST, Malone, FL 32445

http://malone.jcsb.org

Demographics

Principal: Bryant Hardy

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (64%) 2016-17: B (58%) 2015-16: C (47%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Jackson County School Board on 10/15/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Malone School

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Keep it Real.
• Responsibility
• Excellence
• Achieving
• Learning

Provide the school's vision statement.

Passion for Learning, Compassion for Others

• Reading is the cornerstone for learning.
• Work ethics and interpersonal skills are key to learning.
• Students are life-long learners.
• Character is determined by respect, compassion, loyalty, and tolerance for self and others.
• Technology skills are essential.
• We are becoming a global society due to technological advances, and thus people are growing even more interconnected and are affected by world-wide events.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Powell, Doug	Principal	Instructional Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered. (Doug Powell)
Orlando, Lisa	School Counselor	Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed.
King, Kim	Teacher, K-12	
Hardy, Bryant	Assistant Principal	Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings (Bryant Hardy)
Davis, Dena	Teacher, K-12	
Whitfield, Amanda	Teacher, K-12	Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives. Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
Braswell, Ricky	Teacher, K-12	
Waddell, Orenza	Teacher, K-12	
Lanier, Janice	School Counselor	Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	48	50	47	41	50	46	31	40	41	42	31	31	544
Attendance below 90 percent	6	5	8	9	6	6	7	3	5	4	3	8	14	84
One or more suspensions	0	1	0	2	2	1	3	1	2	2	2	1	0	17
Course failure in ELA or Math	0	6	12	5	3	4	16	16	20	6	4	2	2	96
Level 1 on statewide assessment	0	0	0	0	3	5	7	3	6	9	6	8	3	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	5	1	4	4	10	9	4	9	7	3	1	58

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	0	0	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	1	5	3	4	6	3	3	0	4	6	3	2	40

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	5	6	7	3	7	7	6	4	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in ELA or Math	0	1	0	3	0	3	8	8	9	3	5	3	3	46
Level 1 on statewide assessment	0	0	0	1	1	3	6	6	8	3	7	3	4	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	1	3	6	4	5	3	4	2	2	31

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	5	6	7	3	7	7	6	4	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in ELA or Math	0	1	0	3	0	3	8	8	9	3	5	3	3	46
Level 1 on statewide assessment	0	0	0	1	1	3	6	6	8	3	7	3	4	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	1	3	6	4	5	3	4	2	2	31

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	58%	61%	62%	53%	57%
ELA Learning Gains	56%	54%	59%	58%	52%	57%
ELA Lowest 25th Percentile	51%	47%	54%	46%	41%	51%
Math Achievement	68%	55%	62%	71%	55%	58%
Math Learning Gains	47%	52%	59%	60%	54%	56%
Math Lowest 25th Percentile	34%	46%	52%	60%	49%	50%
Science Achievement	39%	44%	56%	56%	51%	53%
Social Studies Achievement	72%	69%	78%	58%	61%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46 (0)	48 (0)	50 (0)	47 (0)	41 (0)	50 (0)	46 (0)	31 (0)	40 (0)	41 (0)	42 (0)	31 (0)	31 (0)	544 (0)
Attendance below 90 percent	6 (6)	5 (5)	8 (6)	9 (7)	6 (3)	6 (7)	7 (7)	3 (6)	5 (4)	4 (0)	3 (0)	8 (0)	14 (0)	84 (51)
One or more suspensions	0 (0)	1 (0)	0 (0)	2 (0)	2 (0)	1 (0)	3 (1)	1 (0)	2 (1)	2 (0)	2 (0)	1 (0)	0 (0)	17 (2)
Course failure in ELA or Math	0 (0)	6 (1)	12 (0)	5 (3)	3 (0)	4 (3)	16 (8)	16 (8)	20 (9)	6 (3)	4 (5)	2 (3)	2 (3)	96 (46)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	3 (1)	5 (3)	7 (6)	3 (6)	6 (8)	9 (3)	6 (7)	8 (3)	3 (4)	50 (42)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	58%	3%	58%	3%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	70%	66%	4%	57%	13%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	74%	62%	12%	58%	16%
	2018	75%	66%	9%	56%	19%
Same Grade Comparison		-1%				
Cohort Comparison		4%				
05	2019	59%	60%	-1%	56%	3%
	2018	60%	54%	6%	55%	5%
Same Grade Comparison		-1%				
Cohort Comparison		-16%				
06	2019	58%	55%	3%	54%	4%
	2018	62%	58%	4%	52%	10%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
07	2019	69%	56%	13%	52%	17%
	2018	63%	45%	18%	51%	12%
Same Grade Comparison		6%				
Cohort Comparison		7%				
08	2019	61%	57%	4%	56%	5%
	2018	51%	59%	-8%	58%	-7%
Same Grade Comparison		10%				
Cohort Comparison		-2%				
09	2019	56%	59%	-3%	55%	1%
	2018	57%	50%	7%	53%	4%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
10	2019	50%	49%	1%	53%	-3%
	2018	70%	55%	15%	53%	17%
Same Grade Comparison		-20%				
Cohort Comparison		-7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	87%	70%	17%	62%	25%
	2018	84%	72%	12%	62%	22%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	87%	71%	16%	64%	23%
	2018	91%	72%	19%	62%	29%
Same Grade Comparison		-4%				
Cohort Comparison		3%				
05	2019	46%	58%	-12%	60%	-14%
	2018	52%	62%	-10%	61%	-9%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		-45%				
06	2019	68%	56%	12%	55%	13%
	2018	84%	52%	32%	52%	32%
Same Grade Comparison		-16%				
Cohort Comparison		16%				
07	2019	79%	55%	24%	54%	25%
	2018	81%	49%	32%	54%	27%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
08	2019	0%	30%	-30%	46%	-46%
	2018	68%	45%	23%	45%	23%
Same Grade Comparison		-68%				
Cohort Comparison		-81%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	52%	-21%	53%	-22%
	2018	60%	54%	6%	55%	5%
Same Grade Comparison		-29%				
Cohort Comparison						
08	2019	4%	28%	-24%	48%	-44%
	2018	24%	45%	-21%	50%	-26%
Same Grade Comparison		-20%				
Cohort Comparison		-56%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	63%	61%	2%	67%	-4%
2018	48%	82%	-34%	65%	-17%
Compare		15%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	81%	71%	10%	71%	10%
2018	84%	57%	27%	71%	13%
Compare		-3%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	57%	65%	-8%	70%	-13%
2018	82%	66%	16%	68%	14%
Compare		-25%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	62%	50%	12%	61%	1%
2018	61%	61%	0%	62%	-1%
Compare		1%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	37%	44%	-7%	57%	-20%
2018	59%	57%	2%	56%	3%
Compare		-22%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	50	27	58	47		19			90	
ELL											
BLK	58	48	38	58	39	35	26	50	56	92	45
HSP	71	76		82	50						
MUL	45			58	40						
WHT	67	58	53	73	52	39	51	84	79	88	91
FRL	61	58	52	64	44	38	38	65	65	77	59

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	51	50	38	59	59	57	36	64			
BLK	55	54	54	65	59	52	23	81		88	47
HSP	58	56		89	88						
MUL	53	50		73	50						
WHT	70	61	46	73	60	63	52	80	71	82	83
FRL	58	53	49	70	56	54	26	74	60	79	53

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	36	39	46	52	53					
ELL	55			73							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	48	55	44	63	61	54	34	48			
HSP	56	58		65	60						
MUL	60			100							
WHT	69	59	50	73	59	58	70	66	47	88	41
FRL	55	53	44	67	61	61	48	40	30	90	32

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	723
Total Components for the Federal Index	12
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Data showed the lowest performing component was 8th grade science. The contributing factor was that the top performing 8th graders were tested in biology instead of basic science.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component with the greatest decline from the prior year was 5th grade science. There was a beginning teacher to this subject. Also, a county science curriculum map was put into place over the summer for all elementary grades to ensure the test item specs are being covered.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to the state average was 8th grade science. Again, the contributing factor was that the top performing 8th graders were enrolled and tested in biology instead of basic science.

Which data component showed the most improvement? What new actions did your school take in this area?

Biology showed the most improvement with the top performing 8th graders being tested in biology instead of basic science.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and those with a level 1 on state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 8th grade science
2. 5th grade science
3. Math lowest 25%
4. Attendance
5. ELA-Key ideas and details

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science
Rationale	The decrease in school wide science achievement levels.

State the measurable outcome the school plans to achieve	If we increase the content area of life science from 40% to 48%, that would increase the 8th grade passing achievement levels 21%.
Person responsible for monitoring outcome	Doug Powell (doug.powell@jcsb.org)
Evidence-based Strategy	-The top performing 8th grade students will now be enrolled in basic science. -State Clear Learning Goals repeatedly, so students have a clear idea of where they are going and what it will look like when they get there. -Share and Model concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Sharing and modeling looks different in each discipline. For some, that may be "thinking out loud" to show students how experts process or it may be doing a physical demonstration. -Improve school-wide attendance. Poor attendance is a barrier to improved student achievement.
Rationale for Evidence-based Strategy	With the top performing students enrolled in basic science, we expect the student achievement for the 8th grade assessment to improve tremendously. The other strategies create transparency in learning and teaching. Clarity and Rapport are key foundations for effective teaching.

Action Step	
Description	1. Teachers will receive professional development in understanding and developing rigor for instruction to increase student's knowledge of all science standards. 2. Purchase supplemental science resources 3. Follow the newly developed district science curriculum map 4. Use online science supplements and the online HMH Ed science curriculum 5. MTSS support
Person Responsible	Doug Powell (doug.powell@jcsb.org)

#2	
Title	Math-learning gains of the lowest 25%
Rationale	Data has indicated that the learning gains of our lowest 25% have the largest gap within the state average.

State the measurable outcome the school plans to achieve	If we continue to focus on students geometry skills, then we plan to increase the learning gains of the lowest 25% to 45%.
Person responsible for monitoring outcome	Bryant Hardy (bryant.hardy@jcsb.org)
Evidence-based Strategy	-Check for Student Understanding by asking for feedback from students in various ways, regularly. Ask what students what they understand. -Share and Model concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. -Build in time to succeed by allowing varying time per unit, in particular to account for learning difficult concepts. While difficult to accomplish "on the fly," instructors who have taught the content before can provide students more time on difficult concepts. Consider examining the "threshold concepts" in your content area. -Improve school-wide attendance. Poor attendance is a barrier to improved student achievement.
Rationale for Evidence-based Strategy	Research shows that this habit of asking for student feedback has more impact for learning than giving students feedback. Clarity and rapport are key foundations for effective teaching.

Action Step	
Description	1. Teacher meets with the needs based groups which are created based on the analysis of summative and formative assessments. 2. Access to Elementary and Secondary Math Resource Teacher 3. MTSS support 4. Imagine Math Online programs 5. Purchase supplemental math resources
Person Responsible	Bryant Hardy (bryant.hardy@jcsb.org)

#3	
Title	ELA
Rationale	Data has indicated that the students are deficient in the area of key ideas and details that is assessed for graduation.

State the measurable outcome the school plans to achieve	If we increase students' comprehension of rigorous text through the use of targeting key ideas and details, then 67% of students will score a level 3 or above on the annual statewide reading assessment.
Person responsible for monitoring outcome	Doug Powell (doug.powell@jcsb.org)
Evidence-based Strategy	-Create Opportunities for Peer-to-Peer Learning so that students assist each other in understanding concepts. . In large classes, this can be accomplished by "pair-share" questions they discuss with their immediate neighbors. -State Clear Learning Goals repeatedly, so students have a clear idea of where they are going and what it will look like when they get there. This is a practice that creates transparency in learning and teaching. -Teach Strategies for Learning with general resources and techniques specific to a discipline. Encourage students to use resources from the library and provide information on ways to learn in the particular content area that is being taught. -Improve school-wide attendance. Poor attendance is a barrier to improved student achievement.
Rationale for Evidence-based Strategy	-The basis of excellent "group work" is work that is meaningful for students, in which they can all contribute to each others' learning. -Students today often have gaps in their knowledge of study techniques, such as effective note-taking, approaches to time management, and test preparation.

Action Step	
Description	1. iReady supplemental curriculum, assessments, and teacher toolbox 2. Access to district elementary and secondary ELA resource teachers 3. Coach ELA supplements 4. Open Court phonics supplements 5. Lexia Core5 for ELA intensive supports, ELL supports, and kindergarten readiness 6. MTSS support
Person Responsible	Doug Powell (doug.powell@jcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to our areas of focus and the top five priorities for our school improvement, we want to continue to improve school safety and attendance. The the FortifyFL app is LIVE. Now, any student, educator, parent or member of the public can report school safety concerns directly to law enforcement and school administrators anonymously and easily through the FortifyFL app. We plan to spread the word about it with our students and their families. All gates will continue to remain locked, all glass in doors will be covered, walk through's will be done to ensure all classrooms are locked, and "safety zone" drills will continue to be held.

Poor attendance is a barrier to improved student achievement. We plan to improve school-wide attendance by continuing to connect with students, keeping high morale, boosting personalized learning, improving interactions, implementing rewards for positive behavior, and increasing parent involvement. Overall we will continue making school an engaging and welcoming place where students want to attend.

Part IV: Title I Requirements

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

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

Increase parent involvement in positive parent-school communication through various means such as more participants during parent nights, orientations, and teacher-parent conferences.

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

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

Malone School teachers work hard to create stimulating, caring, and supportive classrooms to motivate learning of subject matter and academic skills. They also provide conditions for social and emotional learning where students learn to cooperate, share responsibility, develop understanding and skills related to conflict resolution and mediation, and much more. The classrooms are arranged and instruction is organized to promote positive behavior. Our optimal design promotes personalized and holistic learning and minimizes learning, behavior, and emotional problems. When a problem does arise, it is addressed immediately with response to intervention strategies. Guidance counselors are available to provide needed services that address student needs. Homeroom teachers are provided for students, grades 6-12 who provide additional opportunities for counseling and mentoring that may not require the attention of the school guidance counselor. Behavior Specialists, private counseling, and the RTI process are also provided to service the emotional needs of our students.

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

Prek-K

Meet with staff and parent to plan transition activities
Complete Transition Data Form students
Meet with Prekindergarten parents for an end-of-year conference.
Meet with PreK teachers to plan transition activities.
Conduct a learning activity with PreK students.
Plan orientation/open house that sets tone for good communication between school and family.
Provide materials related to Kindergarten to parents.

2nd-3rd Grade
Prepare students for FSA

Prepare students for various types of writing prompts
Extend parents an invitation to attend school meetings to learn about concerns and questions about 3rd grade
Shift the focus from learning to read to reading to learn, to writing in a formalized format and developing problem solving strategies to solving multi-step problems

5th-6th Grade
Prepare students for middle school academics by increasing autonomy they expect of students in completing assignments.
Include opportunities for cooperative learning

8th-9th Grade:
Provide students and parents information about 9th Grade.
Promote understanding and active involvement by parents in decisions their children will make about classes in ninth grade.
Encourage 8th graders to participate in activities that bring middle school and high school students, counselors, and teachers together.
Collaborate to plan courses pertinent for success in college-preparatory courses.
Review data to identify students who will need help preparing for high school.

12th-Post-Secondary/Career
Provide students training on applying for college
Assist students and parents with completing FAFSA
Encourage students to attend job fairs.
Collaborate with students and parents in completing scholarship applications
Promote interest in Chipola College's programs
Arrange college campus visits
Serve as a liaison in transitioning students from OJT into employment.

Post-Graduation- College and career readiness; Guidance Counselor will:
Enroll students in transitional courses that are designed to help them to become college-ready.
Require them to pass the readiness or placement exams prior to receiving college credit for the dual credit courses.

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.

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

Title I, Part C Migrant- Migrant Liaison provides services and support to students and parents.
Contact is maintained with Maria Pouncey, Migrant Program Coordinator.

Title I, Part D- Supplemental Support is provided for our Teen Parenting Program

Title II- Title IIA funds were used : To improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;

Title IX Homeless- Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Head Start- The school district of Jackson County provides various early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK and Exceptional Student Education.
CTE- Career and Technical Education programs integrate essential skills in an applied setting, thus strengthening and supporting a rigorous and relevant curriculum. Job Training - Students in grades 11th and 12th are allowed to participate in OJT (on job training), which allows them to work with employers in order gain work experience.

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

Malone School establishing standards and improves opportunities for students to participate in dual credit/dual enrollment programs with Chipola College. High school students are allowed to enroll in dual credit career/technical courses beginning their sophomore year based on P.E.R.T. scores and grades in core academic classes. At the same time students who remain at school are enrolled in specially developed transitional courses in language arts/reading and mathematics that are designed to help them to become college-ready. Data is used for decision-making to ensure the best opportunities for high school students to make transitions from high school to postsecondary studies. Every entering freshman has a career plan using the template from FLDOE. His/her schedule is designed so that he/she has elective credits of choice. Middle school students are given the opportunity to enroll in career exploration classes to help them find a career path that is interesting to them. Career awareness is incorporated across all subjects and grades. Guests are asked to visit classrooms, make presentations, and help students become more aware of career possibilities. Local field trips further develop awareness of opportunities for careers. Juniors and Seniors are sent to the Annual Career Fair during the month of November in Jackson County. Guidance Counselors attend the Career Fair with students. Many vendors of varying job skills and areas are present at this Career Fair to give students a broad approach to career interests and the necessary steps they need to take to gain employment. The use of the SpringBoard® curriculum is implemented to increase rigor in English Language Arts classes in middle and high schools.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Science**	**$0.00**
2	III.A.	**Areas of Focus: Math-learning gains of the lowest 25%**	**$0.00**
3	III.A.	**Areas of Focus: ELA**	**$0.00**
		Total:	**$0.00**