

Jackson County School Board

Malone School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Positive Culture & Environment	22
Budget to Support Goals	22

Malone School

5361 9TH ST, Malone, FL 32445

<http://malone.jcsb.org>

Demographics

Principal: Bryant Hardy

Start Date for this Principal: 8/1/2012

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 10/19/2021.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	22

Malone School

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<http://malone.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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	
	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.

Demographic Information

Principal start date

Wednesday 8/1/2012, Bryant Hardy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

572

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data**Early Warning Systems****2021-22****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	57	41	41	42	49	38	50	36	56	26	40	41	36	553	
Attendance below 90 percent	16	7	15	11	10	6	12	14	12	7	10	10	13	143	
One or more suspensions	0	0	1	1	0	0	0	0	5	0	0	0	0	7	
Course failure in ELA	0	3	3	1	1	1	0	5	6	6	10	8	5	49	
Course failure in Math	0	0	0	0	1	1	3	9	11	1	8	6	0	40	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	1	9	5	11	6	8	9	4	55	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	3	18	6	10	4	1	8	2	55	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	1	1	1	1	9	10	10	1	10	14	5	63

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	5	6	0	2	1	1	1	4	0	5	0	1	34
Students retained two or more times	0	3	5	4	5	3	3	4	3	2	2	2	6	42

Date this data was collected or last updated

Tuesday 10/5/2021

2020-21 - 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	
Number of students enrolled	44	39	43	41	36	41	44	42	30	42	41	41	30	514
Attendance below 90 percent	2	1	3	1	2	0	2	2	0	4	0	3	4	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	5	7	5	4	4	10	6	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	3	11	7	2	8	3	2	39

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	0	0	1	2	1	0	1	1	2	2	10

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	6	16	15	11	12	10	15	10	13	5	10	11	8	142
Students retained two or more times	0	3	3	4	3	4	6	3	4	0	3	7	4	44

2020-21 - 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	
Number of students enrolled	44	39	43	41	36	41	44	42	30	42	41	41	30	514
Attendance below 90 percent	2	1	3	1	2	0	2	2	0	4	0	3	4	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	5	7	5	4	4	10	6	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	3	11	7	2	8	3	2	39

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	0	0	1	2	1	0	1	1	2	2	10

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	6	16	15	11	12	10	15	10	13	5	10	11	8	142	
Students retained two or more times	0	3	3	4	3	4	6	3	4	0	3	7	4	44	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	58%	61%	63%	54%	60%
ELA Learning Gains				56%	54%	59%	57%	53%	57%
ELA Lowest 25th Percentile				51%	47%	54%	51%	47%	52%
Math Achievement				68%	55%	62%	71%	55%	61%
Math Learning Gains				47%	52%	59%	60%	52%	58%
Math Lowest 25th Percentile				34%	46%	52%	63%	50%	52%
Science Achievement				39%	44%	56%	43%	47%	57%
Social Studies Achievement				72%	69%	78%	81%	61%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	58%	3%	58%	3%
Cohort Comparison						
04	2021					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-61%				
05	2021					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-74%				
06	2021					
	2019	58%	55%	3%	54%	4%
Cohort Comparison		-59%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	69%	56%	13%	52%	17%
Cohort Comparison		-58%				
08	2021					
	2019	61%	57%	4%	56%	5%
Cohort Comparison		-69%				
09	2021					
	2019	56%	59%	-3%	55%	1%
Cohort Comparison		-61%				
10	2021					
	2019	50%	49%	1%	53%	-3%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	70%	17%	62%	25%
Cohort Comparison						
04	2021					
	2019	87%	71%	16%	64%	23%
Cohort Comparison		-87%				
05	2021					
	2019	46%	58%	-12%	60%	-14%
Cohort Comparison		-87%				
06	2021					
	2019	68%	56%	12%	55%	13%
Cohort Comparison		-46%				
07	2021					
	2019	79%	55%	24%	54%	25%
Cohort Comparison		-68%				
08	2021					
	2019	0%	30%	-30%	46%	-46%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	52%	-21%	53%	-22%
Cohort Comparison						
08	2021					
	2019	4%	28%	-24%	48%	-44%
Cohort Comparison		-31%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	61%	2%	67%	-4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	71%	10%	71%	10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	65%	-8%	70%	-13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	50%	12%	61%	1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	44%	-7%	57%	-20%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	35	34	36	43	38		41	50			
ELL	57	40		73	57						
BLK	55	59	39	50	43	43	26	48		100	82
HSP	52	35		66	44						
MUL	44			63							
WHT	56	46	40	59	34	37	52	74	84	96	100
FRL	45	42	34	49	39	34	33	53	81	100	100
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	

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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	735
Total Components for the Federal Index	12
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	55
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	55
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	54
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	62
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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In elementary ELA the lowest content area is integration and knowledge and ideas. The lowest area in math continues to be geometry and fractions across all grades. 5th grade science and high school biology need significant improvement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

5th grade science and high school biology

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

FLVS and Canvas were being used for instruction. A newly hired biology teacher is using a research based curriculum for face-to-face instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

8th grade science improved from 4% proficiency to 63% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Enrollment of 8th grade students in biology were taken out and placed in basic science.

What strategies will need to be implemented in order to accelerate learning?

- Providing opportunities for professional development
- Progress monitoring
- Intensive reading programs
- Standards-based data to drive instruction

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- District ELA specialist training on implementing small groups in elementary classrooms
- Professional development on the new B.E.S.T standards
- DOE Just Read Florida specialist to support leaders in improving elementary ELA scores

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Implementation and continued support of district specialists, ongoing progress monitoring, and the adoption of research based curriculum across all subjects

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	2021 Proficiency was 54%, Learning Gains was 49%, and Learning Gains of the Lowest 25% was 37%.
Measurable Outcome:	2022 proficiency will be 60%, Learning Gains will be 55%, and Learning Gains of the Lowest 25% will be 45%.
Monitoring:	<p>-Programs for intensive reading 30 minutes a day for grades 2-5.</p> <p>-District walk-throughs monitoring common scope and sequence, rigor, standards posted or mentioned, evidence of standards being taught, and higher order open-ended questions.</p>
Person responsible for monitoring outcome:	Doug Powell (doug.powell@jcsb.org)
Evidence-based Strategy:	<p>-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.</p> <p>-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.</p> <p>-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.</p> <p>-Improve school-wide attendance. Poor attendance is a barrier to improved student achievement.</p>
Rationale for Evidence-based Strategy:	<p>-The basis of excellent "group work" is work that is meaningful for students, in which they can all contribute to each others' learning.</p> <p>-Students today often have gaps in their knowledge of study techniques, such as effective note-taking, approaches to time management, and test preparation.</p>

Action Steps to Implement

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)

#2. Instructional Practice specifically relating to Math

Area of Focus	2021 Math Proficiency was 57%, Learning Gains was 39%, and Learning Gains of the Lowest 25% was 35%. Algebra 1 EOC scores for 8th Grade (middle school acceleration) was 85%.
Description and Rationale:	
Measurable Outcome:	2022 Math Proficiency will be 60%, Learning Gains will be 45% and Learning Gains of the Lowest 25% will be 45%. Algebra 1 EOC (for middle school acceleration) will be 87%.
Monitoring:	-iReady diagnostics, Imagine Learning data -Summative and formative assessments -Close grade monitoring by guidance and admin
Person responsible for monitoring outcome:	Doug Powell (doug.powell@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 Steps to Implement

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 Doug Powell (doug.powell@jcsb.org)

-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

Person Responsible Bryant Hardy (bryant.hardy@jcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

2021 Science Proficiency was 42%.

Measurable Outcome: 2022 Science Proficiency will be 50%.

Monitoring:
-Summative and formative assessments
-Proficient work in science coach book supplements

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

-Biology students are now back enrolled in face-to-face instruction with the use of a curriculum instead of FLVS and Canvas materials.
-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 students now back enrolled with face-to face instruction, we expect the student achievement for the biology EOC assessment to improve tremendously.
The other strategies create transparency in learning and teaching. Clarity and rapport are key foundations for effective teaching.

Action Steps to Implement

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 and McGraw Hill science curriculum
5. MTSS support

Person Responsible Doug Powell (doug.powell@jcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: 2021 Social Studies Proficiency was 64%.

Measurable Outcome: 2022 Social Studies Proficiency will be 70%.

Monitoring:
-Summative and formative assessments
-Mid-year Civics and U.S. History practice EOC

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Reach out for assistance from PAEC for professional development, standards break down for targeted instruction.

Rationale for Evidence-based Strategy: Providing professional learning to improve teaching and learning.

Action Steps to Implement

1. Partner with PAEC for professional learning in US History
2. Use test item specifications to provide targeted learning for the lowest content strand on US History 2019 assessment results.

Person Responsible Doug Powell (doug.powell@jcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: 2020 High School Acceleration (combination of CTE and Dual Enrollment) was 95%.

Measurable Outcome: 2022 High School Acceleration (combination of CTE and Dual Enrollment) will be 95%.

Monitoring:
-Monthly IC school acceleration checks to make sure they are taking and passing IC exams
-Monitor attendance

Person responsible for monitoring outcome: Doug Powell (doug.powell@jcsb.org)

Evidence-based Strategy: Monitor student progress

Rationale for Evidence-based Strategy: Monitoring this area of student progress will help in the school grade component and students to expand opportunities in the career field.

Action Steps to Implement

1. Monthly IC school acceleration checks to make sure they are taking and passing IC exams
2. Monitor attendance
3. Motivate students to complete an industry certification exam prior to graduation with incentives from school administration.

Person Responsible Doug Powell (doug.powell@jcsb.org)

#6. Instructional Practice specifically relating to Graduation**Area of Focus**

Description and Rationale: 2020 Graduation Rate was 97%.

Measurable Outcome: 2022 Graduation Rate will maintain at 97%.

Monitoring: -Monthly graduation/high school acceleration checks to make sure they are in the correct courses for graduation and passed the required state test and pass the classes with a GPA of 2.0 or higher
-Monitor attendance

Person responsible for monitoring outcome: Doug Powell (doug.powell@jcsb.org)

Evidence-based Strategy: Monitor student progress.

Rationale for Evidence-based Strategy: These factors determine if they graduate or not

Action Steps to Implement

1. Monthly graduation/high school acceleration checks to make sure they are in the correct courses for graduation and passed the required state test and pass the classes with a GPA of 2.0 or higher
2. Monitor attendance
3. Motivate students to complete an industry certification exam prior to graduation with incentives from school administration.

Person Responsible: Doug Powell (doug.powell@jcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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 FortifyFL App is available for use. Students, Educators, parents, and members of the community 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 continue to remain locked, all glass doors will be covered, walk throughs 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. 2020-2021 attendance rate was 91.50%. 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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Malone School teachers and administration work hard to create stimulating, caring, and supportive environments to motivate learning of subject matter and academic skills. They also provide conditions 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. Parents are made aware through positive parent-school communication during teacher-parent conferences.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
Total:			\$0.00