

Jackson County School Board

Malone School



2022-23 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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2021-22 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	2021-22: B (60%) 2018-19: B (60%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 10/18/2022.

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

5361 9TH ST, Malone, FL 32445

<http://malone.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	97%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hardy, Bryant	Principal	
Donaldson, John	Assistant Principal	
Whitfield, Amanda	Teacher, K-12	
Davis, Dena	Teacher, K-12	
Braswell, Ricky	Teacher, K-12	
King, Kim	Teacher, K-12	
Waddell, Orenza	Teacher, K-12	
	School Counselor	

Demographic Information

Principal start date

Friday 7/1/2022, Bryant Hardy

Number of teachers with a 2022 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 2022 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.*

13

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

583

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	55	53	44	37	42	52	46	44	36	49	27	38	39	562
Attendance below 90 percent	10	8	3	9	7	7	9	10	7	8	6	14	20	118
One or more suspensions	0	2	1	3	1	6	2	2	0	4	0	0	0	21
Course failure in ELA	0	4	2	2	1	0	5	5	0	3	2	9	2	35
Course failure in Math	0	0	1	2	0	2	6	10	6	5	1	5	3	41
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	4	7	11	11	2	8	8	8	8	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	3	4	24	17	6	13	6	1	5	81
Number of students with a substantial reading deficiency	0	0	0	2	4	5	11	8	2	6	8	8	4	58

Using the table above, complete the table below with the number of students by current grade level who have 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	3	0	3	3	4	11	15	5	10	4	8	6	72

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	15	9	7	2	0	0	7	0	0	0	0	1	0	41
Students retained two or more times	0	3	7	3	3	4	3	3	4	3	2	2	0	37

Date this data was collected or last updated

Tuesday 9/6/2022

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	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

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	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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	50%	55%				63%	58%	61%
ELA Learning Gains	49%						56%	54%	59%
ELA Lowest 25th Percentile	41%						51%	47%	54%
Math Achievement	52%	36%	42%				68%	55%	62%
Math Learning Gains	46%						47%	52%	59%
Math Lowest 25th Percentile	40%						34%	46%	52%
Science Achievement	48%	48%	54%				39%	44%	56%
Social Studies Achievement	70%	50%	59%				72%	69%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	58%	3%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-61%				
05	2022					
	2019	59%	60%	-1%	56%	3%
Cohort Comparison		-74%				
06	2022					
	2019	58%	55%	3%	54%	4%
Cohort Comparison		-59%				
07	2022					
	2019	69%	56%	13%	52%	17%
Cohort Comparison		-58%				
08	2022					
	2019	61%	57%	4%	56%	5%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	87%	70%	17%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	87%	71%	16%	64%	23%
Cohort Comparison		-87%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	58%	-12%	60%	-14%
Cohort Comparison		-87%				
06	2022					
	2019	68%	56%	12%	55%	13%
Cohort Comparison		-46%				
07	2022					
	2019	79%	55%	24%	54%	25%
Cohort Comparison		-68%				
08	2022					
	2019	0%	30%	-30%	46%	-46%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	52%	-21%	53%	-22%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-31%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	4%	28%	-24%	48%	-44%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	61%	2%	67%	-4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	71%	10%	71%	10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	65%	-8%	70%	-13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	50%	12%	61%	1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	44%	-7%	57%	-20%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	31	20	37	53	44	14	42			
ELL	50	59		45	42		18				
BLK	42	47	39	43	36	35	39	73	75	100	90
HSP	59	60		61	52		44				
MUL	43	44		46	43						
WHT	57	48	36	57	51	45	57	64	81	89	100
FRL	45	47	44	48	47	46	41	67	71		
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	
ELL											
BLK	58	48	38	58	39	35	26	50	56	92	45
HSP	71	76		82	50						
MUL	45			58	40						

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
WHT	67	58	53	73	52	39	51	84	79	88	91
FRL	61	58	52	64	44	38	38	65	65	77	59

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
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	745
Total Components for the Federal Index	12
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 key ideas and details. The lowest area in math continues to be geometry and fractions across all grades. 5th grade science, 5th grade math, and 8th grade pre-algebra need significant improvement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

8th and 5th grade math

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

5th grade students were self contained. 8th grade instructor was not present for the second semester of the year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

High school geometry improved from 25% proficiency to 56% proficiency.

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

A newly hired certified math instructor.

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 reasearch based curriculum across all subjects

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 Proficiency was 51%, Learning Gains was 49%, and Learning Gains of the Lowest 25% was 41%.

2022 5th grade proficiency was 34%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023 proficiency will be 60%, Learning Gains will be 55%, and Learning Gains of the Lowest 25% will be 45%.

2023 5th grade proficiency will be 45%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

-Programs for intensive reading 30 minutes a day for grades 2-5.
-District walk-throughs monitoring common scope and sequence, rigor, new B.E.S.T. standards posted or mentioned, evidence of standards being taught, and higher order open-ended questions

Person responsible for monitoring outcome:

Bryant Hardy (bryant.hardy@jcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

-Create Opportunities for Peer-to-Peer Learning (pair and share)
-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.
-Implement Florida's new B.E.S.T. Standards. These standards emphasize that literacy is not achievable merely through a skills-based approach to reading comprehension. Lessons designed to instill background knowledge and a deep respect for literary works that transcend time because of the truth of their content and the beauty of their craft are critical to building life-long learners.
-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:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this 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 Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. iReady supplemental curriculum, assessments, and teacher toolbox
2. Access to district elementary and secondary ELA resource teachers
3. Open Court phonics supplements
4. Lexia Core5 for ELA intensive supports, ELL supports, and kindergarten readiness
5. MTSS support
6. Implementation of Florida's new B.E.S.T. Standards
7. The hiring of a dual certified teacher in ELA and ESE to teach a basic ELA course with basic students and students with disabilities so that SWD will benefit from being in an all inclusive classroom.

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

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 Math Proficiency was 52%, Learning Gains was 46%, and Learning Gains of the Lowest 25% was 40%. Algebra 1 EOC scores for 8th Grade (middle school acceleration) was 81%.
Pre-Algebra 8th grade proficiency was 5%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023 Math Proficiency will be 60%, Learning Gains will be 50% and Learning Gains of the Lowest 25% will be 45%. Algebra 1 EOC (for middle school acceleration) will be 87%.
Pre-Algebra 8th grade proficiency will be 45%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- iReady diagnostics, Imagine Learning data
- Summative and formative assessments
- Close grade monitoring by guidance and admin
- New B.E.S.T. standards posted or mentioned, evidence of standards being taught

Person responsible for monitoring outcome:

Bryant Hardy (bryant.hardy@jcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

- 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.
- Effectively implement Florida's new B.E.S.T. standards
- 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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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
6. After-school tutoring program

7. Implementation of Florida's new B.E.S.T. Standards
8. ESE teacher to co-teach in the basic classroom so SWD are in least restricted environment.

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

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 Science Proficiency was 48%.
2022 5th grade proficiency was 24%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023 Science Proficiency will be 53%.
2023 5th grade proficiency will be above 45%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

John Donaldson
(john.donaldson@jcsb.org)
-5th grade is now contained in specific content areas.
-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.
-With 5th grade students being in a science specific class, we expect the student achievement for the science assessment to improve tremendously.
-The other strategies create transparency in learning and teaching. Clarity and rapport are key foundations for effective teaching.

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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
6. After-school tutoring program
7. More labs in biology and science experiments in elementary to give SWD a more hands on approach to learning.

Person Responsible

John Donaldson
(john.donaldson@jcsb.org)

#4. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. 2022 Graduation Rate was 93%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. 2023 Graduation Rate will maintain in the 90th percentile.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

-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:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor student progress.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These factors determine if they graduate or not

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

[no one identified]

#5. Instructional Practice specifically relating to Career & Technical Education**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 High School Acceleration (combination of CTE and Dual Enrollment) was 93%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023 High School Acceleration (combination of CTE and Dual Enrollment) will be 95%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor student progress

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Bryant Hardy (bryant.hardy@jcsb.org)

#6. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2022 Social Studies Proficiency was 70%. U.S. History in particular was at 61% proficiency.
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Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2023 Social Studies Proficiency will be 74% with U.S. History improving to 65%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Bryant Hardy (bryant.hardy@jcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Reach out for assistance from PAEC for professional development, standards break down for targeted instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing professional learning to improve teaching and learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 2022 assessment results. (Global Military, Political, and Economic challenges 1890-1940
3. Allowing the accomodation of open book assessments to SWD.

Person Responsible

John Donaldson
(john.donaldson@jcsb.org)

#7. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Malone School is a Title I, Part A Schoolwide Program. Improving student achievement is the rationale for serving all students to improve the overall performance of the entire school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve performance in all graded areas for all subgroups measured on the state accountability system for 2023 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Principal, School Improvement Chair, School Leadership Team, School Advisory Council and the Director of Federal Programs will monitor implementation of the program and measure its effectiveness through progress monitoring data through FAST and District assessments.

Person responsible for monitoring outcome:

Bryant Hardy (bryant.hardy@jcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Strategies for improvement are identified in the other Areas of Focus within the School Improvement Plan and in the action steps below for the major activities of federally funded education programs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for all strategies chosen are to improve student achievement. More detail is provided for each strategy in the Area of Focus above.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

CNA and SWP Development- The Principal and Director of Federal Programs conduct a comprehensive needs assessment interview during the Spring prior to the current school year to gauge the needs of the school based on current available data. This document is provided to the SIP Chair that provides it to the School Advisory Council to review in May. This serves as a draft form of the Schoolwide Program Plan. This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

Person Responsible

Bryant Hardy (bryant.hardy@jcsb.org)

Extended Learning Opportunities: the District provides access to extended learning opportunities through Title V, ESSER II, and ARP funds. After-school tutoring and summer school programs are available to all students

Person Responsible

Bryant Hardy (bryant.hardy@jcsb.org)

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous

and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

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

Transition Services Elementary- Malone School has a Prek parent and student K classroom visitation day. This day is always selected toward the end of the school year. Each K classroom is observed and shadowed for an hour to smooth the transition for the following year.

Our Prek classroom also watches our K classroom graduation and the Prek parents are invited to the ceremony. This provides frontloading of skills those students need for the following year as K teachers brag on students. Malone School 6th grade teachers each take a period a day to go to visit the 5th grade rooms. In this meeting students get to question teachers and administration on the 6th grade transition. Following this we have a day we have "follow a 6th grader". This is the most beneficial as the 5th grade students see the class change and use of lockers and its demand on time.

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

Transition Services Secondary- In May Guidance and Administration visit with 8th grade students to go over Grade Point Average, graduation requirements, scholarship possibilities and dual enrollment including vocational opportunities in their high school years. We have the same meeting with Parents in the library. Malone school sends our seniors to two different senior/career days. Business and career opportunities are readily available at this to spark interest. Guidance and administration also meet with each senior to discuss and assist in getting the next job and or college paperwork started. FASFA, job apps, college applications, and scholarships just to name a few are things we discuss. Students with IEP's are meet with (parents invited) to select job opportunities or help with college applications.

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

Professional Learning- utilization of Title I, Part A, Title II, Part A, ARP funding sources and general fund sources to provide professional learning on standards, utilization of purchased computer assisted instructional models, ESOL endorsements, Reading endorsements, and instructional practices.

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

Title I, Part C- The Panhandle Area Educational Consortium (PAEC) Migrant Education Program has staff members that work as links between the district and the migrant families to identify and document the migrant eligibility of migrant youth, provide the data to the district data personnel and help to ensure that eligible migrant youth receive supplemental services that they may need beyond what the district can provide. In cases where students are no longer migrant-eligible, they may be able to receive continuation of services if they were enrolled in at least the 9th grade at the time their migrant eligibility expired.

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

Title I, Part D- provides supports to high school students at-risk of not graduating due to not passing 10th grade ELA or Algebra 1 EOC by providing concordant testing opportunities at no cost for the ACT and SAT exams.

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

Title II, Part A- provides 3-year VAM bonus for highly effective teachers, Beginning Teacher Program Support, professional learning support for teachers earning their Reading and/or ESOL Endorsements.

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

Title V- provides for extended learning opportunities through after school tutoring.

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

Homeless Education support the unique needs of students experiencing homelessness with resources for educational needs, emergency housing, mental health supports, and attendance supports. Funds support the homeless liaison. Title IX, Homeless ARP funds, and donated funds support these activities.

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

IDEA- The District utilizes funds for support staff to assist schools with process and procedures and additional staff to support ESE students.

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

Food Service- Community Eligibility Provision for 100% free breakfast and lunch. Participation in snack program.

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

State and Local Resources- The District allocates funds from state and local resources on a comparable basis utilizing per pupil calculations. Staffing is conducted using a formula utilized through Cognia Accreditation for equality and comparable staffing across the school types.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the i-Ready end of the year final diagnostic report, 55% of Grade K and 66% of Grade 2 were not on grade level in ELA. We will continue to use iReady for K-2 students, as well as AR and STAR Early Literacy, and Lexia.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

57% of our Grade 3 students scored below level 3 on the FSA. We will continue to use AR and STAR Literacy, Lexia, iReady and will add data from FAST assessments this year.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

K-Percentage of students not on grade level to decrease from 55% to 40%
 1-Percentage of students not on grade level to decrease from 37% to 30%
 2-Percentage of students not on grade level to decrease from 61% to 45%

Grades 3-5: Measureable Outcome(s)

3-Percentage of students scoring below level 3 from 57% to 39%
 4-Percentage of students scoring below level 3 from 52% to 35%
 5-Percentage of students scoring below level 3 from 66% to 48%

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- Programs for intensive reading 30 minutes a day for grades 2-5.
- Wonders and HMH formative and summative assessments
- Data analysis for the new FAST progress monitoring assessments
- Data analysis from iReady, Lexia, STAR, and STAR Early literacy
- District walk-throughs monitoring common scope and sequence, rigor, new B.E.S.T. standards posted or mentioned, evidence of standards being taught, and higher order open-ended questions

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hardy, Bryant, bryant.hardy@jcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

-K-2 HMH curriculum interventions

-3-5 Wonders interventions

-Standards-based instruction

-Small group instruction

-Using district and state chosen programs (STAR, STAR Early Literacy, iReady, FAST, Lexia Core5, Lexia Power Up)

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based programs above address the identified needs and have proven records of being effective.

STAR, STAR Early Literacy, and FAST were selected by the state to be used for progress monitoring and assessment this year. These programs can be used as a diagnostic tool to identify areas of weakness and create an individualized pathways to improve student performance. Small-group instruction and curriculum interventions will allow teachers to address gaps in instruction to assure that students are mastering the standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>School-wide Content Area Data Teams will collaborate continuously to establish data driven instruction, to use information to guide teaching and learning. Assessment through STAR, STAR Early Literacy, FAST, and iReady has been done for the progress monitoring 1. The team has already looked at these scores and know our strengths and weaknesses going forward, and are beginning to address areas of concern. Professional development on standards-based and small-group instruction will be given throughout the year.</p>	<p>Hardy, Bryant, bryant.hardy@jcsb.org</p>
<p>Teachers and leaders will re-evaluate our needs and make changes based on the data analysis of PM2. The data analysis will include trends, areas of weakness/strengths, previous scores/prior knowledge and gaps in learning. Teachers and Leaders will establish research-based interventions based on the information obtained from the data analysis. The Literacy Team will develop consistent strategies to help students comprehend academic vocabulary across core content areas.</p>	<p>Hardy, Bryant, bryant.hardy@jcsb.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and 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.