# Marianna K 8 School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Marianna K 8 School

## 3807 CAVERNS RD, Marianna, FL 32446

## [ no web address on file ]

### School Board Approval

This plan was approved by the Jackson County School Board on 10/17/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| Additional Target Support and Improvement (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| Targeted Support and Improvement (TSI) |
| --- |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| Comprehensive Support and Improvement (CSI) |
| --- |
| A school can be identified as CSI in any of the following four ways:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

**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 Department 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.

# I. School Information

## School Mission and Vision

### Provide the school's mission statement.

Our mission is to empower students to become self-motivated lifelong learners and intuitive problem-solving members of society who are equipped for the future. Our goal is to fan the flames of learning so that our future generations become world changers.

### Provide the school's vision statement.

The vision of Marianna K-8 is to engage, inspire, and empower a community of lifelong learners by collaborating, innovating, and preparing them for future endeavors.

## School Leadership Team, Stakeholder Involvement and SIP Monitoring

### School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Larkin, Jessica | Principal | |
| Mitchell, Ron | Principal | |
| Brogdon, Mark | Assistant Principal | |
| Reed, Edna | Assistant Principal | |
| Horne, Thomas | Assistant Principal | |
| Tharp, Sue Ann | Assistant Principal | |
| Johnson, Ashley | SAC Member | |

### Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We have a week of Data Days with teachers representing each grade level as well as Response to Intervention specialists and Data specialists from grade bands. These faculty members dig into data from STAR Reading and Math, iReady reading and math, FAST assessments with Cambium, FCAT Science, and EOCs. Needs assessment surveys for parents are sent out by the district and compiled by them; once I have the results, they are taken into consideration for developing the Parent and Family Engagement Plan and making any relevant changes to the SIP if possible.
During the school year, the School Advisory Council meets to discuss the goals, action steps and plans, and progress made, as well as any changes initiated in regards to progress or a lack thereof.

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards. Teachers, RtI specialists, data specialists, lead instructional coaches, administrators, and the SAC chair review data from PM1 and 2 once they are finished; all but the SAC chair also look into classroom assessments and student's grades. When the SAC meets, they discuss the data, what is working, and what isn't, and if there are changes that can be made. The SAC will brainstorm creative ideas for helping students who are not meeting the academic standards and review the budget to determine if there are funds available for tutoring, extra programs, etc. The SIP is revised as necessary to ensure continuous improvement in student achievement and teacher effectiveness. Our ELA curriculum map was rewritten to address standards that were not covered adequately, and resources were added for those gaps in instruction. We also rewrote assessments as needed to better assess the standards. Remediation is held in small-group instruction in the classrooms as well as pull out with response to intervention teachers during the school day. If funding allows, we will have after-school remediation as well.

| Demographic Data | |
|---|---|
| Only ESSA identification and school grade history updated 3/11/2024 | |
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>KG-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 52% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 99% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification**<br>*updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)*<br>English Language Learners (ELL)<br>Asian Students (ASN)<br>Black/African American Students (BLK)*<br>Hispanic Students (HSP)<br>Multiracial Students (MUL)<br>White Students (WHT)<br>Economically Disadvantaged Students (FRL) |
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

**Early Warning Systems**

**Using 2022-23 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 | |
| Absent 10% or more days | 52 | 32 | 29 | 27 | 22 | 26 | 38 | 48 | 32 | 306 |
| One or more suspensions | 4 | 22 | 16 | 18 | 23 | 15 | 24 | 34 | 34 | 190 |
| Course failure in English Language Arts (ELA) | 0 | 24 | 34 | 29 | 23 | 6 | 18 | 65 | 20 | 219 |
| Course failure in Math | 0 | 11 | 16 | 22 | 35 | 11 | 35 | 66 | 36 | 232 |
| Level 1 on statewide ELA assessment | 103 | 93 | 93 | 35 | 30 | 36 | 46 | 77 | 50 | 563 |
| Level 1 on statewide Math assessment | 121 | 52 | 73 | 33 | 43 | 36 | 54 | 59 | 36 | 507 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 103 | 93 | 93 | 89 | 75 | 72 | 93 | 130 | 88 | 836 |

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 6 | 2 | 4 | 17 | 22 | 17 | 36 | 32 | 137 |

**Using the table above, complete the table below with the number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 34 | 27 | 22 | 8 | 9 | 3 | 10 | 19 | 5 | 137 |
| Students retained two or more times | 0 | 9 | 15 | 12 | 11 | 10 | 17 | 21 | 15 | 110 |

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 58 | 86 | 56 | 41 | 41 | 32 | 36 | 69 | 43 | 462 |
| One or more suspensions | 6 | 23 | 18 | 20 | 22 | 12 | 26 | 37 | 36 | 200 |
| Course failure in ELA | 0 | 20 | 27 | 21 | 14 | 13 | 17 | 28 | 43 | 183 |
| Course failure in Math | 0 | 11 | 24 | 21 | 18 | 28 | 20 | 42 | 26 | 190 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 23 | 22 | 26 | 34 | 37 | 20 | 162 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 18 | 34 | 28 | 47 | 40 | 23 | 190 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 20 | 52 | 53 | 44 | 28 | 24 | 46 | 61 | 44 | 372 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 22 | 56 | 54 | 53 | 46 | 42 | 48 | 70 | 57 | 448 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 26 | 58 | 54 | 44 | 16 | 11 | 10 | 19 | 16 | 254 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 4 |

**Prior Year (2022-23) Updated (pre-populated)**
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 58 | 86 | 56 | 41 | 41 | 32 | 36 | 69 | 43 | 462 |
| One or more suspensions | 6 | 23 | 18 | 20 | 22 | 12 | 26 | 37 | 36 | 200 |
| Course failure in ELA | 0 | 20 | 27 | 21 | 14 | 13 | 17 | 28 | 43 | 183 |
| Course failure in Math | 0 | 11 | 24 | 21 | 18 | 28 | 20 | 42 | 26 | 190 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 23 | 22 | 26 | 34 | 37 | 20 | 162 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 18 | 34 | 28 | 47 | 40 | 23 | 190 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 20 | 52 | 53 | 44 | 28 | 24 | 46 | 61 | 44 | 372 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 22 | 56 | 54 | 53 | 46 | 42 | 48 | 70 | 57 | 448 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 26 | 58 | 54 | 44 | 16 | 11 | 10 | 19 | 16 | 254 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 4 |

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 49 | 49 | 53 | 49 | 50 | 55 | 52 | | |
| ELA Learning Gains | | | | 44 | | | 48 | | |
| ELA Lowest 25th Percentile | | | | 36 | | | 40 | | |
| Math Achievement* | 49 | 50 | 55 | 48 | 36 | 42 | 44 | | |
| Math Learning Gains | | | | 51 | | | 29 | | |
| Math Lowest 25th Percentile | | | | 45 | | | 28 | | |
| Science Achievement* | 46 | 40 | 52 | 40 | 48 | 54 | 38 | | |
| Social Studies Achievement* | 59 | 59 | 68 | 67 | 50 | 59 | 67 | | |
| Middle School Acceleration | 60 | 69 | 70 | 58 | 46 | 51 | 46 | | |
| Graduation Rate | | 83 | 74 | | 40 | 50 | | | |
| College and Career Acceleration | | 56 | 53 | | 65 | 70 | | | |
| ELP Progress | 59 | 62 | 55 | 50 | 63 | 70 | 53 | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 54 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 380 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 98 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 49 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 488 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 35 | Yes | 2 | |
| ELL | 35 | Yes | 1 | |
| AMI | | | | |
| ASN | 83 | | | |
| BLK | 35 | Yes | 2 | |
| HSP | 40 | Yes | 1 | |
| MUL | 53 | | | |
| PAC | | | | |

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| WHT | 67 | | | |
| FRL | 42 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 30 | Yes | 1 | 1 |
| ELL | 48 | | | |
| AMI | | | | |
| ASN | 91 | | | |
| BLK | 33 | Yes | 1 | |
| HSP | 52 | | | |
| MUL | 51 | | | |
| PAC | | | | |
| WHT | 56 | | | |
| FRL | 43 | | | |

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 49 | | | 49 | | | 46 | 59 | 60 | | | 59 |
| SWD | 28 | | | 34 | | | 25 | 31 | | | 5 | |
| ELL | 20 | | | 25 | | | | | | | 3 | 59 |
| AMI | | | | | | | | | | | | |
| ASN | 79 | | | 86 | | | | | | | 2 | |
| BLK | 31 | | | 30 | | | 23 | 43 | 33 | | 6 | |
| HSP | 31 | | | 41 | | | 43 | 33 | | | 5 | 54 |

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| MUL | 51 | | | 49 | | | 52 | | | | 4 | |
| PAC | | | | | | | | | | | | |
| WHT | 63 | | | 63 | | | 64 | 77 | 64 | | 6 | |
| FRL | 39 | | | 37 | | | 32 | 48 | 34 | | 7 | 50 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 49 | 44 | 36 | 48 | 51 | 45 | 40 | 67 | 58 | | | 50 |
| SWD | 30 | 38 | 23 | 30 | 39 | 24 | 21 | 36 | | | | |
| ELL | 40 | 55 | | 52 | 41 | | | | | | | 50 |
| AMI | | | | | | | | | | | | |
| ASN | 91 | | | 91 | | | | | | | | |
| BLK | 28 | 33 | 28 | 26 | 43 | 43 | 17 | 42 | | | | |
| HSP | 53 | 59 | 63 | 46 | 49 | | 47 | | | | | 48 |
| MUL | 49 | 54 | 63 | 41 | 53 | 40 | 27 | 79 | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 63 | 49 | 36 | 63 | 57 | 47 | 55 | 81 | 56 | | | |
| FRL | 40 | 40 | 37 | 36 | 46 | 45 | 32 | 55 | 52 | | | 50 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 52 | 48 | 40 | 44 | 29 | 28 | 38 | 67 | 46 | | | 53 |
| SWD | 34 | 40 | 34 | 33 | 27 | 23 | 26 | 36 | | | | |
| ELL | 33 | 50 | 46 | 50 | 42 | | 36 | | | | | 53 |
| AMI | | | | | | | | | | | | |
| ASN | 80 | | | 90 | | | | | | | | |
| BLK | 33 | 34 | 33 | 23 | 18 | 26 | 16 | 45 | 13 | | | |
| HSP | 54 | 52 | 31 | 44 | 28 | 21 | 36 | 69 | | | | 48 |
| MUL | 50 | 49 | 50 | 36 | 24 | 20 | 30 | 80 | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 65 | 57 | 52 | 60 | 36 | 35 | 54 | 80 | 55 | | | |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| FRL | 44 | 43 | 40 | 33 | 22 | 25 | 26 | 58 | 30 | | | 62 |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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 |
| 05 | 2023 - Spring | 56% | 51% | 5% | 54% | 2% |
| 07 | 2023 - Spring | 31% | 38% | -7% | 47% | -16% |
| 08 | 2023 - Spring | 50% | 45% | 5% | 47% | 3% |
| 04 | 2023 - Spring | 56% | 61% | -5% | 58% | -2% |
| 06 | 2023 - Spring | 48% | 50% | -2% | 47% | 1% |
| 03 | 2023 - Spring | 54% | 58% | -4% | 50% | 4% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 38% | 50% | -12% | 54% | -16% |
| 07 | 2023 - Spring | 46% | 53% | -7% | 48% | -2% |
| 03 | 2023 - Spring | 55% | 66% | -11% | 59% | -4% |
| 04 | 2023 - Spring | 59% | 64% | -5% | 61% | -2% |
| 08 | 2023 - Spring | 41% | 46% | -5% | 55% | -14% |
| 05 | 2023 - Spring | 60% | 47% | 13% | 55% | 5% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 38% | 38% | 0% | 44% | -6% |
| 05 | 2023 - Spring | 55% | 41% | 14% | 51% | 4% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 70% | 48% | 22% | 50% | 20% |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 47% | * | 63% | * |

| CIVICS | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 60% | 59% | 1% | 66% | -6% |

## III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component with the lowest performance was 7th Grade ELA with 32% proficiency, a decrease of 12% from last year. The contributing factors to last year's low performance are new standards/curriculum, new assessments, and new faculty/staff and turnover. This group has been consistently low; looking at Early Warning Signs data, this group of students is 2nd highest in absences, tied for most suspensions, highest in ELA and Math failures, 3rd highest in Level 1 on ELA and Math (behind K-2), highest in number of students with a substantial reading deficiency, and 2nd highest in students with two or more indicators (behind KG). This group of students missed a month of school in 3rd grade due to Hurricane Michael and the end of the year in 4th grade due to COVID-19, with interruptions and potential home-school or virtual school during 5th grade due to COVID-19 protocols.

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

7th Grade ELA showed the greatest decline from last year, with a 12% decrease (this decrease would be from last year's 7th grade students). The factors listed above would be the contributing factors for this decline.

**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.**

6th Grade Math had the greatest gap when compared to the state average with a deficit of 17%, followed by 7th Grade ELA, with a deficit of 15%. 6th Grade Math only decreased 1% from last year. In 5th Grade

last year (looking at the same group of students), they had 42% proficiency in Math. We are still adjusting to new standards and curriculum, and used a new assessment this year.

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

5th Grade Science showed the most improvement with an increase of 18%. Our teachers utilized a Science Lab this past year for more hands-on experiences, and also offered a Science Boot Camp before the Florida State Assessment in Science.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Reflecting on EWS data, the largest area of concern in the number of students with a substantial reading deficiency, especially KG and upcoming 8th graders, followed by the number of students scoring Level 1 on the ELA assessment, especially KG through upcoming 3rd graders.

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

1. Improve 6th and 7th Grades ELA proficiency to at least 51% from 48% and 32%.
2. Improve 6th, 7th, and 8th Grades Math proficiency to at least 51% from 38%, 45%, and 41%.
3. Improve 8th Grade Science to at least 51% from 38%.
4. Improve positive behavior and character education.

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Proficiency on ELA FAST assessments - KG through 5th Grades and 8th Grade were at/above 51% proficiency, but 6th and 7th Grades were not (48% and 32%). This is a crucial need, as identified by our scores and the EWS data showing a large number of students with a substantial reading deficiency, and we want our students to be more proficient and capable with their reading/ELA skills. African-American and Students with Disabilities subgroup to below 41%.

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

Maintain/Improve ELA Proficiency to 51% or higher on STAR Early, STAR Reading, and Cambium ELA across all grades KG-8th; improve the number of students with a significant reading deficiency from 47% to 37%. African-American and Students with Disabilities subgroups will perform above 41%

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

We will monitor results from PM1 and PM2 and adjust instruction accordingly. Reports from STAR Early, STAR Reading, Cambium, iReady and/or Lexia if applicable, and classroom assessments/grades will be used to monitor students' progress in reading/ELA as well. We have worked in the FAST portal and reviewed reports in Renaissance Place and iReady to identify strengths and weaknesses, and they will be reviewed frequently. African-American and Students with Disabilities will be monitored subgroups during this process.

**Person responsible for monitoring outcome:**

Jessica Larkin (jessica.larkin@jcsb.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Standards-based instruction, following curriculum maps, using assessments that address standards, limiting grades to standards-based assessments, small-group instruction for remediation/acceleration, remediation by response-to-intervention specialists will assist to strengthen Tier 1 instruction addressing low-performing subgroups and elevating all student outcomes.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Following the curriculum map and using standards-based instruction and assessments in addition to small-group instruction and remediation has proven effective in the past, as long as it is done with fidelity.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

*No action steps were entered for this area of focus*

| #2. Instructional Practice specifically relating to Math |
|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a crucial need from the data reviewed.<br>One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed. |
| Proficiency on Math FAST assessments was below 51% for kindergarten (46%), sixth grade (37%), seventh grade (45%), and eighth grade (39%). Having at least 51% proficiency in all grades is a crucial need because mathematics builds onto the grade before; students must have mastered the concepts taught to be able to move on the following year. African-American and Students with Disabilities are below the 41% proficiency level. . |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. |
| All grades Kindergarten through Eighth will maintain/improve proficiency to 51% or higher based on STAR Math (KG-2nd) or Cambium (3rd-8th). Improve African-American and Students with Disabilities subgroups to above 41%. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. |
| Math achievement will be measured after each progress monitoring window as well as with iReady and/or other technology programs and classroom assessments. |
| **Person responsible for monitoring outcome:** |
| Ron Mitchell (ron.mitchell@jcsb.org) |
| **Evidence-based Intervention:**<br>Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.) |
| Teachers will focus on standards-based instruction using state-approved curriculum and resources. Students who are not mastering standards and falling behind based on assessments will be remediated with technology programs, small-groups, and/or remediation pull-out/afternoon remediation will assist to strengthen Tier 1 instruction addressing low-performing subgroups and elevating all student outcomes. . |
| **Rationale for Evidence-based Intervention:**<br>Explain the rationale for selecting this specific strategy. |
| Using standards, the approved curriculum and programs, and remediation are proven effective. |
| **Tier of Evidence-based Intervention**<br>(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).) |
| Tier 1 - Strong Evidence |
| **Will this evidence-based intervention be funded with UniSIG?** |
| No |
| **Action Steps to Implement**<br>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. |

*No action steps were entered for this area of focus*

**#3. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science is becoming more and more critical as it relates to STEM and our students' possible future careers. Our Fifth Graders improved their Science scores and were about the state average, but our Eighth Graders were not.

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

Both Fifth and Eighth Grade Science Assessments will yield at least 51% proficiency.

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

Science will be monitored with technology programs and classroom assessments/grades throughout the year.

**Person responsible for monitoring outcome:**

Sue Ann Tharp (sueann.tharp@jcsb.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will hold science boot camps for our fifth and eighth grade students who are struggling with science concepts. We have a science lab for our fifth graders this year, so they can have more hands-on experiences. Also, we are talking about having a Science Fair this year to build students' creativity and make the science concepts more relatable to real-life.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The boot camp worked well for the group of fifth graders last year; labs and/or a Science Fair for hands-on, relatable learning are proven to be effective in helping students understand and remember science concepts.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

*No action steps were entered for this area of focus*

**#4. Positive Culture and Environment specifically relating to Other**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We would like to improve the behavior of students and encourage positive behavior, teaching character education standards through literature. Last year, our faculty/staff were not satisfied with student behavior or the initiatives in place for PBIS. We noticed that our younger students were having more issues than usual following directions, being kind to others, and being respectful to adults. CACL was full and had no availability for students who were consistently causing behavior problems.

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

We would like to see a 5% decrease in referrals and 85% of students in grades kindergarten through fourth attending the celebrations each nine weeks for being referral free.
We would also like to see students demonstrating more kindness and respect toward each other and our faculty/staff.

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

We will monitor referrals and the number of students attending the celebrations/getting rewards each nine weeks. We will also talk with teachers about the behavior of students in reference to kindness and respect to see if they are learning character education standards.

**Person responsible for monitoring outcome:**

Edna Reed (edna.reed@jcsb.org)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Behavior Intervention Plans (BIPs) will still be developed and followed as needed; mental health counselors will also still work with students and we will have Threat Assessment Team meetings monthly. We are hoping that promoting positive behavior, having set rules school-wide posted in the hallways (B.A.R.K.), and teaching character education standards through literature and short lessons will improve positive behavior and students' attitudes.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

In the past, when we've used novels for character education, we saw an increase in kindness in our students. It has not worked, in the past, to only punish students for misbehavior and not focus on positive behavior, so we are trying those strategies this year.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

*No action steps were entered for this area of focus*

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funds are allocated based on needs identified by needs surveys and conversations at School Advisory Council Meetings; we use majority vote and/or someone motions to accept the spending of funds and that motion is seconded, with all in favor saying "aye" and all against saying "nay." Funding is spent on student needs (headphones, chargers, etc.) and/or parent and family engagement events (feeding students and their families when they come on campus for Book Fair, etc.). The District conducts a needs assessment for each school site identifying needs for academics, social well-being, and overall campus needs/wish list. Those needs are categorized and funding is identified to address the needs through the grants department and finance department. Special area funding, like UniSIG are used to address unique needs identified in the RFA for the purposes of supplementing the already established resources identified in June/July.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

Available on MK8's webpage: www.mk8.jcsb.org
Copy available by request via email
Summary and/or copy available at school (SAC meetings, parent/family events, front office)
The School Advisory Council discusses and supports the development of the Schoolwide Plan and School Improvement Plan (parallel documents). The plan is placed on the Board Document site at https://jackson.ic-board.com/ where the Board and Community are able to review and provide feedback in a public forum. After Board approval the plan is approved in the CIMS platform and a link posted to the District Webpage and linked to school page, https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. After Board approval Facebook and ParentSquare posts will be made with the links to access the plan.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

www.mk8.jcsb.org
Parent Square
MK8 Facebook page
Newsletters
Marque
Focus
Parent/Family Events (grade-specific parent/family nights, Book Fair Family Night, Donuts with Dudes, Muffins with Moms, volunteer opportunities, K-4 Vocabulary Costume Parade, etc.)
The District and School Parent and Family Engagement Plans are provided at https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. The school pages are linked to the District page to access the Parent and Family Engagement Plans. Utilization of Facebook and ParentSquare provide links to parents and the community to stay informed on the improvement process with the School. Each school holds a quarterly meeting with the School Advisory Council. The District Parent Advisory Council will hold three meeting and the District will hold two parent trainings in addition to the school-level trainings and cultural events.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))**

ELA Curriculum Map revamped to more effectively address standards (resources added where there were holes in curriculum, assessments rewritten to test on standards) to address level 1s on statewide assessments and the number of students with a substantial reading deficiency
Teachers given data on strengths, weaknesses, and trends from last year and PM1 to drive instruction of standards and curriculum
Small-group instruction, remediation/acceleration in the classroom, and technology programs such as iReady, Study Island, etc. enrich the curriculum and increase learning time
New B.A.R.K. policies/rules school-wide with incentives in place and announced each nine weeks for referral-free students to help with discipline/behavior issues
Adding Word Press for CTE Business, continuing CTE for Agriculture
The District provides 1,950 minutes of additional instruction annually through regular scheduling. Summer school is offered for K-5 18-20 days for 240 minutes per day. Credit Recovery is offered for grades 6-12 for 40 days for 240 minutes per day. Supplements to the curriculum provide opportunities for enrichment, acceleration, and remediation. After-school tutoring is provided to class achievement gaps of struggling students.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Our plans support federal, state, and local laws, statutes, and guidelines
We utilize federal funds such as Title I and School Improvement Funds to purchase programs, books, and other supplies as requested and approved
The McKinney Vento Homeless Assistance Act is in place to help students who quality
CTE programs available are Agriculture, Business, and Culinary
The District coordinates with all ESSA programs to enhance and provide supplemental services to improve the overall educational and well-being of students, staff, and parents. Title I Part A and Part D support graduation rates. Title I Part A and Title II improve teacher effectiveness. Title I Part A and Title III provide services for ELL students. Title IV and Title V provide extended learning programs. Title I Part A and IDEA support ESE services. Title I Part A, Mental Health and SRD support attendance and Homeless Students. Nutrition Programs support Head Start snacks and after-school tutoring snacks.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Mental health counselors by grade-band
Threat Assessment Team Meetings every month with administrators, guidance counselors, and mental health counselors
Referral process
Jackson County School District employs twelve district school mental health counselors and one mental health administrator. Upon a student self-reporting, parental report, or referral by Jackson County School District faculty or staff, individual screening services and mental health services will be provided by the district employed School Mental Health Counselors, once parental consent is obtained for services, within fifteen days of the referral being received by the Jackson County School Mental Health Administrator. Screening will then take place to assess the students' mental health status and present mental health needs of each referred student. If the assessment/screening reflects a need for services beyond the counseling services provided within the educational setting, a referral will be made to a local collaborating mental health agency /service provider/primary care provider chosen by the parent/ guardian in a collaborative effort to address the mental health needs of the student. The local collaborating mental health agency/service provider/primary care provider will be responsible for insurance billing for mental health services provided to assess, diagnose, and provide treatment/ recovery services. The local collaborating mental health agency/service provider will initiate services within thirty days of receipt of the referral. Jackson County School District presently has a total of fifteen Memorandum's of Understanding with local providers to assist our district in providing expeditious, individualized care to meet the needs of our students. The MOU's ensure our district's ability to collaborate the care of our students and outcomes for the individual. Jackson County School District collaborates with Life Management Center through a referral process for students to receive services from the Mobile Response Team or Community Action Team to assist the students and parents in dealing with emotional and behavioral needs that will include family and student mental health services, health care, psychiatric evaluation, medication management (if necessary), case management services, and any other additional services necessary, as determined by service providers. Additionally, Jackson County School District collaborates with Northwest Florida Health Network, formerly Big Bend Community Based Care, to provide the opportunity for telehealth services for students through the usage of the Let's Talk Interactive technology at local school sites. The telehealth services platform is HIPAA compliant and has the capability to expand mental health and medical services available within the schools. Additionally, trauma informed care counseling group sessions are offered and conducted by the school mental health counselors that are trained in Bounce Back and Cognitive Behavioral Intervention for Trauma in Schools (CBITS), with consent granted by parents/guardians, for students that have experienced various forms of trauma.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

CTE programs - Agriculture, Culinary, Business; robotics program also offered, although not part of CTE it is a great opportunity for students
FLVS flex courses with lab available
Students have access to dual enrollment, advanced placement courses, and career and technical education programs to improve opportunities for postsecondary success and career preparation. Juniors

and Seniors attend the regional career fair. Each high school holds a parent engagement night for college and career preparation.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

ESE Lead Teacher Sheila Kent and RtI Specialists Megan Smith (K-2) Rowena Balint (3-5), and Melissa Wilbur (6-8) assist with Behavior Intervention Plans. Schoolwide behavior systems are used in conjunction with the 3-tier model used for Problem-Solving/Multi-tiered Systems of Support – Response to Intervention (PS/MTSS-RtI) used for academic and behavioral needs. Tier 1 is schoolwide expectations and systems based on the theory of positive behavioral systems. Students needing extra support are moved to Tier 2 or 3 depending on the level of need. Need would be based on data including classroom infractions, bus referrals, other office referral documentation, and observations. The school-based PS/MTSS team reviews behavioral data and initiates interventions based on individual student need. Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are completed to identify the problem-behavior and interventions/skill needed to initiate positive behavioral results. As needed, students with behavioral problems that are not responding to the BIP and recommended interventions, will be referred to Student Services for a more comprehensive evaluation for possible services under IDEA.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Needs assessments and new curriculum/programs drive professional learning, as do our data from assessments
Lead teachers Sarah Branton and Amy Moss assist new and/or struggling teachers with resources, skills, and lessons as needed. The District utilizes local and federal resources to support beginning teachers, provide mentors to struggling teachers, provide consultants to support classroom management and instructional best practices. The District supports school Professional Learning Communities that are focused on Marzano Learning Strategies or Standards-based Instruction. The District utilizes Title I Part A, Title II, and ESSER funds to support curriculum resource teachers, technology integration resources, and data analysis. To recruit and retain teachers, the District provides VAM bonuses for high-impact teachers, provide Teacher Leadership Program, and supplements for mentoring new teachers.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

ECC brings its students to Marianna K-8 at the end of the year to see the cafeteria, kindergarten classrooms, and wheel classrooms where they will be. We also held a Kindergarten Readiness Camp last summer that was well-received and hope to continue that in the future.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

| 1 | III.B. | Area of Focus: Instructional Practice: ELA | $0.00 |
|---|--------|---------------------------------------------|-------|

| 2 | III.B. | Area of Focus: Instructional Practice: Math | $0.00 |
| 3 | III.B. | Area of Focus: Instructional Practice: Science | $0.00 |
| 4 | III.B. | Area of Focus: Positive Culture and Environment: Other | $0.00 |
| | | Total: | $0.00 |

## Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No