

Jackson County School Board

Marianna K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

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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:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
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 (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (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 *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *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	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	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:**

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 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:

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:

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:

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:

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

(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

#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 qualify

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.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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 Rtl 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-Rtl) 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
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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