Malone School

2023-24
Schoolwide Improvement Plan (SIP)

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Malone School

5361 9TH ST, Malone, FL 32445

http://malone.jcsb.org

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.

Mission: Developing an attitude of excellence in every student.

Values:
You can't hide that Tiger PRIDE

P-Passionate
Having pride, enthusiasm, and devotion

R-Responsible
Being reliable, trustworthy, and independent

I-Inspirational
Influencing others positively

D-Determined
Setting high goals and striving to reach them

E-Excellent
Living above the line

Provide the school's vision statement.

Striving to equip every student to reach their fullest potential while creating the skills needed to be lifelong learners and productive citizens.

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
Whitfield, Amanda	Teacher, K-12	
Hardy, Bryant	Principal	
Donaldson, John	Assistant Principal	
Davis, Dena	Teacher, K-12	
King, Kim	Teacher, K-12	
Waddell, Orenza	Teacher, K-12	
Orlando, Lisa		

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.

Stakeholders are involved with the SIP development and approval process by attending School Advisory Council meetings. Staff provides stakeholders with the data and other information they need to be productive partners around student achievement and improvement. All efforts are mission-oriented and data-driven.

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 School Advisory Council meets a minimum of 4 times a year and will discuss the data from each progress monitoring assessment. Administration, grade group teams, and the guidance counselor will have data meetings throughout the year as well to discuss achievement gaps. Input from all meetings will determine if revision is needed to continue school improvement.

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 PK-12
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	97%
Charter School	No
RAISE School	Yes
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) 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: B

	2019-20: B
	2018-19: B
	2017-18: A
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	13	16	11	13	7	8	17	17	9	111
One or more suspensions	0	0	0	3	3	0	1	1	2	10
Course failure in English Language Arts (ELA)	0	4	4	0	0	2	0	1	0	11
Course failure in Math	0	0	1	0	0	3	2	4	1	11
Level 1 on statewide ELA assessment	0	0	0	1	4	5	16	16	9	51
Level 1 on statewide Math assessment	0	0	0	0	2	7	17	5	9	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	4	5	16	14	6	45

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	0	2	2	3	2	5	9	8	9	40

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	6	7	4	1	0	2	0	2	0	22
Students retained two or more times	0	1	4	7	3	3	4	5	2	29

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	10	8	3	9	7	7	9	10	7	118
One or more suspensions	0	2	1	3	1	6	2	2	0	21
Course failure in ELA	0	4	2	2	1	0	5	5	0	35
Course failure in Math	0	0	1	2	0	2	6	10	6	41
Level 1 on statewide ELA assessment	0	0	0	2	4	7	11	11	2	69
Level 1 on statewide Math assessment	0	0	0	2	3	4	24	17	6	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	4	5	11	8	2	58

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	0	3	0	3	3	4	11	15	5	72

The number of students identified retained:

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

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	10	8	3	9	7	7	9	10	7	70
One or more suspensions	0	2	1	3	1	6	2	2	0	17
Course failure in ELA	0	4	2	2	1	0	5	5	0	19
Course failure in Math	0	0	1	2	0	2	6	10	6	27
Level 1 on statewide ELA assessment	0	0	0	2	4	7	11	11	2	37
Level 1 on statewide Math assessment	0	0	0	2	3	4	24	17	6	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	4	5	11	8	2	32

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	0	3	0	3	3	4	11	15	5	44

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
					Grade Level					
Retained Students: Current Year	15	9	7	2	0	0	7	0	0	40
Students retained two or more times	0	3	7	3	3	4	3	3	4	30

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*	53	49	53	51	50	55	54		
ELA Learning Gains				49			49		
ELA Lowest 25th Percentile				41			37		
Math Achievement*	52	50	55	52	36	42	57		
Math Learning Gains				46			39		
Math Lowest 25th Percentile				40			35		
Science Achievement*	45	40	52	48	48	54	42		
Social Studies Achievement*	56	59	68	70	50	59	64		
Middle School Acceleration	76	69	70	81	46	51	85		
Graduation Rate	93	83	74	93	40	50	97		
College and Career Acceleration	89	56	53	93	65	70	95		
ELP Progress	76	62	55	81	63	70	81		

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	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	745
Total Components for the Federal Index	12
Percent Tested	100
Graduation Rate	93

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	33	Yes	2	
ELL	63			
AMI				
ASN				
BLK	60			
HSP	60			
MUL	48			
PAC				
WHT	72			

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%
FRL	66			

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	33	Yes	1	
ELL	49			
AMI				
ASN				
BLK	56			
HSP	60			
MUL	44			
PAC				
WHT	62			
FRL	54			

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	53			52			45	56	76	93	89	76
SWD	44			40			15				3	
ELL	65			47							3	76
AMI												
ASN												
BLK	43			43			31	58	58	83	8	
HSP	69			47			50				4	75
MUL	30			65							2	

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
PAC												
WHT	61			58			49	58	82	90	8	
FRL	46			50			40	51	78	82	9	78

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	51	49	41	52	46	40	48	70	81	93	93	81
SWD	21	31	20	37	53	44	14	42				
ELL	50	59		45	42		18					81
AMI												
ASN												
BLK	42	47	39	43	36	35	39	73	75	100	90	
HSP	59	60		61	52		44					85
MUL	43	44		46	43							
PAC												
WHT	57	48	36	57	51	45	57	64	81	89	100	
FRL	45	47	44	48	47	46	41	67	71			80

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	54	49	37	57	39	35	42	64	85	97	95	81
SWD	35	34	36	43	38		41	50				
ELL	57	40		73	57							81
AMI												
ASN												
BLK	55	59	39	50	43	43	26	48		100	82	
HSP	52	35		66	44							80
MUL	44			63								
PAC												
WHT	56	46	40	59	34	37	52	74	84	96	100	
FRL	45	42	34	49	39	34	33	53	81	100	100	76

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
10	2023 - Spring	54%	49%	5%	50%	4%
05	2023 - Spring	42%	51%	-9%	54%	-12%
07	2023 - Spring	46%	38%	8%	47%	-1%
08	2023 - Spring	66%	45%	21%	47%	19%
09	2023 - Spring	44%	50%	-6%	48%	-4%
04	2023 - Spring	55%	61%	-6%	58%	-3%
06	2023 - Spring	50%	50%	0%	47%	3%
03	2023 - Spring	76%	58%	18%	50%	26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	60%	50%	10%	54%	6%
07	2023 - Spring	64%	53%	11%	48%	16%
03	2023 - Spring	89%	66%	23%	59%	30%
04	2023 - Spring	71%	64%	7%	61%	10%
08	2023 - Spring	73%	46%	27%	55%	18%
05	2023 - Spring	27%	47%	-20%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	71%	38%	33%	44%	27%
05	2023 - Spring	17%	41%	-24%	51%	-34%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	48%	12%	50%	10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	41%	-21%	48%	-28%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	47%	11%	63%	-5%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	59%	3%	66%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	60%	-7%	63%	-10%

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.

5th grade academics had the lowest data components across all grade levels. We contribute this to a new teacher beginning the year, and a teaching change mid-year.

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

5th grade science and math. The teaching inconsistency is what we believe contributed to 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.

Math learning gains for lowest 25% was the largest gap at 16 points. Malone struggles in grades 5 and 6 on maximizing learning gains.

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

8th Grade Math proficiency jumped from 5% to 73%. Our school set up back-to-back math classes in the scheduling so that an intensive math research class followed the regular math class.
3rd grade ELA proficiency jumped from 43% to 75%. Our school hired a third teacher to reduce class size.

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

Improving school-wide attendance and the number of level 1's on state-wide assessments. Poor attendance is a barrier to improved student achievement.

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

-SWD subgroup
-5th grade (all subject areas)
-9th grade ELA
-Attendance
-Maintaining 3rd grade proficiency

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 will recognize growth and celebrate progress in an effort to promote a positive culture. As a part of the Cognia accreditation process, stakeholders are required to complete a survey that measures stakeholder satisfaction, climate and culture.

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

The second administration of the Cognia survey shall demonstrate a 10% increase in positive associations with Malone High School's climate and culture.

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

The leadership team shall review and share results from the initial Cognia survey and work with faculty and staff to implement changes needed to improve the climate and culture.

Person responsible for monitoring outcome:

Bryant Hardy (bryant.hardy@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.)

Collecting data through the accreditation process is part of the continuous improvement process that supports an effective overall strategy.

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

Collect culture data to improve.

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 2 - Moderate 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 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.

2023 Proficiency was 54%
2023 5th grade proficiency was 41%

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

2024 proficiency will be 62%
2024 5th grade proficiency will be 50%

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

-Create Opportunities for Peer-to-Peer Learning (pair and share)
-State Clear Learning Goals repeatedly, so students have a clear idea of where they are going and what it will look like when they get there. This is a practice that creates transparency in learning and teaching.
-Implement Florida's new B.E.S.T. Standards. These standards emphasize that literacy is not achievable merely through a skills-based approach to reading comprehension. Lessons designed to instill background knowledge and a deep respect for literary works that transcend time because of the truth of their content and the beauty of their craft are critical to building life-long learners.
-Teach Strategies for Learning with general resources and techniques specific
to a discipline. Encourage students to use resources from the library and
provide information on ways to learn in the particular content area that is
being taught.
-Improve school-wide attendance. Poor attendance is a barrier to improved student achievement.

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

-The basis of excellent "group work" is work that is meaningful for students,
in which they can all contribute to each others' learning.
-Students today often have gaps in their knowledge of study techniques,
such as effective note-taking, approaches to time management, and test
preparation.

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.

iReady supplemental curriculum, assessments, and teacher toolbox

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: August 2023.

Access to district elementary and secondary ELA resource teachers

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: Throughout the school year.

Open Court phonics supplements

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: August 2023.

Lexia Core5 for ELA intensive supports, ELL supports, and kindergarten readiness

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: August 2023.

MTSS support

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: Throughout the school year.

Implementation of Florida's new B.E.S.T. Standards

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: Hire a dual certified teacher in ELA/ESE to teach a basic ELA course with basic students and students with disabilities so that SWD will benefit from an inclusive classroom.

Hiring process.

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

By When: August 2023.

#3. 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.

2023 Math Proficiency was 89%
2023 Pre-Algebra 8th grade proficiency was 73%
2023 5th Grade proficiency was 27%

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

2024 Math Proficiency will be 90%
2024 Pre-Algebra 8th grade proficiency will be 80%
2024 5th Grade proficiency will be 45%

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

-Check for Student Understanding by asking for feedback from students in various ways, regularly. Ask what students what they understand.
-Share and Model concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task.
-Effectively implement Florida's new B.E.S.T. standards
-Build in time to succeed by allowing varying time per unit, in particular to account for learning difficult concepts. While difficult to accomplish "on the fly," instructors who have taught the content before can provide students more time on difficult concepts. Consider examining the "threshold concepts" in your content area.
-Improve school-wide attendance. Poor attendance is a barrier to improved student achievement.

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

-Research shows that this habit of asking for student feedback has more impact for learning than giving students feedback. Clarity and rapport are key foundations for effective teaching.

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.

Teacher meets with the needs based groups which are created based on the analysis of summative and formative assessments.

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

By When: May 2024.

Access to Elementary and Secondary Math Resource Teacher

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

By When: May 2024.

MTSS support

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

By When: May 2024.

Imagine Math Online programs and purchase other supplemental math resources

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

By When: May 2024.

After-school tutoring program

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

By When: September 2024.

Implementation of Florida's new B.E.S.T. Standards

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

By When: September 2023.

ESE teacher to co-teach in the basic classroom so SWD are in least restricted environment.

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

By When: August 2023.

#4. 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.

2023 Science Proficiency was 45%
2023 5th grade proficiency was 17%

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

2024 Science Proficiency will be 50%
2024 5th grade proficiency will be above 35%

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

-5th grade is now contained in specific content areas.
-State Clear Learning Goals repeatedly, so students have a clear idea of
where they are going and what it will look like when they get there.
-Share and Model concepts to explain and then demonstrate how students
will do a task, whether a physical or thinking task. Sharing and modeling
looks different in each discipline. For some, that may be "thinking out loud"
to show students how experts process or it may be doing a physical
demonstration.
-Improve school-wide attendance. Poor attendance is a barrier to improved
student achievement.

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

-With 5th grade students being in a science specific class, and with a new consistent teacher, we expect the
student achievement for the science assessment to improve tremendously.
-The other strategies create transparency in learning and teaching. Clarity
and rapport are key foundations for effective teaching.

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.

Teachers will receive professional development in understanding and developing rigor for instruction to increase student's knowledge of all science standards.

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

By When: August 2023.

Purchase supplemental science resources and use online science supplements and the online HMH and McGraw Hill science curriculum

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

By When: September 2023.

Follow the newly developed district science curriculum map

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

By When: August 2023.

MTSS support.

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

By When: Throughout the entire school year.

After-school tutoring program.

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

By When: October 2023.

More labs in biology and science experiments in elementary to give SWD a more hands on approach to learning.

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

By When: May 2024.

#5. Instructional Practice specifically relating to Social Studies

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.

2023 Social Studies Proficiency was 57%
U.S. History in particular was at proficiency 53%

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

2024 Social Studies Proficiency will be 62% with U.S. History improving to 60%

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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

Providing professional learning to improve teaching and learning.

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.

Partner with PAEC for professional learning in US History

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: Throughout the school year.

Use test item specifications to provide targeted learning for the lowest content strand on US History 2023 assessment results.

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: August 2023.

Allowing the accomodation of open book assessments to SWD.

Person Responsible: John Donaldson (john.donaldson@jcsb.org)

By When: August 2023.

#6. Instructional Practice specifically relating to Career & Technical Education
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a 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.
2023 High School Acceleration (combination of CTE and Dual Enrollment) was 90%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
2024 High School Acceleration (combination of CTE and Dual Enrollment) will be 93%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
-Monthly IC school acceleration checks to make sure they are taking and passing IC exams -Monitor attendance
Person responsible for monitoring outcome:
Bryant Hardy (bryant.hardy@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.)
Monitor student progress
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Monitoring this area of student progress will help in the school grade component and students to expand opportunities in the career field.
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.
Monthly IC school acceleration checks to make sure they are taking and passing IC exams
Person Responsible: Bryant Hardy (bryant.hardy@jcsb.org)
By When: Throughout the school year.
Monitor attendance
Person Responsible: Lisa Orlando (lisa.orlando@jcsb.org)
By When: Quarterly.
Motivate students to complete an industry certification exam prior to graduation with incentives from school administration.
Person Responsible: Lisa Orlando (lisa.orlando@jcsb.org)
By When: May 2024.

#7. ESSA Subgroup specifically relating to Students with Disabilities

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 will recognize growth and celebrate progress in an effort to promote a positive culture for SWD students.

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

Improve performance in SWD measured on the state accountability system for 2024 in alignment with the Areas of Focus stated within this Schoolwide Improvement Plan. SWD proficiency will improve to above 41%.

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

-Tier 3 intensive interventions (increased time, narrowed focus, reduced group size) in instruction based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior curriculum and instruction.
-Multisensory instruction and interventions
-Differentiation and targeted interventions

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

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

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.

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

This document is then used to develop the Schoolwide Improvement Plan in floridacims.org using the State Template.

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

By When: May 2024.

Enriched and Accelerated Curriculum- Schools utilize their core curriculum content, supplemental curriculums, and computer assisted instructional models to develop an enriched curriculum that is rigorous and relevant to the needs of the student to improve academic achievement. These programs are blended with state, local, and federal funds.

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

By When: May 2024.

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

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

By When: May 2024.

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

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

By When: May 2024.

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).

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.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on the Early Literacy or STAR end of the year report, 38% of Grade K, 18% of Grade 1, and 33% of Grade 2 were scoring below the 40th percentile. We will continue to use iReady for K-2 students, as well as AR, STAR Early Literacy, and Lexia.

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

Based on the FAST PM3, 20% of Grade 3, 42% of Grade 4, and 60% of Grade 5 were scoring below a level 3. We will continue to use AR and STAR Literacy, Lexia, and iReady. We will also actively monitor the data from PM1 and PM2 for this current school year.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

K-Percentage of students not on grade level to decrease from 38% to 30%
1-Percentage of students not on grade level to decrease from 18% to 10%
2-Percentage of students not on grade level to decrease from 33% to 25%

Grades 3-5 Measurable Outcomes

3-Percentage of students scoring below level 3 from 20% to 13%
4-Percentage of students scoring below level 3 from 42% to 35%
5-Percentage of students scoring below level 3 from 60% to 45%

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Hardy, Bryant, bryant.hardy@jcsb.org

Evidence-based Practices/Programs

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

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

-K-2 HMH curriculum interventions (B.E.S.T. aligned)
-3-5 Wonders interventions (B.E.S.T. aligned)
-Standards-based instruction
-Small group instruction
-Using district and state chosen programs (STAR, STAR Early Literacy, iReady, FAST, Lexia Core5, Lexia Power Up)
-Data analysis of every program used

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

- ◦ Do the evidence-based practices/programs address the identified need?

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

The evidence-based programs above address the identified needs and have proven records of being effective.
STAR, STAR Early Literacy, and FAST were selected by the state to be used for progress monitoring and
assessment this year. These programs can be used as a diagnostic tool to identify areas of weakness

and create an individualized pathways to improve student performance. Small-group instruction and curriculum interventions will allow teachers to address gaps in instruction to assure that students are mastering the standards.

Action Steps to Implement

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
School-wide Content Area Data Teams will collaborate continuously to establish data driven instruction, to use information to guide teaching and learning. Assessment through STAR, STAR Early Literacy, FAST, and iReady has been done for the progress monitoring 1. The team has already looked at these scores, along with the previous year's PM3 data, to know our strengths and weaknesses going forward. We are beginning to address the areas of concern. Professional development on standards-based and small-group instruction will be given throughout the year.	Hardy, Bryant, bryant.hardy@jcsb.org

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.

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))

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)

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))

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))

1- 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))

2- 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).

3- 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))

4- 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))

5- Pre-K students at each school take a trip to kindergarten classrooms at their next school. They have an orientation to the classroom setting and tour of the school.
Parents of pre-k students receive orientation letters. There is articulation between staff at both campuses.

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: Positive Culture and Environment: Other	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	$0.00
5	III.B.	Area of Focus: Instructional Practice: Social Studies	$0.00
6	III.B.	Area of Focus: Instructional Practice: Career & Technical Education	$0.00
7	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$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