

Jackson County School Board

Malone High School



2015-16 School Improvement Plan

Malone High School

5361 9TH ST, Malone, FL 32445

<http://malone.jcsb.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Jackson County School Board on 10/20/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Keep it Real.

- Responsibility
- Excellence
- Achieving
- Learning

Provide the school's vision statement

Passion for Learning, Compassion for Others

- Reading is the cornerstone for learning.
- Work ethics and interpersonal skills are key to learning.
- Students are life-long learners.
- Character is determined by respect, compassion, loyalty, and tolerance for self and others.
- Technology skills are essential.
- We are becoming a global society due to technological advances, and thus people are growing even more interconnected and are affected by world-wide events.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers at Malone School listen, assess individual student strengths, and create ways for students to express themselves and demonstrate their understanding. As a result students become more engaged and take more risks in classroom activities. An understanding for student culture also lays the groundwork for a mutual respect between students and teacher. Malone teachers know our students and often attend sporting events and other performances. Teachers continuously monitor the students in order to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion gives the teacher a better understanding of the child's learning difficulties. Once a teacher becomes aware of the problems, there is more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom. Because Malone is a PreK-12 school, there is an opportunity to actually watch a child grow. The structure of personnel assignments affords students an opportunity to interact with the same adult consistently for a period of at least two years. Time is set aside for middle and high school students to interact and receive support from a designated adult during homeroom who may eventually become a mentor to those students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The educational setting at Malone is attractive, comfortable and well kept so that the students feel that the school is a place worth being and they are worth the effort. The rooms are arranged so that the teacher can monitor all students at the same time. Any type of verbal abuse, put downs, threatening behaviors or violence is not allowed. We create a safe and positive educational environment by promoting positive teacher student relationships, creating a nurturing atmosphere, establishing clear and consistent expectations for behavior, delivering appropriate amounts of structure for specific situations/needs, and providing proactive intervention of problems. Parents and

guests are required to report to the office upon visiting the campus so that their presence is known. The school also has a Resource Officer assigned to the campus from the start of the school day to any point after school which may include extracurricular activities as well. The principal and assistant principal consistently monitor the campus throughout the school day with walk-throughs in addition to utilizing the security camera system that is installed.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The schoolwide behavioral system is paired with interventions to make all students feel welcomed and supported. There exists an environment where students and teachers feel positively stimulated, well-supported, and engaged in pursuing the learning objectives of the day. Student engagement is especially important in preventing problems. Simply stated, active learning is learning by doing, listening, looking, and asking; but it is not just being active that counts. Our students are asked to seek out answers and learn for themselves. Specific activities are designed to capitalize on student interests and curiosity, involve them in problem solving and guided inquiry, and elicit their thinking through reflective discussions and appropriate products. Students are provided many hands-on activities that are designed to increase student engagement. However, should a child not adhere to the expectations that have been set based on the District Code of Conduct, then those students are subject to receiving the consequences that are listed within the same document. A part of the pre-planning inservices provided for personnel is a session to review both the district's and school's expectations for students and how to enforce the appropriate response. The principal and assistant principal also meet with the student body within three days of the beginning of school to outline expectations and consequences as defined by the district and required at Malone School.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Malone School teachers work hard to create stimulating, caring, and supportive classrooms to motivate learning of subject matter and academic skills. They also provide conditions for social and emotional learning where students learn to cooperate, share responsibility, develop understanding and skills related to conflict resolution and mediation, and much more. The classrooms are arranged and instruction is organized to promote positive behavior. Our optimal design promotes personalized and holistic learning and minimizes learning, behavior, and emotional problems. When a problem does arise, it is addressed immediately with response to intervention strategies. Guidance counselors are available to provide needed services that address student needs. Homeroom teachers are provided for students grades 6-12 who provide additional opportunities for counseling and mentoring that may not require the attention of the school guidance counselor. Behavior Specialists, private counseling, and the RTI process are also provided to service the emotional needs of our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning systems use routinely available data housed at the school that are good predictors of whether a student is likely to drop out of high school. Both teacher developed benchmark assessments and the state approved standardized assessment are used as predictors to track students. The on-track indicator (based on course performance) is a better predictor of likelihood to graduate than are background characteristics or previous achievement test scores. First-month, first-

quarter, and first-semester absences are additional strong predictors of drop out; these data are available early in the school year. Malone school uses this information to target interventions that support off-track students while they are still in school, before they drop out.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	11	6	5	7	8	8	11	4	3	10	16	9	3	101
One or more suspensions	1	0	1	0	0	0	1	0	0	0	0	0	0	3
Course failure in ELA or Math	0	1	2	1	0	5	4	7	0	2	2	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students Retained	0	0	0	0	0	9	0	4	0	0	0	0	0	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Implementing Positive Behavior Interventions and Supports (PBIS), revised policies on suspensions, and forming student support team are some of the strategies that Malone School has used. Additional strategies that have been chosen for use include attendance and behavior monitors, tutoring and counseling, engaging catch-up courses (Credit Recovery), homerooms, progress monitoring, a focus on equal access to rigorous coursework and high expectations, career/college awareness, and community engagement. In addition to the aforementioned strategies, Malone School will continue to provide a multi-tiered system of support, and participate in the district wide implementation of Digital Jackson (technology integration) and Operation Round-Up.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/290179>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We work hard to build partnerships with the local community. Business members are invited and elected to serve on the School Advisory Council (SAC) and serve as sponsors of various student organizations. School is clearly a necessary link between family and community, in providing a caring environment that facilitates their passage to the world of work. Knowing they have the support of knowledgeable, trustworthy, understanding adults in the school environment reinforces their sense of security and belonging and improves the chances that a student will achieve the education he needs to become a contributing member of society. We have established firm relations with local organizations, colleges, and community groups to build pools of mentors and tutors. Students are dually enrolled at Chipola College, work at local businesses, and the Department of Corrections assists with the maintenance and care of the campus during the summer.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Powell, Doug	Principal
Calloway, Sharon	Teacher, K-12
Holden, Toyka	Teacher, K-12
Orlando, Lisa	Guidance Counselor
Waddell, Orenza	Teacher, K-12
Lanier, Janice	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Specific SLT Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training

as needed

- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions

for speech/language concerns-provides training as needed to interventionists

The SLT collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications

needed to increase student achievement for all students, and to meet SIP goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

Title I, Part C Migrant- Migrant Liaison provides services and support to students and parents. Contact is maintained with Maria Pouncey, Migrant Program Coordinator. Established collaboration includes but is not limited to: a) assistance with interpretation for migrant parents at Individual Education Plan meetings, parent meetings, teacher conferences, etc., b) Summer school or in-home tutorials for migrant students, and c) supplementary educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to Priority for Services students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance, and to offer health education and assistance to meet social service needs.

In-home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading comprehension, language expression, and writing.

Title I, Part D- Supplemental Support is provided for our Teen Parenting Program with the addition of a computer lab and a paraprofessional and Level I and Level II middle/ high school students with access to ClassWorks.

Title II- Title IIA funds were used :

To improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;

Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;

Improve classroom management skills;

Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;

Advance teacher understanding of effective instruction strategies that are based on scientifically based research;

To help reduce the student teacher ratio

To provide incentives for teachers to add reading endorsement to their certificates

Funds were used to pay the salaries for seven extra teachers to help reduce the teacher student ratio

and 6 teachers received \$2400.00 as a one-time bonus for adding reading endorsement to their certificate.

Funds were also used to provide supplemental professional development activities during the summer that assisted teachers and staff with understanding how to use technological tools with their academic subjects (\$32,406.33).

Title X Homeless- Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)- Funds are provided to enrich the remediation opportunities for students.

Violence Prevention Programs- The district promotes a Safe Drug Free Environment at all schools. Random drug testing for students involved in extra curricular activities.

Nutrition Programs- Our district supports the Jackson County Wellness Policy.

Head Start- The school district of Jackson County provides various early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK and Exceptional Student Education.

Early Head Start serves children from birth to 3 years old who meet eligibility requirements mandated by federal regulations. Early Head Start in Jackson County grants priority and ensures services to children of mothers who participate in the district's Teenage Parenting Program.

The Jackson County School District's prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student Education (ESE) programs at six different sites. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally appropriate environment for three and four year old children. These programs share staff, implement a common curriculum and follow the same daily schedule of activities both indoors and outdoors within their individual school sites.

Comprehensive health and family services are provided to all families, although only required for Head Start. This collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.

Adult Education- The district offers programs in: Adult Basic Education, High School Credit Completion, and GED (General Educational Development) Study.

CTE- Career and Technical Education programs integrate essential skills in an applied setting, thus strengthening and supporting a rigorous and relevant curriculum. Jackson County School District further utilizes form JC-346(Vocational Component of an ESE student's IEP) to coordinate teaching methods between the individual school's ESE departments and the Career and Technical Education departments.

Job Training - Students in grades 11th and 12th are allowed to participate in OJT (on job training), which allows them to work with employers in order gain work experience. This can be done and used as electives if all required courses are completed.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Doug Powell	Principal
Toyka Holden	Teacher
Kazareiya Williams	Student
Lashonda Beckwith	Student
Jesse Harris	Student
Lisa Orlando	Teacher
Linda Harris	Teacher
Mary Wilburn	Parent
Tara Tillman	Parent
Tammy Morgan	Parent
Miriam Erickson	Business/Community
Bettye Smith	Parent
Bessie Ivory	Parent
Kyan Gibson	Student
Melenda Smith	Teacher
Betty Cornwell	Parent
April Chambliss	Parent
Kyle Tillman	Student
Denise McGriff	Parent
Melissa Rich	Parent
Linda Capehart	Education Support Employee
Aliyah Wilburn	Student
Anthony Nix	Business/Community
Kamrie Calloway	Student
Lorna Shaw	Student
Ray Morgan	Parent
Heather Baxter	Parent
Amanda Harkrider	Parent
Ethan Baxter	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A needs assessment is developed to assist in determining the gap between where the school is and where it wants to be. Even though needs assessment is an ongoing activity, tied to the school's vision and mission, and drives school improvement planning, the committee meets at the beginning of the school year to determine if the goals specified for last year have been met based on the data and expectations set forth.

Development of this school improvement plan

Members will meet to help write and correct the School Improvement Plan (SIP). Also, each time the SAC meets, if changes are recommended and voted on by the SAC, the SIP will be amended.

Preparation of the school's annual budget and plan

The SAC committee does not assist in the preparation of the school's annual budget but does offer suggestions for ways to generate and utilize funding to provide additional opportunities for the students of the Malone.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Budget pending Extended Learning Opportunity plan being approved by district office.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Holden, Toyka	Teacher, K-12
Brown, Amy	Instructional Media
Hataway, Leanna	Teacher, K-12
King, Kim	Teacher, K-12
Newsom, Angela	Teacher, K-12
Powell, Doug	Principal
Addison, Cathi	Instructional Coach
Pittman, Kacee	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy team will coordinate and supervise the implementation of Close Reading across all content areas.

The District reading coaches will support content area teachers by building their capacity to deliver effective instructional practices that will intentionally impact and increase student achievement across all content areas. The Literacy Leadership Team is a team of literacy leaders within the school who will support and act as the vehicle for change to assist the faculty in becoming a working, learning community, striving to acquire knowledge in the area of literacy instruction over time through professional development.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Malone School has worked to ensure that teachers and other professionals have time to collaborate through grade group meetings, data meetings, and lesson study, in which teachers collaboratively plan, observe, and analyze classroom lessons. Teachers are provided with a common planning time across the grade so that they may discuss challenges and successes of day-to-day instruction so that adaptations or modifications may be made as needed to foster student success. To further ensure and facilitate collaborative planning between teachers, the instructional calendar has set aside school days for Professional Development opportunities.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruit- Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.

Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.

Retain- Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge

Retain- provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certificates for veteran teachers

Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teacher Mentoring Program/Plan is the assigned responsibilities as outlined in the state approved Jackson County New Teacher program. Our school has three beginning teachers for the 2015-16 school year. Our beginning teachers have been paired with experienced colleagues in their grade or subjects. Close proximity and effectiveness of the paired teacher is taken into consideration for each pairing. Beginning teachers also meet with content specialists on our school-based leadership team.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The instructional programs and materials that are adopted and supported by the district have been reviewed by the Instructional Specialists prior to dissemination to the school. For supplemental programs, the school allows each teacher to suggest materials for implementation based on supported research for effectiveness. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Malone School uses the RTI process to differentiate instruction to meet the diverse needs of our students. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Modification or supplementation is ensured by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Students receiving push-in/pull out services for ESE/ELL

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 900

The lengthening of the school day, school week or school year for all students in a given school to focus on core academic learning and enrichment activities to enhance student success. Small group instruction in vocabulary in the Extended Learning Opportunity to improve scores in formative and summative assessments with vocabulary instruction for the lowest 25% of the school population.

Strategy Rationale

The benefits of adding time to the traditional school day include providing the student more time on task, increasing the opportunity for greater depth and breadth of learning, affording more time for enrichment and experiential learning, and fostering stronger relationships between teachers and students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Retrieving data from computer based programs and monitoring progress through assessments weekly will be reviewed to determine effectiveness. Lesson plans will be altered or modified to address skills that were not mastered. Also, FSA, FAIR, and district interim assessment scores will be used to determine the effectiveness of the Extended Learning Program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District Pre-Kindergarten staff requires the following procedures to be followed:

Prekindergarten Staff will:

1. Meet with Kindergarten staff and Parent Representative to plan transition activities and complete a participants list for the meeting.
2. Complete a Transition Data Form for each student.
3. Meet with Prekindergarten parents for an end-of-year comprehensive conference.
4. Return the Transition B Planning Form to their Support Services Coordinator.

Kindergarten staff will:

1. Meet with PreK teachers to plan transition activities.
2. Conduct a learning activity with all PreK students.
3. Provide materials related to Kindergarten to parents.

Support Services Coordinator will:

1. Meet with PreK/K teachers for planning of transition activities.
2. Coordinate and meet with parents at the end-of-year comprehensive Conference.
3. Collect participant list from: Transition Planning Meeting, School Readiness Meeting, and Family

Comprehensive Conference.

4. Attach participants list to Transition Form B and file in PreK office.

4th and 5th Grade Teachers will:

1. Prepare students for middle school academics by gradually increasing the amount of autonomy they expect of students in completing assignments.
2. Include opportunities for cooperative learning by moving from competition-based learning to cooperative based learning.
3. Extend parents an invitation to attend school meetings to learn about the concerns and questions their children have and will have.

8th Grade Teachers and Counselors will:

1. Provide students and parents information about the 9th Grade.
2. Promote understanding and active involvement by parents in the decisions their eighth graders are asked to make about classes they will take in ninth grade.
3. Encourage 8th graders to participate in activities that bring middle school and high school students, counselors, and teachers together. Because Malone is a combination school, the 8th grade year is usually a time that middle school students are assigned a class with at least one high school teacher.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Every entering freshman has a career plan using the template from FLDOE. His/her schedule is designed so that he/she has elective credits of choice. Middle school students are given the opportunity to enroll in career exploration classes to help them find a career path that is interesting to them. Career awareness is incorporated across all subjects and grades. Guests are asked to visit classrooms, make presentations, and help students become more aware of career possibilities. Local field trips further develop awareness of opportunities for careers.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students in 8th grade must complete a Personal Career and School Planning course. They complete a career plan using the template from FLDOE. Students are scheduled based on their major area of interest in applied and integrated courses. The courses are in the vocational areas of Family and Consumer Science and Agriscience. Students are also given opportunities to Dual Enroll in workforce programs and in "On the Job Training" (OJT) courses.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Based on the 2011 (most current information available) annual analysis we discovered that only 62% of Jackson County seniors enrolled in a public postsecondary institution. We would like this number to improve each year, so the following strategies will help improve student readiness for the postsecondary level:

- 1) We encourage students to take honors classes at Malone School in order to challenge students and better prepare them for college.
- 2) We teach students to set high expectations, while informing parents, students, and teachers that getting an A in a subject is not near as important as being college prepared.
- 3) We have implemented two classes, which are Mathematics for College Readiness and Reading for College Readiness to better prepare students for the college placement tests such as ACT and SAT.
- 4) We encourage students that qualify to dual enroll at Chipola.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

One widespread strategy to improve student readiness for college has been to increase enrollment in college-preparatory courses. The quality and level of the coursework and instruction, and their degree of alignment with postsecondary expectations, are the key. Aligning expectations and giving students information about their level of readiness while they are still in high school also ensures that students do not waste their final year in high school.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase students' comprehension of rigorous text through the use of targeted vocabulary instruction and strategies, then 67% of students will score at proficiency on the annual statewide Reading assessment.

- G2.** If we increase students' analytical mastery of number sense, then 74% of students will score at proficiency on the annual statewide Mathematics assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase students' comprehension of rigorous text through the use of targeted vocabulary instruction and strategies, then 67% of students will score at proficiency on the annual statewide Reading assessment. 1a

G075136

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Level 1 - All Grades	10.0
FSA English Language Arts - Achievement	67.0

Resources Available to Support the Goal 2

- Classworks
- Lexia Reading
- Bridges to Literature
- McGraw-Hill Wonders
- Supplemental
- Accelerated Reading 360/STAR
- FAIR
- Springboard
- ELA Standards
- FSA Test Item Specifications

Targeted Barriers to Achieving the Goal 3

- Deficits in Vocabulary

Plan to Monitor Progress Toward G1. 8

Scores on District Interim Assessments, Classworks, and FAIR of participating students will be analyzed for improvements based on vocabulary instruction.

Person Responsible

Schedule

Quarterly, from 10/9/2015 to 5/13/2016

Evidence of Completion

Student work samples, Classroom Assessments, Progress Monitoring

G2. If we increase students' analytical mastery of number sense, then 74% of students will score at proficiency on the annual statewide Mathematics assessment. 1a

G075137

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
FSA Mathematics - Achievement	74.0

Resources Available to Support the Goal 2

- Think Through Math
- Classworks
- Go Math Text and Resources
- Florida Achieve
- iReady
- FLorida Math Standards
- FSA Test Item Specifications and Blueprint
- LearnBop
- MobyMax

Targeted Barriers to Achieving the Goal 3

- Lack of mathematical understanding (knowing both what to do and why)

Plan to Monitor Progress Toward G2. 8

iReady Assessments, Classworks

Person Responsible

Doug Powell

Schedule

Every 3 Weeks, from 9/7/2015 to 5/13/2016

Evidence of Completion

Teachers are able to assess students on the same standards and determine if progress has been made with the use of supplemental computer programs. If it is noted that no progress has been made by the student in the targeted area, teachers are able to create probes specifically designed for that student that can focus on the targeted skill. If the correlated skill continues to show improvement throughout the yearly testing along with increases in other areas of math as well, the strategy has been successful.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase students' comprehension of rigorous text through the use of targeted vocabulary instruction and strategies, then 67% of students will score at proficiency on the annual statewide Reading assessment. **1**

 G075136

G1.B1 Deficits in Vocabulary **2**

 B196193

G1.B1.S1 Small group instruction for vocabulary strategies utilized for complex text. **4**

 S207932

Strategy Rationale

1. Increase understanding and grasp of course content.
2. Enhance motivation and generate greater student involvement.
3. Develop positive attitudes toward later use of presented material.
4. Develop problem-solving skills specific to the content.
5. Provide practice in the application of concepts and information to practical problems.

Action Step 1 **5**

Teachers will receive professional development in determining text complexity.

Person Responsible

Doug Powell

Schedule

Quarterly, from 8/10/2015 to 5/13/2016

Evidence of Completion

Attendance logs and SLP

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Collect, discuss, and review data

Person Responsible

Doug Powell

Schedule

Monthly, from 9/7/2015 to 5/13/2016

Evidence of Completion

Lesson Plans, Data Chats, Classroom Observations, Text Complexity Data for Texts Used in Class

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Retrieving data from computer based programs, monitoring progress through assessments.

Person Responsible

Schedule

Weekly, from 9/7/2015 to 5/13/2016


Evidence of Completion

Altered or modified lesson plans to re-address vocabulary instruction within complex texts

G2. If we increase students' analytical mastery of number sense, then 74% of students will score at proficiency on the annual statewide Mathematics assessment. **1**

 G075137

G2.B1 Lack of mathematical understanding (knowing both what to do and why) **2**

 B196194

G2.B1.S1 Build competence with understanding of numbers and their values. **4**

 S207933

Strategy Rationale

The understanding of the relationship of quantity, value, and numerical symbols or representations. These concepts help students understand the relationship among sets and allow students to make numerical comparisons.

Action Step 1 **5**

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

Person Responsible

Doug Powell

Schedule

Weekly, from 9/7/2015 to 5/13/2016

Evidence of Completion

Lesson Plans, Assessment Data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Direct instruction will be provided by the classroom teacher with remedial supplemental computer instruction provided by Think Through Math, Classworks, MobyMax, LearnBop, or iReady.

Person Responsible

Doug Powell

Schedule

Weekly, from 9/7/2015 to 5/13/2016

Evidence of Completion

Lesson Plans will highlight a focus on a targeted skill as determined by the Florida Standards for Mathematics. Student data reports will be generated weekly by the supplemental computer instruction programs. The computer programs will also provide daily or weekly scores for computer generated assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Routine, Periodic Walk-throughs, Observations, and Discussion with Staff will occur throughout the instructional year. Data Chats will be held bi-monthly to discuss collected data that indicates direct instruction of targeted skills and assessment to determine progress made by students in mastering the standards being taught.

Person Responsible

Doug Powell

Schedule

Daily, from 9/7/2015 to 5/13/2016

Evidence of Completion

Observation and Teacher Evaluation Forms completed by the Principal or Asst. Principal will indicate targeted skills of weakness were addressed in the classroom and assessed. As a team, it will be determined what additional resources or materials may need to be provided in order to achieve the desired outcome. Computer Generated Reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will receive professional development in determining text complexity.	Powell, Doug	8/10/2015	Attendance logs and SLP	5/13/2016 quarterly
G2.B1.S1.A1	Teacher meets with needs based groups which are created based on the analysis of summative and formative assessments.	Powell, Doug	9/7/2015	Lesson Plans, Assessment Data	5/13/2016 weekly
G1.MA1	Scores on District Interim Assessments, Classworks, and FAIR of participating students will be analyzed for improvements based on vocabulary instruction.		10/9/2015	Student work samples, Classroom Assessments, Progress Monitoring	5/13/2016 quarterly
G1.B1.S1.MA1	Retrieving data from computer based programs, monitoring progress through assessments.		9/7/2015	Altered or modified lesson plans to re-address vocabulary instruction within complex texts	5/13/2016 weekly
G1.B1.S1.MA1	Collect, discuss, and review data	Powell, Doug	9/7/2015	Lesson Plans, Data Chats, Classroom Observations, Text Complexity Data for Texts Used in Class	5/13/2016 monthly
G2.MA1	iReady Assessments, Classworks	Powell, Doug	9/7/2015	Teachers are able to assess students on the same standards and determine if progress has been made with the use of supplemental computer programs. If it is noted that no progress has been made by the student in the targeted area, teachers are able to create probes specifically designed for that student that can focus on the targeted skill. If the correlated skill continues to show improvement throughout the yearly testing along with increases in	5/13/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				other areas of math as well, the strategy has been successful.	
G2.B1.S1.MA1	Routine, Periodic Walk-throughs, Observations, and Discussion with Staff will occur throughout the instructional year. Data Chats will be held bi-monthly to discuss collected data that indicates direct instruction of targeted skills and assessment to determine progress made by students in mastering the standards being taught.	Powell, Doug	9/7/2015	Observation and Teacher Evaluation Forms completed by the Principal or Asst. Principal will indicate targeted skills of weakness were addressed in the classroom and assessed. As a team, it will be determined what additional resources or materials may need to be provided in order to achieve the desired outcome. Computer Generated Reports	5/13/2016 daily
G2.B1.S1.MA1	Direct instruction will be provided by the classroom teacher with remedial supplemental computer instruction provided by Think Through Math, Classworks, MobyMax, LearnBop, or iReady.	Powell, Doug	9/7/2015	Lesson Plans will highlight a focus on a targeted skill as determined by the Florida Standards for Mathematics. Student data reports will be generated weekly by the supplemental computer instruction programs. The computer programs will also provide daily or weekly scores for computer generated assessments.	5/13/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase students' comprehension of rigorous text through the use of targeted vocabulary instruction and strategies, then 67% of students will score at proficiency on the annual statewide Reading assessment.

G1.B1 Deficits in Vocabulary

G1.B1.S1 Small group instruction for vocabulary strategies utilized for complex text.

PD Opportunity 1

Teachers will receive professional development in determining text complexity.

Facilitator

Sheryl Brock and Cathi Addison

Participants

K-5 Teachers and Grades 6-12 ELA Teachers

Schedule

Quarterly, from 8/10/2015 to 5/13/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If we increase students' analytical mastery of number sense, then 74% of students will score at proficiency on the annual statewide Mathematics assessment.

G2.B1 Lack of mathematical understanding (knowing both what to do and why)

G2.B1.S1 Build competence with understanding of numbers and their values.

PD Opportunity 1

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

Facilitator

Missy Rogers and Linda Walker

Participants

Math Teachers

Schedule

Weekly, from 9/7/2015 to 5/13/2016

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will receive professional development in determining text complexity.	\$0.00
2	G2.B1.S1.A1	Teacher meets with needs based groups which are created based on the analysis of summative and formative assessments.	\$0.00
Total:			\$0.00