

Jackson County School Board

Malone High School



2016-17 School Improvement Plan

Malone High School

5361 9TH ST, Malone, FL 32445

<http://malone.jcsb.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-12	Yes	73%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	B

**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 11/22/2016.

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 a monitoring status of "Former F" (see page 4). 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	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Malone High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Keep it Real.

- Responsibility
- Excellence
- Achieving
- Learning

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. 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).

a. 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.

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

1. 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	4	5	4	0	0	4	5	5	5	7	6	13	7	65
One or more suspensions	1	0	0	0	0	0	0	2	0	2	0	0	0	5
Course failure in ELA or Math	0	1	1	1	1	1	2	8	6	1	3	1	4	30
Level 1 on statewide assessment	0	0	0	1	1	8	7	7	1	3	8	8	6	50
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	1	0	1	1	1	2	4	2	4	4	4	3	27

c. 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Increase to 76% (342) of our parents being involved in positive parent-school communication through various means such as more participants during Parent nights, Orientations and teacher-parent conferences.

2. 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.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Powell, Doug	Principal
Holden, Toyka	Teacher, K-12
Orlando, Lisa	Guidance Counselor
Waddell, Orenza	Teacher, K-12
Lanier, Janice	Guidance Counselor
Braswell, Ricky	Teacher, K-12
King, Kim	Teacher, K-12
Newsom, Angela	Teacher, K-12
Rogers, Missy	Instructional Coach
Pittman, Kacee	Teacher, K-12
Hardy, Bryant	Assistant Principal
Ford, Greg	Teacher, K-12

b. Duties

1. 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)

- Instructional 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Doug Powell	Principal
Toyka Holden	Teacher
Tara Tillman	Parent
Tammy Morgan	Parent
Bettye Smith	Parent
Bessie Ivory	Parent
Kyan Gibson	Student
Kyle Tillman	Student
Denise McGriff	Parent
Linda Capehart	Education Support Employee
Heather Baxter	Parent
Tony Nix	Business/Community
Christopher Brockington	Student
Eboni Ivory	Student
Melenda Smith	Teacher
Kyle Morgan	Student
Jose Castillo	Student

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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.

D. 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).

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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

2. 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 and district interim assessment scores will be used to determine the effectiveness of the Extended Learning Program.

2. Student Transition and Readiness

a. 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).

1. 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. Plan an orientation and open house at the beginning of the year that sets the tone for good communication between school personnel and family.
4. 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.

2nd to 3rd Grade Teachers will:

1. Prepare students for Florida Standards Assessments by gradually increasing the exposure to a variety of quality literature.
2. Prepare students for various types of writing including expository writing, personal narratives, journals, descriptive writing, compare and contrast pieces and poetry.
3. Extend parents an invitation to attend school meetings to learn about the concerns and questions their children have and will have.
4. Shift the focus from learning to read to reading to learn, to writing in a formalized format and developing problem solving strategies to solving multi-step problems

5th to 6th Grade

Teachers will:

1. Prepare students for middle school academics by gradually increasing the amount of autonomy they expect of students in completing assignments with mid-day class changes.
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 to 9th Grade: Teachers, Administrators and the High School Guidance Counselor 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.
4. Collaborate to plan courses pertinent to the readiness standards necessary for ninth-grade success in college-preparatory courses.
5. Review early-alert data to identify middle grades students who will need help preparing for challenging high school work.

Post-Graduation- College and career readiness; Guidance Counselor will:

1. Enroll students in specially developed transitional courses in language arts/reading and mathematics that are designed to help them to become college-ready.
2. Require them to pass the readiness or placement exams prior to receiving college credit for the dual credit courses.

Malone School has a web page for parents and students to view with individual teacher information. All faculty and staff, along with administration are actively involved in preparing items for the Open House/Orientation of all grades. Support staff also attends orientation nights to help with activities planned. Preparation for FSA and EOC testing is a focus. Ninth grade teachers discuss schedules and pathways individual students will select for high school years 9-12. Supply lists and permission forms for all grades attending can be signed during orientation. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff

members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

Malone School establishing standards and improves opportunities for students to participate in dual credit/dual enrollment programs with Chipola College. High school students are allowed to enroll in dual credit career/technical courses beginning their sophomore year based on P.E.R.T. scores and grades in core academic classes. At the same time students who remain at school are enrolled in specially developed transitional courses in language arts/reading and mathematics that are designed to help them to become college-ready. Data is used for decision-making to ensure the best opportunities for high school students to make transitions from high school to postsecondary studies. 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. Juniors and Seniors are sent to the Annual Career Fair during the month of November in Jackson County. Guidance Counselors attend the Career Fair with students. Many vendors of varying job skills and areas are present at this Career Fair to give students a broad approach to career interests and the necessary steps they need to take to gain employment. Malone School has also established a partnership with Chipola College's TRiO program to identify students beginning in sixth grade who may be first generation college attendees. These students are exposed to various educational experiences designed to expose them to secondary collegiate opportunities.

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

Malone School offers Servsafe certification for Culinary Arts. 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. Many of these courses of study will focus on job skills and offer students internships and other culminating activities. A daily focus of the school is for teachers to ensure instruction remains relevant with real world exercises built into all curriculum areas.

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

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.
- 5) Through the assistance of Malone School's administrative team and guidance, teachers implement lessons, and instructional methodologies that focus on improving the personal effectiveness, planning

for life after high school, surviving after high school and succeeding in post-secondary academic institutions.

6) Postsecondary transitional planning occurs at Malone High School primarily through consultation with our students' and guidance counselors.

7) Exceptional Education students take a career preparation course during which various post-secondary options are explored. A transition specialist and counselor from Vocational Rehabilitation address the needs of all graduating Exceptional Education students.

8) ASVAB and PERT testing will be conducted as needed.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 61% of students will score level 3 or above on the annual statewide Reading assessment.
- G2.** If we increase students' analytical mastery of operations and algebraic thinking, then 67% of students will score level 3 or above on the annual statewide Mathematics assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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 61% of students will score level 3 or above on the annual statewide Reading assessment. 1a

G086650

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0
Level 1 - All Grades	20.0
FSA ELA Achievement	61.0

Targeted Barriers to Achieving the Goal 3

- Deficits in Vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady (K-2, 4-5)
- Lexia Reading
- Bridges to Literature
- McGraw-Hill Wonders
- Supplemental (Coach)
- Accelerated Reading 360/STAR
- Springboard
- ELA Standards
- FSA Test Item Specifications
- STAR Early Literacy (k-2)
- SRA Open Court 2016 (K-2)
- GreatMinds.Net
- District Curriculum Maps

Plan to Monitor Progress Toward G1. 8

Scores on District Interim Assessments, STAR Reading, and AR of participating students will be analyzed for improvements based on vocabulary instruction.

Person Responsible

Doug Powell

Schedule

Quarterly, from 8/29/2016 to 5/15/2017

Evidence of Completion

Student work samples, Classroom Assessments, Progress Monitoring, STAR Reports, and AR logs

G2. If we increase students' analytical mastery of operations and algebraic thinking, then 67% of students will score level 3 or above on the annual statewide Mathematics assessment. 1a

G086651

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	45.0
FSA Mathematics Achievement	67.0
Algebra I EOC Level 1	42.0
Geometry EOC Level 1	40.0
Algebra II EOC Level 1	25.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Think Through Math
- StarMath (K-2)
- Go Math Text and Resources
- Eureka
- iReady
- FLorida Math Standards
- FSA Test Item Specifications and Blueprint
- FL EverGlades (6-12)
- MobyMax
- District Curriculum Maps
- AIMS

Plan to Monitor Progress Toward G2. 8

iReady Assessments, Think Through Math, and Math Nation Assessments

Person Responsible

Bryant Hardy

Schedule

Quarterly, from 9/12/2016 to 5/15/2017

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 differentiate instruction specifically designed for that student. 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 61% of students will score level 3 or above on the annual statewide Reading assessment.

1

 G086650

G1.B1 Deficits in Vocabulary **2**

 B230332

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

 S242985

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 understanding and developing rigor for instruction to increase student's use of vocabulary.

Person Responsible

Missy Rogers

Schedule

Quarterly, from 8/4/2016 to 5/12/2017

Evidence of Completion

Attendance logs, observations, and PAEC digital warehouse

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

Collect, discuss, and review data

Person Responsible

Doug Powell

Schedule

Monthly, from 8/29/2016 to 5/19/2017

Evidence of Completion

Lesson Plans, Data Chats, Classroom Observations, and evaluations of text and resources for rigor

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

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

Person Responsible

Doug Powell

Schedule

Weekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

Altered or modified lesson plans to re-address vocabulary instruction; student data reports

G2. If we increase students' analytical mastery of operations and algebraic thinking, then 67% of students will score level 3 or above on the annual statewide Mathematics assessment. 1

G086651

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

B230333

G2.B1.S1 Build competence with understanding of operations and algebraic thinking. 4

S242986

Strategy Rationale

1. Operations and algebraic thinking are developed K-12.
2. Prioritizing standards leads to increased ability to apply concepts.
3. Data has indicated that students are deficient in this area that is assessed for graduation.

Action Step 1 5

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

Person Responsible

Bryant Hardy

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Lesson Plans, Assessment Data, Walkthroughs, and Observations

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, MathNation, or iReady.

Person Responsible

Bryant Hardy

Schedule

Weekly, from 8/22/2016 to 5/19/2017

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. Observations and reflections will also serve as evidence of implementation.

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 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 8/22/2016 to 5/19/2017

Evidence of Completion

Observation and Teacher Evaluation Forms completed by the Principal or Asst. Principal, in addition to Computer Generated Reports will report level effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A314414	Teachers will receive professional development in understanding and developing rigor for...	Rogers, Missy	8/4/2016	Attendance logs, observations, and PAEC digital warehouse	5/12/2017 quarterly
G1.B1.S1.MA1  M325248	Retrieving data from computer based programs, monitoring progress through assessments and...	Powell, Doug	9/6/2016	Altered or modified lesson plans to re-address vocabulary instruction; student data reports	5/12/2017 weekly
G1.MA1  M325250	Scores on District Interim Assessments, STAR Reading, and AR of participating students will be...	Powell, Doug	8/29/2016	Student work samples, Classroom Assessments, Progress Monitoring, STAR Reports, and AR logs	5/15/2017 quarterly
G2.MA1  M325253	iReady Assessments, Think Through Math, and Math Nation Assessments	Hardy, Bryant	9/12/2016	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 differentiate instruction specifically designed for that student. 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.	5/15/2017 quarterly
G2.B1.S1.MA1  M325251	Routine, Periodic Walk-throughs, Observations, and Discussion with Staff will occur throughout the...	Powell, Doug	8/22/2016	Observation and Teacher Evaluation Forms completed by the Principal or Asst. Principal, in addition to Computer Generated Reports will report level effectiveness.	5/19/2017 daily
G1.B1.S1.MA1  M325249	Collect, discuss, and review data	Powell, Doug	8/29/2016	Lesson Plans, Data Chats, Classroom Observations, and evaluations of text and resources for rigor	5/19/2017 monthly
G2.B1.S1.MA1  M325252	Direct instruction will be provided by the classroom teacher with remedial supplemental computer...	Hardy, Bryant	8/22/2016	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. Observations and reflections will also serve as evidence of implementation.	5/19/2017 weekly
G2.B1.S1.A1  A314415	Teacher meets with needs based groups which are created based on the analysis of summative and...	Hardy, Bryant	8/22/2016	Lesson Plans, Assessment Data, Walkthroughs, and Observations	5/19/2017 weekly

V. 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 61% of students will score level 3 or above 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 understanding and developing rigor for instruction to increase student's use of vocabulary.

Facilitator

Sheryl Brock, Cathi Addison, and Missy Rogers

Participants

K-5 Teachers and Grades 6-12 ELA Teachers

Schedule

Quarterly, from 8/4/2016 to 5/12/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will receive professional development in understanding and developing rigor for instruction to increase student's use of vocabulary.	\$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