

District School Board of Madison County

# Madison County Central School



## 2017-18 Schoolwide Improvement Plan

## Madison County Central School

2093 W US 90, Madison, FL 32340

<http://mccs.madison.k12.fl.us/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	Yes	100%

<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	D

*\*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 Madison County School Board on 11/7/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

**Madison - 0041 - Madison County Central School - 2017-18 SIP**

*Madison County Central School*

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>5</b>
<b>Differentiated Accountability</b>	<b>7</b>
<b>Current School Status</b>	<b>8</b>
<b>Supportive Environment</b>	<b>8</b>
<b>Family and Community Engagement</b>	<b>12</b>
<b>Effective Leadership</b>	<b>13</b>
<b>Public and Collaborative Teaching</b>	<b>19</b>
<b>Ambitious Instruction and Learning</b>	<b>20</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>25</b>
<b>Goals Summary</b>	<b>25</b>
<b>Goals Detail</b>	<b>25</b>
<b>Action Plan for Improvement</b>	<b>29</b>
<b>Appendix 1: Implementation Timeline</b>	<b>52</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>56</b>
<b>Professional Development Opportunities</b>	<b>56</b>
<b>Technical Assistance Items</b>	<b>0</b>
<b>Appendix 3: Budget to Support Goals</b>	<b>59</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school’s grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Madison County Central School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Jeff Sewell</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The mission of Madison County Central School (MCCS) is to educate all students in a safe, quality learning environment that ensures student success.

##### b. Provide the school's vision statement

The vision of MCCS is to provide a safe and supportive environment that will meet the individual needs of all students in their quest for academic achievement.

#### 2. School Environment

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

Capturing Kids Hearts (CKH) is implemented in Grades Pre-K-8 to encourage open dialogue, respect, and a safe environment in all classrooms. CKH is a national program aimed at improving the relationships between teachers and students. This is done through promoting stronger interpersonal relationships and reinforcing appropriate behavior in a positive manner. Social Contracts created by students with teacher facilitation are posted in all classrooms and referred to, as needed. Teachers also provide questions for students to refocus their behavior. The primary components of the program include:

The EXCEL Leadership/Relationship/Teaching Model™

The Social Contract

Four Questions for Misbehavior

Four Questions for Disrespect

SOLER Listening Skills (i.e., listen with your ears, eyes, hearts, and undivided attention)

Students make daily announcements referred to as the Bronco Report to practice college and career-ready speech and language skills. The Report provides a means for positively communicating school updates and information to students throughout the school to staff and students. Students also recite on a daily basis the Bronco Pride statement: Pride is doing my job to the best of my ability, for as many times as I have to, for as long as I have to, in order to get the job done RIGHT!

Additionally, Bronco Bucks and the Bronco Store are utilized for reinforcing positive behavior throughout the school year. Bronco Bucks are distributed to students for positive actions and are then used to purchase items in the Bronco Store once per quarter.

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

The MCCS school-wide management plan is CHAMPs (i.e., Conversation, Help, Activity, Movement, Participation), an evidence-based approach to classroom behavior management. Students are also provided with a copy of the Madison County Student Code of Conduct which outlines behavior expectations and consequences. Students with repeated minor behavior infractions meet with the guidance counselor for redirection and



goal-setting activities. The guidance counselor is available, as needed, to help establish behavior contracts. A school resource officer is on campus daily to provide a secure presence for students. Safety patrol members provide assistance with safe and orderly movement before and after school. Teachers are expected to meet and greet students at the door as they are entering the classroom as part of the CKH protocol for engaging students. Certified and non-certified staff are posted throughout the building and campus in the morning to ensure that students arrive at school safely and securely. During lunch, staff are posted throughout the cafeteria to monitor student behavior. After school, teachers escort students to their assigned dismissal areas, and designated staff members/administrators remain on campus to ensure all students exit the building and arrive home safely.

**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**

CHAMPs, Capturing Kids' Hearts (CKH), and Positive Behavior Intervention System (PBIS) are programs which provide structure designed to minimize distractions and increase student time-on-task. Based on a review of the 2016-17 disciplinary data, the decision was made that staff and students will focus on four key behavioral expectations:

- Be respectful.
- Be responsible.
- Be prepared.
- Be a peacemaker.

School-wide behavioral expectations are posted throughout the school and reinforced by teachers and staff. The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations. In facilitating the process, teachers ask guiding questions, "What do students need to know and do in order to behave responsibly? What do students need to know and do in order to be successful?"

Capturing Kids' Hearts (CKH) is an immersive, participatory experience where teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including:

- How to build meaningful, productive relationships with every student and every colleague.
- How to use the EXCEL Model of teaching to create a safe, effective environment for learning.
- How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract.
- High pay-off techniques for dealing with conflict, negative behavior, and disrespect issues.

All staff are encouraged to teach and redirect student behaviors accordingly. Quarterly school-wide Bronco Pride celebrations are implemented in grades Pre-K - 8.

Kagan Cooperative Learning structures are also implemented which allow for peer-to-peer collaboration which minimizes student frustrations by allowing students with strengths to

serve as support for students who might need additional attention.

All students receive a copy of the Madison County Code of Student Conduct at the beginning of the school year. Students and parents sign a contract stating that they have received a copy of and are aware of the contents of the document which contains expected behaviors, rights, and responsibilities,

**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**

MCCS provides services for K-8 students through the guidance department which includes character education lessons delivered in a classroom model. The guidance counselor meets with classes to teach social skills and also works with individual students, as needed. In addition, services for students are scheduled with the following agencies, as needed: Florida Therapy, Apalachee Mental Health, North Florida Mental Health, DISC Village, and Capital City Youth Services.

The Capturing Kids' Hearts (CKH) process is used school-wide to develop students' social-emotional skills. CKH is an immersive, participatory experience where teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including:

How to build meaningful, productive relationships with every student and every colleague.

How to use the EXCEL Model of teaching to create a safe, effective environment for learning.

How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract.

High pay-off techniques for dealing with conflict, negative behavior, and disrespect issues.

BEST (Behavior Emotional Social Traits) is a universal screening instrument that all homeroom teachers fill out on their students. Teachers use the results of the screening to help plan for behavior interventions for students. MCCS will also use LEAP, an online instrument providing comprehensive lesson plans and interactive multi-modal assessment tools. LEAP provides strategies for teaching peer-related social skills, communication skills, and cognitive pre-academic skills. LEAP is reported to be a research-based, practical program that helps to improve behavior, grades, and attendance in K-12 education, whether the interventions are needed at Tier I, Tier II, or Tier III.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The MCCS Early Warning Signs Indicators include:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics during any grading period

A Level 1 score on the statewide, standardized assessments in English Language Arts or

mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

Previous retentions

Students scoring in the 85th percentile or higher on the B.E.S.T. Universal Screener

Overview of the MTSS Process:

Step 1: Gather and analyze subject area data during weekly meetings, and identify struggling students.

Step 2: Identify weaknesses of struggling students; determine teaching styles and instructional methods to address students' needs.

Step 3: Develop subject area behavior/academic Intervention Plan to address student needs (Tier II Interventions).

Step 4: Monitor student progress after implementing Intervention Plan for at least three (3) weeks.

Step 5: Revisit Intervention Plan for students continuing to struggle. Establish new interventions and implement for at least three (3) weeks. Make contact with parents and document contact.

Step 6: MTSS Coordinator will then coordinate Student Intervention Team (SIT) meeting with student, teacher(s), parents, and SIT team.

Step 7: Develop Intervention Plan with Tier III interventions. Implement plan for 4-6 weeks. Schedule a follow-up meeting.

Step 8: Conduct fidelity check to ensure interventions are taking place.

Step 9: Hold follow-up meeting for academic or behavior review. A decision is made to return student to receive Tier II intervention, continue student with current interventions, or revise student's intervention plan for 4-6 weeks.

Step 10: If student(s) do not respond positively to instruction or intervention, the team may begin the eligibility process for Exceptional Student Education services or a 504 plan.

**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	20	21	15	19	4	11	28	23	30	0	0	0	0	171
One or more suspensions	0	20	20	29	21	51	68	72	79	0	0	0	0	360
Course failure in ELA or Math	10	6	5	5	5	0	9	20	5	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	55	83	120	130	119	119	0	0	0	0	626

**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	3	6	8	15	28	29	29	45	40	0	0	0	0	203

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

Once students are identified as "needing academic improvement" using the early warning indicators, a variety of intervention strategies are available. Teachers collaborate during their common planning to discuss best practices and strategies to use in differentiating instruction and planning for interventions.

Intervention Resource Guides available to staff include:

Pre-referral Intervention Manual, Third Edition by Stephen McCarney - the most common learning and behavior problems encountered in the educational environment.

4th Edition of Teacher's Resource Guide by Stephen McCarney - staff development guide to the most common learning and behavior problems encountered in the educational environment and corresponding interventions.

The Teacher's Encyclopedia of Behavior Management by Randy Sprick and Lisa M. Howard - reference guide identifying common classroom problems (e.g., absenteeism, aggression, bossiness, etc.) - 100 problems and 500 [intervention] plans.

Phonemic Awareness: The Skills That They Need to Help Them Succeed - Grades K-3 by Michael Heggerty, ED.D - a 35-week curriculum of daily phonemic awareness lesson plans developed on a systematic scope and sequence of skills with explicit modeling.

Other examples of interventions include:

i-Ready Toolbox - These online standards-based resource materials provide additional strategies for teachers to use within the classroom to address students' individual needs and to plan for student interventions.

Phonological Awareness Skills Test (PAST) administered to targeted students - Results are analyzed, and activities are identified to address the students' needs based on the PAST results. Fluency is the end goal for the student.

Intervention period built into the master schedule (i.e., 4th - 8th grades - one hour allotted for intervention strategies within the school day). Each grade-level team reviews FSA data from the prior year, determines the domains in which students need additional attention, and provides appropriate interventions targeting identified areas of concern.

Interventions based on students' identified needs are provided during the content area instructional period(s) - Grades K-3.

Attendance is monitored, and parents are contacted with letters or phone calls about student excessive absences.

A plan is in place for the 2017-18 school year to hire Math and Reading Intervention Specialists to work with small pull-out groups of students at MCCS in need of Tier II and Tier III Interventions, if qualified applicants are available.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

At least 50% of our parents will become involved in at least one of the following parent programs: PTO/SACs meetings, Open House, Meet the Teacher Nights/Grade Level Parent Nights for grades 3-8, Parent Teacher Teams for grades Pre-K-5th, Middle School Parent Workshops, Parent Conferences, and Parent Attendance at Bronco Pride Celebrations, Honors Day Programs, School Dances, and performances by Pre-K-8th grade students throughout the school year.

**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**

MCCS builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Examples of the partnerships include:

Wells Fargo Bank, Busy Bee, and Annette Bus Lines provide financial donations to MCCS. These funds are used to provide student activities as well as student incentives and rewards.

Junior Auxiliary volunteers help support the annual field day event.

Greene Publishing Company highlights school events in the local newspapers, The Carrier and Enterprise Recorder.

Wendy's Wednesday Night fund raisers provide proceeds from customer sales during a designated time frame on Wednesday evenings to MCCS. These contributions are used to support student recognition activities.

The Madison County Extension Agency/Madison County 4-H sponsors the Tropicana Speech Contest as well as Ag Day for fourth graders and Ecology Day for all district third graders. The Farmer's Coop sponsors the district cabbage growing contest. Third grade students are taught how to raise cabbage plants, and after 12 weeks compete to see who has implemented the gardening skills they have learned to produce an award-winning specimen.

The Madison County Education Foundation provides mini-grants for teachers to obtain supplies for classroom projects.

The Madison County Sheriff's Department provides character education programs.

The Madison County Forestry Service, Fire Department, and Red Cross provide fire education programs.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

<b>Name</b>	<b>Title</b>
Chambers, David	Principal
Graham, Kimberly	Teacher, K-12
Richie, Melinda	Administrative Support
Day, Polly	Teacher, K-12
Graham, Ceola	Teacher, K-12
Jennings, Lawanda	Teacher, PreK
Veilleux, Jeffery	Teacher, K-12
Dickey, Megan	Teacher, K-12
Lee, Stacey	Teacher, K-12
Minter, Kelli	Administrative Support
Moore, Beth	Assistant Principal
Bass, Kali	Assistant Principal
Williams, Jada	Assistant Principal
Coe, Amanda	Teacher, K-12
Shadrick, Emily	Teacher, K-12
Reese, Peggy	Teacher, K-12
Roberts, Jetta	Teacher, K-12
Aukema, Karen	Guidance Counselor

**b. Duties**

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

Each school-based leadership team member is responsible for attending weekly meetings concerning instruction and students in the grade level(s) he/she supervises. In addition, the members are responsible for working with the team to develop solutions for identified system problems and intervention plans for students identified as struggling students. The Leadership Team focuses on curriculum, instruction, assessment, and school-wide behavior. Responsibility for administration-faculty communication rests primarily with the Leadership Team and the lead teachers who disseminate information to their respective grade-level team members.

David Chambers - Principal - responsible for attending SIT meetings, as schedule permits, and providing the team with overall guidance while addressing system level issues. He is also responsible for revisiting and proposing changes to the SIP to ensure the document is ongoing and relevant to the school's operation of programs

Kali Bass - Assistant Principal (Pre-K-5) - responsible for attending meetings involving students in grades Pre-K-5 and other grades, as schedule permits

Jada Williams - Assistant Principal (6-8) - responsible for attending meetings involving students in grades 6-8 and other grades, as schedule permits

Beth Moore - Assistant Principal for Curriculum - responsible for curriculum needs of the school

Melinda Richie - ESE Staffing Specialist- Attends Leadership, Administration, MTSS/RTI, IEP, SIT meetings to ensure that all ESE guidelines are properly implemented

Kelli Minter - MTSS/RtI Facilitator - Responsible for facilitating SIT meetings, gathering system level data for presentation, and maintaining folders for students involved in the SIT process

Karen Aukema - School Counselor - Connects students with community and social resources, when necessary, to assist them behaviorally, academically, emotionally, and physically

Lawanda Jennings - Liaison between Administration and the Pre-K team

Ceola Graham - Liaison between Administration and the Kindergarten team

Amanda Coe - Liaison between Administration and the 1st grade team

Emily Curl-Shadrick - Liaison between Administration and the 2nd grade team

Polly Day - Liaison between Administration and the 3rd grade team

Stacey Lee - Liaison between Administration and the 4th grade team

Peggy Reese - Liaison between Administration and the 5th grade team

Megan Dickey - Liaison between Administration and the 6th grade team

Jeff Veilleux - Liaison between Administration and the 7th grade team

Kim Graham - Liaison between Administration and the 8th grade team

Jetta Roberts - Liaison between Administration and the Madison County Education Association (MCEA)

**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**

The school leadership team meets weekly and as needed to discuss data on student performance as well as resources (e.g., personnel, instructional, curricular). Team leaders contribute to the meeting agenda initially developed by the principal and also bring additional concerns presented by staff to the meetings for discussion/clarification.

School leadership collaborates with district staff to review personnel, instructional, and

curricular decisions. This includes the coordination of federal, state and local funds, services, and programs. Discussions are held to determine how to apply available resources for the highest impact. When materials and resources are received, an inventory is maintained.

School leadership team members, serving in other capacities, also coordinate with school staff to ensure students' needs are met. For example, Rodeo Roundup meetings occur each Tuesday and/or Thursday with grade level/subject area teachers meeting to discuss data and tiered interventions. A schedule is made ensuring that each subject area teacher is part of the Rodeo Roundup meeting once each month.

Another example is the Student Intervention Team (SIT) which meets every four to six weeks to disaggregate, analyze, and discuss individual student data. In addition, the team meets with students and parents, as needed, and develops intervention plans for individual student success.

#### Overview of Services and Programs Available to MCCS:

##### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation, and required hardware.

##### Title I, Part A Supplemental Academic Instruction (SAI)

SAI funds are used to provide a summer reading camp for Level 1 third grade students. They are also used to provide remediation, as needed, during the regular school year.

##### Title I, Part C-Migrant

The Migrant Education Program's goal is to link migrant families to services and programs that support the well being and education of their children. The Migrant Services staff coordinates with Title 1 and other programs to ensure student needs are met. They provide services and support to students and parents.

##### Title I, Part D - Neglected, Delinquent, and At-Risk Youth

##### Title II Part A

Funds are used to provide professional development activities for teachers, principals, and paraprofessionals to meet the mandates of becoming highly qualified. Funds are also used for recruitment and retention.

##### Title II Part D - Enhancing Education Through Technology

Funds are used to provide and upgrade technology in classrooms. Professional development activities include the implementation of technology to enhance student engagement and motivation.

##### Title IX- Students in Transition

The District Students in Transition Liaison provides supplies and social services referrals for students identified as students in transition under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs -The District receives funds for programs that support prevention of violence in the school. These programs such as Students Working Against Tobacco (SWAT) help to prevent the use of alcohol, tobacco, and drugs while fostering a safe, drug-free learning environment supporting student achievement. Various informational programs are also available through the school resource officer.

ESE funds will be blended with VPK funds to provide additional educational services for pre-school students.

#### Career and Technical Education

Middle grade students receive the Introduction to Career Planning course through 8th



grade U.S. History. The students also work with the School Guidance Department on developing Career Plans. MCCS coordinates with Madison County High School (MCHS) to create clear, successful pathways for our Career and Technical Education Program beginning with middle grades and on to post-secondary education.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Renee Demps	Parent
Ruth Ann Latner	Parent
Marvin Mattair	Business/Community
Mason Good	Student
Ian Rogers	Student
Deborah Glee	Education Support Employee
Cortney Lee	Education Support Employee
Valerie Thomas	Teacher
Peggy Reese	Teacher
Janet Bailey	Teacher
Jeff Veilleux	Teacher
Gianni Jackson	Business/Community
Lori Dowdy	Parent
Shay Bradges	Parent
Amanda Gillean	Parent
Billy Washington	Business/Community
Sherilyn Pickels	Parent
Salina Barfield	Parent

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC and PTO go over the School Improvement Plan (SIP) from the previous year at the initial meeting. They review the data and offer suggestions for changes needed for the upcoming school year.

*b. Development of this school improvement plan*

The SAC and PTO provide input on the current year's SIP goals and strategies. The SAC Committee meets four times per year in the Madison County Central School's Media Center. At the first meeting, the goals are presented. Parents are encouraged to discuss

the goals and strategies that are in place to meet the objectives and to provide feedback that helps us refine our strategies. Sign-up sheets and meeting minutes are collected at each meeting.

*c. Preparation of the school's annual budget and plan*

The PTO and SAC decide how the money is budgeted for school improvement and how the funds are used throughout the school to increase student performance. For example, the SAC provides funds for trophies given to students at the end-of-year awards/recognition ceremonies and for Bronco Pride celebrations.

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

Examples of how the funds were used include:

The SAC committee provided awards for the end-of-the-year Awards Day Celebration in May for students.

The SAC committee contributed funds for the monthly drawings offered as an incentive to increase parent attendance at SAC meetings.

The SAC committee also provided incentives for MCCS students and staff.

**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
Welch, Heather	Instructional Media
Coe, Amanda	Teacher, K-12
Bergeron, Mandalyn	Teacher, K-12
Lundy, Yolanda	Teacher, K-12
Jennings, Lawanda	Teacher, K-12
Shadrick, Emily	Teacher, K-12
Aultman, Danielle	Teacher, K-12
Graham, Kimberly	Teacher, K-12
Lee, Stacey	Teacher, K-12
Graham, Ceola	Teacher, K-12
Mobley, Eliza	Teacher, K-12
Moye, Jii	Teacher, K-12
Reese, Peggy	Teacher, K-12
Greene, Erin	Teacher, K-12

**b. Duties**

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

The LLT promotes literacy within MCCS through activities such as:

Establish Accelerated Reader (AR) incentives for students.

Maintain collection of high-interest low-readability books (motivation for culturally diverse students).

Develop and implement school-wide literacy plan (using i-Ready).

Hold two book fairs per year with extended day for parents to shop after work.

Invite parents to bring students to school before start of day and take Accelerated Reader tests in the media center.

Provide digital collection of e-books available for access on any device with internet capabilities.

Provide books printed in Spanish for parents to read with their child or for Spanish-speaking students to read.

Provide bilingual books printed in English and Spanish.

Distribute summer reading lists to students.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Teachers in grades Pre-K through eight have daily common planning time with grade-level team members provided in the master schedule. Every Tuesday and Thursday these grade-level teams meet to collaborate on: unpacking the Florida standards, instructional strategies, planning for instruction, assessing student performance, and reviewing data to differentiate instruction. These Professional Learning Communities (PLC) also support each other's professional growth by selecting and completing professional development experiences to meet their needs during common planning time. Grade level teams record minutes of their meetings.

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

A representative from the MCSS Leadership Team attends the Job Fairs at Valdosta State University, FAMU, Florida State University, Tallahassee Community College, St. Leo University, and University of Florida to recruit new teachers. The school also posts vacancies through the Madison County School District, NEFEC, and CareerSource Florida websites as a marketing strategy.

MCCS plans to retain highly qualified teachers through providing support from the Assistant Principals, partnering veteran teacher mentors with beginning teachers, and having the principal serve as an instructional leader rather than a manager.

Teachers have common planning in grade-level teams in Pre-K-eighth grade to provide a support system for each other. They are included in the decision-making process through the liaison representative on their grade-level teams. Teachers are also selected to serve in leadership roles on committees such as the Leadership Team and the Literacy Team.

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

The Madison County School District provides teachers new to the teaching profession a mentor teacher who meets one or more of the following criteria, if available:

Nationally Board Certified  
Clinical Educator Trained  
Reading Endorsed  
Highly Effective

Mentors and mentees meet regularly and work collaboratively to discuss lesson plans, pacing calendars, assessments, and classroom procedures and management. Teachers new to Madison County Central School, but not new to the profession, receive assistance from the grade level Team Leader, Instructional Coach, and school administrators.

## 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**

Our school's core programs for grades K-5 are: Journeys for English Language Arts, Fusion for Science, Eureka Math for Mathematics, and McGraw Hill Networks for Social Studies. All materials have the Florida State Standards listed.

Our school's core programs for grades 6-8 are: Springboard for English Language Arts; Eureka Math for grades 6-8; Springboard for Algebra I; I-Science for Science; Discovering our Past: A History of the World, Civics, and McGraw Hill Networks for Social Studies. Springboard provides Florida Standards correlations with the online component in the teacher's editions. All materials and curriculum guides are aligned with the Florida Standards.

Study Island and Performance Matters provide Florida Standards in assessment form for formative and summative assessments. Reflex Math provides fluency for addition/subtraction and multiplication/division in K-8.

#### 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**

Madison County Central School teachers use resources to assist with differentiation during station rotations, (e.g., i-Ready and Ready supplemental resources).

Our 6th - 8th math students are placed in advanced classes based on their previous year's FSA math scores. 6th grade Advanced Math will focus on both 6th & 7th grade standards. Seventh grade Advanced Math will focus on the 8th grade Pre-Algebra standards to prepare students for Algebra I in the 8th grade. Eighth grade Algebra I students take the EOC and receive high school credit.

Eighth grade science students are placed in High School Biology I based on their previous FSA math and reading scores. Eighth grade Biology I students take the EOC and receive high school credit.

Intervention periods are built into the master schedule (i.e., grades 4-8 - one hour allotted for intervention strategies within the school day). Each grade-level team reviews FSA data from the prior year, determines the domains in which students need additional attention, and provides appropriate interventions targeting identified areas of concern. Interventions based on students' identified needs are provided during the content area instructional period(s) for grades K-3.

Examples of the ongoing school-wide data used to drive instruction include i-Ready assessments, CPALMS MFAS and LFAS, and teacher-created formative assessments.

I-Ready computer-based lessons for addressing prerequisite skills will be assigned to students in grades K-8 in both math and reading. Study Island and Performance Matters assessments will be assigned to students as both formative and summative assessments. Reflex Math will be assigned to students based on their needs for addition/subtraction or multiplication/division fluency needs.

**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:** 16,200

The instructional day for students runs from 8:00 a.m. until 3:00 p.m. 180 days per year. This results in 90 minutes of instruction beyond the 5 hours required by Florida Statute.

**Strategy Rationale**

Lengthening the school day provides teachers more time to spend with students, to focus on trouble areas as well as more difficult material, and to provide for targeted interventions and enrichment. A longer school day also allows the students to spend more time on subjects outside the core content areas such as social studies, science, and physical education.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Chambers, David, chambersd1@leonschools.net

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

Student progress is monitored on an ongoing basis through a variety of means such as i-Ready assessments, teacher-created assessments aligned with the standards, and Performance Matters assessments. Data collected through progress monitoring is analyzed by individual teachers, collaborative teams, and school leaders.

**2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The Pre-K-5 Assistant Principal, Staffing Specialist for Pre-K and kindergarten, Principal, and State of Florida Education Specialist work together to align Pre-K curriculum with kindergarten. In addition, the team works to develop a Diagnostic Assessment and Progress Monitoring assessments for Pre-K.

Madison County Central School houses the Voluntary Pre-K, School Readiness, Head Start, and ESE Pre-K students. All these programs work collaboratively to provide four-year olds with adequate instructional experiences to prepare them for starting kindergarten. Community parent programs, along with activities during the year, prepare children and parents for the transition to school.

The Brigance is administered as a pre-test / post-test for progress monitoring. Pre-K also adopted the Frog Street Reading curriculum as their core instruction and Reading Eggs as a supplemental resource.

The Florida Kindergarten Readiness Screener (FLKRS) data has been analyzed to determine the effectiveness of our Pre-K program.

The school has teachers, Child Development Associates (CDA), and paraprofessionals meeting the needs of the pre-school age students. The district has provided a Lead Teacher / Staffing Specialist with administrative skills to oversee the implementation of the program. This team provides the parents and community access to activities and information about the programs.

Programs differentiate between "orientation-to-school" and "transition-to-school." All community parents are invited to attend any parenting activities provided by the school. Students already housed at MCCS are prepared to transition to another part of the school in the spring. Kindergarten registration and Open House provide new students the opportunity to visit and become familiar with the school before actually starting. Parents will be notified and invited to all transition opportunities.

School Readiness, Individuals Disability Education Act, (IDEA), and general revenue funds will provide and support these programs and student transition into regular school.

Evidence of student success as a kindergarten student along with meeting the standards and criteria for promotion will be the evaluation criteria for the success of the Pre-K program.

Prior to the beginning of the 2017-18 school year, a sixth grade transition summer experience was offered to all incoming sixth graders to help orient them to the MCCS surroundings and to provide them with information related to the middle school experience.

### **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**

Madison County Central School participates in Career Day to help students become aware of job opportunities and training needed for these careers. This experience is coordinated by the Guidance Counselor.

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

These programs are not available for the 2017-18 school year due to the enhanced focus on increasing performance in the core content areas, ELA and mathematics.

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

1. MCCS ensures that students who scored above grade level in Math on the i-Ready assessment during their 7th grade year are enrolled in an Algebra I course during their 8th grade school year. FSA data is also reviewed in making this decision. In addition, Algebra I students take the EOC and receive high school credit.

2. Students who score above grade level in Reading on iReady assessment are placed in Biology I. FSA data is also reviewed in making this decision. These students take the EOC and receive high school credit.

3. Students are also exposed to career and technical opportunities through participation in Career Day and through presentations provided by guest speakers.

**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**

Based on the 2015 High School Feedback Report for Madison County High School, 20.1% of the graduates were enrolled in Algebra I prior to 9th grade while the state average was 41.8%. MCCS offers Algebra I to middle school students for high school credit after taking the EOC.

Based on the 2015 High School Feedback Report, Madison County High School had 28.9% of students who completed at least one AP, IB, AICE, or Dual Enrollment course which is below the state average of 56.5%. Madison County Central School offers high school for credit course offerings which include Biology I and Algebra I. This will allow students to dual enroll earlier since they will have more high school credit courses when they enter 9th grade.

Based on the High School Feedback Report (Note: based on 2013 figures - last available information regarding this measure), Madison County High School had 35.1% of 10th grade students who scored a Level 3 (proficiency) or better on the state test in both reading and math which was below the state average of 65.9% Madison County Central School uses Capturing Kids' Heart to develop rapport with students, common planning time to increase collaboration of best practices for standards-based teaching, and formative assessments that mirror the state testing to inform lesson planning. The goal of effectively implementing initiatives such as these is to improve student readiness and to ultimately increase student achievement.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

## 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.** Increase student achievement in Science by 7% (from 25% to 32%) as measured by the 2018 administration of the Florida Statewide Science Assessment.
- G2.** Increase student achievement in mathematics by 7% (from 27% to 34%) as measured by the 2018 administration of Florida Standards Assessment (FSA) Mathematics.
- G3.** Increase student achievement in ELA by 7% (from 30% to 37%) as measured by the 2018 administration of Florida Standards Assessment (FSA) ELA.

## 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.** Increase student achievement in Science by 7% (from 25% to 32%) as measured by the 2018 administration of the Florida Statewide Science Assessment. 1a

G095984

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	32.0

**Targeted Barriers to Achieving the Goal** 3

- Limited quality of instruction in science

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional learning opportunities available through Northeast Florida Educational Consortium (NEFEC) and Florida Diagnostic and Learning Resources System (FDLRS)
- Content area consultants that can provide coaching and support to science teachers
- Common planning time allowing opportunities for colleagues to share and learn more about research-based instructional strategies and practices
- Model classrooms

**Plan to Monitor Progress Toward G1.** 8

Review student performance data (e.g., Study Island progress monitoring data, student results on teacher-made assessments aligned with standards, Florida Statewide Science Assessment results) for each science teacher to determine student progress toward mastery of science standards.

**Person Responsible**

David Chambers

**Schedule**

Quarterly, from 8/14/2017 to 6/29/2018

**Evidence of Completion**

Analysis of student performance data (e.g., Study Island progress monitoring data, student results on teacher-made assessments aligned with standards, Florida Statewide Science Assessment results) for each science teacher to determine student progress

**G2.** Increase student achievement in mathematics by 7% (from 27% to 34%) as measured by the 2018 administration of Florida Standards Assessment (FSA) Mathematics. 1a

G095985

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	34.0

**Targeted Barriers to Achieving the Goal** 3

- Students' limited knowledge of prerequisite standards and skills in mathematics

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Mathematics Instructional Coach
- Content area consultants to provide training in implementation of Eureka Math
- Collaboration with Differentiated Accountability (DA) Support Team
- Videos of highly effective teachers demonstrating research-based instructional strategies for teachers to review
- i-Ready Math (computer-based program as well as paper-based materials)
- Online instruction with i-Ready Math for targeted skills
- i-Ready Toolbox Resources
- Implementation of Eureka Math (highly aligned with standards) as Core Curriculum
- Reflex Math
- Performance Matters will be used to provide mini-assessments, as needed, for questioning format aligned with FSA.
- Master schedule with time provided for daily interventions
- EMBARC.Online (associated with Eureka Math)

**Plan to Monitor Progress Toward G2.** 8

Review student performance data (e.g., i-Ready Math Progress Monitoring data, Performance Matters data, student results on teacher-made assessments aligned with standards, Florida Standards Assessment (FSA) in Math results) to determine student progress toward mastery of math standards.

**Person Responsible**

David Chambers

**Schedule**

Quarterly, from 8/10/2017 to 6/29/2018

**Evidence of Completion**

Student Performance Data (e.g., i-Ready Math Progress Monitoring data, Performance Matters data, student results on teacher-made assessments aligned with standards, FSA Math results)

**G3.** Increase student achievement in ELA by 7% (from 30% to 37%) as measured by the 2018 administration of Florida Standards Assessment (FSA) ELA. **1a**

G095986

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	37.0
FSA Mathematics Achievement	34.0
Statewide Science Assessment Achievement	32.0

**Targeted Barriers to Achieving the Goal** **3**

- Limited knowledge and implementation of effective teaching and classroom management strategies that work to promote student achievement
- Limited understanding of student performance data that should be used to inform lesson planning, instructional strategies, as well as establishing grouping patterns and planning for interventions

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- CPALMS online resources
- Collaboration with Differentiated Accountability (DA) Support Team
- Videos of highly effective teachers demonstrating instructional strategies for teachers to view and implement
- Content area specialists
- MTSS Coordinator support
- Behavior Intervention Reference Manuals
- LEAP strategies
- PBIS, CHAMPS, and Capturing Kids Hearts
- i-Ready data analysis training

**Plan to Monitor Progress Toward G3.** **8**

Review student performance data (e.g., i-Ready Progress Monitoring data, Performance Matters data, student results on teacher-made assessments aligned with standards, Florida Standards Assessment (FSA) in ELA results) to determine student progress toward mastery of standards.

**Person Responsible**

David Chambers

**Schedule**

Quarterly, from 8/10/2017 to 6/29/2018

**Evidence of Completion**

Student Performance Data (e.g., i-Ready Progress Monitoring data, Performance Matters data, student results on teacher-made assessments aligned with standards, FSA ELA results)

## 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.** Increase student achievement in Science by 7% (from 25% to 32%) as measured by the 2018 administration of the Florida Statewide Science Assessment. 1

G095984

**G1.B1** Limited quality of instruction in science 2

B258421

**G1.B1.S1** Increase the knowledge and implementation of effective research-based teaching strategies in science. 4

S273554

### Strategy Rationale

Classroom observations, teacher evaluations, and student performance data indicate that staff would benefit from learning more about and implementing effective research-based instructional strategies. Teacher capacity is needed to provide rigorous instruction which engages all students in reaching their maximum capacity and addresses the unique needs of learners. Our teachers need to be exposed to scientifically-based, high-quality instructional strategies which foster higher-order thinking in students and promotes student achievement.

### Action Step 1 5

Provide professional development in content literacy in science to enhance the quality of teaching and learning.

#### Person Responsible

David Chambers

#### Schedule

On 12/21/2017

#### Evidence of Completion

Sign-in sheets, coaching log

### Action Step 2 5

Coaching plans will be developed for targeted staff, as determined by classroom observations, to ensure science teachers include in their lesson plans and classroom instruction hands-on standards-based science activities that promote student engagement and understanding of science concepts/vocabulary.

#### **Person Responsible**

David Chambers

#### **Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

#### **Evidence of Completion**

Lesson plans, classroom observation notes, coaching plans

### Action Step 3 5

Administrators and school leaders will conduct classroom walk-throughs, monitor lesson plans, and provide specific feedback to staff observed to enhance quality of instruction in science

#### **Person Responsible**

David Chambers

#### **Schedule**

Weekly, from 8/10/2017 to 5/25/2018

#### **Evidence of Completion**

Walk-through log/schedule, observation notes, feedback notes/coaching plan

### Action Step 4 5

Provide opportunities for teachers to observe in classrooms where instructional strategies are being effectively implemented.

#### **Person Responsible**

David Chambers

#### **Schedule**

Monthly, from 8/14/2017 to 5/25/2018

#### **Evidence of Completion**

Model classroom visitation log, classroom observation notes

### Action Step 5 5

During collaborative planning times, teachers will engage in ongoing discussions of effective research-based instructional strategies to incorporate in their lesson plans and classroom instruction in science.

#### **Person Responsible**

David Chambers

#### **Schedule**

Weekly, from 8/14/2017 to 5/25/2018

#### **Evidence of Completion**

Collaborative planning notes

### Action Step 6 5

An alternate core instructional program (It's About Time) for eighth grade science will be purchased to support instruction.

#### **Person Responsible**

David Chambers

#### **Schedule**

On 12/22/2017

#### **Evidence of Completion**

Purchase orders, invoices

### Action Step 7 5

Science teachers will use research-based instructional strategies in implementing It's About Time, a science program designed for Level 1 and Level 2 students, to actively engage students in science and engineering practices and mathematical reasoning to deepen their understanding of core ideas.

#### **Person Responsible**

David Chambers

#### **Schedule**

Daily, from 10/23/2017 to 5/25/2018

#### **Evidence of Completion**

Lesson plans, classroom observations



**Action Step 8** 5

Provide materials and supplies to support the implementation of effective instructional strategies and student learning in science.

**Person Responsible**

David Chambers

**Schedule**

Quarterly, from 10/2/2017 to 8/31/2018

**Evidence of Completion**

Purchase orders, invoices

**Action Step 9** 5

Science Saturdays will be provided to supplement science instruction and reinforce tested science standards.

**Person Responsible**

David Chambers

**Schedule**

Monthly, from 1/20/2018 to 4/14/2018

**Evidence of Completion**

Attendance lists, photos, activity descriptions

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

Administration and school leaders will review lesson plans and conduct classroom observations to ensure teachers are incorporating research-based instructional strategies.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans incorporating research-based instructional strategies, summary report of classroom visitations/observations, observation notes

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

Administrators and school leaders will conduct classroom observations and review lesson plans to determine whether teachers are implementing research-based teaching strategies.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans reflecting implementation of strategies, feedback from administration, meeting notes

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

Review student assessment data on teacher-created assessments, students' science grades in FOCUS, and Study Island to monitor student growth in science.

**Person Responsible**

David Chambers

**Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Review of students' science grades and assessment results in FOCUS and Study Island

**G2.** Increase student achievement in mathematics by 7% (from 27% to 34%) as measured by the 2018 administration of Florida Standards Assessment (FSA) Mathematics. 1

G095985

**G2.B1** Students' limited knowledge of prerequisite standards and skills in mathematics 2

B258423

**G2.B1.S1** Increase students' knowledge of prerequisite standards and skills in mathematics. 4

S273555

### Strategy Rationale

Students come to the classroom each academic year with a broad range of pre-existing knowledge, skills, beliefs, and attitudes which influence how they attend, interpret, and organize incoming information. For students to be successful in mathematics, they must be able to understand and apply the prerequisite skills and concepts that form the foundation for learning and applying subsequent skills.

### Action Step 1 5

Schedule daily intervention time for students focusing on identified skills where additional instruction is needed.

#### Person Responsible

David Chambers

#### Schedule

Daily, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

Master schedule reflecting intervention time, lesson plans, classroom observations

## Action Step 2 5

Implement Eureka Math (highly aligned with Florida Standards per EdReports) as the Core Math Curriculum, and incorporate Eureka Math Sprint activities to increase number fluency and mathematics foundational skills.

### **Person Responsible**

David Chambers

### **Schedule**

Daily, from 8/10/2017 to 5/25/2018

### **Evidence of Completion**

Lesson plans reflecting use of Eureka Math and Sprint activities, classroom observations

## Action Step 3 5

Use i-Ready Math, as intended in program description, along with Tool Box activities to strengthen students' mathematics skills

### **Person Responsible**

David Chambers

### **Schedule**

Daily, from 8/10/2017 to 5/25/2018

### **Evidence of Completion**

Lesson plans reflecting use of i-Ready Math, i-Ready progress reports, classroom observation notes

## Action Step 4 5

(Intervention) Paraprofessionals will be hired to provide small group and individual interventions for struggling students.

### **Person Responsible**

David Chambers

### **Schedule**

On 12/22/2017

### **Evidence of Completion**

School Board minutes reflecting approval of hiring of paraprofessionals

### Action Step 5 5

(Intervention) Paraprofessionals will provide small group and individual interventions for struggling students.

**Person Responsible**

David Chambers

**Schedule**

Daily, from 10/2/2017 to 5/25/2018

**Evidence of Completion**

Paraprofessional intervention log

### Action Step 6 5

Provide extra pay for teachers to provide individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students to increase their achievement in core content areas.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 10/23/2017 to 5/11/2018

**Evidence of Completion**

Time sheets, intervention plans

### Action Step 7 5

Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students identified by teachers (based on performance data) to increase achievement in core content areas.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 10/23/2017 to 5/11/2018

**Evidence of Completion**

After-school session attendance records, intervention plans

**Action Step 8** 5

Provide materials, supplies, and research-supported textbooks/workbooks to support differentiated instruction/interventions for after-school instructional program.

**Person Responsible**

Beth Moore

**Schedule**

Quarterly, from 10/23/2017 to 5/11/2018

**Evidence of Completion**

Purchase orders, invoices

**Action Step 9** 5

Provide extra pay for paraprofessionals to provide support and supervision for teachers and students during after-school instructional program which focuses on providing individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 10/23/2017 to 5/11/2018

**Evidence of Completion**

Time Sheets, Schedule for After-School Program Paraprofessionals

**Action Step 10** 5

Paraprofessionals will participate in training for providing high quality interventions in small groups.

**Person Responsible**

Beth Moore

**Schedule**

Monthly, from 10/17/2017 to 12/21/2017

**Evidence of Completion**

Sign in sheets

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

Administrators will review lesson plans and observe in classrooms (including intervention periods) to determine whether teachers are implementing strategies for building students' prerequisite skills in mathematics.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Intervention plans, classroom observation notes

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

Administrators and school leaders will review and disaggregate student assessment data such as i-Ready progress monitoring reports and results of teacher-developed formative/summative assessments to determine progress toward mastery of standards and to plan for instruction/interventions.

**Person Responsible**

David Chambers

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

I-ready progress monitoring data will be pulled from the class and student profiles. Assessment results will be reviewed to help determine effectiveness of instruction and students' progress toward mastery of standards.

**G3.** Increase student achievement in ELA by 7% (from 30% to 37%) as measured by the 2018 administration of Florida Standards Assessment (FSA) ELA. 1

G095986

**G3.B1** Limited knowledge and implementation of effective teaching and classroom management strategies that work to promote student achievement 2

B258426

**G3.B1.S1** Increase the quality of instruction in ELA. 4

S273556

### Strategy Rationale

Classroom observations, teacher evaluations, and student performance data indicate that staff would benefit from learning more about and implementing effective research-based instructional strategies. Teacher capacity is needed to provide rigorous instruction which engages all students in reaching their maximum capacity and addresses the unique needs of learners. Our teachers need to be exposed to scientifically-based, high-quality instructional strategies which foster higher-order thinking in students and promotes student achievement.

### Action Step 1 5

Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning

#### Person Responsible

David Chambers

#### Schedule

Monthly, from 9/25/2017 to 12/21/2017

#### Evidence of Completion

Sign-in sheets



### Action Step 2 5

Administrators and school leaders will conduct classroom walk-throughs and provide specific feedback to staff observed to enhance quality of instruction.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Walk-through log/schedule, observation notes, feedback notes

### Action Step 3 5

Administrators and school leaders will monitor lesson plans and provide specific feedback to teachers to enhance the quality of instructional planning.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, feedback notes/coaching plan

### Action Step 4 5

Provide opportunities for teachers to observe in classrooms where instructional strategies are being effectively implemented.

**Person Responsible**

David Chambers

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Model classroom visitation log, observers' notes

### Action Step 5 5

During collaborative planning times, teachers will engage in ongoing discussions of effective research-based instructional strategies to incorporate in their lesson plans and classroom instruction in ELA.

#### **Person Responsible**

David Chambers

#### **Schedule**

Weekly, from 9/1/2017 to 5/25/2018

#### **Evidence of Completion**

Meeting agendas, Collaborative planning notes

### Action Step 6 5

Provide professional learning on the use of the writing rubric to evaluate student writing samples.

#### **Person Responsible**

David Chambers

#### **Schedule**

On 11/17/2017

#### **Evidence of Completion**

Professional Learning Agendas, Sign-in sheets

### Action Step 7 5

Provide Achieve 3000 training (with follow-up visit from consultant) for middle grades (6-8) teachers. This program is designed to guide teachers on the use of grade-level non-fiction text supplemental materials.

#### **Person Responsible**

David Chambers

#### **Schedule**

Semiannually, from 8/31/2017 to 10/12/2017

#### **Evidence of Completion**

Professional Learning Agenda(s), Sign-in Sheets

**Action Step 8** 5

Part-time instructional coach will provide support to staff to ensure the implementation of effective teaching and classroom management strategies and practices that promote student achievement.

**Person Responsible**

David Chambers

**Schedule**

Biweekly, from 10/2/2017 to 5/31/2018

**Evidence of Completion**

Coaching log, observation notes

**Action Step 9** 5

Provide recruitment and retention bonuses (based on VAM ratings and/or evidence of student performance) to help hire and retain effective and highly effective teachers to provide quality instruction and collaborate with colleagues to increase the implementation of research-based instructional strategies that promote student achievement.

**Person Responsible**

David Chambers

**Schedule**

On 8/31/2018

**Evidence of Completion**

Memorandum of Understanding between district and union describing the bonus criteria and amounts to be awarded; List of staff members receiving bonuses with qualifying performance ratings and amounts awarded

**Action Step 10** 5

Provide performance bonus pay to MCCS teachers (who have been employed since the beginning of the academic year) based on Effective or Highly Effective VAM ratings and/or evidence of student performance at the close of the 2017-2018 school year.

**Person Responsible**

David Chambers

**Schedule**

On 8/31/2018

**Evidence of Completion**

List of staff members receiving bonuses with qualifying performance ratings and amounts awarded

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Administrators and school leaders will review lesson plans and observe in classrooms to determine whether teachers are effectively implementing research-based instructional strategies for promoting student achievement. Specific feedback will be provided to staff.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Summary report of classroom visitations/observations, observation notes, feedback notes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Administrators and school leaders will review lesson plans and conduct follow-up conversations with teachers being observed, as well as those conducting observations, to identify the research-based instructional strategies they implement in their own classrooms; administration will conduct walk-throughs to observe implementation and provide feedback regarding quality of instruction.

**Person Responsible**

David Chambers

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Lesson plans reflecting implementation of strategies, classroom observation notes, feedback from administration, meeting/conference notes

**G3.B1.S2** Provide a more supportive learning environment through improving classroom behavior management and reducing the number of student discipline referrals. 4

S273557

### Strategy Rationale

Through improving classroom behavior management and reducing the number of student referrals, the time available for instruction and learning will increase resulting in growth in academic performance.

### Action Step 1 5

Organize middle grade (6-8) students by team to reduce student transition time, and schedule placement based on student performance.

#### Person Responsible

David Chambers

#### Schedule

On 9/5/2017

#### Evidence of Completion

Master schedule, Class rosters by teacher and test scores, map with team locations

### Action Step 2 5

Clarify school-wide expectations for student behavior.

#### Person Responsible

David Chambers

#### Schedule

Daily, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Bronco Morning Announcements, list of monthly character education topics, student/parent contract re Madison County Code of Student Conduct

### Action Step 3 5

Provide ongoing professional learning in research-based classroom management strategies through collaborative planning times and sessions with consultants in behavior management.

#### **Person Responsible**

David Chambers

#### **Schedule**

Semiannually, from 10/17/2017 to 5/25/2018

#### **Evidence of Completion**

Sign-in sheets, Collaborative planning notes

### Action Step 4 5

Staff will implement LEAPS, an online instrument providing comprehensive lesson plans and interactive multi-modal assessment tools. LEAPS provides strategies for teaching peer-related social skills, communication skills, and cognitive pre-academic skills. The goal is to help improve student behavior, grades, and attendance in K-12 education, whether the interventions are needed at Tier I, Tier II, or Tier III.

#### **Person Responsible**

David Chambers

#### **Schedule**

Annually, from 9/5/2017 to 5/25/2018

#### **Evidence of Completion**

Student Discipline Referral Report(s)

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Administration and/or school leaders will review discipline referral reports to determine trends in student discipline referrals (e.g., by referral type, student, teacher, and grade level).

**Person Responsible**

David Chambers

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Discipline referral reports

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Administrators/school leaders will review student discipline referral reports to determine whether there is a reduction in referrals over time (by student, type of referral, teacher, grade).

**Person Responsible**

David Chambers

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**


Reduction in student discipline referrals as determined by discipline report data



**G3.B2** Limited understanding of student performance data that should be used to inform lesson planning, instructional strategies, as well as establishing grouping patterns and planning for interventions **2**

 B258427

**G3.B2.S1** Increase teachers' understanding and use of student performance data to drive instruction. **4**

 S273558

### **Strategy Rationale**

Teachers need to know and understand their students' performance, including areas of growth and strengths, in order to establish appropriate learning targets and to plan for instruction and interventions.

### **Action Step 1** **5**

Provide ongoing training in interpreting data and using the information to plan for instruction and differentiation.

#### **Person Responsible**

David Chambers

#### **Schedule**

Semiannually, from 9/5/2017 to 1/31/2018

#### **Evidence of Completion**

Professional Learning/Meeting Agendas; Sign-in sheets

### **Action Step 2** **5**

Provide common planning time for analyzing student data and using the data to plan for instruction and interventions.

#### **Person Responsible**

David Chambers

#### **Schedule**

Monthly, from 8/2/2017 to 5/25/2018

#### **Evidence of Completion**

Meeting notes, lesson plans reflecting use of data to guide instruction

### Action Step 3 5

Teachers will conduct data chats with students on an ongoing basis using the information from students' data notebooks to help them understand their current performance levels and establish goals for growth.

#### **Person Responsible**

David Chambers

#### **Schedule**

Quarterly, from 8/14/2017 to 5/25/2018

#### **Evidence of Completion**

Data chat summary sheets

### Action Step 4 5

Administration and school leaders will monitor student performance reports to determine student growth.

#### **Person Responsible**

David Chambers

#### **Schedule**

Quarterly, from 8/8/2017 to 5/25/2018

#### **Evidence of Completion**

Academic review documents with student names, assessments used, and number of students showing growth

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Maintain professional learning calendar identifying session topics related to understanding and use of student performance data as well as dates/minutes of collaborative planning sessions where use of student performance data is discussed.

#### **Person Responsible**

David Chambers

#### **Schedule**

Monthly, from 8/2/2017 to 6/8/2018

#### **Evidence of Completion**

Professional learning calendar, agendas, sign-in sheets, collaborative planning notes

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

During common planning team time, team leaders and administration will foster discussion(s) of how student performance data is being used to inform lesson planning, instruction, and differentiation.

**Person Responsible**

David Chambers

**Schedule**

Monthly, from 8/2/2017 to 5/25/2018

**Evidence of Completion**

Plans reflecting alignment of performance data and differentiation to meet students' needs, collaborative planning notes, students' increased achievement in i-Ready performance data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G3.B1.S2.A1 A367307	Organize middle grade (6-8) students by team to reduce student transition time, and schedule...	Chambers, David	8/10/2017	Master schedule, Class rosters by teacher and test scores, map with team locations	9/5/2017 one-time
G3.B1.S1.A7 A367303	Provide Achieve 3000 training (with follow-up visit from consultant) for middle grades (6-8)...	Chambers, David	8/31/2017	Professional Learning Agenda(s), Sign-in Sheets	10/12/2017 semiannually
G3.B1.S1.A6 A367302	Provide professional learning on the use of the writing rubric to evaluate student writing samples.	Chambers, David	11/1/2017	Professional Learning Agendas, Sign-in sheets	11/17/2017 one-time
G1.B1.S1.A1 A367278	Provide professional development in content literacy in science to enhance the quality of teaching...	Chambers, David	10/2/2017	Sign-in sheets, coaching log	12/21/2017 one-time
G2.B1.S1.A10 A367296	Paraprofessionals will participate in training for providing high quality interventions in small...	Moore, Beth	10/17/2017	Sign in sheets	12/21/2017 monthly
G3.B1.S1.A1 A367297	Provide ongoing professional development through the use of consultants in content literacy to...	Chambers, David	9/25/2017	Sign-in sheets	12/21/2017 monthly
G1.B1.S1.A6 A367283	An alternate core instructional program (It's About Time) for eighth grade science will be...	Chambers, David	10/1/2017	Purchase orders, invoices	12/22/2017 one-time
G2.B1.S1.A4 A367290	(Intervention) Paraprofessionals will be hired to provide small group and individual interventions...	Chambers, David	10/2/2017	School Board minutes reflecting approval of hiring of paraprofessionals	12/22/2017 one-time
G3.B2.S1.A1 A367311	Provide ongoing training in interpreting data and using the information to plan for instruction and...	Chambers, David	9/5/2017	Professional Learning/Meeting Agendas; Sign-in sheets	1/31/2018 semiannually
G1.B1.S1.A9 A367286	Science Saturdays will be provided to supplement science instruction and reinforce tested science...	Chambers, David	1/20/2018	Attendance lists, photos, activity descriptions	4/14/2018 monthly
G2.B1.S1.A6 A367292	Provide extra pay for teachers to provide individual or small group remedial...	Chambers, David	10/23/2017	Time sheets, intervention plans	5/11/2018 weekly
G2.B1.S1.A7 A367293	Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students...	Chambers, David	10/23/2017	After-school session attendance records, intervention plans	5/11/2018 weekly
G2.B1.S1.A8 A367294	Provide materials, supplies, and research-supported textbooks/ workbooks to support differentiated...	Moore, Beth	10/23/2017	Purchase orders, invoices	5/11/2018 quarterly
G2.B1.S1.A9 A367295	Provide extra pay for paraprofessionals to provide support and supervision for teachers and...	Chambers, David	10/23/2017	Time Sheets, Schedule for After-School Program Paraprofessionals	5/11/2018 weekly
G1.B1.S1.MA1 M394012	Administrators and school leaders will conduct classroom observations and review lesson plans to...	Chambers, David	8/14/2017	Lesson plans reflecting implementation of strategies, feedback from administration, meeting notes	5/25/2018 weekly
G1.B1.S1.MA3 M394013	Review student assessment data on teacher-created assessments,	Chambers, David	8/14/2017	Review of students' science grades and assessment results in FOCUS and Study Island	5/25/2018 quarterly

**Madison - 0041 - Madison County Central School - 2017-18 SIP**

*Madison County Central School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	students' science grades in FOCUS,...				
G1.B1.S1.MA1 M394014	Administration and school leaders will review lesson plans and conduct classroom observations to...	Chambers, David	8/14/2017	Lesson plans incorporating research-based instructional strategies, summary report of classroom visitations/ observations, observation notes	5/25/2018 weekly
G1.B1.S1.A2 A367279	Coaching plans will be developed for targeted staff, as determined by classroom observations, to...	Chambers, David	8/14/2017	Lesson plans, classroom observation notes, coaching plans	5/25/2018 biweekly
G1.B1.S1.A3 A367280	Administrators and school leaders will conduct classroom walk-throughs, monitor lesson plans, and...	Chambers, David	8/10/2017	Walk-through log/schedule, observation notes, feedback notes/coaching plan	5/25/2018 weekly
G1.B1.S1.A4 A367281	Provide opportunities for teachers to observe in classrooms where instructional strategies are...	Chambers, David	8/14/2017	Model classroom visitation log, classroom observation notes	5/25/2018 monthly
G1.B1.S1.A5 A367282	During collaborative planning times, teachers will engage in ongoing discussions of effective...	Chambers, David	8/14/2017	Collaborative planning notes	5/25/2018 weekly
G1.B1.S1.A7 A367284	Science teachers will use research-based instructional strategies in implementing It's About Time,...	Chambers, David	10/23/2017	Lesson plans, classroom observations	5/25/2018 daily
G2.B1.S1.MA1 M394016	Administrators and school leaders will review and disaggregate student assessment data such as...	Chambers, David	8/10/2017	I-ready progress monitoring data will be pulled from the class and student profiles. Assessment results will be reviewed to help determine effectiveness of instruction and students' progress toward mastery of standards.	5/25/2018 quarterly
G2.B1.S1.MA1 M394017	Administrators will review lesson plans and observe in classrooms (including intervention periods)...	Chambers, David	8/10/2017	Intervention plans, classroom observation notes	5/25/2018 weekly
G2.B1.S1.A1 A367287	Schedule daily intervention time for students focusing on identified skills where additional...	Chambers, David	8/14/2017	Master schedule reflecting intervention time, lesson plans, classroom observations	5/25/2018 daily
G2.B1.S1.A2 A367288	Implement Eureka Math (highly aligned with Florida Standards per EdReports) as the Core Math...	Chambers, David	8/10/2017	Lesson plans reflecting use of Eureka Math and Sprint activities, classroom observations	5/25/2018 daily
G2.B1.S1.A3 A367289	Use i-Ready Math, as intended in program description, along with Tool Box activities to strengthen...	Chambers, David	8/10/2017	Lesson plans reflecting use of i-Ready Math, i-Ready progress reports, classroom observation notes	5/25/2018 daily
G2.B1.S1.A5 A367291	(Intervention) Paraprofessionals will provide small group and individual interventions for...	Chambers, David	10/2/2017	Paraprofessional intervention log	5/25/2018 daily
G3.B1.S1.MA1 M394019	Administrators and school leaders will review lesson plans and conduct follow-up conversations with...	Chambers, David	8/14/2017	Lesson plans reflecting implementation of strategies, classroom observation notes, feedback from administration, meeting/conference notes	5/25/2018 weekly
G3.B1.S1.MA1 M394020	Administrators and school leaders will review lesson plans and observe in classrooms to determine...	Chambers, David	8/14/2017	Summary report of classroom visitations/observations, observation notes, feedback notes	5/25/2018 weekly
G3.B1.S1.A2 A367298	Administrators and school leaders will conduct classroom walk-throughs and provide specific...	Chambers, David	8/10/2017	Walk-through log/schedule, observation notes, feedback notes	5/25/2018 weekly

**Madison - 0041 - Madison County Central School - 2017-18 SIP**

*Madison County Central School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3 A367299	Administrators and school leaders will monitor lesson plans and provide specific feedback to...	Chambers, David	8/14/2017	Lesson plans, feedback notes/ coaching plan	5/25/2018 weekly
G3.B1.S1.A4 A367300	Provide opportunities for teachers to observe in classrooms where instructional strategies are...	Chambers, David	8/10/2017	Model classroom visitation log, observers' notes	5/25/2018 monthly
G3.B1.S1.A5 A367301	During collaborative planning times, teachers will engage in ongoing discussions of effective...	Chambers, David	9/1/2017	Meeting agendas, Collaborative planning notes	5/25/2018 weekly
G3.B2.S1.MA1 M394023	During common planning team time, team leaders and administration will foster discussion(s) of how...	Chambers, David	8/2/2017	Plans reflecting alignment of performance data and differentiation to meet students' needs, collaborative planning notes, students' increased achievement in i-Ready performance data	5/25/2018 monthly
G3.B2.S1.A2 A367312	Provide common planning time for analyzing student data and using the data to plan for instruction...	Chambers, David	8/2/2017	Meeting notes, lesson plans reflecting use of data to guide instruction	5/25/2018 monthly
G3.B2.S1.A3 A367313	Teachers will conduct data chats with students on an ongoing basis using the information from...	Chambers, David	8/14/2017	Data chat summary sheets	5/25/2018 quarterly
G3.B2.S1.A4 A367314	Administration and school leaders will monitor student performance reports to determine student...	Chambers, David	8/8/2017	Academic review documents with student names, assessments used, and number of students showing growth	5/25/2018 quarterly
G3.B1.S2.MA1 M394021	Administrators/school leaders will review student discipline referral reports to determine whether...	Chambers, David	8/10/2017	Reduction in student discipline referrals as determined by discipline report data	5/25/2018 quarterly
G3.B1.S2.MA1 M394022	Administration and/or school leaders will review discipline referral reports to determine trends in...	Chambers, David	8/10/2017	Discipline referral reports	5/25/2018 quarterly
G3.B1.S2.A2 A367308	Clarify school-wide expectations for student behavior.	Chambers, David	8/10/2017	Bronco Morning Announcements, list of monthly character education topics, student/parent contract re Madison County Code of Student Conduct	5/25/2018 daily
G3.B1.S2.A3 A367309	Provide ongoing professional learning in research-based classroom management strategies through...	Chambers, David	10/17/2017	Sign-in sheets, Collaborative planning notes	5/25/2018 semiannually
G3.B1.S2.A4 A367310	Staff will implement LEAPS, an online instrument providing comprehensive lesson plans and...	Chambers, David	9/5/2017	Student Discipline Referral Report(s)	5/25/2018 annually
G3.B1.S1.A8 A367304	Part-time instructional coach will provide support to staff to ensure the implementation of...	Chambers, David	10/2/2017	Coaching log, observation notes	5/31/2018 biweekly
G3.B2.S1.MA1 M394024	Maintain professional learning calendar identifying session topics related to understanding and use...	Chambers, David	8/2/2017	Professional learning calendar, agendas, sign-in sheets, collaborative planning notes	6/8/2018 monthly
G1.MA1 M394015	Review student performance data (e.g., Study Island progress monitoring data, student results on...	Chambers, David	8/14/2017	Analysis of student performance data (e.g., Study Island progress monitoring data, student results on teacher-made assessments aligned with standards, Florida Statewide Science Assessment	6/29/2018 quarterly

**Madison - 0041 - Madison County Central School - 2017-18 SIP**  
*Madison County Central School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				results) for each science teacher to determine student progress	
G2.MA1 M394018	Review student performance data (e.g., i-Ready Math Progress Monitoring data, Performance Matters...	Chambers, David	8/10/2017	Student Performance Data (e.g., i-Ready Math Progress Monitoring data, Performance Matters data, student results on teacher-made assessments aligned with standards, FSA Math results)	6/29/2018 quarterly
G3.MA1 M394025	Review student performance data (e.g., i-Ready Progress Monitoring data, Performance Matters data,...	Chambers, David	8/10/2017	Student Performance Data (e.g., i-Ready Progress Monitoring data, Performance Matters data, student results on teacher-made assessments aligned with standards, FSA ELA results)	6/29/2018 quarterly
G1.B1.S1.A8 A367285	Provide materials and supplies to support the implementation of effective instructional strategies...	Chambers, David	10/2/2017	Purchase orders, invoices	8/31/2018 quarterly
G3.B1.S1.A9 A367305	Provide recruitment and retention bonuses (based on VAM ratings and/or evidence of student...	Chambers, David	9/1/2017	Memorandum of Understanding between district and union describing the bonus criteria and amounts to be awarded; List of staff members receiving bonuses with qualifying performance ratings and amounts awarded	8/31/2018 one-time
G3.B1.S1.A10 A367306	Provide performance bonus pay to MCCS teachers (who have been employed since the beginning of the...	Chambers, David	9/1/2017	List of staff members receiving bonuses with qualifying performance ratings and amounts awarded	8/31/2018 one-time

## V. Professional Development Opportunities

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

**G1.** Increase student achievement in Science by 7% (from 25% to 32%) as measured by the 2018 administration of the Florida Statewide Science Assessment.

**G1.B1** Limited quality of instruction in science

**G1.B1.S1** Increase the knowledge and implementation of effective research-based teaching strategies in science.

### **PD Opportunity 1**

Provide professional development in content literacy in science to enhance the quality of teaching and learning.

#### **Facilitator**

Robin Hill, Curriculum Director; science content area consultant(s)

#### **Participants**

K-8 staff - science content area

#### **Schedule**

On 12/21/2017



**G2.** Increase student achievement in mathematics by 7% (from 27% to 34%) as measured by the 2018 administration of Florida Standards Assessment (FSA) Mathematics.

**G2.B1** Students' limited knowledge of prerequisite standards and skills in mathematics

**G2.B1.S1** Increase students' knowledge of prerequisite standards and skills in mathematics.

**PD Opportunity 1**

Paraprofessionals will participate in training for providing high quality interventions in small groups.

**Facilitator**

FDLRS

**Participants**

All classroom paraprofessionals

**Schedule**

Monthly, from 10/17/2017 to 12/21/2017

**G3.** Increase student achievement in ELA by 7% (from 30% to 37%) as measured by the 2018 administration of Florida Standards Assessment (FSA) ELA.

**G3.B1** Limited knowledge and implementation of effective teaching and classroom management strategies that work to promote student achievement

**G3.B1.S1** Increase the quality of instruction in ELA.

**PD Opportunity 1**

Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning

**Facilitator**

Robin Hill, Curriculum Director; ELA content area consultants

**Participants**

K-8 teachers all subject areas

**Schedule**

Monthly, from 9/25/2017 to 12/21/2017

## PD Opportunity 2

Provide professional learning on the use of the writing rubric to evaluate student writing samples.

### Facilitator

Robin Hill, Curriculum Director; NEFEC consultant

### Participants

K-8 teachers

### Schedule

On 11/17/2017

## PD Opportunity 3

Provide Achieve 3000 training (with follow-up visit from consultant) for middle grades (6-8) teachers. This program is designed to guide teachers on the use of grade-level non-fiction text supplemental materials.

### Facilitator

Robin Hill, Curriculum Coordinator; Achieve 3000 trainer/consultant

### Participants

Middle grades (6-8) ELA, Reading, Social Studies, and Science teachers

### Schedule

Semiannually, from 8/31/2017 to 10/12/2017

**G3.B1.S2** Provide a more supportive learning environment through improving classroom behavior management and reducing the number of student discipline referrals.

## PD Opportunity 1

Provide ongoing professional learning in research-based classroom management strategies through collaborative planning times and sessions with consultants in behavior management.

### Facilitator

Robin Hill, Curriculum Director, FDLRS behavior management consultants (i.e., CHAMPS training)

### Participants

K-8 teachers, all content areas

### Schedule

Semiannually, from 10/17/2017 to 5/25/2018

**G3.B2** Limited understanding of student performance data that should be used to inform lesson planning, instructional strategies, as well as establishing grouping patterns and planning for interventions

**G3.B2.S1** Increase teachers' understanding and use of student performance data to drive instruction.

**PD Opportunity 1**

Provide ongoing training in interpreting data and using the information to plan for instruction and differentiation.

**Facilitator**

Robin Hill - Curriculum Director; Samantha Deffes, i-Ready consultant, will work with staff during collaborative planning. Other data training: Kimberly Bolton of Achieve 3000, Ashley Lundy of FDLRS Gateway/FIN, Performance Matters trainer, and DOE School Improvement Specialist Calvin Trombley

**Participants**

K - 8 teachers, all content areas

**Schedule**

Semiannually, from 9/5/2017 to 1/31/2018

**VII. Budget**

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Provide professional development in content literacy in science to enhance the quality of teaching and learning.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0041 - Madison County Central School	Other		\$3,000.00
			<i>Notes: Funded through District Reading Plan</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Coaching plans will be developed for targeted staff, as determined by classroom observations, to ensure science teachers include in their lesson plans and classroom instruction hands-on standards-based science activities that promote student engagement and understanding of science concepts/vocabulary.</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Administrators and school leaders will conduct classroom walk-throughs, monitor lesson plans, and provide specific feedback to staff observed to enhance quality of instruction in science</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Provide opportunities for teachers to observe in classrooms where instructional strategies are being effectively implemented.</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B1.S1.A5</b>	<b>During collaborative planning times, teachers will engage in ongoing discussions of effective research-based instructional</b>				<b>\$0.00</b>

		<b>strategies to incorporate in their lesson plans and classroom instruction in science.</b>				
<b>6</b>	<b>G1.B1.S1.A6</b>	<b>An alternate core instructional program (It's About Time) for eighth grade science will be purchased to support instruction.</b>				<b>\$3,782.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0041 - Madison County Central School	UniSIG		\$3,782.00
			<i>Notes: Purchase It's About Time instructional materials (2 science mini-lab review teacher manuals (2@\$157), 125 science mini-lab review student workbooks (125@\$4.53), 2 science mini-lab review classroom packages (2@\$960.70), and 6 mini-lab consumable classroom packages (6@\$96) plus S&amp;H to support differentiated instruction.</i>			
<b>7</b>	<b>G1.B1.S1.A7</b>	<b>Science teachers will use research-based instructional strategies in implementing It's About Time, a science program designed for Level 1 and Level 2 students, to actively engage students in science and engineering practices and mathematical reasoning to deepen their understanding of core ideas.</b>				<b>\$0.00</b>
<b>8</b>	<b>G1.B1.S1.A8</b>	<b>Provide materials and supplies to support the implementation of effective instructional strategies and student learning in science.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0041 - Madison County Central School	UniSIG		\$10,000.00
			<i>Notes: Materials and supplies to support science instruction and student learning (e.g., balance/weights, thermometers, scales, goggles, aprons, gloves, graduated cylinders, funnels, measuring tapes, stop watches, beakers, burners, meter sticks)</i>			
<b>9</b>	<b>G1.B1.S1.A9</b>	<b>Science Saturdays will be provided to supplement science instruction and reinforce tested science standards.</b>				<b>\$0.00</b>
<b>10</b>	<b>G2.B1.S1.A1</b>	<b>Schedule daily intervention time for students focusing on identified skills where additional instruction is needed.</b>				<b>\$0.00</b>
<b>11</b>	<b>G2.B1.S1.A10</b>	<b>Paraprofessionals will participate in training for providing high quality interventions in small groups.</b>				<b>\$0.00</b>
<b>12</b>	<b>G2.B1.S1.A2</b>	<b>Implement Eureka Math (highly aligned with Florida Standards per EdReports) as the Core Math Curriculum, and incorporate Eureka Math Sprint activities to increase number fluency and mathematics foundational skills.</b>				<b>\$0.00</b>
<b>13</b>	<b>G2.B1.S1.A3</b>	<b>Use i-Ready Math, as intended in program description, along with Tool Box activities to strengthen students' mathematics skills</b>				<b>\$0.00</b>
<b>14</b>	<b>G2.B1.S1.A4</b>	<b>(Intervention) Paraprofessionals will be hired to provide small group and individual interventions for struggling students.</b>				<b>\$159,922.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

**Madison - 0041 - Madison County Central School - 2017-18 SIP**  
*Madison County Central School*

	5100	150-Aides	0041 - Madison County Central School	UniSIG	10.0	\$112,000.00
			<i>Notes: Hire 10 paraprofessionals @\$11,200 salary for 8 months (5 days per week) to provide small group and individual interventions for struggling students.</i>			
	5100	220-Social Security	0041 - Madison County Central School	UniSIG		\$8,568.00
			<i>Notes: Social Security@.0620/FICA@.0145 for 10 paraprofessionals</i>			
	5100	210-Retirement	0041 - Madison County Central School	UniSIG		\$8,423.00
			<i>Notes: Retirement@.0752 for 10 paraprofessionals</i>			
	5100	240-Workers Compensation	0041 - Madison County Central School	UniSIG		\$1,411.00
			<i>Notes: Worker's Comp @.0126 for 10 paraprofessionals</i>			
	5100	230-Group Insurance	0041 - Madison County Central School	UniSIG		\$29,520.00
			<i>Notes: Group Insurance @ for 10 paraprofessionals @ 369 per month for 8 months (\$ 2,952 per paraprofessional)</i>			
<b>15</b>	<b>G2.B1.S1.A5</b>	<b>(Intervention) Paraprofessionals will provide small group and individual interventions for struggling students.</b>				<b>\$0.00</b>
<b>16</b>	<b>G2.B1.S1.A6</b>	<b>Provide extra pay for teachers to provide individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students to increase their achievement in core content areas.</b>				<b>\$39,610.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - Madison County Central School	UniSIG		\$34,020.00
			<i>Notes: Extra salary for 4.5 hours weekly @\$30/hr. for 21 weeks for 12 teachers to provide individual or small group instruction to Tier 2 and Tier 3 students</i>			
	5100	220-Social Security	0041 - Madison County Central School	UniSIG		\$2,603.00
			<i>Notes: Social Security@.0620/FICA@.0145 for 21 weeks for 12 teachers to provide individual or small group instruction</i>			
	5100	210-Retirement	0041 - Madison County Central School	UniSIG		\$2,558.00
			<i>Notes: Retirement@.0752 or 21 weeks for 12 teachers to provide individual or small group instruction</i>			
	5100	240-Workers Compensation	0041 - Madison County Central School	UniSIG		\$429.00
			<i>Notes: Worker's Comp @.0126or 21 weeks for 12 teachers to provide individual or small group instruction</i>			
<b>17</b>	<b>G2.B1.S1.A7</b>	<b>Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students identified by teachers (based on performance data) to increase achievement in core content areas.</b>				<b>\$0.00</b>

**Madison - 0041 - Madison County Central School - 2017-18 SIP**  
*Madison County Central School*

<b>18</b>	<b>G2.B1.S1.A8</b>	<b>Provide materials, supplies, and research-supported textbooks/workbooks to support differentiated instruction/interventions for after-school instructional program.</b>				<b>\$18,714.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0041 - Madison County Central School	UniSIG		\$7,114.00
			<i>Notes: Examples of materials and supplies (beyond what is supplied by the district) for the after-school instructional program that are necessary to support instruction and student learning include pencil cases or other small storage containers for students with school supplies to be used during the after-school learning time, copy paper for printables/instructional hand-outs/student work products, folders, colored pencils, colored paper/cardstock/construction paper, math manipulatives, supplies/materials for student projects and learning games/activities such as math and sight word flashcards.</i>			
	5100	360-Rentals	0041 - Madison County Central School	UniSIG		\$4,600.00
			<i>Notes: Research/Standards-Based Educational Online Aps for interventions (user license-based) (e.g., BrainPop 1-3, BrainPOP, MobyMax)</i>			
	5100	520-Textbooks	0041 - Madison County Central School	UniSIG		\$7,000.00
			<i>Notes: Research/Standards-Based books/workbooks to support targeted instruction and interventions in after school program (e.g., CAMS &amp; STAMS, CARS &amp; STARS)</i>			
<b>19</b>	<b>G2.B1.S1.A9</b>	<b>Provide extra pay for paraprofessionals to provide support and supervision for teachers and students during after-school instructional program which focuses on providing individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students.</b>				<b>\$5,502.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0041 - Madison County Central School	UniSIG		\$4,725.00
			<i>Notes: Extra salary for 7.5 hours weekly @\$15/hr. for 21 weeks for 2 paraprofessionals to provide support and supervision for teachers and students during after-school instructional program</i>			
	5100	220-Social Security	0041 - Madison County Central School	UniSIG		\$362.00
			<i>Notes: Social Security@.0620/FICA@.0145 for 21 weeks for 7.5 hours weekly for 2 paraprofessionals to provide support and supervision for teachers and students during after-school instructional program</i>			
	5100	210-Retirement	0041 - Madison County Central School	UniSIG		\$355.00
			<i>Notes: Retirement@.0752 for 21 weeks for 7.5 hours weekly for 2 paraprofessionals to provide support and supervision for teachers and students during after-school instructional program</i>			
	5100	240-Workers Compensation	0041 - Madison County Central School	UniSIG		\$60.00
			<i>Notes: Worker's Comp @.0126 for 21 weeks for 7.5 hours weekly for 2 paraprofessionals to provide support and supervision for teachers and students during after-school instructional program</i>			

**Madison - 0041 - Madison County Central School - 2017-18 SIP**  
*Madison County Central School*

<b>20</b>	<b>G3.B1.S1.A1</b>	<b>Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0041 - Madison County Central School	Other		\$3,000.00
			<i>Notes: Funded through District Reading Plan</i>			
<b>21</b>	<b>G3.B1.S1.A10</b>	<b>Provide performance bonus pay to MCCS teachers (who have been employed since the beginning of the academic year) based on Effective or Highly Effective VAM ratings and/or evidence of student performance at the close of the 2017-2018 school year.</b>				<b>\$50,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - Madison County Central School	UniSIG		\$50,000.00
			<i>Notes: To be eligible for the performance bonus, teachers must have been employed at MCCS since the beginning of the 2017-2018 academic year. Bonuses will be awarded based on 2018 Effective or Highly Effective VAM ratings and/or other evidence of student performance (e.g., i-Ready student growth reports). Funds will be distributed based on the number of teachers who meet the performance criteria with a maximum bonus of \$3,000. The maximum number of teachers to receive this bonus (as well as the amount of each award) cannot be determined until 2018 assessment/performance data are available.</i>			
<b>22</b>	<b>G3.B1.S1.A2</b>	<b>Administrators and school leaders will conduct classroom walk-throughs and provide specific feedback to staff observed to enhance quality of instruction.</b>				<b>\$0.00</b>
<b>23</b>	<b>G3.B1.S1.A3</b>	<b>Administrators and school leaders will monitor lesson plans and provide specific feedback to teachers to enhance the quality of instructional planning.</b>				<b>\$0.00</b>
<b>24</b>	<b>G3.B1.S1.A4</b>	<b>Provide opportunities for teachers to observe in classrooms where instructional strategies are being effectively implemented.</b>				<b>\$0.00</b>
<b>25</b>	<b>G3.B1.S1.A5</b>	<b>During collaborative planning times, teachers will engage in ongoing discussions of effective research-based instructional strategies to incorporate in their lesson plans and classroom instruction in ELA.</b>				<b>\$0.00</b>
<b>26</b>	<b>G3.B1.S1.A6</b>	<b>Provide professional learning on the use of the writing rubric to evaluate student writing samples.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0041 - Madison County Central School	General Fund		\$1,500.00
<b>27</b>	<b>G3.B1.S1.A7</b>	<b>Provide Achieve 3000 training (with follow-up visit from consultant) for middle grades (6-8) teachers. This program is designed to guide teachers on the use of grade-level non-fiction text supplemental materials.</b>				<b>\$3,000.00</b>

**Madison - 0041 - Madison County Central School - 2017-18 SIP**  
*Madison County Central School*

Function	Object	Budget Focus	Funding Source	FTE	2017-18
5100	310-Professional and Technical Services	0041 - Madison County Central School	Title, I Part A		\$3,000.00
<b>28</b>	<b>G3.B1.S1.A8</b>	<b>Part-time instructional coach will provide support to staff to ensure the implementation of effective teaching and classroom management strategies and practices that promote student achievement.</b>			<b>\$0.00</b>
<b>29</b>	<b>G3.B1.S1.A9</b>	<b>Provide recruitment and retention bonuses (based on VAM ratings and/or evidence of student performance) to help hire and retain effective and highly effective teachers to provide quality instruction and collaborate with colleagues to increase the implementation of research-based instructional strategies that promote student achievement.</b>			<b>\$103,000.00</b>
Function	Object	Budget Focus	Funding Source	FTE	2017-18
5100	120-Classroom Teachers	0041 - Madison County Central School	UniSIG		\$103,000.00
		<i>Notes: Recruitment/retention of teachers at MCCS is an ongoing concern. Bonuses will be awarded based on 2017 Effective or Highly Effective VAM ratings and/or other evidence of student performance (e.g., i-Ready student growth reports). Bonuses include 9 retention bonuses @ \$3,000 based on Highly Effective Performance ratings; 13 retention bonuses @ \$2,000 based on Effective Performance ratings; 0 sign-on/recruitment bonus @ \$7,500 based on Highly Effective Performance ratings; 10 sign-on/recruitment bonuses @ \$5,000 based on Effective Performance ratings (Note: Bonuses have been determined based on 2017 scores. Rates and criteria were agreed upon in an MOU with Teachers' Union.)</i>			
<b>30</b>	<b>G3.B1.S2.A1</b>	<b>Organize middle grade (6-8) students by team to reduce student transition time, and schedule placement based on student performance.</b>			<b>\$0.00</b>
<b>31</b>	<b>G3.B1.S2.A2</b>	<b>Clarify school-wide expectations for student behavior.</b>			<b>\$0.00</b>
<b>32</b>	<b>G3.B1.S2.A3</b>	<b>Provide ongoing professional learning in research-based classroom management strategies through collaborative planning times and sessions with consultants in behavior management.</b>			<b>\$500.00</b>
Function	Object	Budget Focus	Funding Source	FTE	2017-18
5100	310-Professional and Technical Services	0041 - Madison County Central School	SIG 1003		\$500.00
<b>33</b>	<b>G3.B1.S2.A4</b>	<b>Staff will implement LEAPS, an online instrument providing comprehensive lesson plans and interactive multi-modal assessment tools. LEAPS provides strategies for teaching peer-related social skills, communication skills, and cognitive pre-academic skills. The goal is to help improve student behavior, grades, and attendance in K-12 education, whether the interventions are needed at Tier I, Tier II, or Tier III.</b>			<b>\$0.00</b>
<b>34</b>	<b>G3.B2.S1.A1</b>	<b>Provide ongoing training in interpreting data and using the information to plan for instruction and differentiation.</b>			<b>\$10,000.00</b>



**Madison - 0041 - Madison County Central School - 2017-18 SIP**  
*Madison County Central School*

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0041 - Madison County Central School	Other		\$10,000.00
			<i>Notes: Funded through District Reading Plan</i>			
<b>35</b>	<b>G3.B2.S1.A2</b>	<b>Provide common planning time for analyzing student data and using the data to plan for instruction and interventions.</b>				<b>\$0.00</b>
<b>36</b>	<b>G3.B2.S1.A3</b>	<b>Teachers will conduct data chats with students on an ongoing basis using the information from students' data notebooks to help them understand their current performance levels and establish goals for growth.</b>				<b>\$0.00</b>
<b>37</b>	<b>G3.B2.S1.A4</b>	<b>Administration and school leaders will monitor student performance reports to determine student growth.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$411,530.00</b>