

District School Board of Madison County

Madison County Central School



2018-19 Schoolwide Improvement Plan

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Madison County Central School

2093 W US 90, Madison, FL 32340

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

School Demographics

School Type and Grades Served
 (per MSID File)

Combination School
 PK-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

75%

School Grades History

Year
Grade

2017-18
 C

2016-17
 D

2015-16
 D

2014-15
 D*

School Board Approval

This plan is pending approval by the Madison County School Board.

SIP Authority

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Dixon, Kim	Principal
Graham, Kimberly	Teacher, K-12
Graham, Ceola	Teacher, K-12
Jennings, Lawanda	Teacher, PreK
Bass, Kali	Assistant Principal
Davis, Yolanda	Assistant Principal
Williams, Rod	Assistant Principal
Lacey, Scarlett	Guidance Counselor
Castleman, Kyle	Guidance Counselor
Griffin, Carol	Dean
Thomas, Barbara	Dean
Kauffman, Paula	Other
Washington, Kara	Instructional Coach
Minter, Kelli	Other
Aultman, Danielle	Teacher, K-12
Pride, Shaneika	Teacher, K-12
Thomas, Valerie	Teacher, ESE
Moye, Jooi	Teacher, K-12
Smith, Alena	Teacher, K-12
Bailey, Janet	Teacher, K-12
Leslein, Danielle	Teacher, K-12
Mallett, Lane	Teacher, K-12

Duties

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.

Kim Dixon - Principal - responsible for attending SIT meetings, as schedule permits, and providing the team with overall guidance while addressing system-level issues. She 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.

Yolanda Davis - Assistant Principal (Pre-K-2) - Responsible for attending meetings involving teachers and/or students in grades Pre-K-2 and other grades, as schedule permits

Kali Bass - Assistant Principal (3-5) - Responsible for attending meetings involving teachers and/or students in grades 3-5 and other grades, as schedule permits

Rod Williams - Assistant Principal (6-8) - Responsible for attending meetings involving teachers and/or students in grades 6-8 and other grades, as schedule permits

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

Scarlett Lacey (Elementary), Kyle Castleman (Middle Grades) - School Counselors - Connect students with community and social resources, when necessary, to assist them behaviorally, academically, emotionally, and physically

Carol Griffin (Elementary), Barbara Thomas (Middle Grades) - MTSS Deans of Discipline - Work with school administrators to carry out the school's mission by helping to provide students with a safe and secure environment. The Deans address students' inappropriate behaviors and collaborate with students, family members, and teachers to provide a means to help students to become more academically successful.

Kara Washington - Instructional Coach - Provide leadership and technical support in the planning, development, and implementation of high-quality instructional programs and services

Paula Kauffman - Continuous Improvement Model Specialist

Lawanda Jennings - Liaison between Administration and the Pre-K team
Ceola Graham - Liaison between Administration and the Kindergarten team
Danielle Leslein - Liaison between Administration and the 1st grade team
Alena D. Smith - Liaison between Administration and the 2nd grade team
Danielle Aultman - Liaison between Administration and the 3rd grade team
Shaneika Pride - Liaison between Administration and the 4th grade team
Valerie Thomas - Liaison between Administration and the 5th grade team

Janet Bailey - Liaison between Administration and the 6th grade team
 Jooi Moye - Liaison between Administration and the 7th grade team
 Kimberly Graham - Liaison between Administration and the 8th grade team
 Lane Mallett - Liaison between Administration and the activities teachers

Early Warning Systems

Year 2017-18

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	9	12	13	35	25	30	57	56	47	0	0	0	0	284

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		17	19	19	29	21	9	0	0	3	0	0	0	117
Retained Students: Previous Year(s)	9	2	6	18	2	2	0	1	0	0	0	0	0	40

Date this data was collected

Thursday 8/2/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELA data component performed the lowest with 34% of the students scoring proficient; the math proficiency rating was at 36%, science at 35%, and social studies at 68%. In 2016-2017, the ELA proficiency data indicated 30% of the students were proficient in ELA, 27% in math, 25% in science, and 62% in social studies. Even though the overall proficiency for ELA ranked slightly higher than the other components, the overall ELA cohort data indicates a loss in the elementary cohorts and gains in the middle school cohort groups:

- 3rd Grade: -17%
- 4th Grade: -19%
- 5th Grade: -5%
- 6th Grade: +13%
- 7th Grade: + 9%
- 8th Grade: + 17%

Which data component showed the greatest decline from prior year?

Overall, the school grade components showed increases in proficiency. The 4th grade cohort ELA scores dropped by 19%, and the 4th grade math cohort scores dropped by 27%.

Which data component had the biggest gap when compared to the state average?

The ELA proficiency data indicated a negative 26% gap compared to the state data. With only one percentage point difference, the math proficiency data indicated a negative 25% gap.

Which data component showed the most improvement? Is this a trend?

The most improvement was shown in the math gains for the lowest 25th percentile. In 2016-2017, the data indicates 27% growth. In 2017-2018, the data indicates 33% growth in math for the lowest 25th percentile of the students.

Describe the actions or changes that led to the improvement in this area

The school implemented the Engage New York math curriculum in kindergarten through eighth grade during the 2017-2018 school year. In addition, the school used the i-Ready data to continuously monitor student progress. Interventions were planned based on the current data.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	50%	60%	30%	47%	57%
ELA Learning Gains	48%	50%	57%	37%	49%	57%
ELA Lowest 25th Percentile	50%	44%	52%	32%	42%	51%
Math Achievement	36%	55%	61%	27%	49%	58%
Math Learning Gains	54%	62%	58%	30%	39%	56%
Math Lowest 25th Percentile	60%	60%	52%	27%	38%	50%
Science Achievement	35%	47%	57%	25%	34%	53%
Social Studies Achievement	68%	75%	77%	62%	77%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	20 (20)	21 (21)	15 (15)	19 (19)	4 (4)	11 (11)	28 (28)	23 (23)	30 (30)	171 (171)
One or more suspensions	0 (0)	20 (20)	20 (20)	29 (29)	21 (21)	51 (51)	68 (68)	72 (72)	79 (79)	360 (360)
Course failure in ELA or Math	10 (10)	6 (6)	5 (5)	5 (5)	5 (5)	0 (0)	9 (9)	20 (20)	5 (5)	65 (65)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	55 (55)	83 (83)	120 (120)	130 (130)	119 (119)	119 (119)	626 (626)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	55%	-27%	57%	-29%
	2017	45%	55%	-10%	58%	-13%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2018	26%	48%	-22%	56%	-30%
	2017	23%	43%	-20%	56%	-33%
Same Grade Comparison		3%				
Cohort Comparison		-19%				
05	2018	18%	38%	-20%	55%	-37%
	2017	16%	31%	-15%	53%	-37%
Same Grade Comparison		2%				
Cohort Comparison		-5%				
06	2018	29%	34%	-5%	52%	-23%
	2017	21%	30%	-9%	52%	-31%
Same Grade Comparison		8%				
Cohort Comparison		13%				
07	2018	30%	39%	-9%	51%	-21%
	2017	32%	37%	-5%	52%	-20%
Same Grade Comparison		-2%				
Cohort Comparison		9%				
08	2018	49%	51%	-2%	58%	-9%
	2017	33%	38%	-5%	55%	-22%
Same Grade Comparison		16%				
Cohort Comparison		17%				

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MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	36%	60%	-24%	62%	-26%
	2017	52%	66%	-14%	62%	-10%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	25%	56%	-31%	62%	-37%
	2017	14%	52%	-38%	64%	-50%
Same Grade Comparison		11%				
Cohort Comparison		-27%				
05	2018	15%	44%	-29%	61%	-46%
	2017	11%	33%	-22%	57%	-46%
Same Grade Comparison		4%				
Cohort Comparison		1%				
06	2018	30%	34%	-4%	52%	-22%
	2017	16%	28%	-12%	51%	-35%
Same Grade Comparison		14%				
Cohort Comparison		19%				
07	2018	35%	45%	-10%	54%	-19%
	2017	31%	37%	-6%	53%	-22%
Same Grade Comparison		4%				
Cohort Comparison		19%				
08	2018	36%	38%	-2%	45%	-9%
	2017	15%	16%	-1%	46%	-31%
Same Grade Comparison		21%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	19%	38%	-19%	55%	-36%
	2017					
Cohort Comparison						
08	2018	23%	32%	-9%	50%	-27%
	2017					
Cohort Comparison		23%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	72%	55%	17%	65%	7%
2017	71%	52%	19%	63%	8%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	69%	-2%	71%	-4%
2017	62%	65%	-3%	69%	-7%
Compare		5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	40%	46%	62%	24%
2017	72%	38%	34%	60%	12%
Compare		14%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	35	30	20	46	48	39	50			
ELL	44	38		56	50						
BLK	26	44	47	27	51	57	22	63	81		
HSP	49	55		54	52	60	45	70			
WHT	47	58	68	49	62	73	58	76	86		
FRL	30	45	49	31	52	61	29	64	83		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	32	34	9	23	20	6	33			
ELL	45			36							
BLK	20	31	32	19	23	27	12	51	67		
HSP	38	39	30	36	39	30		75			
MUL	36	45		45	73						
WHT	49	51	33	43	38	22	48	83	78		
FRL	26	35	33	24	26	25	23	57	80		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase student achievement in ELA by 4% (from 34% to 38%) as measured by the 2019 administration of Florida Standards Assessment (FSA) for ELA.
Rationale	Classroom observations, teacher evaluations, and student performance data (including FSA data) indicate that students would benefit from increased proficiency in reading and literacy skills. This area of focus is needed to impact student learning and success in reading across all content areas.
Intended Outcome	Our intended outcome is to improve students' reading proficiency and literacy skills through implementing rigorous and relevant instruction that will result in a 4% increase in the ELA proficiency scores at MCCS.
Point Person	Kim Dixon (kim.dixon@mcsbfl.us)
Action Step	
Description	Intentional and specific purpose will be given to the action steps in order to achieve the intended outcome of increasing ELA proficiency by 4%. We will provide ongoing professional development in literacy to enhance the teaching and learning process. The text "Explicit Instruction" by Archer and Hughes will be used as a foundation for the ELA staff development. The administrative staff and coaches will conduct classroom walk-throughs and provide specific feedback to staff observed to enhance the quality of instruction in ELA. The leadership team will monitor lesson plans and provide specific feedback to teachers to enhance the quality of instructional planning for ELA. Teachers will be provided with opportunities to observe in classrooms during ELA where instructional strategies are being effectively implemented. The staff will engage in ongoing discussions of effective research-based instructional strategies for ELA during weekly PLCs to incorporate in lesson plans and classroom instruction. Additional support will be provided to the staff through the reading coach to ensure the implementation of effective teaching and classroom management strategies and practices that promote student achievement. This will occur through discussions, observations, co-teaching, etc. The teachers will implement effective intervention periods to address the individual needs of students based on current data. Also, the teachers will increase the use of targeted small group instruction and integrate Tier 2 vocabulary instruction in core lessons. The common planning time for grade levels will be used to facilitate the analysis of data to impact the monitoring and adjusting of instruction. The teachers will strategically plan Guided Reading and small group reading/writing instruction based on student work, assessments, and the integration of ELA standards (K-5). The staff will be provided training in the implementation of Leveled Literacy Instruction (LLI) for the use in small groups and interventions. AR will be utilized school-wide, and cross-curricular Project-Based Learning will be implemented school-wide. Family Education Nights will be scheduled to give parents the opportunity to learn about the state standards, district curriculum, and instructional strategies for every grade level. A teacher resource room will be available to provide materials for teacher-led instruction, and support will be provided to identified teachers through intensive coaching plans.
Person Responsible	Kim Dixon (kim.dixon@mcsbfl.us)
Plan to Monitor Effectiveness	

Description The effectiveness of literacy instruction will be monitored and measured through lesson plan review, formal observations, and informal walk-throughs. In addition, ELA iReady data, grade-level common assessments, and quarterly assessments will be used to monitor the effectiveness of the plan.

Person Responsible Kim Dixon (kim.dixon@mcsbfl.us)

Activity #2

Title Increase student achievement in math by 4% (from 36% to 40%) as measured by the 2019 administration of Florida Standards Assessment (FSA) for math.

Rationale Classroom observations, teacher evaluations, and student performance data (including FSA data) indicate that students would benefit from increased proficiency in math skills. This area of focus is needed to increase student learning and to impact the students' ability to apply mathematics to real world situations.

Intended Outcome Our intended outcome is to improve students' math proficiency and their application of math skills in everyday life. This will occur through the implementation of rigorous and relevant instruction that will result in a 4% increase in the math proficiency scores at MCCS.

Point Person Kim Dixon (kim.dixon@mcsbfl.us)

Action Step

Description Intentional and specific purpose will be given to the action steps in order to achieve the intended outcome of increasing math proficiency by 4%. We will provide ongoing professional development in math to enhance the teaching and learning process. The text "Explicit Instruction" by Archer and Hughes will be used as a foundation for the math staff development. The administrative staff and coaches will conduct classroom walk-throughs and provide specific feedback to staff observed to enhance the quality of math instruction. The leadership team will monitor lesson plans and provide specific feedback to teachers to enhance the quality of instructional planning for math. Teachers will be provided with opportunities to observe in classrooms during math where instructional strategies are being effectively implemented. The staff will engage in ongoing discussions of effective research-based instructional strategies for math during weekly PLCs to incorporate in lesson plans and classroom instruction. Additional support will be provided to the staff through the math coach to ensure the implementation of effective teaching and classroom management strategies and practices that promote student achievement. This can occur through discussions, observations, co-teaching, etc. The teachers will implement effective intervention periods to address the individual needs of students based on current data. The common planning time for grade levels will be used to facilitate the analysis of data to impact the monitoring and adjusting of instruction. The teachers will strategically plan intervention groups based on student work, assessments, and the integration of math standards. Family Education Nights will be scheduled to give parents the opportunity to learn about the state standards, district curriculum, and instructional strategies for every grade level. A teacher resource room will be available to provide materials for teacher-led instruction, and support will be provided to identified teachers through intensive coaching plans.

Person Responsible Kim Dixon (kim.dixon@mcsbfl.us)

Plan to Monitor Effectiveness

Description The effectiveness of math instruction will be monitored and measured through lesson plan review, formal observations, and informal walk-throughs. In

addition, math i-Ready data, grade-level common assessments, and quarterly assessments will be used to monitor the effectiveness of the plan.

Person Responsible Kim Dixon (kim.dixon@mcsbfl.us)

Activity #3	
Title	Increase student achievement in science by 4% (from 35% to 39%) as measured by the 2019 administration of Next Generation Sunshine State Standards (NGSSS) assessment for science.
Rationale	Classroom observations, teacher evaluations, and student performance data (including NGSSS assessment for science data) indicate that students would benefit from increased proficiency in science skills. This area of focus is needed to increase student learning and to impact the students' ability to apply scientific skills and strategies to real-world situations.
Intended Outcome	Our intended outcome is to improve students' science proficiency and their application of science skills and strategies in everyday life. This will occur through the implementation of rigorous and relevant instruction that will result in a 4% increase in the science proficiency scores at MCCS.
Point Person	Kim Dixon (kim.dixon@mcsbfl.us)
Action Step	
Description	Intentional and specific purpose will be given to the action steps in order to achieve the intended outcome of increasing science proficiency by 4%. We will provide ongoing professional development in science to enhance the teaching and learning process. The text "Explicit Instruction" by Archer and Hughes will be used as a foundation for the science staff development. The administrative staff and coaches will conduct classroom walk-throughs and provide specific feedback to staff observed to enhance the quality of science instruction. The leadership team will monitor lesson plans and provide specific feedback to teachers to enhance the quality of instructional planning for math. Teachers will be provided with opportunities to observe in classrooms during science where instructional strategies are being effectively implemented. The staff will engage in ongoing discussions of effective research-based instructional strategies for science during weekly PLCs to incorporate in lesson plans and classroom instruction. The teachers will implement effective intervention periods to address the individual needs of students based on current data. The common planning time for grade levels will be used to facilitate the analysis of data to impact the monitoring and adjusting of instruction. The teachers will strategically plan intervention groups based on student work, assessments, and the integration of science standards. Family Education Nights will be scheduled to give parents the opportunity to learn about the state standards, district curriculum, and instructional strategies for every grade level. A teacher resource room will be available to provide materials for teacher-led instruction, and support will be provided to identified teachers through intensive coaching plans.
Person Responsible	Kim Dixon (kim.dixon@mcsbfl.us)
Plan to Monitor Effectiveness	
Description	The effectiveness of science instruction will be monitored and measured through lesson plan review, formal observations, and informal walk-throughs. In addition, Study Island science data, grade-level common assessments, and quarterly assessments will be used to monitor the effectiveness of the plan.
Person Responsible	Kim Dixon (kim.dixon@mcsbfl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

At least 50% of our parents will become involved in at least one of the following parent programs:

1. PTO/SAC Meetings
2. Open House
3. Parent Conferences
4. Quarterly Award Day Programs
5. Family Education Nights to allow parents/guardians at each grade level the opportunity to appreciate and understand what their children are learning
6. Participate in specialized groups within the school that promote specific short-term projects (e.g., beautification of school grounds, fund raisers, chaperone for different events, etc.)
7. Attend Pre-K-8th grade student performances throughout the school year
8. Utilize online library of resources, links, and materials for parents to easily access the latest information and strategies
9. ClassDojo (Provides a vehicle for two-way communication)
10. Participate in guided tours for upcoming students
11. Watch orientation video explaining class and school requirements and expectations

PFEP Link

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

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 counselors meet with classes to teach social skills and also work 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.

MCCS will also use 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. LEAPS 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.

Administrators and teachers will receive the 8-hour youth mental health first aid training by January 2019.

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-2 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 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 of 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 (CDAs), 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 2018-19 school year, a sixth grade transition 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.

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 also coordinate with school staff to ensure students' needs are met. Data discussions occur on Thursday during the teachers' PLC time. As part of the MTSS process, elementary teachers are met with individually and middle school teachers are met with in teams to discuss their students' data and tiered interventions.

The Student Intervention Team (SIT) 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 and principals, especially those that need to meet the state-certified requirement. Additionally, Title II Part

A funds professional development for paraprofessionals to meet the highly qualified mandate.

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 to 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. MCCA 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.

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 Counselors.

Part V: Budget

Total:	\$0.00
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