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Madison County Central School

2093 W US 90, Madison, FL 32340

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

Demographics

Principal: Roderick Williams

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (42%) 2017-18: C (52%) 2016-17: D (38%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>75%</p>

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	C	C	D	D

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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	Job Duties and Responsibilities
		<p>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.</p>
Dixon, Kim	Principal	<p>Kim Dixon - Principal - Responsible for attending meetings involving teachers and/or students in grades Pre-K - 2. Also 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. Ultimately, the principal is responsible for all aspects of the school's functions and activities.</p>
		<p>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.</p>
		<p>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.</p>
		<p>Autumn Burnett - MTSS/Rtl Facilitator - Responsible for facilitating SIT meetings, gathering system level data for presentation, and maintaining folders for students involved in the SIT process.</p>
		<p>Carol Griffin (Elementary), Jeff Veileux (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</p>

Name	Title	Job Duties and Responsibilities
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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 - Curriculum Coordinator - Oversees elementary and middle school curriculum and teaching standards. Develops and/or monitors purchased instructional materials, coordinates its implementation with teachers and administrators, and assess its effectiveness.

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

Ceola Graham - Liaison between Administration and the Kindergarten team

Pamela Blue - Liaison between Administration and the 1st grade team

Polly Day - Liaison between Administration and the 2nd grade team

Amanda Bish - Liaison between Administration and the 3rd grade team

Shaneika Pride - Liaison between Administration and the 4th grade team

Georgia Dietz - Liaison between Administration and the 5th grade team

Janet Bailey - Liaison between Administration and the 6th grade team

Quasheena Knight - Liaison between Administration and the 7th grade team

Joi Moye - Liaison between Administration and the 8th grade team

Christy Roebuck - Liaison between Administration and the elective teachers

Jennings, Lawanda	Teacher, PreK	
Bass, Kali	Assistant Principal	
Williams, Rod	Assistant Principal	
Griffin, Carol	Dean	

Name	Title	Job Duties and Responsibilities
Kauffman, Paula	Other	
Washington, Kara	Instructional Coach	
Pride, Shaneika	Teacher, K-12	
Moye, Jooi	Teacher, K-12	
Bailey, Janet	Teacher, K-12	
Blue, Pamela	Teacher, K-12	Liaison between Administration and the 1st grade team
Day, Polly	Teacher, K-12	Liaison between Administration and the 2nd grade team

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	88	92	111	88	80	82	160	167	143	0	0	0	0	1011
Attendance below 90 percent	16	14	7	17	9	5	27	29	11	0	0	0	0	135
One or more suspensions	0	0	0	0	1	0	3	8	3	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	56	55	43	58	77	0	0	0	0	299

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	10	2	4	4	16	7	0	0	0	0	44

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	13	23	23	4	0	2	20	2	0	0	0	0	104
Students retained two or more times	0	1	2	7	2	3	5	12	8	0	0	0	0	40

FTE units allocated to school (total number of teacher units)

71

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	12	13	35	25	30	57	56	47	0	0	0	0	284

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	9	12	13	35	25	30	57	56	47	0	0	0	0	284

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	51%	61%	34%	50%	60%
ELA Learning Gains	44%	53%	59%	48%	50%	57%
ELA Lowest 25th Percentile	47%	56%	54%	50%	44%	52%
Math Achievement	36%	56%	62%	36%	55%	61%
Math Learning Gains	41%	55%	59%	54%	62%	58%
Math Lowest 25th Percentile	39%	46%	52%	60%	60%	52%
Science Achievement	31%	47%	56%	35%	47%	57%
Social Studies Achievement	57%	76%	78%	68%	75%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	88 (0)	92 (0)	111 (0)	88 (0)	80 (0)	82 (0)	160 (0)	167 (0)	143 (0)	1011 (0)
Attendance below 90 percent	16 (20)	14 (21)	7 (15)	17 (19)	9 (4)	5 (11)	27 (28)	29 (23)	11 (30)	135 (171)
One or more suspensions	0 (0)	0 (20)	0 (20)	0 (29)	1 (21)	0 (51)	3 (68)	8 (72)	3 (79)	15 (360)
Course failure in ELA or Math	0 (10)	0 (6)	0 (5)	0 (5)	0 (5)	0 (0)	0 (9)	0 (20)	0 (5)	0 (65)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (55)	56 (83)	55 (120)	43 (130)	58 (119)	77 (119)	299 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	40%	-9%	58%	-27%
	2018	28%	55%	-27%	57%	-29%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	23%	50%	-27%	58%	-35%
	2018	26%	48%	-22%	56%	-30%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
05	2019	23%	46%	-23%	56%	-33%
	2018	18%	38%	-20%	55%	-37%
Same Grade Comparison		5%				
Cohort Comparison		-3%				
06	2019	35%	41%	-6%	54%	-19%
	2018	29%	34%	-5%	52%	-23%
Same Grade Comparison		6%				
Cohort Comparison		17%				
07	2019	27%	34%	-7%	52%	-25%
	2018	30%	39%	-9%	51%	-21%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
08	2019	35%	44%	-9%	56%	-21%
	2018	49%	51%	-2%	58%	-9%
Same Grade Comparison		-14%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	45%	-15%	62%	-32%
	2018	36%	60%	-24%	62%	-26%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	22%	51%	-29%	64%	-42%
	2018	25%	56%	-31%	62%	-37%
Same Grade Comparison		-3%				
Cohort Comparison		-14%				
05	2019	22%	44%	-22%	60%	-38%
	2018	15%	44%	-29%	61%	-46%
Same Grade Comparison		7%				
Cohort Comparison		-3%				
06	2019	37%	45%	-8%	55%	-18%
	2018	30%	34%	-4%	52%	-22%
Same Grade Comparison		7%				
Cohort Comparison		22%				
07	2019	41%	48%	-7%	54%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	35%	45%	-10%	54%	-19%
Same Grade Comparison		6%				
Cohort Comparison		11%				
08	2019	19%	27%	-8%	46%	-27%
	2018	36%	38%	-2%	45%	-9%
Same Grade Comparison		-17%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	18%	42%	-24%	53%	-35%
	2018	19%	38%	-19%	55%	-36%
Same Grade Comparison		-1%				
Cohort Comparison						
08	2019	31%	39%	-8%	48%	-17%
	2018	23%	32%	-9%	50%	-27%
Same Grade Comparison		8%				
Cohort Comparison		12%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	72%	55%	17%	65%	7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	61%	-8%	71%	-18%
2018	67%	69%	-2%	71%	-4%
Compare		-14%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	37%	42%	61%	18%
2018	86%	40%	46%	62%	24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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	24	36	33	26	36	33	29	44			
ELL	36	50		57	58						
BLK	25	41	47	24	36	39	22	41	65		
HSP	48	45		54	55		25				
MUL	60			47	50						
WHT	48	49	40	59	48	29	52	76	44		
FRL	30	41	48	33	37	38	28	48	61		

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 2015-16	C & C Accel 2015-16
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	380

ESSA Federal Index	
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends

The lowest performance was with the 4th grade cohort. In 2017-2018, the cohort group showed a -22% in comparison to the district and a -30% in comparison to the state. In 2018-2019, the 4th grade cohort showed a -27% in comparison to the district and a -35% in comparison to the state. One contributing factor would be the loss of one of the teachers during the school year and the inability to find a replacement. The classes had to be compacted creating larger class sizes.

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

The greatest decline was with the 8th grade cohort. From 2017-2018 to 2018-2019, the cohort group showed a loss of -6% in comparison to the district and a -12% in comparison to the state. There are several possible contributing factors to this decline:

1. Regular Education Math teacher was absent many days due to the death of her husband
2. Algebra I math teacher was out for 8 weeks on maturity leave
3. ELA teacher was a first year teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest gap when compared to the state average was with the 4th grade cohort. In 2017-2018, the cohort group showed a -30% in comparison to the state. In 2018-2019, the 4th grade cohort showed a -35% in comparison to the state. One contributing factor would be the loss of one of the teachers during the school year and the inability to find a replacement. The classes had to be compacted creating larger class sizes.

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

The most improvement was shown with the 3rd grade cohort. The cohort group showed a 18% increase in comparison to the district. A strong focus was placed on teaching the standards by the teachers in this team.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Areas of concern for Madison County Central School, based on the EWS data, include the following:

1. Number of students scoring Level I on statewide assessment
2. Number of students identified with two or more early warning indicators
3. Attendance

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

1. Increased overall math proficiency
2. Increased overall reading proficiency
3. Increased overall science proficiency
4. Increased learning gains of the lowest 25% in math
4. Increased overall ESE proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the overall student achievement in ELA by 5% (from 31% to 36%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for ELA.the
Rationale	This Area of Focus was identified as a critical need as 2018-2019 data put it at only 31% (D), down from the 34% (D) in the 2017-2018 school year. Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.
State the measureable outcome the school plans to achieve	Our intended outcome is to improve students' reading proficiency and literacy skills through implementing rigorous and relevant instruction that is aligned to the Florida Standards that will result in a 5% increase in the ELA proficiency scores on the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Kim Dixon (kim.dixon@mcsbfl.us)
Evidence-based Strategy	<p>Strategy 1: Align the literacy instruction to the Florida ELA Standards</p> <p>Strategy 2: Improve the teacher's capacity for teaching literacy (reading and writing)</p> <p>Strategy 3: Implement the use of the Leveled Literacy Intervention Program with fidelity in grades K-8.</p> <p>Strategy 4: Use a variety of instructional strategies to meet the diverse learning needs of ESE students</p> <p>Strategy 5: Provide additional support for ESE students to meet their diverse learning needs</p> <p>Strategy 6: Provide after-school support for students</p>
Rationale for Evidence-based Strategy	Our intended outcome is to improve our students' reading proficiency and literacy skills through implementing rigorous and relevant instruction that will result in a 5% increase in the ELA proficiency scores on the Florida Standards Assessment. All students need to possess a strong foundation in writing and demonstrate the ability to read and respond to text effectively.
Action Step	
Description	<p>1. Provide staff development for teachers and paraprofessionals on the following:</p> <ul style="list-style-type: none"> A. Running Records (K-8) B. Leveled Literacy Intervention (K-8) C. Interactive Read-Alouds (K-1) D. Readers' Workshop (K-5) E. Saxon Phonics (K-2) F. Top Score Writing (3-8) G. Effective use of the ELA Ready Curriculum during the literacy block (1-5) H. Shared Writing (K-1) I. Kindergarten Standards Based Report Card (Kindergarten) J. Kindergarten Common Assessments (Kindergarten) K. Effective small group instruction (K-8)

L. Guided Reading (K-8)

M. Effective ELA strategies for working with ESE students (K-8)

N. Multi-sensory integration

2. Implement strategies learned during staff development effectively
3. Monitor implementation of staff development strategies
4. Provide stipends for teachers to engage in vertical planning using the ELA Florida Standards once a month (K-8) (TSSSA)
5. Provide stipends for teachers to engage in after-school staff development (Tune-up Tuesdays) to improve teacher capacity for improving literacy instruction (TSSSA)
6. Literacy Team re-launches a focus on AR with school-wide goals and incentives
7. Implement Saturday Scholar's Academy reading tutoring program from 9:00 to 12:00 am (Transportation provided) (TSSSA)
8. Implement the After-School Reading Club (Tuesday and Thursday) -- Using Leveled Literacy Intervention Program from 3:15 to 4:15 (TSSSA) - Transportation provided)
9. Provide copies of instructional Pacing Guides, Florida Reading Standards, and the Florida Standards Assessment Item Specs (available August 5th) to all instructional staff
10. Use iReady reading for at least 45 minutes per week to assist in remediating and/or accelerating students for Kindergarten through 5th grade students.
11. Use iReady reading data to monitor and adjust instruction in grades K-5th.
12. Use of Achieve 3000 for grades 6-8 to provide additional content area reading comprehension support
13. Implement common assessments on grade levels and analyze the data during PLCs to monitor and adjust instruction
14. Provide supplemental reading materials for students in grades K-8 including Scholastic News and Times for Kids (TSSSA)
15. Contract with Beth Mims to guide the staff on a monthly basis to improve the teacher's capacity for teaching reading and literacy skills through job embedded professional development (TSSSA)
16. Hire part-time retired teachers as interventionists to assist with remediation and tutoring (TSSSA)
17. Implement the new Kindergarten Standards Based Report Card (Kindergarten)
18. Implement the new Kindergarten Common Assessments (Kindergarten)
19. Use of Exact Path for assessment and ongoing progress monitoring in grades 6th-8th
20. Assign additional staff to provide support to ESE students

*** All staff development sessions will be monitored for implementation and additional coaching needs by the

instructional coach and curriculum coordinator.

**Person
Responsible**

Paula Kauffman (kauffman.paula@mcsbfl.us)

#2	
Title	Increase the overall student achievement in math by 5% (from 34% to 39%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Math.
Rationale	This Area of Focus was identified as a critical need as 2018-2019 data put it at only 34% (D), down from the 36% (D) in the 2017-2018 school year. Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.
State the measureable outcome the school plans to achieve	Our intended outcome is to improve students' math proficiency and the student's application of math skills in everyday life. This will occur through the implementation of rigorous and relevant instruction that is aligned to the Florida Standards. The result will be a 5% increase in the math proficiency scores, as indicated on the Florida Standards Assessment at the end of the year.
Person responsible for monitoring outcome	Kim Dixon (kim.dixon@mcsbfl.us)
Evidence-based Strategy	<p>Strategy 1: Align the math instruction to the Florida Math Standards</p> <p>Strategy 2: Use common and formative assessments to ensure that students are understanding the math concepts and to determine the next steps for instruction</p> <p>Strategy 3: Encourage math talk - verbalize thinking (Explain thinking)</p> <p>Strategy 4: Use math to solve real-world problems</p> <p>Strategy 5: Use manipulatives to develop concrete understandings of math concepts</p> <p>Strategy 6: Develop fluency with addition and subtraction facts to 20 and all multiplication facts by the beginning of the 4th grade</p> <p>Strategy 7: Development effective math strategies for working with ESE students</p> <p>Strategy 8: Use a variety of instructional strategies to meet the diverse learning needs of ESE students</p> <p>Strategy 9: Provide additional support for ESE students to meet their diverse learning needs</p> <p>Strategy 10: Provide after-school support for students</p>
Rationale for Evidence-based Strategy	Our intended outcome is to improve our students' math skills through the implementation of rigorous and relevant instruction that is aligned to the Florida Math Standards. The result will be a 5% increase in the proficiency scores on the end-of-year FSA.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide copies of instructional Pacing Guides, Florida Math Standards, and the Florida Standards Assessment Item Specs (available August 5th) to all instructional staff 2. Provide staff development on unpacking the Florida Math Standards 3. Provide staff development on new math curriculum and implement with fidelity (Carnegie) (6-8) 4. Implement the use of manipulatives during math instruction to help

students figure out simple or complex math problems.

5. Implement Eureka Math with fidelity (K-5)
6. Use iReady math for at least 45 minutes per week to assist in remediating and/or accelerating students (K-5)
7. Use iReady math data to monitor and adjust instruction (K-5)
- 8.. Use Exact Path for assessment and ongoing progress monitoring for Math grades 6-8
9. Implement common assessments on grade levels and analyze the data during PLCs to monitor and adjust instruction
10. Provide stipends for teachers to engage in vertical planning using the Math Florida Standards once a month (K-8) (TSSSA)
11. Provide stipends for teachers to engage in after-school staff development (Tune-up Tuesdays) to improve teacher capacity for improving math instruction (Math Talks) (TSSSA)
12. Implement Saturday Scholar's Academy math tutoring program from 9:00 to 12:00 am (TSSSA- Snack and Transportation provided)
13. Implement The After-School Math Tutoring (Tuesday and Thursday) (TSSSA - Transportation provided)
14. Provide small group instruction based on formative assessments for students who are struggling to understand foundational math concepts
15. Provide supplemental reading materials with a focus on math skills for students in grades 3-5 including DynaMath (TSSSA)
16. Hire part-time retired teachers as interventionists to assist with remediation and tutoring (TSSSA).
17. Remedial groups will receive instruction during the Critical Thinking block of the instructional day with waiver of additional physical activity requirement, as per statute
18. Provide staff development for teachers on effective Math strategies for working with ESE students
19. Assign additional staff to provide support to ESE students
20. Provide an "Algebra Bootcamp" after school 2 weeks leading up to the Algebra EOC (TSSSA)
21. Parent night based on how to show parents how to use free resources especially Khan Academy for Math

*** All staff development sessions will be monitored for implementation and additional coaching needs by the instructional coach and curriculum coordinator

Person Responsible

Paula Kauffman (kauffman.paula@mcsbfl.us)

#3	
Title	Increase the overall student achievement in science by 5% (from 28% to 33%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Science.
Rationale	This Area of Focus was identified as a critical need as 2018-2019 data put it at only 28% (D), down from the 35% (D) in the 2017-2018 school year. Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.
State the measureable outcome the school plans to achieve	Our intended outcome is to improve students' science proficiency through implementing rigorous and relevant instruction that is aligned to the Florida Standards that will result in a 5% increase in the science proficiency scores on the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Kim Dixon (kim.dixon@mcsbfl.us)
Evidence-based Strategy	<p>Strategy 1: Align the science instruction to the Florida Science Standards</p> <p>Strategy 2: Use common and formative assessments to ensure that students are understanding the science concepts and to determine the next steps for instruction (3-8)</p> <p>Strategy 3: Use a variety of instructional strategies to meet the diverse learning needs of ESE students</p> <p>Strategy 4: Provide additional support for ESE students to meet their diverse learning needs</p>
Rationale for Evidence-based Strategy	Our intended outcome is to improve our students' science proficiency through the implementation of rigorous and relevant instruction that is aligned to the Florida Science Standards. The result will be a 5% increase in the proficiency scores on the end-of-year FSA.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide staff development for teachers on effective Science strategies for working with ESE students 2. Provide Study Island for Science grades 3-8 (TSSSA) 3. Provide stipends for teachers to engage in vertical planning using the ELA Florida Standards once a month (K-8) (TSSSA) 4. Provide after school "Science Bootcamp" 2 weeks leading up to the FSA for grades 5th and 8th (TSSSA)
Person Responsible	Kara Washington (kara.washington@mcsbfl.us)

#4	
Title	Increase learning gains of the lowest 25% in math by 5% (from 29% to 34%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Math.
Rationale	This Area of Focus was identified as a critical need as 2018-2019 data put it at only 29%, down from the __% in the 2017-2018 school year. Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased learning gains.
State the measureable outcome the school plans to achieve	Our intended outcome is to improve students' math learning gains through implementing rigorous and relevant instruction that is aligned to the Florida Standards that will result in a 5% increase in the math proficiency scores on the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	paula Kauffman (paula.kauffman@mcsbfl.us)
Evidence-based Strategy	<p>Strategy 1: Provide a designated time for focused interventions based on student diagnostic through Iready (K-5) or Exact Path (6-8)</p> <p>Strategy 2: Use the district wide Decision Tree to plan and implement interventions</p> <p>Strategy 3: Provide differentiated instruction for math fluency</p> <p>Strategy 4: Provide ongoing professional development on core math programs, as well as Exact Path and Iready.</p>
Rationale for Evidence-based Strategy	Our intended outcome is to improve our students' math learning gainsthrough the implementation of rigorous and relevant instruction, which included hands on instruction that is aligned to the Florida Math Standards. The result will be a 5% increase in the proficiency scores on the end-of-year FSA.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement Reflex Math in grades 1st-8th grade 2. Use data from Iready and Exact Path to plan small group instruction and interventions 3. Use math manipulatives to provide hands on instruction 4. After school tutoring for Math for 20 weeks in order to focus on state standards 5. Provide teachers with curriculum guides that include the state standards (MAFS). 6. Focus on the lower quartile of students in each grade. 7. Provide targeted math instruction during intervention/critical thinking time in order to practice deficient skills.
Person Responsible	paula Kauffman (paula.kauffman@mcsbfl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The remaining schoolwide improvement priority is to focus on differentiated professional development needs of the staff in order to improve teacher capacity.

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 Schoolwide Improvement Plan 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

Madison County Central School will build positive relationships with parents, families, and other community stakeholders by providing Parent Night for grade groups in order to focus on curriculum, attendance, and ways to help their child at home. We will provide a parent resource center that will be run by volunteers. The resource center will provide the parents with educational materials to be checked out for use at home. We will include parents and community members on our School Advisory Counsel as well as active members of our school PTO (Parent Teacher Organization).

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

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.

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.

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.

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 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.

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

The leadership team meets to discuss data on student performance as well as resources.

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

Leadership team members also coordinate with school staff to ensure students' needs are met. As part of the MTSS process, data discussions occur during PLCs and interventions are planned.

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.

Services are provided to ensure students requiring additional remediation are assisted through the availability of resources.

SAI funds are used to provide a summer reading camp for Level 1 third grade students.

The Migrant Services Staff work to link migrant families to services and programs that support the well-being and education of their children.

Funds are used to provide professional development activities for teachers and principals. Additionally, Title II Part A funds provide professional development for paraprofessionals to meet the highly qualified mandate.

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

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

The District receives funds for programs that support prevention of violence in the school. These programs help to prevent the use of alcohol, tobacco, and drugs.

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

Middle grade students receive the Introduction to Career Planning course through 8th grade U.S. History.

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

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.

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 incorporates the Social Studies/Career Readiness Standards with the 8th grade students. The students are provided opportunities to connect with local businesses.

Part V: Budget			
1	III.A.	Areas of Focus: Increase the overall student achievement in ELA by 5% (from 31% to 36%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for ELA.the	\$0.00
2	III.A.	Areas of Focus: Increase the overall student achievement in math by 5% (from 34% to 39%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Math.	\$0.00
3	III.A.	Areas of Focus: Increase the overall student achievement in science by 5% (from 28% to 33%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Science.	\$0.00
4	III.A.	Areas of Focus: Increase learning gains of the lowest 25% in math by 5% (from 29% to 34%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Math.	\$0.00
Total:			\$0.00