

District School Board of Madison County

Madison County Central School



2016-17 Schoolwide Improvement Plan

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)

76%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	F

**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 10/4/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non- charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at

<https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	5
Differentiated Accountability	7
Current School Status	8
Supportive Environment	8
Family and Community Engagement	12
Effective Leadership	13
Public and Collaborative Teaching	18
Ambitious Instruction and Learning	19
8-Step Planning and Problem Solving Implementation	25
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Madison County Central School

DA Region and RED	DA Category and Turnaround Status
Northwest - Jeff Sewell	Not In DA - 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 is to ensure sustainable school reform by providing comprehensive support for school leaders, teachers and students through the alignment of School Improvement Grant Areas of Focus with Chicago Five Essentials, Danielson's Framework and Hattie's Feedback Loop. Furthermore, the mission at Madison County Central School is to educate all students in a safe, orderly and in a high quality learning environment that ensures student success for all.

b. Provide the school's vision statement

The vision of Madison County Central School is to successfully educate all children to become lifelong learners, productive and responsible citizens, and become college and career ready.

All means All:

- *Teacher collaboration is essential for increasing student success.
- *All students deserve a highly effective teacher.
- *High expectation leads to academic excellence.
- *Trusting and caring relationships among students and faculty are vital to engaging and promoting meaningful learning.
- *All stakeholders deserve a positive, safe, and respectful learning climate.
- *Being transparent leads to trust with all stakeholders.
- *Family and community engagement is vital to achieve maximum educational growth for students.
- *Honoring diversity makes us all stronger.
- *Best support for teaching and learning flows downward from School Board to Staff to Students.

2. School Environment

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

The Elementary Guidance Counselor meets periodically with individual classes K-5 during the activity rotations. The Middle School Guidance Counselor meets periodically with individual classes 6-8 during Bronco Block.

Capturing Kids Hearts is implemented PreK-8th to encourage open dialogue and safe environment in all classrooms. Social Contracts created by students with teacher facilitation are posted in all classrooms and referred to often. Teachers greet students at the door as they enter the room.

Teacher are implementing the CKH process such as establishing a Social Contract and positive reinforcement of correct behavior. Additionally, teachers are providing questions for students to self-correct their behavior.

Students make daily announcements on the school PA system for the Principal as a way

to practice college and career ready speech and language skills. Bronco Report is now in effect to begin the day with positive aspects of communication via morning - Bronco Report.

Students on a daily basis recite the Bronco Pride statement: Pride is doing my job to the best of my ability, for am 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 will be utilized for reinforcing positive behavior throughout the school year

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

Our school wide management plan is CHAMPS. Students with repeated minor behavior infractions meet with the guidance counselors for redirection, goal setting activities, and the establishment of behavior contracts. Teachers participate in a Try Five intervention process before writing behavior referrals. 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 CKH protocol for engaging students. Certified and Non-certified staff are posted throughout the building in the morning and afternoon to ensure that students arrive to school safely and securely, are able to move throughout the building between class and to lunch in an orderly manner and finely, are able to exit the building without problems or concerns.

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, CKH (Capturing Kids' Hearts), and PBIS (Positive Behavior Intervention System) are programs which provide structure designed to minimize distractions and increase student time on task. School wide behavioral expectations are posted throughout the school.

Capturing Kids' Hearts 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 payoff techniques for dealing with conflict, negative behavior, and disrespect issues.

Engage—Building relationship

eXplore—Getting in touch

Communicate—Dynamic dialogue

Empower—Developing skills

Launch—Momentum and direction

All staff are encouraged to teach and redirect student behaviors accordingly. Quarterly

school wide IMAGE/Bronco Pride celebrations are implemented PreK-8th.

Kagan Cooperative Learning structures 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.

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

Our school provides services for K-8 students through the guidance department which includes character education lessons delivered in a classroom model. Services are scheduled with the following agencies as needed: Florida Therapy, Apalachee Mental Health, DISC Village, and Capital City Service.

Capturing Kids' Hearts Process is used school-wide to develop social-emotional skills. Capturing Kids' Hearts 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 payoff techniques for dealing with conflict, negative behavior, and disrespect issues.

Engage—Building relationship

eXplore—Getting in touch

Communicate—Dynamic dialogue

Empower—Developing skills

Launch—Momentum and direction

BEST (Behavior Emotional Social Traits) is a universal screening that all homeroom teachers will fill out on their students. This will then allow teachers to have behavior interventions for students who need help in class.

Guidance Counselors in elementary and secondary have a schedule where they meet with classes to teach social skills to students.

The principal will conduct a series of Town hall Meeting with grade level K - 2, 3 - 5, or 6 - 8 groupings and or individual grade levels to discuss upcoming event. Additionally, these meeting are designed to build a relationship between the administration and the student body. The principal will also establish a protocol for selecting a student government leadership group to further establish a lasting relationship between and among the faculty, administration and the students body.

3. Early Warning Systems

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

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

MTSS Early Warning Data for K-2nd: Beginning of the Year Assessments, Reading Grade, Math Grade, Science Grade, Social Studies Grade, number of referrals, number of absences, I-Ready scores

MTSS Early Warning Data for 3rd-8th: Reading Grade, Math Grade, Science Grade, Social Studies Grade, number of referrals, number of absences, FSA District Progress Monitoring Exams, I-Ready scores

The MTSS Process:

Step 1: Gather and analyze subject area data, universal screener, and progress monitoring assessments, and/or formative assessments during weekly DATA CHAT PLC (Tuesday and Thursday) and identify struggling students. Identify the weaknesses of struggling students and explore teaching strategies and instructional methods.

Step 2: Develop subject area behavior/academic plan to address student needs and decide who needs to be monitored more closely during Tier 1 Intervention.

Step 3: Fidelity check during Tier 1 Intervention.

Step 4: Progress Monitoring during Tier 1 on students identified during weekly DATA CHAT PLC for two weeks. Step 5: If students are unsuccessful in Tier 1 full-class interventions then they are moved to Tier 2 for small-group interventions and brought monthly to the Rodeo Roundup team.

Step 6: Fidelity check during Tier 2 small-group intervention.

Step 7: Tier 2 small-group intervention progress monitoring for two - four weeks. The time may vary depending on if the intervention is matched exactly to the needs of the student or not. If not, we want to move forward with a different intervention instead of wasting time.

Step 8: If student(s) do not respond to instruction or intervention positively then they may be considered for Tier 3.

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	25	28	15	24	15	12	22	43	29	0	0	0	0	213
One or more suspensions	6	20	22	53	48	42	79	105	83	0	0	0	0	458
Course failure in ELA or Math	11	15	6	10	0	3	13	27	3	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	11	19	5	9	0	5	13	24	5	0	0	0	0	91

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

I-Ready (online component) and Ready (hardback component) will be used during PUSH and small group rotation time in reading and math for K-5th. Middle school students will also have I-Ready and Ready materials during reading and math time to be used for differentiated instruction intervention needs. These materials will be based on individual student needs as a result of their scores on the I-Ready diagnostic tests. Ongoing progress monitoring using I-Ready testing every 20-28 days.

Teachers will collaborate during their common planning to discuss best practices and strategies to use to differentiate instruction.

During the Rodeo Roundup meetings on Tuesdays with the MTSS coordinator and her team, data chats with teachers will result in using the 4th Edition of Teacher's Resource Guide by Stephen McCarney which is a staff development guide to the most common learning and behavior problems encountered in the educational environment. Interventions from this book will be suggested for teachers to use.

During PUSH-reading and math 3-5 and Walk to Read in K-2: Each teacher on the grade level team becomes the expert and teaches a specific skill to the students who need that skill. Students are given the PAST (Phonological Awareness Skills Test) which is an informal, diagnostic, individually administered assessment tool to help determine the point of instruction for a student and monitor progress made from doing the activities prescribed for that student. The text identifies the barriers that an individual student has to become a fluent reader. There are 14 identified barriers. Fluency is the end goal for the student.

Study Island will be used in 5th & 8th science

Attendance is monitored and parents are contacted with letters or phone calls about student excessive absences. The best attendance per grade level per month receives an ice cream social and a chart is displayed in the cafeteria to monitor.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

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, Academic Parent Teacher Teams (APTT) for grades PreK-5th, Middle School Parent Workshops, Parent Conferences, and Parent Attendance at Bronco Pride/Image Celebrations, Honors Day Programs, School Dances, and performances by PreK-8 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

Madison County Central School partners with Madison County Community Bank. We have established a Bank Day which occurs once a month. This allows our students PreK-8th to make deposits to assist them with learning the importance of money management. They are allowed to withdraw funds twice a year (December and May).

Wells Fargo Bank, Busy Bee, and Annette Bus Lines provide financial donations to MCCC. Junior Auxiliary sponsors a yearly Fitness Fair for our 3rd-5th grade students. Greene Publishing Company highlights events at our school in the local newspaper, The Carrier.

Wednesdays Wendy's Nights raise funds for school use through a portion of proceeds when the school is represented or mentioned.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Davis, Yolanda	Assistant Principal
Graham, Kimberly	Teacher, K-12
Pinkard, Derita	Instructional Coach
Richie, Melinda	Administrative Support
Vega, Cindy	Teacher, K-12
Day, Polly	Teacher, K-12
Graham, Ceola	Teacher, K-12
Jennings, Lawanda	Teacher, PreK
Repogle, Matt	Teacher, K-12
Veilleux, Jeffery	Teacher, K-12
Dickey, Megan	Teacher, K-12
Williams, Ila	Assistant Principal
Christian, Tawanna	Guidance Counselor
Curbeam, Montez	Teacher, K-12
Kuntz, Penelope	Teacher, K-12
Lee, Stacey	Teacher, K-12
Cobb, Glenn	Teacher, K-12
Kendrick, Amy	Assistant Principal
Minter, Kelli	Teacher, ESE
Pettiford, Barbara	Assistant Principal
Chambers, David	Principal

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 students in the grade levels he/she supervises. In addition, the members are responsible for working with the team to develop solutions for system problems identified and intervention plans for students identified as struggling students. The Leadership Team will focus on curriculum, instruction, assessment and school-wide behavior. Responsibility for administration-faculty communication rests largely on the Leadership Team and the Lead Teacher's disseminating information to their grade level team.

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

Amy Kendrick- responsible for attending meetings involving students in grades Pre-K - 2nd weekly and other grades if schedule permits.

Yolanda Haynes- responsible for attending meetings involving students in grades 3rd - 5th weekly and in other grades if schedule permits.

Barbara Pettiford- responsible for attending meetings involving students in grades 6-8 weekly and other grades if schedule permits.

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

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

Derita Pinkard- functions as Math Resource expert to offer interventions for students struggling with Math skills.

Ila Williams-functions as counselor and networks students with community and social resources to assist behaviorally, academically, emotionally, and physically when necessary.

Twanna Christian- functions as counselor and networks students with community and social resources to assist behaviorally, academically, emotionally, and physically when necessary

Lawanda Jennings- functions as a liaison between Administration and the PreK team

Ceola Graham- functions as a liaison between Administration and the Kindergarten team

Cindy Vega- serves as secretary and functions as a liaison between Administration and the 1st grade team

Montez Curbeam- functions as a liaison between Administration and the 2nd grade team

Polly Day- functions as a liaison between Administration and the 3rd grade team

Stacy Lee- functions as a liaison between Administration and the 4th grade team

Glen Cobb- functions as a liaison between Administration and the 5th grade team

Kim Graham- functions as a liaison between Administration and the Middle School English Language Arts team

Penelope Kuntz-functions as a liaison between Administration and the Middle School Science team

Jeff Veilleux- functions as a liaison between Administration and the Middle School Social Studies team

Matt Repogle- functions as a liaison between Administration and the Middle School Math team

Megan Dickey- functions as a liaison between Administration and the School Elective tea

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

Rodeo Roundup meetings occur each Tuesday with grade level/subject area teachers meeting to discuss data and tiered interventions. A schedule is made so each subject area teacher is part of the Rodeo Roundup meeting once each month.

The Student Intervention Team (SIT) meets weekly to disaggregate, analyze, and discuss system level data and individual student data. In addition, the team meets with students and parents and develops intervention plans for individual student success.

The team meets to discuss system level data and data of individual students in the KG. During this meeting time Intervention Plans are developed for students who have been identified through Early Warning Data or teacher referral as a struggling learner.

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 funds are also used for Supplemental Academic Instruction (SAI)

SAI funds are to provide summer school level for Level 1 3rd grade students. SAI funds are also used to provide remediation as needed during the regular school year.

Title I, Part C- Migrant

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. The Migrant coordinator provides services and support to students and parents.

Requirements are to coordinate with other programs to ensure student needs are met.

Title I, Part D

Title II Teachscape Reflect Teachscape Learn

Part A

Funds are used to provide professional development activities for teachers, principals, and paraprofessionals to meet the mandates of becoming highly qualified under NCLB and to provide training in areas that caused the school not to make AYP.

Part D

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 III

N/A

Title X- Homeless

Title X- Homeless

The District Homeless Liaison provides supplies and social services referrals for students identified as homeless 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. Programs include the SWAT, and Positive Action,

These programs help to prevent the use of alcohol, tobacco, drugs, while fostering a safe, drug free learning environment supporting student achievement.

Head Start funds will be blended with VPK funds to provide additional educational services for preschool students.

Adult Education
 N/A

Career and Technical Education

Middle Grades Students receive the Introduction to Career Planning course through 8th Grade History. The students also work with School Guidance Department on developing Career plans.

MCCS is working on the CAPE plan in cooperation with the STEM program at Madison County High School.

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
Lakesha Harper	Parent
Candida Merritt	Parent
Jackie Cain	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

a. Evaluation of last year's school improvement plan

SAC and PTO initial meeting will go over the SIP from the previous year. SAC and PTO will provide input on the current year's SIP Goals and Objectives

b. Development of this school improvement plan

The SAC Committee will meet four times this year in the Madison County Central School's library.

Sign-up sheets and meeting minutes will be collected at each meeting

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

PTO and SAC to reward the students for their success on statewide assessments. Teachers also gave incentive money to reward the students.

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

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

The SAC committee spent month on the monthly drawing as an incentive to increase parent attendance at SACS meetings.
 The SAC committee used funding to assist with purchases for IMAGE celebrations.

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	Instructional Coach
Lundy, Yolanda	Teacher, K-12
Grant, Jacquelyn	Teacher, K-12
Williams, Ila	Teacher, K-12
Jennings, Lawanda	Teacher, K-12
Hankins Daniels, Stacey	Teacher, K-12
Shadrick, Emily	Teacher, K-12
Aultman, Danielle	Teacher, K-12
Clark, Elizabeth	Teacher, K-12

b. Duties

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

- Establish Accelerated Reader (AR) incentives for students
- High interest low readability books to be ordered (motivation for culturally diverse students)
- Distribute summer reading lists to students
- Develop and implement school wide literacy plan (Using I-Ready)

D. Public and Collaborative Teaching

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

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

PreK-5th has daily common planning in the master schedule with their grade level team. Every Tuesday and Thursday these grade level teams meet to collaborate on: strategies for instruction, unpacking the Florida Standards, planning for instruction, Hattie's researched instructional strategies, and reviewing data in order to differentiate instruction. These

Professional Learning Communities will also support each other in professional growth by selecting and completing professional development that is needed within the PLC. Grade level teams record minutes of their meetings.

6th-8th grades have subject area planning in the master schedule. Every Tuesday and Thursday these grade level teams meet to collaborate on: strategies for instruction, unpacking the Florida Standards, planning for instruction, Hattie's researched instructional strategies, and reviewing data in order to differentiate instruction. These Professional Learning Communities will also support each other in professional growth by selecting and completing professional development that is needed within the PLC. 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 School Based Leadership Team attends the Job Fair at Valdosta State University, FAMU, Florida State University, and sometimes University of Florida to recruit new teachers. MCCS plans to retain highly qualified teachers through support from the Assistant Principals, first year teachers mentored by veteran teachers in all aspects of teaching, and the principal playing the role as an instructional leader rather than a manager.

Teachers have common planning with subject areas in middle school and grade level teams in PreK-5th to provide a support system for each other. Teachers are also included in the decision making through the liaison representative on their grade level or subject area teams. Teachers are selected to become leaders on the Leadership Team and the Literacy Team.

The School posts vacancies through the District using PAEC website as a marketing strategy.

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

The District provides teachers new to the teaching profession a mentor teacher who fits one of the following:

- Nationally Board Certified
- Clinical Educator Trained
- Reading Endorsed
- Highly Effective

Mentors and mentees meet regularly and work collaboratively to discuss lesson plans, focus calendars, assessments, and classroom procedures and management.

Mentees received assistance with Data Analysis, Software Programs, Curriculum Assistance, and other resources.

Teachers new to Madison County Central School, but not new to the profession, receive assistance from the grade level Team Leader and Instructional Coach.

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 K-5 are: Journey's for English Language Arts, Fusion for Science, and Go Math for Mathematics and Scholastic Weekly for Social Studies. All materials have the Florida State Standards listed.

Our school's core programs for 6th-8th are: Springboard for English Language Arts, Springboard for Mathematics, I-Science for Science, World Cultures, Civics, and American Journeys for Social Studies. Springboard provides Florida Standards correlations with the online component in the teacher's editions. All materials and curriculum guides are provided with Florida Standards.

Study Island and Performance Matters provide FL 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 will utilize resources to assist with differentiation during station rotations; for example the iReady 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 making sure the 7th grade Geometry standards are taught to prepare the prerequisite skills for high school Geometry. 7th grade Advanced Math will focus on the 8th grade Pre-Algebra standards in order to prepare students for Algebra I in the 8th grade. 8th grade Algebra I students will take the EOC this year and receive high school credit.

Our 6th-8th English Language Arts students are placed in Honors English Language Arts classes in all three grades based on their previous year's FSA Reading scores.

Our 8th Grade Science students are placed in High School Biology based on their previous FSA math and reading scores. 8th Grade Biology students will take the EOC this year and receive a high school credit.

K-5th grades students participate in Push Until Success Happens (PUSH) time which addresses the interventions needed for these students in both Math and Reading.

All reading, science, social studies, and elective 6-8th grade teachers facilitate a Bronco Block which addresses the interventions needed for students in both Math and Reading. The Bronco Blocks for Algebra students enrich these students to prepare them for their rigorous curriculum. As needed, ESE students develop their reading and math skills during a Bronco Block in a resource room taught by the ESE teachers.

The ongoing school-wide data used to drive instruction will be the 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 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: 2,880

Continuing with last year's 2880 additional minutes, each of the following is implemented:

K-5th grades students participate in Push Until Success Happens (PUSH) time which addresses the interventions needed for these students in both Math and Reading.

All reading, science, social studies, and elective 6-8th grade teachers facilitate a Bronco Block which addresses the interventions needed for students in both Math and Reading. The Bronco Blocks for Algebra students enrich these students to prepare them for their rigorous curriculum. As needed, ESE students develop their reading and math skills during a Bronco Block in a resource room taught by the ESE teachers.

Strategy Rationale

Researched based curriculum.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

I-Ready Diagnostic tests

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The K-2 Assistant Principal, Staffing Specialist for Pre-K and KG, Principal, and State of Florida Education Specialist will work together to align Pre-K curriculum with KG. In

addition, the team will work 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 all 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 Bergance is administered as a pre test / post test for progress monitoring. PreK also adopted the Frog Street Reading curriculum as their core instruction and Reading Eggs as a supplemental.

The FLKRS (Florida Kindergarten Readiness Screener) 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 preschool 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 give 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, IDEA(Individuals Disability Education Act) and general revenue funds will provide and support these programs and their transition into regular school.

Student success as a kindergarten student, meeting the standards and criteria for promotion will be the evaluation data for the success of the prekindergarten program.

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.

Madison County Central School partners with Madison County Community Bank where students in K-8th grades are learning the importance of budgeting their money.

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

Agriscience Foundations I is offered as part of our career and technical education program to 8th grade students where we share a teacher with Madison County High School. Students will receive a high school credit for this course. Students in this class

are offered the opportunity to participate in Future Farmers of America and participate in competitions related to the field of Agriculture.

Information & Communications Technology 1, Information & Communications Technology 2, and Introduction to Information Technology are offered as electives to our middle school students. Students in this class are allowed to take the certification exams in several areas including Microsoft. Students can become recognized as Microsoft Office Specialist for Office Word, Microsoft Office Specialist for Office Powerpoint, and Microsoft Office Specialist for Office Excel.

Research is offered to our middle school students as part of our elective courses. Students participate in Science, Technology, Engineering and Math activities using eleven modules from Paxton and Patterson.

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. Ensuring all students who scored above grade level in Math on the iReady test during their 7th grade year are enrolled in an Honors Algebra I course during their 8th Grade school year. Students who were enrolled in Honors Algebra I during their 7th grade year are enrolled in Honors Geometry during their 8th grade year. Both Honors Algebra and Honors Geometry students take the EOC and receive high school credit.

2. Students who score above grade level in Reading on iReady test are placed in Honors Biology. These students take the EOC and receive high school credit.

3. Foundations of Agriscience is offered to 8th grade students for high school credit with a teacher we share with Madison County High School.

4. Information & Communications Technology I, Information & Communications Technology II, and Introduction to Information Technology are offered to our middle school students. These classes provided opportunities for industry certification exams to be completed.

5. Expose students to Career Day or 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 High School Feedback Report for Madison County High School (Trend Data), in 2013, there were 20.2% of the graduates who were enrolled in Algebra I prior to 9th grade while the state average was 38.6%. Madison County Central School is offering both Honors Algebra I and Honor's Geometry to in middle school students.

Based on the High School Feedback Report, Madison County High School in 2013 had 30.4% of students who completed at least one Advanced Placement course or a Dual Enrollment course which is below the state average of 53.3%. Madison County Central School has increased our high school for credit course offerings to include Biology I, Algebra I, Weightlifting, and Agriscience Foundations 1. This will allow students to dual enroll earlier since they will be have more high school credit courses when they enter 9th grade.

Based on the High School Feedback Report, Madison County High School in 2013 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 will be using Capturing Kids' Heart to develop rapport with students, common planning time to increase collaboration of best practices for standards based teaching, and formative assessments formatted like the state testing to inform planning of lessons.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Area of Need - Numeracy

Area of Need - Literacy

Area of Need - Reading and Writing with clarity and fluency

Area of Strength - K - 3 Cite word vocabulary

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.

We have low proficiency levels in all subjects because we need to ensure that teachers are teaching the Florida Standards with the appropriate level of rigor and that they are formatively assessing their students to ensure students know, understand and are able to demonstrate their learning in multiple ways. We need to make sure all curriculum areas are aligned: teachers' lesson plans are standards based, classroom instruction is aligned to the standards, and all assessments are aligned with State standards.

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.** Ensure sustainable school reform by focusing on the Chicago 5 Essentials areas of Ambitious Instruction and Collaborative Teachers to aligning teacher practices and student learning.

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. Ensure sustainable school reform by focusing on the Chicago 5 Essentials areas of Ambitious Instruction and Collaborative Teachers to aligning teacher practices and student learning. 1a

G086969

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	79.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	50.0
ELA/Reading Lowest 25% Gains	25.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge and implementation of effective teaching and classroom management strategies that work.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SIG grant
- Instructional Coaches
- Differentiated Accountability Team
- Thinking Maps
- MTSS Coordinator support
- CPALMS online resources
- iReady, Study Island, Go Math, Journeys, Fusion Science, SpringBoard
- knowledge of Kagan Structures
- DOE School Improvement Specialist Support (Calvin Trombley and Jeffrey Sewell)

Plan to Monitor Progress Toward G1. 8

improve student and teacher attendance

Person Responsible

David Chambers

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Review of attendance through FOCUS reports; Truancy letters; Parent contact logs; Faculty meeting incentives for teacher attendance

Plan to Monitor Progress Toward G1. 8

Provide ongoing Professional Development through the utilization of instructional coaches and consultants to enhance Collaborative Teaching and Learning.

Person Responsible

David Chambers

Schedule

Biweekly, from 9/1/2015 to 5/26/2017

Evidence of Completion

Coaches logs and coaching plans; Common Planning Time minutes; Data Chat and MTSS minutes; I-Ready Training Reports

Plan to Monitor Progress Toward G1. 8

External Lead Partners and Turnaround Leader will monitor work of Administrators and Instructional Coaches to assist in the implementation of effective teaching strategies

Person Responsible

David Chambers

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Coaching Logs, Coaching Plans, PLC meeting agendas and minutes

Plan to Monitor Progress Toward G1. 8

Formative Assessment Data from teachers

Person Responsible

David Chambers

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Performance Matters Data, MTSS Data, Student grades

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. Ensure sustainable school reform by focusing on the Chicago 5 Essentials areas of Ambitious Instruction and Collaborative Teachers to aligning teacher practices and student learning. 1

G086969

G1.B1 Limited knowledge and implementation of effective teaching and classroom management strategies that work. 2

B231188

G1.B1.S1 Team Work Days- planning time for teachers to unpack standards, plan whole units, and pace said units together. These work days will be followed by lesson study which teachers will plan, observe, reflect, and revise lessons based on student responses to instruction. 4

S243897

Strategy Rationale

Team Leaders visited schools in St. Lucie county that had three team work days per year in which they participated in the above mentioned profession learning community activities. Lesson Study is a research based best practice.

Action Step 1 5

At least three times per year, substitute teachers will be hired so that team members can unpack standards, discuss effective teaching strategies, and plan units of study. Differentiated Accountability Team and Instructional Coaches will model how to unpack standards and plan a unit. Instructional Coaches will assist with team Lesson Study.

Person Responsible

David Chambers

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Mr. Chambers will conduct conversation with Team Leaders about how to unpack standards to drive the creation of lesson plans to address student ability levels as well as identify grouping patterns within the class room.

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

The Assistant Principals and Team Leaders will conduct informal walkthroughs to document the implementation and fidelity of the created plans. Lesson Study documentation forms will be used during the planning, observation, reflection and revision times.

Person Responsible

David Chambers

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Please see attached rubric for evidence collection. See lesson study documentation attached.

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

Data on student achievement after teachers participating in Team Work Days

Person Responsible

David Chambers

Schedule

On 5/26/2017

Evidence of Completion

Student achievement scores on District created standards based assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M327343	improve student and teacher attendance	Chambers, David	9/1/2016	Review of attendance through FOCUS reports; Truancy letters; Parent contact logs; Faculty meeting incentives for teacher attendance	5/26/2017 quarterly
G1.MA2 M327344	Provide ongoing Professional Development through the utilization of instructional coaches and...	Chambers, David	9/1/2015	Coaches logs and coaching plans; Common Planning Time minutes; Data Chat and MTSS minutes; I-Ready Training Reports	5/26/2017 biweekly
G1.MA3 M327345	External Lead Partners and Turnaround Leader will monitor work of Administrators and Instructional...	Chambers, David	9/1/2016	Coaching Logs, Coaching Plans, PLC meeting agendas and minutes	5/26/2017 monthly
G1.MA4 M327346	Formative Assessment Data from teachers	Chambers, David	9/1/2016	Performance Matters Data, MTSS Data, Student grades	5/26/2017 monthly
G1.B1.S1.MA1 M327339	Data on student achievement after teachers participating in Team Work Days	Chambers, David	9/1/2016	Student achievement scores on District created standards based assessments.	5/26/2017 one-time
G1.B1.S1.MA1 M327340	The Assistant Principals and Team Leaders will conduct informal walkthroughs to document the...	Chambers, David	9/1/2016	Please see attached rubric for evidence collection. See lesson study documentation attached.	5/26/2017 quarterly
G1.B1.S1.A1 A315624	At least three times per year, substitute teachers will be hired so that team members can unpack...	Chambers, David	9/1/2016	Mr. Chambers will conduct conversation with Team Leaders about how to unpack standards to drive the creation of lesson plans to address student ability levels as well as identify grouping patterns within the class room.	5/26/2017 quarterly

V. Professional Development Opportunities

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

G1. Ensure sustainable school reform by focusing on the Chicago 5 Essentials areas of Ambitious Instruction and Collaborative Teachers to aligning teacher practices and student learning.

G1.B1 Limited knowledge and implementation of effective teaching and classroom management strategies that work.

G1.B1.S1 Team Work Days- planning time for teachers to unpack standards, plan whole units, and pace said units together. These work days will be followed by lesson study which teachers will plan, observe, reflect, and revise lessons based on student responses to instruction.

PD Opportunity 1

At least three times per year, substitute teachers will be hired so that team members can unpack standards, discuss effective teaching strategies, and plan units of study. Differentiated Accountability Team and Instructional Coaches will model how to unpack standards and plan a unit. Instructional Coaches will assist with team Lesson Study.

Facilitator

Differentiated Accountability Team along with Instructional Coach, Derita Pinkard will engage in discussion about professional development needs for staff members

Participants

K-8 teachers all subject areas

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	At least three times per year, substitute teachers will be hired so that team members can unpack standards, discuss effective teaching strategies, and plan units of study. Differentiated Accountability Team and Instructional Coaches will model how to unpack standards and plan a unit. Instructional Coaches will assist with team Lesson Study.	\$0.00
Total:			\$0.00