

Madison County Central School

2093 W US HWY 90, Madison, FL 32340

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

73%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	D	D

School Board Approval

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Madison County Central School is to educate all students in a quality, safe learning environment that ensures student success.

Provide the school's vision statement

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

School Environment

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

Guidance Counselors meet with individual classes PreK-8th. Monthly school wide IMAGE celebrations and Bronco Pride programs are implemented PreK-8th.

Middle school students and teachers participate in Strengthening our Students (SOS), Teachers as Educators and Mentors (TEAM), peer mediation, and Positive Behavior Support (PBS) as a means for building relationships between students and teachers.

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

Our school wide management plans are CHAMPS and Time to Teach. 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.

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 and Time to Teach are programs which provide structures designed to minimize distractions and increase student time on task. School wide behavioral expectations are posted throughout the school. All staff are encouraged to teach and redirect student behaviors accordingly.

EDI lesson plans provide bell to bell instruction which minimizes distractions.

Student placement based on achievement levels allows for peer to peer collaboration which minimizing student frustrations by allowing high achieving students to serve as supports for struggling students.

There is constant school-home communication that encourages parents to support and enforce established school wide rules and procedures.

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, as well as art therapy called the Happy Place. Services are scheduled with the following agencies as needed: Florida Therapy, Apalachee Mental Health, Florida United Methodist Children's Home, DISC Village, and Capital City Service. Teachers as Educators and Mentors (TEAM) provide middle school students with opportunities to connect with a trusted adult who can provide guidance for goal setting, peer to peer interactions, as well as appropriate student adult interactions.

The Strengthening Our Students (SOS) program provides 6th-8th grade students with a forum to discuss relevant real life issues. Additionally, the program helps to prepare middle school students to meet the rigors of middle school and ultimately, high school.

Peer Counseling and Peer Mediation are skills offered to middle school students that teach them how to resolve conflicts and develop character traits essential to life success.

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).

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-4th: Reading Grade, Math Grade, number of referrals, number of absences, I-Ready scores, 2013-14 Reading FCAT (4th only), 2013-14 Math FCAT (4th only), 2013-14 Reading Thinklink, and 2013-14 Math Thinklink

MTSS Early Warning Data for 5th-8th: subject area grade, number of referrals, number of absences, I-Ready scores, 2013-14 Reading FCAT, 2013-14 Math FCAT, 2013-14 Reading Thinklink and 2013-14 Math Thinklink

Steps in the MTSS Process:

Step 1: Gather and analyze subject area data during weekly meetings (Tuesday and Thursday) and identify struggling students. Identify the weaknesses of struggling students and explore teaching styles and instructional methods. Develop subject area behavior/academic plan to address student needs. Monitor student progress after implementing intervention plan for at least 3 weeks. Revisit Intervention Plan for students continuing to struggle. Establish new interventions and implement for at least 3 weeks. Make contact with parents and document contact. Refer struggling students to Rodeo Roundup team. Develop behavior/academic intervention. Implement intervention for 3 weeks. If student continues to struggle, begin Step 2.

Step 2: Refer student to MTSS team with documentation. Team Leaders will send student's name and documentation to MTSS Facilitator. MTSS Facilitator will complete MTSS forms. Initial meeting with student, parents, teacher and MTSS team. Develop Intervention Plan with Tier III Interventions. Implement plan for 3 weeks. Schedule followup meeting. Followup meeting for academic or behavior review. Decision is made to return student to receive Tier II intervention, continue student with current interventions, or revise student's intervention plan for at least 3 weeks. Begin eligibility process for Exception Student Education Services or 504.

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

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		
Attendance below 90 percent	29	14	15	13	7	10	28	15	35	166	
One or more suspensions	7	12	22	19	24	33	65	61	45	288	
Course failure in ELA or Math	14	8	11	13	4	14	66	64	20	214	
Level 1 on statewide assessment	0	0	0	37	43	59	58	65	0	262	

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	
Students exhibiting two or more indicators	7	4	11	17	22	31	68	60	20	240

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 triple iii and small group rotation time in reading and math for K-5th and during Bronco Block on Monday, Wednesday and Friday in Middle School. 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 Thursdays, 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. Principal meets monthly as coordinator of MTSS (Multi-tiered Support System).

Walk to Read in K-5th- 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. 6th-8th students who scored a Level 1 in reading on their past year's state assessment test are placed in an Intensive Reading class.

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

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

At least 50% of our parents will become involved in at least one of the following parent programs: Parents Taking an Initiative (P.T.I.), PTO/SACs meetings, Open House, Meet the Teacher Nights, Grade Level Parent Nights, Parent Conferences, and Parent Attendance at Bronco Pride and Image Celebrations; Parent Attendance at Honors Day Programs; Parent Attendance at School Dances and Parent attendance at the Holiday Program in December.

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 opens on September 24 and will open the third Wednesday each month. This allows our students K-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). Also, a banking unit is taught to our 6th-8th math students during May.

Wells Fargo Bank, Busy Bee, and Annette Bus lines provide financial donations to MCCC. Annett Bus Lines also provides a Faculty and Staff breakfast to show appreciation for the work done for our students. 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.

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).

School Leadership Team

Membership

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

Name	Title
Haynes, Yolanda	Assistant Principal
Christian, Tawanna	Guidance Counselor
Fogle, Tyesha	Instructional Coach
Miles, Willie	Principal
Graham, Kimberly	Teacher, K-12
Brown, Lynne	Guidance Counselor
Minter, Kelli	Teacher, ESE
Pinkard, Derita	Instructional Coach
Postell, Sharon	Instructional Coach
Richie, Melinda	Administrative Support
Vega, Cindy	Teacher, K-12
Williams, Rod	Assistant Principal
Aikens, Katrina	Teacher, K-12
Bodenstein, Tommie	Teacher, K-12
Day, Polly	Teacher, K-12
Evans, Wendolyn	Teacher, K-12
Graham, Ceola	Teacher, K-12
Jennings, Lawanda	Teacher, PreK
Haynes, Melissa	Teacher, K-12
Neal, Chris	Dean
Kendrick, Amy	Assistant Principal
Hodge, Elizabeth	Teacher, K-12

Duties

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

Each School based leadership team member is responsible for attending biweekly 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.

Dr. Miles - functions as school overseer of MTSS and 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.

Rod Williams- - responsible for attending meetings involving students in grades 6th - 8th weekly and in lower grades if schedule permits.

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

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

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

Chris Neal- functions as data analyzer and presenter for school level discipline

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

Tyesha Fogle- functions as Math Resource expert to offer interventions for students struggling with Math skills.

Sharon Postell- functions as Reading Resource expert to offer interventions for students struggling with Reading skills

Lynne Brown-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

Kelli Minter-functions as a liaison between Administration and the ESE support team

Kim Graham- functions as a liaison between Administration and the 8th grade team

Tommie Bodenstein- functions as a liaison between Administration and the 7th grade team

Elizabeth Hodge-functions as a liaison between Administration and the 6th grade team

Melissa Haynes- serves as co-secretary and functions as a liaison between Administration and the 5th grade team

Katrina Aikens- functions as a liaison between Administration and the 4th grade team

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

Wendolyn Evans- functions as a liaison between Administration and the 2nd grade team

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The following process will be used for MTSS/RTI: Students are being studied weekly through a Grade Level Data Chat which is documented with the team leader maintaining a folder. As teachers implement grade level interventions to help struggling students, they will notice some students who are not improving even after the small group interventions have been developed and implemented. The students that are still making no progress will be referred to the RTI/MTSS team. This team will consist of teachers who have proven to be successful, ESE teachers, Assistant Principals, Staffing Specialists, Counselors, Curriculum Coordinator and Reading/Math Specialists. These professionals will come provided with student information before the meeting so they can make recommendations for interventions to help the students. When approached this way, the teacher will leave with interventions "in hand" to take back to class. As the team studies students, the team will be able to pinpoint students who need to be referred to receive ESE services.

The Student Intervention Team (SIT) meets biweekly 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Renee Demps	Parent
Lakesha Harper	Parent
Christi Annett	Business/Community
Candida Merritt	Parent
Tommie Bodenstein	Teacher
Deborah Williams	Teacher
Jackie Cain	Parent
Candida Merritt	Parent

Duties

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

Evaluation of last year's school improvement plan

The principal reviewed the SIP with SAC.

Development of this school improvement plan

The SAC President has worked closely with the Principal, Guidance Counselors, and the Leadership Team to orchestrate activities and level of involvement for SAC in this school year. The SAC Committee meets every 1st Monday at 5:30 P.M. in Madison County Central School's library.

Preparation of the school's annual budget and plan

\$ 7 grand to reward the students for their success on statewide assessments.

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 \$100 each 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 each IMAGE celebration.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Welch, Heather	Instructional Media
Graham, Ceola	Teacher, K-12
Day, Polly	Teacher, K-12
Aikens, Katrina	Teacher, K-12
Bodenstein, Tommie	Teacher, K-12
James, Gwen	Teacher, K-12
Jessup, Michelle	Teacher, K-12
Graham, Kimberly	Teacher, K-12
Coe, Amanda	Teacher, K-12
Cobb, Glenn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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).

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

K-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 to discuss data, strategies for instruction, unpacking the Florida Standards, planning for instruction, and reviewing diagnostic data in order to differentiate instruction. These Professional Learning Communities will also support each other in professional growth by learning more about Danielson's Framework for Teaching. Grade level teams record minutes of their meetings.

6th-8th grades have subject area planning in the master schedule. Every Tuesday and Thursday these subject area teams meet to collaborate to discuss data, strategies for instruction, unpacking the Florida Standards, planning for vertical and horizontal instruction, and reviewing diagnostic data in order to differentiate instruction. These Professional Learning Communities will also support each other in professional growth by learning more about Danielson's Framework for Teaching. Subject area teams record minutes of their meetings.

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 by being supportive, understanding their daily struggles in the classroom, 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 K-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 teams. Teachers are given the opportunity to become leaders on the Leadership Team and the Literacy Team. Teachers are given feedback through Teachscape Reflect and can grow professionally by viewing videos on Teachscape Learn. Teachers are also provided Instructional Coaches to assist them.

Madison County Central School also has a team of teachers who serve on the interview team to hire new personnel.

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

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

New Teachers to the teaching profession are partnered with a 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.

New Teachers to Madison County Central School, but are not new teachers to the profession, receive assistance from the grade level Team Leader.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 Pinellas County Curriculum Guides for Social Studies. Go Math, Fusion, and Journeys provide crosswalk from Common Core Standards to Florida Standards. Curriculum guides from Pinellas County for Social Studies provides Florida Standards correlations. Our school's core programs for 6th-8th are: Springboard for English Language Arts, Springboard for Mathematics, I-Science for Science, Civics, and Chrome Books for Social Studies. Springboard provides Florida Standards correlations with the online component in the teacher's editions. All curriculum guides are provided with Florida Standards.

Instructional Strategies

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 will train teachers to use Explicit Direct Instruction to provide well planned lessons which includes checking for understanding components. Teachers will then differentiate instruction based on the checking for understanding component in Explicit Direct Instruction. I-Ready and Ready materials will be examples of resources used to assist with differentiation during station rotations.

Our 6th - 8th math students are placed in Advanced classes based on their previous year's FCAT. 6th grade students who scored a level 4 or 5 on the 2014 FCAT (in 5th grade) were placed in Advanced

Math. 7th grade students who scored a level 4 or 5 on the 2014 FCAT (in 6th grade) were placed in Honor's Algebra I. 8th grade students who scored a level 3, 4 or 5 on the 2014 FCAT (in 7th grade) were placed in Honors Algebra I. Nine students who completed Algebra I in the 7th grade last year (and passed the EOC) are currently placed in Honors Geometry in 8th grade. Both Algebra I students and Geometry students will take the EOC this year and receive high school credit.

Our 6th-8th English Language Arts students who scored a level 4 or 5 on the previous year's FCAT Reading were placed in Honors English Language Arts classes in all three grades.

Our 6th-8th Science students who scored a level 4 or 5 on the previous year's FCAT Reading were placed in 6th Honors Science, 7th Honors Science and 8th Honors Biology. 8th Grade Honors Biology students will take the EOC this year and receive a high school credit.

K-5th grades students were grouped so each class had high, medium and low performing students based on last year's ThinkLink and FCAT scores. Walk to Read and Triple iii time addresses the interventions needed for these students.

Ongoing schoolwide use of data to drive instruction will be the I-Ready assessments.

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

Our school day this year was extended by sixteen minutes each day for 180 days. (School ended at 2:54 during the 2013-14 school year but ends at 3:10 this school year.)

K-5th grades have a time each day for triple iii instruction and Walk to Read. Small group instruction along with I-Ready online instruction and Ready materials are used during this time. During small group instruction in math, Ready materials, Go Math re-teach sheet, manipulatives, along with intensive intervention sheets and strategic intervention sheets are used. During small group instruction in reading, Ready materials and Journey's intervention materials are used. 6th-8th grades have a 30 minute Bronco Block scheduled for reading and math interventions. Monday, Wednesday and Friday will be the days I-Ready online instruction and/or Ready materials are used. These materials will support the progress of students in both reading and math based on students' diagnostic results in order for instruction to be based on their needs.

Strategy Rationale

Researched based curriculums

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Miles, Willie, willie.miles@madison.k12.fl.us

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

I-Ready Diagnostic tests

Student Transition and Readiness

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).

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

The Strengthening Our Students (SOS) program is our transition program for 6th-8th grades which provides students with a forum to discuss relevant real life issues. Additionally, the program helps to prepare middle school students to meet the rigors of middle school and ultimately, high school. 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 DIAL-R 3 is administered as a pre test / post test for progress monitoring. PreK also adopted the Rowland's Reading curriculum as their core instruction, which includes a pre and post assessment. VPK (Voluntary PreK) assessment is also given in PreK. The FLKRS (Florida Kindergarten Readiness Screener) data has been analyzed to determine the effectiveness of our Pre-K program. The school has six teachers, two Child Development Associates (CDA) and eight 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.

College and Career Readiness

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

In Middle School, students will work with the Guidance Department and complete electronic academic portfolios. In addition, students will complete Career Interest Surveys. Students will be exposed to Career Development through Social Studies Department. Students conduct Career Research and create projects based on Career desires.

Middle school students will be participating in the transition program SOS (Strengthening our Students) during Bronco Block time on Tuesdays and Thursdays. They will also have Teachers as Advisors where they will meet with their TEAM teacher every Friday from 8:00-8:25. Students in Grades 5th, 6th, 7th, and 8th attend Colleges in the area, both Technical and Four-Year Universities, in order to provide insight, exposure, and stimulate student interest in Career Options. Madison County Central School also participates in Career Day for the entire school. Madison County Central School partners with Madison County Community Bank where students in K-8th grades are learning the importance of budgeting their money.

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

8th Grade History courses are integrated courses with Social Studies and Career Development and Planning. In those courses, students work on Career and Development activities.

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.

Spanish I is offered as part of our college and career programs. This course is offered to 8th grade students where we share a teacher with Madison County High School. Students in this class will receive a high school credit and be prepared to take Spanish II as a follow-up course to prepare for their foreign language requirement for college.

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.

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 Proficient or Higher in Math on the state standardized test during their 7th grade year are enrolled in an Honors Algebra I course during their 8th Grade school year. Students who score a level 4 or 5 on the 6th grade state standardized test are enrolled in Honors Algebra I during their 7th grade year. Students who complete Algebra in 7th grade 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 proficient or higher in Reading on the state standardized 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.

4. Expose students to State of Florida Post-secondary Institutions via field trips, Career Day, or guest speakers.

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 2012, there were 21.1% of the graduates who were enrolled in Algebra I prior to 9th grade while the state average was 37.8%. Madison County Central School has increased the number of students who are in Honors Algebra I in middle school to include 7th grade students who had a previous above average math state test score and 8th grade students who have a proficient math state test score in their previous grade. We have also added an 8th grade Honors Geometry class this year.

Based on the High School Feedback Report, Madison County High School in 2012 had 43.2% of students who completed at least one Advanced Placement course or a Dual Enrollment course which is below the state average of 52.7%. Madison County Central School has increased our high school for credit course offerings to include Biology I, Honors Algebra I, Honors Geometry, Spanish 1, 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 2012 had 38.4% of 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 50.9%. Madison County Central School will be using Explicit Direct Instruction (EDI) in order for teachers to have a well-crafted and well-taught lesson which will result in students becoming more proficient with their skills in each subject.

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 providing support for school leaders, teachers, and students through alignment of the School Improvement Grant areas of focus with the Chicago 5 Essentials, Danielson Framework for Teaching, and Hattie's Feedback Loop.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Ensure sustainable school reform by providing support for school leaders, teachers, and students through alignment of the School Improvement Grant areas of focus with the Chicago 5 Essentials, Danielson Framework for Teaching, and Hattie's Feedback Loop. 1a

G041088

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	48.0
AMO Reading - All Students	57.0
AMO Math - African American	41.0
AMO Reading - African American	50.0

Resources Available to Support the Goal 2

- SIG grant
- Teachscape-professional development web-based program to support teachers
- Springboard-core for 6th-8th ELA and Math
- Fusion-K-5th Science Core
- I-Ready; Ready-plus one to our core
- Journeys-core for K-5th ELA/Reading
- Go Math-core for K-5th Math
- Edgenuity-credit recovery; virtual school; 8th grade social studies
- I-Science-6th-8th core in science
- Instructional Coaches in Reading and Math
- STEAM (Science, Technology, Engineering, Arts and Math)

Targeted Barriers to Achieving the Goal 3

- teacher training-support and response to student needs

Plan to Monitor Progress Toward G1. 8

Review ongoing I-Ready progress monitoring and adjust instruction as needed to create ambitious and effective instruction.

Person Responsible

Willie Miles

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Instructional Review with the DA (Differentiated Accountability) Team; I-Ready progress monitoring data; Monthly Rodeo Round-up for MTSS

Plan to Monitor Progress Toward G1. 8

Increase students' social awareness and citizenship to enhance a Support School Environment.

Person Responsible

Chris Neal

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Review of daily, weekly, and/or monthly discipline by grade or teacher; Utilize parent conferences with teachers and administration; Student participation of SOS curriculum and TEAM Friday.

Plan to Monitor Progress Toward G1. 8

Increase student and teacher attendance

Person Responsible

Willie Miles

Schedule

Weekly, from 8/18/2014 to 6/5/2015

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 as well as ambitious instruction and learning.

Person Responsible

Willie Miles

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G1. 8

Increase the use of common planning, professional learning communities and utilization of support personnel to ensure the effectiveness of a collaborative environment and build effective leaders.

Person Responsible

Willie Miles

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Florida Inclusion Network coaching reports; Curriculum Maps; Data Chat and MTSS minutes; Support Facilitation Logs; Teacher Leader weekly meeting minutes; TeachScape Staff Development; Professional Learning Communities minutes; Common Planning Time minutes; Monthly Professional Development with administrator minutes

Plan to Monitor Progress Toward G1. 8

Continue to build strong external relationships with parents and community

Person Responsible

Willie Miles

Schedule

On 6/5/2015

Evidence of Completion

Open House sign-in sheets; Grade Level Family Night Programs, Parent Volunteer sign-in sheets for Fall Festival and Field Trips; Madison County Community Bank Partnership dates for Bank Day; SAC's sign-in sheets; brochures for school events such as band concerts, school dances, school plays, and sports events that allow parents to come; parent conference sign-in sheets

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 providing support for school leaders, teachers, and students through alignment of the School Improvement Grant areas of focus with the Chicago 5 Essentials, Danielson Framework for Teaching, and Hattie's Feedback Loop. **1**

 G041088

G1.B4 teacher training-support and response to student needs **2**

 B104079

G1.B4.S1 Create a school wide agenda for common planning time on Tuesdays and Thursdays **4**

 S115204

Strategy Rationale

provide agenda and guidance for effective time management during common planning that includes Teachscape Learn; data chats (Rodeo Roundup to share data)

Action Step 1 **5**

Assistant Principals will create an agenda for Common Planning time.

Person Responsible

Willie Miles

Schedule

On 9/12/2014

Evidence of Completion

Assistant Principals will email the agenda to their grade level teams. Artifacts from the grade level team meetings will be the minutes and sign-in sheets.

Action Step 2 5

Professional Development is needed on EDI (Explicit Direct Instruction) and I-Ready in order for teachers to plan vertically and horizontally during common planning time.

Person Responsible

Willie Miles

Schedule

On 5/29/2015

Evidence of Completion

Sign-in sheets from EDI and I-Ready professional development sessions

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

District/school walk-throughs will be looking for evidence of common planning and EDI

Person Responsible

Willie Miles

Schedule

On 5/29/2015

Evidence of Completion

lesson plans with EDI components; log-ins from Teachscape, email minutes from Common Planning meetings; data spreadsheets (lower quartile) for Rodeo Roundup

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

If teachers are watching the Teachscape videos during common planning and implement the knowledge gained, they will be better prepared to respond to student needs.

Person Responsible

Willie Miles

Schedule

On 5/29/2015

Evidence of Completion

I-Ready data should show student increases in proficiency and learning gains.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Assistant Principals will create an agenda for Common Planning time.	Miles, Willie	9/4/2014	Assistant Principals will email the agenda to their grade level teams. Artifacts from the grade level team meetings will be the minutes and sign-in sheets.	9/12/2014 one-time
G1.B4.S1.A2	Professional Development is needed on EDI (Explicit Direct Instruction) and I-Ready in order for teachers to plan vertically and horizontally during common planning time.	Miles, Willie	9/4/2014	Sign-in sheets from EDI and I-Ready professional development sessions	5/29/2015 one-time
G1.MA1	Review ongoing I-Ready progress monitoring and adjust instruction as needed to create ambitious and effective instruction.	Miles, Willie	9/5/2014	Instructional Review with the DA (Differentiated Accountability) Team; I-Ready progress monitoring data; Monthly Rodeo Round-up for MTSS	5/29/2015 monthly
G1.MA2	Increase students' social awareness and citizenship to enhance a Support School Environment.	Neal, Chris	8/18/2014	Review of daily, weekly, and/or monthly discipline by grade or teacher; Utilize parent conferences with teachers and administration; Student participation of SOS curriculum and TEAM Friday.	6/5/2015 monthly
G1.MA3	Increase student and teacher attendance	Miles, Willie	8/18/2014	Review of attendance through FOCUS reports; Truancy letters; Parent contact logs; Faculty meeting incentives for teacher attendance	6/5/2015 weekly
G1.MA4	Provide ongoing Professional Development through the utilization of instructional coaches and consultants to enhance Collaborative Teaching as well as ambitious instruction and learning.	Miles, Willie	8/18/2014	Coaches logs and coaching plans; Common Planning Time minutes; Data Chat and MTSS minutes; I-Ready Training Reports; EDI Lesson Plan	6/5/2015 biweekly
G1.MA5	Increase the use of common planning, professional learning communities and utilization of support personnel to ensure the effectiveness of a collaborative environment and build effective leaders.	Miles, Willie	8/18/2014	Florida Inclusion Network coaching reports; Curriculum Maps; Data Chat and MTSS minutes; Support Facilitation Logs; Teacher Leader weekly meeting minutes; TeachScape Staff Development; Professional Learning Communities minutes; Common Planning Time minutes; Monthly Professional Development with administrator minutes	6/5/2015 quarterly
G1.MA6	Continue to build strong external relationships with parents and community	Miles, Willie	8/18/2014	Open House sign-in sheets; Grade Level Family Night Programs, Parent Volunteer sign-in sheets for Fall Festival and Field Trips; Madison County Community Bank Partnership dates for Bank Day; SAC's sign-in sheets; brochures for school events such as band concerts, school dances, school plays, and sports events that allow parents to come; parent conference sign-in sheets	6/5/2015 one-time
G1.B4.S1.MA1	If teachers are watching the Teachscape videos during common planning and implement the knowledge gained, they will be better prepared to respond to student needs.	Miles, Willie	9/5/2014	I-Ready data should show student increases in proficiency and learning gains.	5/29/2015 one-time
G1.B4.S1.MA1	District/school walk-throughs will be looking for evidence of common planning and EDI	Miles, Willie	9/4/2014	lesson plans with EDI components; logs from Teachscape, email minutes from Common Planning meetings; data spreadsheets (lower quartile) for Rodeo Roundup	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

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 providing support for school leaders, teachers, and students through alignment of the School Improvement Grant areas of focus with the Chicago 5 Essentials, Danielson Framework for Teaching, and Hattie's Feedback Loop.

G1.B4 teacher training-support and response to student needs

G1.B4.S1 Create a school wide agenda for common planning time on Tuesdays and Thursdays

PD Opportunity 1

Assistant Principals will create an agenda for Common Planning time.

Facilitator

Team Leader

Participants

all PreK-8th grade teachers; instructional coaches

Schedule

On 9/12/2014

PD Opportunity 2

Professional Development is needed on EDI (Explicit Direct Instruction) and I-Ready in order for teachers to plan vertically and horizontally during common planning time.

Facilitator

James Mills

Participants

all PreK-8th grade teachers; instructional coaches

Schedule

On 5/29/2015

Technical Assistance Items

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