**District School Board of Madison County**

**Madison County Central School**

**2019-20 School Improvement Plan**

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**Madison County Central School**

2093 W US 90, Madison, FL 32340

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

**Demographics**

**Principal: Kim Dixon** Start Date for this Principal: 7/1/2018

|  |  |
| --- | --- |
| **2019-20 Status**(per MSID File) | Active |
| **School Type and Grades Served**(per MSID File) | Combination School PK-8 |
| **Primary Service Type**(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
|  | Black/African American Students |
|  | Economically Disadvantaged Students |
| **2018-19 ESSA Subgroups Represented** | English Language Learners |
| (subgroups with 10 or more students) | Hispanic Students |
| (subgroups in orange are below the federal threshold) | Multiracial Students |
|  | Students With Disabilities |
|  | White Students |
| **School Grade** | 2018-19: C |
|  | 2017-18: C |
|  | 2016-17: D |
| **School Grades History** | 2015-16: D |
|  | 2014-15: D |
|  | 2013-14: D |
| **2019-20 School Improvement (SI) Information\*** |
| **SI Region** | Northwest |
| **Regional Executive Director** | Jef f Sewell |
| **Turnaround Option/Cycle** |  |
| **Year** | N/A |
| **Support Tier** | N/A |

|  |  |
| --- | --- |
| **ESSA Status** | TS&I |
| \* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. |

**School Board Approval**

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

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

#  Part I: School Information

## School Mission and Vision

**Provide the school's mission statement**

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

## Provide the school's vision statement

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

## School Leadership Team

**Membership**

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

**Name Title Job Duties and Responsibilities**

Each school-based leadership team member is responsible for attending weekly

meetings concerning instruction and students in the grade level(s) he/she supervises. In

addition, the members are responsible for working with the team to develop solutions for

identified system problems and intervention plans for students identified as struggling

students. The Leadership Team focuses on curriculum, instruction, assessment, and

school-wide behavior. Responsibility for administration/faculty communication rests

primarily with the Leadership Team and the lead teachers who disseminate information

to their respective grade-level team members.

Dixon, Kim Principal

Kim Dixon - Principal - Responsible for attending meetings involving

teachers and/or students in grades Pre-K - 2. Also responsible for attending SIT meetings, as schedule permits, and providing the team with overall guidance while addressing system-level issues. She is

also responsible for revisiting and proposing changes to the SIP to ensure the document

is ongoing and relevant to the school's operation of programs. Ultimately, the principal is responsible for all aspects of the school's functions and activities.

Kali Bass - Assistant Principal (3-5) - Responsible for attending meetings involving

teachers and/or students in grades 3-5 and other grades, as schedule permits.

Rod Williams - Assistant Principal (6-8) - Responsible for attending meetings involving

teachers and/or students in grades 6-8 and other grades, as schedule permits.

Autumn Burnett - MTSS/RtI Facilitator - Responsible for facilitating SIT meetings, gathering

system level data for presentation, and maintaining folders for students involved in the

SIT process.

Carol Griffin (Elementary), Jeff Veileux (Middle Grades) – MTSS Deans of Discipline –

Work with school administrators to carry out the school’s mission by helping to provide

students with a safe and secure environment. The Deans address students’ inappropriate

**Name Title Job Duties and Responsibilities**

behaviors and collaborate with students, family members, and teachers to provide a

means to help students to become more academically successful.

Kara Washington – Instructional Coach – Provide leadership and technical support in the

planning, development, and implementation of high-quality instructional programs and

services.

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

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

Ceola Graham - Liaison between Administration and the Kindergarten team

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

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

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

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

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

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

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

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

Christy Roebuck - Liaison between Administration and the elective teachers

Jennings, Lawanda

Teacher, PreK

Bass, Kali Assistant

Principal

Williams, Rod

Griffin, Carol

Assistant Principal

Dean

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **Job Duties and Responsibilities** |
| Kauffman, Paula | Other |

Washington, Kara

Pride, Shaneika

Instructional Coach

Teacher, K-12

Moye, Joii Teacher,

K-12

Bailey, Janet

Blue, Pamela

Teacher, K-12

Teacher, K-12

Liaison between Administration and the 1st grade team

Liaison between Administration and the 2nd grade team

Teacher,

K-12

Day, Polly

## Early Warning Systems Current Year

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

**Total**

**9 10 11 12**

**8**

**7**

**K 1 2 3 4 5 6**

**Grade Level**

**Indicator**

Number of students enrolled

Attendance below 90 percent

88 92 111 88 80 82 160 167 143 0 0 0 0 1011

16 14 7 17 9 5 27 29 11 0 0 0 0 135

One or more suspensions 0 0 0 0 1 0 3 8 3 0 0 0 0 15

Course failure in ELA or Math

Level 1 on statewide assessment

0 0 0 0 0 0 0 0 0 0 0 0 0

0 0 0 10 56 55 43 58 77 0 0 0 0 299

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

**Grade Level**

**Total**

**K 1 2 3 4 5 6 7 8 9 10 11 12**

**Indicator**

Students with two or more indicators 0 1 0 10 2 4 4 16 7 0 0 0 0 44

## The number of students identified as retainees:

**Indicator**

**Grade Level**

**Total**

times 71

**Date this data was collected or last updated**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |  |
| Retained Students: Current Year 17 | 13 | 23 | 23 | 4 | 0 | 2 | 20 | 2 | 0 | 0 | 0 | 0 | 104 |
| Students retained two or more 0 | 1 | 2 | 7 | 2 | 3 | 5 | 12 | 8 | 0 | 0 | 0 | 0 | 40 |

Friday 8/30/2019

## Prior Year - As Reported

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

**Total**

**9 10 11 12**

**8**

**7**

**6**

**K 1 2 3 4 5**

**Grade Level**

**Indicator**

Attendance below 90 percent

20 21 15 19 4 11 28 23 30 0 0 0 0 171

One or more suspensions 0 20 20 29 21 51 68 72 79 0 0 0 0 360

Course failure in ELA or Math

Level 1 on statewide assessment

10 6 5 5 5 0 9 20 5 0 0 0 0 65

0 0 0 55 83 120 130 119 119 0 0 0 0 626

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

**Total**

**11 12**

**K 1 2 3 4 5 6 7 8 9 10**

**Grade Level**

**Indicator**

Students with two or more indicators

## Prior Year - Updated

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

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

**Total**

**9 10 11 12**

**8**

**7**

**6**

**K 1 2 3 4 5**

**Grade Level**

**Indicator**

Attendance below 90 percent

20 21 15 19 4 11 28 23 30 0 0 0 0 171

One or more suspensions 0 20 20 29 21 51 68 72 79 0 0 0 0 360

Course failure in ELA or Math

Level 1 on statewide assessment

10 6 5 5 5 0 9 20 5 0 0 0 0 65

0 0 0 55 83 120 130 119 119 0 0 0 0 626

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

**Total**

**11 12**

**K 1 2 3 4 5 6 7 8 9 10**

**Grade Level**

**Indicator**

Students with two or more indicators

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

#  Part II: Needs Assessment/Analysis

|  |
| --- |
| **School Data**Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools). |
| **School Grade Component** | **2019** | **2018** |
| **School** | **District** | **State** | **School** | **District** | **State** |
| ELA Achievement | 33% | 51% | 61% | 34% | 50% | 60% |
| ELA Learning Gains | 44% | 53% | 59% | 48% | 50% | 57% |
| ELA Lowest 25th Percentile | 47% | 56% | 54% | 50% | 44% | 52% |
| Math Achievement | 36% | 56% | 62% | 36% | 55% | 61% |
| Math Learning Gains | 41% | 55% | 59% | 54% | 62% | 58% |
| Math Lowest 25th Percentile | 39% | 46% | 52% | 60% | 60% | 52% |
| Science Achievement | 31% | 47% | 56% | 35% | 47% | 57% |
| Social Studies Achievement | 57% | 76% | 78% | 68% | 75% | 77% |

|  |
| --- |
| **EWS Indicators as Input Earlier in the Survey** |
| **Indicator** | **Grade Level (prior year reported)** | **Total** |
| **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| Number of studentsenrolled | 88(0) | 92(0) | 111(0) | 88(0) | 80(0) | 82 (0) | 160(0) | 167(0) | 143(0) | 1011(0) |
| Attendance below 90percent | 16(20) | 14(21) | 7(15) | 17(19) | 9 (4) | 5 (11) | 27(28) | 29(23) | 11(30) | 135(171) |
| One or more suspensions | 0 (0) | 0(20) | 0(20) | 0(29) | 1(21) | 0 (51) | 3 (68) | 8 (72) | 3 (79) | 15(360) |
| Course failure in ELA orMath | 0(10) | 0 (6) | 0 (5) | 0 (5) | 0 (5) | 0 (0) | 0 (9) | 0 (20) | 0 (5) | 0 (65) |
| Level 1 on statewideassessment | 0 (0) | 0 (0) | 0 (0) | 10(55) | 56(83) | 55(120) | 43(130) | 58(119) | 77(119) | 299(626) |

**Grade Level Data**

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

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

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

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

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

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

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

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

|  |
| --- |
| **Subgroup Data** |
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** |
| **Subgroups** | **ELA****Ach.** | **ELA LG** | **ELA****LG L25%** | **Math Ach.** | **Math LG** | **Math****LG L25%** | **Sci Ach.** | **SS****Ach.** | **MS****Accel.** | **Grad****Rate 2016-17** | **C & C****Accel 2016-17** |
| SWD | 24 | 36 | 33 | 26 | 36 | 33 | 29 | 44 |  |  |  |
| ELL | 36 | 50 |  | 57 | 58 |  |  |  |  |  |  |
| BLK | 25 | 41 | 47 | 24 | 36 | 39 | 22 | 41 | 65 |  |  |
| HSP | 48 | 45 |  | 54 | 55 |  | 25 |  |  |  |  |
| MUL | 60 |  |  | 47 | 50 |  |  |  |  |  |  |
| WHT | 48 | 49 | 40 | 59 | 48 | 29 | 52 | 76 | 44 |  |  |
| FRL | 30 | 41 | 48 | 33 | 37 | 38 | 28 | 48 | 61 |  |  |

|  |
| --- |
| **2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS** |
| **Subgroups** | **ELA****Ach.** | **ELA LG** | **ELA LG****L25%** | **Math Ach.** | **Math LG** | **Math LG****L25%** | **Sci Ach.** | **SS****Ach.** | **MS****Accel.** | **Grad Rate****2015-16** | **C & C Accel****2015-16** |
| SWD | 21 | 35 | 30 | 20 | 46 | 48 | 39 | 50 |  |  |  |
| ELL | 44 | 38 |  | 56 | 50 |  |  |  |  |  |  |
| BLK | 26 | 44 | 47 | 27 | 51 | 57 | 22 | 63 | 81 |  |  |
| HSP | 49 | 55 |  | 54 | 52 | 60 | 45 | 70 |  |  |  |
| WHT | 47 | 58 | 68 | 49 | 62 | 73 | 58 | 76 | 86 |  |  |
| FRL | 30 | 45 | 49 | 31 | 52 | 61 | 29 | 64 | 83 |  |  |

## ESSA Data

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

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

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

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

## Analysis

**Data Reflection**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#  Part III: Planning for Improvement

## Areas of Focus:

Increase the overall student achievement in ELA by 5% (from 31% to 36%) as

measured by the 2020 administration of the Florida Standards Assessment (FSA) for ELA.the

This Area of Focus was identified as a critical need as 2018-2019 data put it at only 31% (D), down from the 34% (D) in the 2017-2018 school year.

Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.

**Title**

**Rationale**

**#1**

**State the measureable outcome the school plans to achieve**

**Person responsible for monitoring outcome**

**Evidence- based Strategy**

Our intended outcome is to improve students' reading proficiency and literacy skills through implementing rigorous and relevant instruction that is aligned to the Florida Standards that will result in a 5% increase in the ELA proficiency scores on the Florida Standards Assessment (FSA).

Kim Dixon (kim.dixon@mcsbfl.us)

Strategy 1: Align the literacy instruction to the Florida ELA Standards Strategy 2: Improve the teacher's capacity for teaching literacy (reading and writing)

Strategy 3: Implement the use of the Leveled Literacy Intervention Program with fidelity in grades K-8.

Strategy 4: Use a variety of instructional strategies to meet the diverse learning needs of ESE students

Strategy 5: Provide additional support for ESE students to meet their diverse learning needs

Strategy 6: Provide after-school support for students

## Rationale for Evidence- based Strategy

Our intended outcome is to improve our students' reading proficiency and literacy skills through implementing rigorous and relevant instruction that will result in a 5% increase in the ELA proficiency scores on the Florida Standards Assessment. All students need to possess a strong foundation in writing and demonstrate the ability to read and respond to text effectively.

Action Step

* 1. Provide staff development for teachers and paraprofessionals on the following:
1. Running Records (K-8)
2. Leveled Literacy Intervention (K-8)
3. Interactive Read-Alouds (K-1)
4. Readers' Workshop (K-5)

## Description

1. Saxon Phonics (K-2)
2. Top Score Writing (3-8
3. Effective use of the ELA Ready Curriculum during the literacy block (1-5)
4. Shared Writing (K-1)
5. Kindergarten Standards Based Report Card (Kindergarten)
6. Kindergarten Common Assessments (Kindergarten)
7. Effective small group instruction (K-8)
8. Guided Reading (K-8)
9. Effective ELA strategies for working with ESE students (K-8)
10. Multi-sensory integration
	1. Implement strategies learned during staff development effectively
	2. Monitor implementation of staff development strategies
	3. Provide stipends for teachers to engage in vertical planning using the ELA Florida Standards once a

month (K-8) (TSSSA)

* 1. Provide stipends for teachers to engage in after-school staff development (Tune-up Tuesdays) to

improve teacher capacity for improving literacy instruction (TSSSA)

* 1. Literacy Team re-launches a focus on AR with school-wide goals and incentives
	2. Implement Saturday Scholar’s Academy reading tutoring program from 9:00 to 12:00 am

(Transportation provided) (TSSSA)

* 1. Implement the After-School Reading Club (Tuesday and Thursday) -- Using Leveled Literacy

Intervention Program from 3:15 to 4:15 (TSSSA) - Transportation provided)

* 1. Provide copies of instructional Pacing Guides, Florida Reading Standards, and the Florida Standards

Assessment Item Specs (available August 5th) to all instructional staff

* 1. Use iReady reading for at least 45 minutes per week to assist in remediating and/or accelerating students for Kindergarten through 5th grade students.
	2. Use iReady reading data to monitor and adjust instruction in grades K-5th.
	3. Use of Achieve 3000 for grades 6-8 to provide additional content area reading comprehension support
	4. Implement common assessments on grade levels and analyze the data during PLCs to monitor and adjust

instruction

* 1. Provide supplemental reading materials for students in grades K-8 including Scholastic News and Times

for Kids (TSSSA)

* 1. Contract with Beth Mims to guide the staff on a monthly basis to improve the teacher's capacity for teaching

reading and literacy skills through job embedded professional development (TSSSA)

* 1. Hire part-time retired teachers as interventionists to assist with remediation and tutoring (TSSSA)
	2. Implement the new Kindergarten Standards Based Report Card (Kindergarten)
	3. Implement the new Kindergarten Common Assessments (Kindergarten)
	4. Use of Exact Path for assessment and ongoing progress monitoring in grades 6th-8th
	5. Assign additional staff to provide support to ESE students

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

## Person Responsible

instructional coach and curriculum coordinator. Paula Kauffman (kauffman.paula@mcsbfl.us)

Increase the overall student achievement in math by 5% (from 34% to 39%)

as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Math.

This Area of Focus was identified as a critical need as 2018-2019 data put it at only 34% (D), down from the 36% (D) in the 2017-2018 school year.

Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.

**Title**

**Rationale**

**#2**

## State the measureable outcome the school plans to achieve

**Person responsible for monitoring outcome**

**Evidence- based Strategy**

**Rationale for Evidence- based Strategy**

Our intended outcome is to improve students' math proficiency and the student's application of math skills in everyday life. This will occur through the implementation of rigorous and relevant instruction that is aligned to the Florida Standards. The result will be a 5% increase in the math proficiency scores, as indicated on the Florida Standards Assessment at the end of the year.

Kim Dixon (kim.dixon@mcsbfl.us)

Strategy 1: Align the math instruction to the Florida Math Standards Strategy 2: Use common and formative assessments to ensure that students are understanding the math

concepts and to determine the next steps for instruction

Strategy 3: Encourage math talk - verbalize thinking (Explain thinking) Strategy 4: Use math to solve real-world problems

Strategy 5: Use manipulatives to develop concrete understandings of math concepts

Strategy 6: Develop fluency with addition and subtraction facts to 20 and all multiplication facts by the

beginning of the 4th grade

Strategy 7: Development effective math strategies for working with ESE students

Strategy 8: Use a variety of instructional strategies to meet the diverse learning needs of ESE students

Strategy 9: Provide additional support for ESE students to meet their diverse learning needs

Strategy 10:Provide after-school support for students

Our intended outcome is to improve our students' math skills through the implementation of rigorous and relevant instruction that is aligned to the Florida Math Standards. The result will be a 5% increase in the proficiency scores on the end-of-year FSA.

Action Step

1. Provide copies of instructional Pacing Guides, Florida Math Standards, and the Florida Standards

Assessment Item Specs (available August 5th) to all instructional staff

## Description

1. Provide staff development on unpacking the Florida Math Standards
2. Provide staff development on new math curriculum and implement with fidelity (Carnegie) (6-8)
3. Implement the use of manipulatives during math instruction to help

students figure out simple or complex math problems.

1. Implement Eureka Math with fidelity (K-5)
2. Use iReady math for at least 45 minutes per week to assist in remediating and/or accelerating students (K-5)
3. Use iReady math data to monitor and adjust instruction (K-5)

8.. Use Exact Path for assessment and ongoing progress monitoring for Math grades 6-8

1. Implement common assessments on grade levels and analyze the data during PLCs to monitor and adjust

instruction

1. Provide stipends for teachers to engage in vertical planning using the Math Florida Standards once a

month (K-8) (TSSSA)

1. Provide stipends for teachers to engage in after-school staff development (Tune-up Tuesdays) to

improve teacher capacity for improving math instruction (Math Talks) (TSSSA)

1. Implement Saturday Scholar’s Academy math tutoring program from 9:00 to 12:00 am ( TSSSA- Snack and

Transportation provided)

1. Implement The After-School Math Tutoring (Tuesday and Thursday) (TSSSA - Transportation provided)
2. Provide small group instruction based on formative assessments for students who are struggling to

understand foundational math concepts

1. Provide supplemental reading materials with a focus on math skills for students in grades 3-5 including

DynaMath (TSSSA)

1. Hire part-time retired teachers as interventionists to assist with remediation and tutoring (TSSSA).
2. Remedial groups will receive instruction during the Critical Thinking block of the instructional day with

waiver of additional physical activity requirement, as per statute

1. Provide staff development for teachers on effective Math strategies for working with ESE students
2. Assign additional staff to provide support to ESE students
3. Provide an "Algebra Bootcamp" after school 2 weeks leading up to the Algebra EOC (TSSSA)
4. Parent night based on how to show parents how to use free resources especially Khan Academy for Math

## Person Responsible

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

instructional coach and curriculum coordinator Paula Kauffman (kauffman.paula@mcsbfl.us)

Increase the overall student achievement in science by 5% (from 28% to

33%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Science.

This Area of Focus was identified as a critical need as 2018-2019 data put it at only 28% (D), down from the 35% (D) in the 2017-2018 school year. Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.

**Title**

**Rationale**

**#3**

## State the measureable outcome the school plans to achieve

**Person responsible for monitoring outcome**

**Evidence- based Strategy**

**Rationale for Evidence- based Strategy**

Our intended outcome is to improve students' science proficiency through implementing rigorous and relevant instruction that is aligned to the Florida Standards that will result in a 5% increase in the science proficiency scores on the Florida Standards Assessment (FSA).

Kim Dixon (kim.dixon@mcsbfl.us)

Strategy 1: Align the science instruction to the Florida Science Standards Strategy 2: Use common and formative assessments to ensure that students are understanding the science

concepts and to determine the next steps for instruction (3-8)

Strategy 3: Use a variety of instructional strategies to meet the diverse learning needs of ESE students

Strategy 4: Provide additional support for ESE students to meet their diverse learning needs

Our intended outcome is to improve our students' science proficiency through the implementation of rigorous and relevant instruction that is aligned to the Florida Science Standards. The result will be a 5% increase in the proficiency scores on the end-of-year FSA.

Action Step

* 1. Provide staff development for teachers on effective Science strategies for working with ESE students
	2. Provide Study Island for Science grades 3-8 (TSSSA)

## Description

**Person Responsible**

* 1. Provide stipends for teachers to engage in vertical planning using the ELA Florida Standards once a

month (K-8) (TSSSA)

* 1. Provide after school "Science Bootcamp" 2 weeks leading up to the FSA for grades 5th and 8th (TSSSA)

Kara Washington (kara.washington@mcsbfl.us)

Increase learning gains of the lowest 25% in math by 5% (from 29% to

34%) as measured by the 2020 administration of the Florida Standards Assessment (FSA) for Math.

This Area of Focus was identified as a critical need as 2018-2019 data put it at only 29%, down from the % in the 2017-2018 school year. Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased learning gains.

**Title**

**Rationale**

**#4**

## State the measureable outcome the school plans to achieve

**Person responsible for monitoring outcome**

**Evidence- based Strategy**

**Rationale for Evidence- based Strategy**

Our intended outcome is to improve students' math learning gains through implementing rigorous and relevant instruction that is aligned to the Florida Standards that will result in a 5% increase in the math proficiency scores on the Florida Standards Assessment (FSA).

paula Kauffman (paula.kauffman@mcsbfl.us)

Strategy 1: Provide a designated time for focused interventions based on student diagnostic through Iready (K-5) or Exact Path (6-8)

Strategy 2: Use the district wide Decision Tree to plan and implement interventions

Strategy 3: Provide differentiated instruction for math fluency Strategy 4: Provide ongoing professional development on core math programs, as well as Exact Path and Iready.

Our intended outcome is to improve our students' math learning gainsthrough the implementation of rigorous and relevant instruction, which included hands on instruction that is aligned to the Florida Math Standards. The result will be a 5% increase in the proficiency scores on the end-of-year FSA.

Action Step

* + 1. Implement Reflex Math in grades 1st-8th grade
		2. Use data from Iready and Exact Path to plan small group instruction and interventions
		3. Use math manipulatives to provide hands on instruction
		4. After school tutoring for Math for 20 weeks in order to focus on state

## Description

**Person Responsible**

standards

* + 1. Provide teachers with curriculum guides that include the state standards (MAFS).
		2. Focus on the lower quartile of students in each grade.
		3. Provide targeted math instruction during intervention/critical thinking time in order to practice deficient skills.

paula Kauffman (paula.kauffman@mcsbfl.us)

## Additional Schoolwide Improvement Priorities (optional)

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

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

#  Part IV: Title I Requirements

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No.

114-95, § 1114(b). This section is not required for non-Title I schools.

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

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

## PFEP Link

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

## Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Pre-K-2 Assistant Principal, Staffing Specialist for Pre-K and kindergarten, Principal, and State of Florida Education Specialist work together to align Pre-K curriculum with kindergarten. In addition, the team works to develop Diagnostic Assessment and Progress Monitoring assessments for Pre-K.

Madison County Central School houses the Voluntary Pre-K, School Readiness, Head Start, and ESE Pre-K students. All of these programs work collaboratively to provide four-year olds with adequate instructional experiences to prepare them for starting kindergarten.

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

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

The school has teachers, Child Development Associates (CDAs), and paraprofessionals meeting the needs of the pre-school age students. The district has provided a Lead Teacher/ Staffing Specialist with administrative skills to oversee the implementation of the program.

Programs differentiate between "orientation-to-school" and "transition-to-school." All

community parents are invited to attend any parenting activities provided by the school. Students already housed at MCCS are prepared to transition to another part of the school in the spring. Kindergarten registration and Open House provide new students the opportunity to visit and become familiar with the school.

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

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

Prior to the beginning of the 2018-19 school year, a sixth grade transition experience was offered to all incoming sixth graders to help orient them to the MCCS surroundings.

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

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

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

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

SIT meets every four to six weeks to disaggregate, analyze, and discuss individual student data. In addition, the team meets with students and parents, as needed, and develops intervention plans.

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

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

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

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

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

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

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

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

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

U.S. History.

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

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

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

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

#  Part V: Budget

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