

District School Board of Madison County

# Madison County High School



2019-20 Schoolwide Improvement Plan

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# Madison County High School

2649 W US HIGHWAY 90, Madison, FL 32340

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

## Demographics

**Principal: Charles Brooks Jr**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (39%) 2017-18: C (43%) 2016-17: C (46%) 2015-16: D (39%) 2014-15: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">95%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">65%</p>

## School Grades History

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

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<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.**

Madison County High School cultivates a positive school culture by inspiring students to develop a love of learning through inquiry as well as innovative and ambitious instruction. We encourage active parent and community involvement. The mission of Madison County High School is to provide a high quality education that will promote collaboration, communication, creativity, and critical thinking which will prepare all students for success in college, military and/or careers as they become lifelong learners.

#### **Provide the school's vision statement.**

Our vision is to provide all students opportunities to engage deeply in rigorous and relevant standard-based instructional programs, while using researched based strategies and technology. This will allow all student to graduate from high school, meeting high standards in preparation for college, military and/or the workplace, while earning college credits if desired. Students can also earn industry certifications in Certified Technical Education Programs.

### 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
Wildgoose, Geraldine	Principal	<p>Geraldine Wildgoose has served as the Principal of Madison County High School for the past two years. Continuing into her third year, she maintains oversight of day-to-day operations of the school. Ms. Wildgoose hold a Masters in Educational Leadership and has more than twenty-five years of school-based experience. She has worked in the field of social services(foster-care and adoption), and has opened and operated Boys and Girls Clubs of America facilities. As the instructional leader of the high school, she supervises over 70 staff members and oversees the implementation of academic, and vocational instruction and programming opportunities for students. As principal, she directly supervises staff in the Certified Technical Education Programs. She leads administrative, guidance, interoffice, and faculty meetings. Additionally, she collaborates with the SAC president and hosts monthly SAC and Project Graduation Parent meetings.</p>
Fletcher, Jason	Teacher, K-12	<p>Jason Fletcher (CTE) is the Team Leader for Career and Technical Education. The Leadership Team, along with administration, reviews early warning systems data every 4 1/2 weeks (aligned with progress reports and 9-weeks report cards) to troubleshoot any areas of concern regarding students, teachers, policies, and processes that impact academics, behavior, attendance, or mental and social needs. Data is reviewed by subject area within departments and collectively as a school. Each academic team leader, administrator, and homeroom (Teacher as Advisor) reviews progress, attendance, grade point average, and discipline with the SIT team members. The team meets with staff, parents, and students to set goals for students, assign interventions, check for mastery of skills, etc. Team leaders are also instrumental in making plans, setting goals, giving input, and making decisions for revising and updating the School Improvement Plan.</p>
Agner, Coleen	Teacher, ESE	<p>Mrs. Coleen Agner is the Exceptional Student Education Specialist on campus. Mrs. Agner coordinates services in the ESE Department and oversees all Individual Education Plans and Gifted Plans. She serves as team leader and work closely with all departments, ESE support facilitators, and paraprofessionals. She ensures that transitional services, including Department of Vocational Rehabilitation referrals are received and post-secondary goals are developed through quarterly activities. Mrs. Agner coordinates the Teenage Parent Program. Her goal is to ensure high-level instruction, collaboration, and support is given to students as dictated on their Individual Education Plans.</p>
Presley, Glyndell	Teacher, K-12	<p>Glyndell Presley (ELA) is the Team Leader for the English and Language Arts Department. The Leadership Team, along with administration, reviews early warning systems data every 4 1/2 weeks (aligned with progress reports and 9-weeks report cards) to troubleshoot any areas of concern regarding students, teachers, policies, and processes that impact academics, behavior, attendance, or mental and social needs. Data is reviewed by subject area within departments and collectively as a school. Each academic team leader, administrator, and homeroom (Teacher as Advisor) reviews progress, attendance, grade point average, and discipline with the SIT team members.</p>



Name	Title	Job Duties and Responsibilities
		<p>The team meets with staff, parents, and students to set goals for students, assign interventions, check for mastery of skills, etc. Team leaders are also instrumental in making plans, setting goals, giving input, and making decisions for revising and updating the School Improvement Plan. Ms. Presley has mentored beginning teachers and coaches struggling teachers in English and Language Arts and Reading. She is currently pursuing a doctorate degree in curriculum and teaching.</p>
<p>Latner, Ruth</p>	<p>Teacher, K-12</p>	<p>Ruth Ann Latner (Math) is the Team Leader for the Mathematics Department. The Leadership Team, along with administration, reviews early warning systems data every 4 1/2 weeks (aligned with progress reports and 9-weeks report cards) to troubleshoot any areas of concern regarding students, teachers, policies, and processes that impact academics, behavior, attendance, or mental and social needs. Data is reviewed by subject area within departments and collectively as a school. Each academic team leader, administrator, and homeroom (Teacher as Advisor) reviews progress, attendance, grade point average, and discipline with the SIT team members. The team meets with staff, parents, and students to set goals for students, assign interventions, check for mastery of skills, etc. Team leaders are also instrumental in making plans, setting goals, giving input, and making decisions for revising and updating the School Improvement Plan.</p>
<p>Williams, Jada</p>	<p>Assistant Principal</p>	<p>Jada Williams is an Assistant Principal of Curriculum. She oversees the selection of curricula and implementation of curricula throughout the school. Additionally, Mrs. Williams supervises and leads the teachers in the areas of Math, Reading, Spanish, English and Language Arts. She manages a variety of other administrative duties. Mrs. Williams is currently completing her doctoral degree in Instructional Leadership. Together we use the cutting edge "Restorative Practices" concept with our student population and implement the traditional discipline grid, as necessary, to promote and maintain a school climate and culture that is conducive to teaching and learning. Mrs. Williams also works closely with our District Curriculum Coordinator, Robin Hill, with development of the master schedule. She works very closely with the administrative team and guidance department to ensure that students are placed in appropriate courses.</p>
<p>Hightower, William</p>	<p>Assistant Principal</p>	<p>Mr. William Hightower is an Assistant Principal. He holds a Master's Degree in Educational Leadership and supervises and leads the teachers in the areas of History and Science. He performs a variety of administrative duties. Mr. Hightower leads the Positive Behavior Support, and Multi Tier Student Support, and the Bridge Program, which is the Alternative Education component for the school. He also has oversight for the cafeteria and janitorial staff. Mr. Hightower also has facility and operational oversight. Together we use the cutting edge "Restorative Practices" concept with our student population. We implement the traditional discipline grid, as necessary, to promote and maintain a school climate and culture that is conducive to teaching and learning.</p>

Name	Title	Job Duties and Responsibilities
Mitchell, Kirkland	Teacher, K-12	<p>Kirland Mitchell (History)</p> <p>The Leadership Team, along with administration, reviews early warning systems data every 4 1/2 weeks (aligned with progress reports and 9-weeks report cards) to troubleshoot any areas of concern regarding students, teachers, policies, and processes that impact academics, behavior, attendance, or mental and social needs. Data is reviewed by subject area within departments and collectively as a school. Each academic team leader, administrator, and homeroom (Teacher as Advisor) reviews progress, attendance, grade point average, and discipline with the SIT team members. The team meets with staff, parents, and students to set goals for students, assign interventions, check for mastery of skills, etc. Team leaders are also instrumental in making plans, setting goals, giving input, and making decisions for revising and updating the School Improvement Plan.</p>
Aikens, Angenette	Teacher, K-12	<p>Angenette Aikens (Science) is the Team Leader for Science. Ms. Aikens is currently pursuing her Master's in Curriculum and Instruction. The Leadership Team, along with administration, reviews early warning systems data every 4 1/2 weeks (aligned with progress reports and 9-weeks report cards) to troubleshoot any areas of concern regarding students, teachers, policies, and processes that impact academics, behavior, attendance, or mental and social needs. Data is reviewed by subject area within departments and collectively as a school. Each academic team leader, administrator, and homeroom (Teacher as Advisor) reviews progress, attendance, grade point average, and discipline with the SIT team members. The team meets with staff, parents, and students to set goals for students, assign interventions, check for mastery of skills, etc. Team leaders are also instrumental in making plans, setting goals, giving input, and making decisions for revising and updating the School Improvement Plan.</p>
Thomas, Barbara	School Counselor	<p>Barbara Thomas serves as the Guidance Counselor. Mrs. Thomas holds a Specialist in Education Leadership. She coordinates testing for the school site. Testing includes all state assessments, PERT, ASVAB, ACT, and SAT testing. Mrs. Thomas schedules all students for courses and provides counseling to students in crisis, as well as for those students who request general services. She works closely with the guidance secretary, Tammy Richardson, MIS Clerk, Shawnee Jones and the PBIS/RTI/MTSS paraprofessional, Candida Akins. Mrs. Thomas works hand in hand with Mrs. Akins on collecting and analyzing the data for all students enrolled. Mrs. Thomas provides orientation to parents at all grade level parent nights, She meets with all parents and students regarding students academic status, and serves as a mediator for social, emotional, and behavioral issues that students display. She works with the district mental health counselors and serves on the safety team. Mrs. Thomas works with the Curriculum Specialist and Assistant Principal on the Master Schedule as needed.</p>

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	1	0	126	151	123	103	504
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	28	16	20	13	77
One or more suspensions	0	0	0	0	0	0	0	0	0	22	20	16	11	69
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	17	38	17	77
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	74	59	42	243

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	43	39	42	26	150

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	2	3	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

32

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

Wednesday 7/31/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	15	34	28	97
One or more suspensions	0	0	0	0	0	0	0	0	0	14	13	15	12	54
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	32	21	19	5	77
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	93	69	69	0	231

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	78	60	65	0	203

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	20	15	34	28	97
One or more suspensions	0	0	0	0	0	0	0	0	0	14	13	15	12	54
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	32	21	19	5	77
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	93	69	69	0	231

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	78	60	65	0	203

## 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	28%	40%	56%	37%	43%	53%
ELA Learning Gains	34%	46%	51%	53%	57%	49%
ELA Lowest 25th Percentile	34%	46%	42%	48%	52%	41%
Math Achievement	25%	33%	51%	20%	32%	49%
Math Learning Gains	25%	37%	48%	32%	36%	44%
Math Lowest 25th Percentile	29%	50%	45%	38%	30%	39%
Science Achievement	25%	52%	68%	41%	53%	65%
Social Studies Achievement	50%	65%	73%	59%	73%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	126 (0)	151 (0)	123 (0)	103 (0)	503 (0)
Attendance below 90 percent	28 (20)	16 (15)	20 (34)	13 (28)	77 (97)
One or more suspensions	22 (14)	20 (13)	16 (15)	11 (12)	69 (54)
Course failure in ELA or Math	5 (32)	17 (21)	38 (19)	17 (5)	77 (77)
Level 1 on statewide assessment	68 (93)	74 (69)	59 (69)	42 (0)	243 (231)

### 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
09	2019	27%	32%	-5%	55%	-28%
	2018	30%	35%	-5%	53%	-23%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2019	24%	33%	-9%	53%	-29%
	2018	36%	43%	-7%	53%	-17%
Same Grade Comparison		-12%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	39%	-13%	67%	-41%
2018	31%	55%	-24%	65%	-34%
Compare		-5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	58%	-11%	70%	-23%
2018	54%	57%	-3%	68%	-14%
Compare		-7%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	12%	37%	-25%	61%	-49%
2018	11%	40%	-29%	62%	-51%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	36%	-6%	57%	-27%
2018	31%	38%	-7%	56%	-25%
Compare		-1%			

**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 2017-18	C & C Accel 2017-18
SWD	28	35	37	18	25		33	50		92	8
BLK	18	31	39	17	20	16	22	36		85	43
HSP	29	33		35	38						
WHT	44	38	25	36	31		35	75		82	68
FRL	21	31	33	20	28	33	24	40		86	51
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	33	21	19	21			28		69	
BLK	23	37	34	16	24	36	24	39		77	37
HSP	30	50									
WHT	54	43		38	48			74		92	58
FRL	25	36	35	19	28	42	32	45		81	34
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	44	44	5	18		19			79	23
BLK	22	44	45	13	33	37	30	46		88	27
HSP				9							
WHT	60	66	67	35	35		74	76		90	65
FRL	27	50	47	17	31	41	37	54		90	32

**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)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	

<b>ESSA Federal Index</b>	
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	10
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**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.**

Alg I EOC was the data component with the lowest performance. Madison County students who have typically scored proficient in math in previous test administrations have already passed the Alg I EOC. The only students taking the Alg I EOC are students who scored below proficient on their 7th and 8th grade FSA Math Assessments.

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

The greatest decline in scores for 2019 was seen in the lower quartile in math. In 2018, 41% of the lower quartile students demonstrated adequate growth. However, in 2019 only 29% of the lower quartile students in math demonstrated learning gains. This decline was related to new personnel and a lack of training in Florida's math standards.

**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.**

Biology I EOC scores showed the largest gap between the state average and the school average for proficiency. In 2018, 25% of Madison County High School biology students scored proficient. The



state average was 68%, a 43% difference. There is tremendous need for a focus on standards based instruction.

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

Alg I EOC scores, even though they were the lowest scores for the school, improved 1% point from 2018. No new actions were taken.

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

The number of students who scored a level 1 on the statewide assessment is a huge concern for the school. In 2019 that number was 243 compared to 231 in 2018.

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

1. Algebra I EOC scores
2. Biology EOC scores
3. Lower Quartile Math scores
4. ELA gains in 9th and 10th grade
5. CTE - increase the number of Industry Certification

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Increasing Teacher Effectiveness
<b>Rationale</b>	In the study "Successful Interventions and Support Strategies at Turnaround Schools" by OPPAGA, they found that all 29 turnaround schools who made significant progress had focused on increasing teacher effectiveness.
<b>State the measurable outcome the school plans to achieve</b>	Algebra I EOC proficiency scores will improve by 10% in 2019-20. Science EOC scores will increase by 8% in 2019-20.
<b>Person responsible for monitoring outcome</b>	Jada Williams (jada.williams@mcsbfl.us)
<b>Evidence-based Strategy</b>	Increase teacher effectiveness by hiring an instructional coach and investing in professional development.
<b>Rationale for Evidence-based Strategy</b>	The OPPAGA study revealed that of the 29 schools who made significant progress, 27 of them had hired instructional coaches to work with their teachers, 21 schools had invested heavily in professional development, and 21 had scheduled common planning time so that they could start professional learning communities.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ongoing professional development will be provided for math teachers to help them learn how to develop abstract and process oriented thinking in their math students.</li> <li>2. An instructional coach will work with math teachers virtually using electronic app.(i.e. Slack) and a swivel camera to enhance professional learning communities as they design learning activities that develop abstract and process oriented thinking.The instructional coach can facilitate lesson studies to assist teachers.Teachers will be allotted additional time after school for planning and PD as needed.</li> <li>3. An instructional coach will guide ELA &amp; Math teachers through curriculum mapping to determine an appropriate sequence for teaching of the standards.</li> <li>4. Administrators will attend state training on curriculum aligned to the standards.</li> <li>5. Math, and ELA PLC's will be established to increase collaboration and build teacher capacity. This will include lesson studies.</li> <li>6. Reading endorsement classes will be offered each semester at no cost to all ELA and reading teachers who are classified as out of field.</li> <li>7. Professional development will be provided for all subject area teachers in content literacy.</li> </ol>
<b>Person Responsible</b>	Geraldine Wildgoose (geraldine.wildgoose@mcsbfl.us)

<b>#2</b>	
<b>Title</b>	Improving Instructional Related Strategies for Math, ELA Learning Gains, and four identified subgroups.
<b>Rationale</b>	Only 29% of MCHS's lower quartile students demonstrated adequate learning gains in 2019 as compared to 41% in 2018. Similarly, only thirty-four percent of 9th and 10th graders demonstrated ELA learning gains in 2019. That percentage was down from 40% in 2018.
<b>State the measurable outcome the school plans to achieve</b>	Lower quartile math students' learning gains will improve to 40% in 2019. ELA learning gains will increase to 38% in 2019-20. Students with disabilities will increase by 7 points or more to meet the federal index requirements. Economically disadvantaged students will be provided transportation to ensure attendance, thus affording students the opportunity to increase mastery by 5 points or more. Hispanic students scored 34%, but will need to increase by an additional seven percentage points. The Black/African American students performed at 33%, but will increase by eight percentage points to meet the goal of 41%.
<b>Person responsible for monitoring outcome</b>	Jada Williams (jada.williams@mcsbfl.us)
<b>Evidence-based Strategy</b>	MCHS teachers will implement strategies designed to specifically address students who were academically disadvantaged, such as those in the lowest quartile or English Language Learners. MCHS will implement instructional related strategies to ensure that the instruction taking place in the classroom is targeted to areas needed to improve student achievement. The OPPAGA study documented that 72% of the schools who experienced tremendous improvement focused heavily on improving strategies designed to specifically help students who struggled academically. The OPPAGA's study also revealed that 100% of the schools studied focused on instructional related strategies.
<b>Rationale for Evidence-based Strategy</b>	Since math is the lowest area of performance for MCHS, more specific strategies in math are required. According to researchers Scott Baker, Eugene Research Institute/University of Oregon; Russell Gersten Group, Instructional Research Group, Long Beach California; and Dae-Sik Lee, Inchon(Korea) National University of Education, low achieving students in math benefited from specific feedback about their performance, peer tutoring, computer-assisted instruction, and use of explicit, teacher-facilitated instructional approaches.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Students who scored a level 1 or 2 on the previous FSA will be invited to attend after school remediation/intervention sessions.</li> <li>2. A part-time reading and math interventionist will be hired to work with students who scored a 1 or 2 in small groups to provide differentiated interventions and additional feedback. In addition to the content area teacher(s) instruction, an ESE support staff will also facilitate small-group instruction to students with disabilities during class-time, weekly homeroom periods and/or during the after school program.</li> <li>3. An instructional coach will guide Math, ELA, Science and U.S. History teachers through curriculum mapping to determine an appropriate sequence for teaching of the standards.</li> <li>4. Teachers' lesson plans will document the standards for each lesson and the standard will be posted daily in student friendly terms.</li> <li>5. All students will take Exact Path assessment in reading and math to monitor progress toward academic mastery.</li> <li>6. An Instructional Coach will work with ELA and Math teachers on giving specific feedback to students, explicit instruction, developing abstract thinking and process oriented thinking in their math classes.</li> </ol>

7. After-school transportation for tutoring will be provided for the economically disadvantaged student.
8. The bilingual migrant /homeless staff member will be integrated as necessary to translate and assist with Hispanic students when language barriers seem to be a problem. Translation will be given to help students to comprehend ELA and Math concepts.
9. To serve the Black/African American students teachers will modify instruction to teach concepts using real world experiences, cater to a variety of modalities for learning styles and raise expectations for success.
10. MCHS will host mini-boot camps during the tutorial periods. These camps will introduce and refresh high school expectations, high school STEM programs, and give students practice with note- taking skills, reading strategies, and study skills.

**Person Responsible** Geraldine Wildgoose (geraldine.wildgoose@mcsbfl.us)

**#3**

**Title** District Monitoring and Support

**Rationale** Madison County High School's grade dropped from a C in 2018 to a D in 2019.

**State the measurable outcome the school plans to achieve** Madison County High School will earn a minimum of 41 points in the school grade calculation in 2019-20.

**Person responsible for monitoring outcome** Geraldine Wildgoose (geraldine.wildgoose@mcsbfl.us)

**Evidence-based Strategy** The OPPAGA study showed that 97% of schools with dramatic turnarounds had increased the level of support provided by the district.

**Rationale for Evidence-based Strategy** Districts were able to assess each school's efforts in school improvement, as well as ensure that resources were available to facilitate improvement.

**Action Step**

**Description**

1. District Staff will meet monthly with the school leadership to team. Discussion will include review of progress data (reading, math, science, MTSS, and industry certs/ DE) along with walk through data. Assistance will be provided in areas of concern.
2. The district curriculum coordinator will meet with school administrators weekly to monitor progress and provide assistance.
3. District MTSS personnel will meet periodically to review data and offer assistance to MCHS.

**Person Responsible** Geraldine Wildgoose (geraldine.wildgoose@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).**

1. MCHS will continue monthly safety meeting to discuss any safety, and mental health issues that may arise and need attention and or referrals or services.

2. MCHS will host monthly SAC meetings to inform the committee of school related status, issues, and activities and solicit approval as required for expenditure of Parental Involvement and SAC funds.
3. MCHS will continue to collaborate with external stakeholders and community partners to provide student health programming such as SWAT (Students Working Against Tobacco) to bring awareness and reduce vapor use in school. The Madison County Health Department will continue to provide services through Hope PE classes regarding Sexual Abstinence.

## 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, Â§ 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 High School consistently and continually work to build positive relationships with parents, families, and other community stakeholders to increase involvement. Communication is a key factor in this process; MCHS strives to maintain constant and consistent contact between home and school through various ways. Currently, the school uses One Call, Remind 101, the entrance billboard, intercom notices, and hard copies of notices that are given to students as means to communicate.

MCHS has a social networking page and uses the existing school and district webpage to keep families as well as the community apprised of events. Furthermore, school and/or district publications (newsletters, calendars, progression plans, discipline policies, student handbooks, progress reports, report cards, etc.) are either sent home with students or mailed. Teachers are encouraged to make phone contact with families and to schedule individual conferences, as needed.

Open house is held prior to the start of school so that students and parents might meet teachers. In addition, grade-level parent nights are held within the first two weeks of school. At these meetings, parents/families receive information from administration, guidance, and instructional staff that is relevant to only their student(s). Efforts are being made to solicit e-mail addresses of parents so that both the phone notification system (One Call) and the online gradebook system (Skyward) may be updated. This year, we will add another communication tool. The School will participate in the new District electronic communication initiative called Peachjar. MCHS will use Peachjar to develop and send out flyers or post them on social media as an additional form of communication.

#### **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.**

Madison County High School is committed to meeting the needs of all students, including providing support for their social/emotional and mental health needs. Classroom teachers monitor the daily behavior and needs of the students and make referrals to the guidance counselor and/or the school resource officer, as needed. (Students have access to the guidance counselor and/or resource officer, with or without a teacher referral, at any time). In the event that the needs of the student are beyond the scope of resources available at the school, then assistance from various outside partnering agencies is sought. Referrals to outside agencies are made on an individual basis in accordance with policies,

procedures, and protocols that have been established by the Madison County School Board.

In addition, the RTI/MTSS staff member coordinates, monitors, and maintains a record of attendance, academic performance, social/emotional/mental health, and behavioral data as it pertains to each and every student at MCHS.

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

Our school counselor holds two meetings in the spring of each year. One is during the school day at the middle school with 8th grade students. The next meeting is held in the evening so that parents and students can attend together. At each, displays and information are provided in regards to academic courses, CTE courses, and Honors courses as well as other educational opportunities. At the beginning of the school year, parent nights are held for each grade level. These meetings include grade-specific information delivered to parents and students. Topics discussed include Bright Futures scholarships, CTE Certifications, graduation requirements, testing, schedules, importance of attendance, and self-discipline as it applies to success at the high school level. Dual enrollment opportunities and course selection are also discussed. Additionally, the school counselor meets with each student to complete a Graduation Checklist.

**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.**

RTI/MTSS – Early warning systems data is reviewed monthly to identify students in need of intervention. The data is also used to identify teachers who may be in need of mentoring support. Students are registered on a spreadsheet and are identified either "at risk" or "good to go" as part of the progress monitoring. Student Intervention Team (SIT) meetings are held with students who are identified as being at-risk and parents.

For the past two years, Title 1, Part A parent liaison, Mrs Linton Hart, has worked closely with our RTI/ MTSS coordinator, guidance counselor, attendance clerk, administrators, and teachers to provide support for parents and students. She was available to make phone calls, home visits, or meet with the parent at the school, as necessary. This school year, we will utilize our attendance clerk, RTI/MTSS paraprofessional, guidance counselor, homeless contact person, migrant coordinator and assistant principal to contact parents as needed. Mrs. Linton Hart serves as the truancy contact and will support MCHS with parent contact as well.

The goal this year is to increase parental engagement at the high school by providing more opportunities for parents to attend various activities at the school. Mrs. Lisa Roderick is the Title 1 Coordinator and is involved through attendance as she supports many of our events. We still maintain resource materials for parents. The resource center has been established in the library.

The leadership team also reviews texts by subject/content areas, when it is time for textbook adoption.

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

Several times throughout the school year, college admissions officers are invited to share and meet with juniors and seniors during lunch. During any student conference, the counselor relates course work to

real-world work and job or college preparedness. Students choose their classes and electives with assistance from their guidance counselor after having the opportunity to participate in at least one family meeting where college and career information is discussed. The CTE instructors relate their instruction to the real world with relevant hands-on lessons in the classroom. On October 16, 2019 all 9th, 10th, and 11th grade students will be given the PSAT/SAT. Fifty (41) senior students will have an opportunity to take the SAT during the school day. If students get a cut score of 430, they will be able to use the SAT as a concordant for the FSA in meeting the graduation requirements.

Simultaneously, the remainder of the senior class will be offered a College and/or Career Option Seminar. MCHS is partnering with NFCC, Florida A & M University, and several branches of the military to provide a series of round table discussions. Using multiple rotations, students will be informed about the transition process to college and/or the military. Additionally, October 25th has been designated as Senior Day. Twelfth (12th) grade students will be able to create FAFSA ID accounts and complete their financial aid applications. The final part of completing the FAFSA application requires parent confidential financial information which may be completed in the privacy of the home with the student and parent. Students will also work on the Florida Financial Aid Application, and register for FAST Web for Scholarships.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Increasing Teacher Effectiveness				\$85,715.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	310-Professional and Technical Services	0011 - Madison County High School	UniSIG		\$20,000.00	
<i>Notes: Contract with NEFEC for 20 days of professional development @\$1,000 per day for math, science, social studies, and ELA standards training.</i>						
5100	130-Other Certified Instructional Personnel	0011 - Madison County High School	UniSIG	1.0	\$50,000.00	
<i>Notes: Instructional Coach Salary</i>						
5100	220-Social Security	0011 - Madison County High School	UniSIG		\$3,825.00	
<i>Notes: Social Security@.0620/FICA@.0145</i>						
5100	210-Retirement	0011 - Madison County High School	UniSIG		\$3,760.00	
<i>Notes: Retirement @.0752</i>						
5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$630.00	
<i>Notes: Works Comp@.0126</i>						
5100	300-Purchased Services	0011 - Madison County High School	Title II		\$4,500.00	
<i>Notes: Reading Endorsement Curriculum - Beacon</i>						
6400	330-Travel	0011 - Madison County High School	UniSIG		\$3,000.00	
<i>Notes: Travel for team of teachers to attend National Literacy Summit</i>						

2	III.A.	Areas of Focus: Improving Instructional Related Strategies for Math, ELA Learning Gains, and four identified subgroups.				\$172,396.38
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	120-Classroom Teachers	0011 - Madison County High School	UniSIG	1.0	\$35,000.00	
<i>Notes: Reading Intervention Teacher Salary - New position</i>						
5100	220-Social Security	0011 - Madison County High School	UniSIG		\$2,677.50	
<i>Notes: Social security @.0620/FICA@.0145</i>						
5100	210-Retirement	0011 - Madison County High School	UniSIG		\$2,632.00	
<i>Notes: Retirement@.0752</i>						
5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$441.00	
<i>Notes: Workers Comp@0126</i>						
5100	120-Classroom Teachers	0011 - Madison County High School	UniSIG	0.5	\$50,000.00	
<i>Notes: 2 Part Time Interventionists' Salaries - New positions. These interventionists will work with Tier 2 and Tier 3 students in small groups.</i>						
5100	220-Social Security	0011 - Madison County High School	UniSIG		\$3,825.00	
<i>Notes: Social security @.0620/FICA@.0145</i>						
5100	210-Retirement	0011 - Madison County High School	UniSIG		\$3,760.00	
<i>Notes: Retirement@.0752</i>						
5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$630.00	
<i>Notes: Workers Comp@.0126</i>						
5100	120-Classroom Teachers	0011 - Madison County High School	UniSIG		\$2,295.00	
<i>Notes: Busdriver's Salary for 9 hours week for 17 weeks @ \$15/hr. for 1 driver.</i>						
5100	220-Social Security	0011 - Madison County High School	UniSIG		\$175.57	
<i>Notes: Social security @.0620/FICA@.0145</i>						
5100	210-Retirement	0011 - Madison County High School	UniSIG		\$172.58	
<i>Notes: Retirement@.0752</i>						
5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$28.92	
<i>Notes: Workers Comp@.0126</i>						
7800	460-Diesel Fuel	0011 - Madison County High School	UniSIG		\$6,886.00	
<i>Notes: 180 miles per week x 17 weeks @ 2.25 fuel charge</i>						



5100	120-Classroom Teachers	0011 - Madison County High School	UniSIG		\$18,360.00
		<i>Notes: 6 After School Tutors for 17 weeks / 6 hours per week @\$30 per hour. After school tutoring will run from 3:30 to 5:30 on Tuesdays, Wednesdays, and Thursdays. For Grade levels 9-12.</i>			
5100	220-Social Security	0011 - Madison County High School	UniSIG		\$1,404.54
		<i>Notes: Social security @.0620/FICA@.0145</i>			
5100	210-Retirement	0011 - Madison County High School	UniSIG		\$1,381.00
		<i>Notes: Retirement@.0752</i>			
5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$231.34
		<i>Notes: Workers Comp@.0126</i>			
5100	369-Technology-Related Rentals	0011 - Madison County High School	UniSIG		\$4,000.00
		<i>Notes: Exactpath will be purchased to use as a progress monitoring tool for ELA and Math. This license is for grades 9-12.</i>			
5100	510-Supplies	0011 - Madison County High School	UniSIG		\$1,000.00
		<i>Notes: Materials and supplies for after school tutoring.</i>			
5100	520-Textbooks	0011 - Madison County High School	UniSIG		\$4,500.00
		<i>Notes: Supplemental Materials for After school tutoring</i>			
5100	120-Classroom Teachers	0011 - Madison County High School	UniSIG		\$12,960.00
		<i>Notes: Transition Bootcamp Teachers' Extra Salary for 6 hours per day for 12 days @ \$30 hr. for 6 teachers. For the weeks of June 8-11, June 15-18, and June 22-25. All upcoming 9th graders will be invited.</i>			
5100	220-Social Security	0011 - Madison County High School	UniSIG		\$991.44
		<i>Notes: Social security @.0620/FICA@.0145</i>			
5100	210-Retirement	0011 - Madison County High School	UniSIG		\$974.60
		<i>Notes: Retirement@.0752</i>			
5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$163.30
		<i>Notes: Workers Comp@.0126</i>			
5100	510-Supplies	0011 - Madison County High School	UniSIG		\$4,346.59
		<i>Notes: Supplemental materials for Transition Bootcamp</i>			
5100	520-Textbooks	0011 - Madison County High School	UniSIG		\$13,560.00
		<i>Notes: Instructional materials for Alg 1 A and Alg 1. 120 books for \$113 each from the Florida School Book Depository.</i>			

<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: District Monitoring and Support</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	510-Supplies	0011 - Madison County High School	UniSIG		\$500.00
			<i>Notes: Materials and supplies for monthly DBLT meetings with SBLT.</i>			
					<b>Total:</b>	<b>\$272,222.51</b>